

Bridge to Excellence

Harford County Public Schools Master Plan 2013 Annual Update



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

October 15, 2013

Dear School Community,

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

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

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

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

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

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

Barbara P. Canavan
Interim Superintendent of Schools

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

Vision

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

Mission

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

Master Plan Goals

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

**Members of the Board of Education
2012-2013**

Nancy Reynolds, *President*
Francis F. Grambo, III, *Interim Vice President*
Alysson L. Krchnavy
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Harford County Public Schools Bridge to Excellence Master Plan

Strategies to Manage the Master Plan

Development and Implementation of the Master Plan

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

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

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

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

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

The Harford County Public School System's Bridge to Excellence Master Plan is the result of the insights and contributions of many Harford County educators and citizens, who came together to envision a strong, viable future for the school system and to identify resources needed to achieve that vision. While it is not possible to cite the names of everyone involved in the preparation of HCPS' Master Plan, special appreciation is expressed to the following individuals who contributed to the 2012 Annual Update.

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

Essential Vocabulary

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

Formative Assessments	Classroom assessment that assists teachers in planning the next steps for instruction of individual students
GCC	General Curriculum Committee
HBCU	Historically Black Colleges and Universities
HCEA	Harford County Education Association

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

Essential Vocabulary

HCPS	Harford County Public Schools
Highly Qualified Paraprofessionals	Paraprofessionals who deliver instructional services to students and who have either completed two years of study at an institution of higher education, obtained an associate’s or higher degree, or met a rigorous standard of quality and can demonstrate knowledge through a formal assessment
Highly Qualified Teachers	Public elementary or secondary school teachers who have full state certification or have passed a state licensing examination, are licensed to teach in the state, and have not had certification or licensure requirements waived on an emergency, temporary, or provisional basis
HSA	High School Assessment
IDMS	Instructional Data Management System
IDS	Instructional Data Specialist – central office position associated with Race to the Top
IEP	Individualized Education Plan
IF	Instructional Facilitator – school-based position with evaluative duties
ILA	Integrated Language Arts
IIS	Instructional Improvement System
ILT	Instructional Leadership Team – Principal, Assistance Principal(s), Instructional Facilitator, and Teacher Mentor
Instructional Technology	Software that supports the instructional program
LEA	Local Education Agency – The Harford County Public School System
LRE	Least Restrictive Environment
LTDB	Longitudinal Test Database
MMSR	Maryland Model of School Readiness

MSA	Maryland School Assessment
MSAP	Maryland Student Assistance Program
MSDE	Maryland State Department of Education
MTLSS	Maryland Technology Literacy Standards for Students
NCLB	No Child Left Behind – Elementary and Secondary Education Act of 2002

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

Essential Vocabulary

PARCC	Partnership for College and Career Readiness
PBIS	Positive Behavior Interventions and Support
PD	Professional Development
PDS	Professional Development School
Performance Levels	Categories of student performance on state academic tests: Basic, Proficient, and Advanced levels
PLC	Professional Learning Community
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.
RFP	Request for Proposal
RTTT	Race to the Top
SC	State Curriculum
SIS	Student Information System
SMI	Scholastic Mathematics Inventory
SRI	Scholastic Reading Inventory

2013 Master Plan Annual Update

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

Master Plan Annual Update Part I

Due: October 15, 2013

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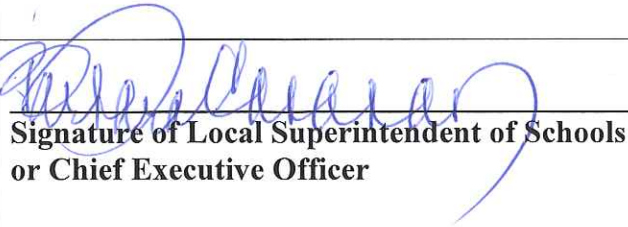
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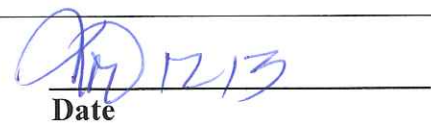
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WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2013 Annual Update to our Bridge to Excellence Master Plan is correct and complete and adheres to the requirements of the Bridge to Excellence and Race to the Top programs. We further certify that this Annual Update has been developed in consultation with members of the local 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.

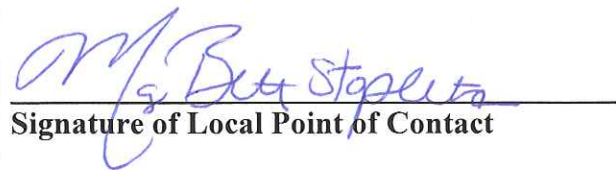
***Only participating LEAs need to complete the Race to the Top Scopes of Work documents that will now be a part of the Master Plan.**



**Signature of Local Superintendent of Schools
or Chief Executive Officer**



Date



Signature of Local Point of Contact



Date

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

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Jean Mantegna	Assistant Superintendent for Human Resources
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Alicia Palmer	Coordinator of Grants and Medicaid
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Anne-Marie Spakowski	Director of Special Education
Mary Beth Stapleton	Coordinator of Grants
George Toepfer	Supervisor of Social Studies

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

Authorization

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

Introduction

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

Background

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

In August 2010, Maryland was awarded one of the Race to the Top (RTTT) education grants. The grant provided an additional \$250 million in funds over four years and will be used to implement Maryland's Third Wave of Reform, moving the State from national leader to World Class. Local RTTT Scopes of Work have been developed by Maryland school systems and are closely aligned with the overall State plan to guide the implementation of educational reforms. In 2012, local Scopes of Work were integrated and reviewed as part of the BTE Master Plan.

In May 2012, the United States Department of Education approved Maryland's application for flexibility from some of the long-standing requirements of No Child Left Behind. The flexibility waiver is intended to support the education reform already underway through programs like Race to the Top. The Master Plan has been adjusted to address the demands of Maryland's new accountability structure.

Section A: Executive Summary and State Success Factors

I.A

Introduction

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 Maryland's *Race to the Top* (RTTT) goals. HCPS believes all students can meet high standards. To that end, HCPS commits to the following elements of the State's reform plan as described in the *American Recovery and Reinvestment Act* (ARRA):

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

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

- Students with disabilities are continually challenged to achieve proficiency on MSA.
- Students receiving free and reduced meals and African-American students continue to score well below the Harford County proficiency percent in MSA Reading and Mathematics, as well as the Algebra/Data Analysis High School Assessment (HSA).
- Job-embedded professional development for teachers with respect to educational technology, continual funding shortfalls to maintain existing implemented technologies, and an aging infrastructure which cannot meet the growing demand of online and multi-media instructional resources remain a challenge.

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

Goal 1: To prepare every student for success in postsecondary education and a career.

Goal 2: To encourage and monitor engagement between the school system and the community to support student achievement.

Goal 3: To hire and support skilled staff who are committed to increasing student achievement.

Goal 4: To provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning.

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

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

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

Budget Narrative

Harford County Public Schools (HCPS) is a fiscally dependent school system with an actual enrollment of 37,868 students in fiscal 2013. HCPS is the 147th largest school system of the 13,629 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 5,258 FTE faculty and staff positions for FY 2013.

Harford County has 54 public schools along with 46 non-public schools² located within the County. Citizens in the County have a choice of public or private schools. Approximately 38,000 students attend public schools. The number of students attending private schools is unknown. The 2012 population of Harford County was 244,700 and is projected to increase to 252,447 by 2015³. According to the Bureau of Census, the school age population in 2010 was

¹ U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2009–10 Table 92.

² Maryland State Department of Education Fact Book for the Fiscal Year 2011-2012, page 7.

³ www.harfordbusiness.org

52,171 of which 38,637 or 74% attended public schools. School enrollment was 35,963 in 1994 and reached a peak in 2006 of 40,294 and has declined slightly to 37,868 in 2013.

The FY 2014 Board of Education adopted Budget for Harford County Public Schools addresses the essential components of federal legislation known as *No Child Left Behind* (NCLB), state legislation known as the Bridge to Excellence Act (BTE), and continues to address the Strategic Plan and Master Plan. Meeting the educational needs of a growing and diverse community so that no child is left behind requires vision, knowledge, organization, effective planning, sufficient coordinated resources, and commitment from all stakeholders.

Since FY 2010, Harford County Public Schools operating costs have increased \$55.8 million. In the same time period, revenue has decreased \$9.1 million for a net budgetary shortfall of 64.9 million. The primary increase in expenditures represented costs deemed necessary to provide mandated services, meet contractual obligations and to maintain the integrity of the instructional programs. HCPS employees have not received a salary increase in 4 of the past 5 fiscal years. With decreasing 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 FY 2014 budget includes the following increased costs: \$1.3 million in teacher pension cost, other cost of doing business expenses of \$2.1 million and health/dental insurance increase of \$3.8 million. Combined with a decrease in revenue of \$5.4 million, HCPS was faced with a budgetary shortfall of \$12.6 million. The budgetary shortfall was absorbed via employee turnover savings of \$2.9 million of position reductions through attrition, \$7.3 million of operating cost reductions and the elimination of non-recurring costs of \$2.4 million. Wages were not increased for the FY 2014 budget for employees and have not been increased for employees in four (4) of the last five (5) fiscal years. The FY 2014 budget included 115.6 position reductions to balance the budget. Student Athletic and Activity fees were also approved as a new revenue source projected to generate .5 million and provide the funding equivalent of 12.5 positions in the budget.

Every effort was made to be fiscally conservative in preparing the 2014 Budget. This budget required difficult decisions in order to align projected expenditures with projected revenue. The fiscal 2014 approved Unrestricted Operating, Restricted and Capital budgets are \$424.7 million, \$27.7 million and \$32.5 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.

2012-2013 Race to the Top Summaries and Accomplishments

Section A: State Success Factors

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

Projects and tasks accomplished during Year 3 of RTTT:

- Attended all MSDE meetings associated with teacher and principal evaluation, Common Core State Standards, PARCC, and the Educator Effectiveness Academies (EEA).
- Assisted MSDE with the set-up and implementation of the EEA.
- Prepared, organized, implemented, and facilitated the *Shifts in Education Conference*, where close to 1400 teachers participated in professional learning with regard to Common Core State Standards, Accountability and Assessment, Disciplinary Literacy, Universal Design for Learning, Teacher Evaluation Process, Universal Design for Learning, Charlotte Danielson's, Framework for Teaching, and Student Learning Objectives.
- Worked with the Harford County Education Association to determine the model for teacher evaluation.
- Worked with the Association of Public School Administrators and Supervisors of Harford County to determine the principal evaluation model.
- Organized and facilitated RTTT Work Group meetings including all stakeholders identified in the Communication Chart.

*See each action plan projects and tasks accomplished in Year 2 under each reform area. All were overseen by RTTT Project Manager.

Section B: Standards and Assessments

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

Projects and tasks accomplished during Year 3 of RTTT:

- Hosted, assisted, and participated in the 2013 EEA.
- Identified the principal and four teacher leaders from all 54 schools who participated in the EEA.
- Prepared, organized, implemented, and facilitated the *Shifts in Education Conference*, where close to 1400 teachers participated in professional learning with regard to Common Core State Standards, Accountability and Assessment, Disciplinary Literacy, Universal

Design for Learning, Teacher Evaluation Process, Universal Design for Learning, Charlotte Danielson's, *Framework for Teaching*, and Student Learning Objectives.

- Facilitated professional development to other department chairs in the school system regarding the teacher appraisal process and Common Core State Standards lessons.
- Presented to the Board of Education and Harford County elected officials with regard to Common Core State Standards and PARCC.

Section C: Data Systems to Improve Instruction

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

Projects and tasks accomplished during Year 3 of RTTT:

- Continued work with the Instructional Data Specialist (IDS) to provide immediate support for all HCPS teachers currently learning to analyze assessment data to inform instructional practice.
- Planned and facilitated the Charlotte Danielson's, *Framework for Learning Self-assessment* session at the *Shifts in Education Conference*, where close to 1400 teachers participated in professional learning.
- Purchased Performance Matters Faste Observer.
- Assisted with the implementation of Performance Matters Faste Observer.
- Continued to identify and address gaps in current HCPS data system and technological infrastructure, in coordination with MSDE, to support efforts in the successful development and eventual HCPS transition to the IIS.
- Hosted and coordinated HCPS participation in the Educator Effectiveness Academies.

Section D: Great Teachers and Leaders

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

HCPS ensured all 54 schools sent teams to participate in the Educator Effectiveness Academies (EEA). These teams were identified by the RTTT Project Manager in concert with the Executive Directors of Elementary, Middle, and High School Performance. As follow up from the EEA, school-based teams will identify additional key staff unable to attend the academy and train them in the information presented. These staff will be core content teachers and/or special educators.

Throughout all four years of the grant, all teachers will be trained in the new Instructional Improvement System.

Projects and tasks accomplished during Year 3 of RTTT:

- Worked with the Harford County Education Association to determine the model for teacher evaluation.
- Worked with the Association of Public School Administrators and Supervisors of Harford County to determine the principal evaluation model.
- Implemented the Teacher and Principal Evaluation Pilots and began the 2013-14 school year with the models in place.
- Identified the principal and four teacher leaders from all 54 schools who participated in the EEA.
- Provided professional development on Charlotte Danielson's, *Framework for Learning* to Instructional Leadership Teams, Content Supervisors and Coordinators, and Department Chairs through the Danielson Group.
- Prepared, organized, implemented, and facilitated the *Shifts in Education Conference*, where close to 1400 teachers participated in professional learning with regard to Common Core State Standards, Accountability and Assessment, Disciplinary Literacy, Universal Design for Learning, Teacher Evaluation Process, Universal Design for Learning, Charlotte Danielson's, *Framework for Teaching*, and Student Learning Objectives.
- Implemented the HCPS Teacher Induction Program.
- Participated in MSDEs Teacher Induction Academy for LEA Coordinators.
- Participated in MSDEs Aspiring Leaders' Academy and Executive Officer professional development opportunities.
- Provided professional development for mentors and instructional facilitators.
- Assessed school needs regarding new teachers and assigned current mentor teachers as appropriate.

Section E: Turning Around Lowest Performing Schools

The RTTT Project Manager, Executive Directors of Elementary, Middle, and High School Performance, the Supervisor of Equity and Cultural Proficiency, and the Coordinator of School Improvement and Intervention planned and implemented secondary school improvement initiatives during year two of the RTTT grant. The HCPS Coordinator of School Improvement used lessons learned through the State Breakthrough model and replicated those efforts in secondary schools which included Classroom-focused Improvement Process (CFIP), Universal Design for Learning (UDL), and Common Core State Standards.

Projects and tasks accomplished during Year 3 of RTTT:

- Planned and implemented a hybrid online MSDE Universal Design for Learning course targeting secondary school teachers working in schools on HCPS identified list.
- Applied UDL principles to the Common Core Framework for SY 2012-13 instructional planning

Maryland's Accountability System Components, Cross Cutting Themes, and Specific

Student Groups in Bridge to Excellence

Review of 2012-2013 Goal Progress: Identified Successes and Challenges

The Maryland School Assessment (MSA), a measure of student proficiency in reading, mathematics, and science, was administered in the spring 2013 to students enrolled in grades 3 through 8. High school students were measured in these areas by the High School Assessment Tests (HSA): Algebra/Data Analysis, Biology, and English 10. Performance in the elementary and middle schools in reading and mathematics remained generally stable from 2012 to 2013.

Maryland State Assessment Reading

In the elementary grades, approximately 91% of students scored proficient or advanced in reading. The lowest performing subgroup at this level was Special Education, and 69% of these students scored proficient or advanced. At the middle school level, nearly 88% of students scored proficient or advanced in reading. Subgroup performance showed a decline in the American Indian, Two or More Races and Special Education subgroups. The proficiency rate for American Indian students declined from 81.5% to 72.4%; however, only 29 American Indian students were assessed in 2013.

Maryland State Assessment - Mathematics

Approximately 89% of elementary students scored proficient or advanced in mathematics. The lowest performing subgroup at this level was students with disabilities with a proficiency rate of 59%. At the middle school level, nearly 80% of the students scored proficient or advanced. The students with disabilities subgroup was the lowest performing subgroup, with a proficiency rate of 38%. This is a nearly 7% decline from 2012.

Maryland State Assessment – Science

In science, fifth grade performance in the aggregate stayed relatively the same as 2012. Approximately 77% of students scored proficient or advanced in 2013. This is approximately a five point increase from 2009. Hispanic Latino and Students with disabilities proficiency rates stayed relatively the same as 2012. Black or African American and LEP proficiency increased compared to 2010. The lowest performing subgroups at this level were students with disabilities and ELL subgroups, with proficiency rates of 41% and 42%, respectively. Eighth grade performance in science also stayed relatively the same as 2012. The most significant gain in proficiency occurred with LEP students, with an increase of thirteen points. The lowest performing subgroup was LEP students with a 34% proficiency rate.

Alternative Maryland School Assessment

Students with disabilities participating in the Alternate Maryland School Assessment (Alt-MSA) demonstrate mastery of individually-selected indicators and objectives from the reading, mathematics and science content standards.

Rates for students achieving advanced or proficient on the Alt-MSA reading measure exceeded 84.4% at the elementary and middle school levels. This is a decrease of 6.5% from 2012. At

the high school level, the county proficiency rate was nearly 83%, down from 94.7% in 2012.

Rates for students achieving advanced or proficient on the Alt-MSA mathematics measure exceeded 71.6% at the elementary and middle school levels. This was a decrease of 16.8% from 2012. At the high school level, the county proficiency rate was 85%, down approximately 10% from 2012.

Rates for students achieving advanced or proficient on the Alt-MSA science measure exceeded 77% for students in grades five, eight, and ten. This is a decrease of 9.2% from the proficiency rate in 2012.

High School Assessment - English

The High School Assessment (HSA) in English is given to students in tenth grade. Overall performance on this assessment is relatively stable from 2012. Nearly 83% passed this assessment by the end of their sophomore year. Approximately 87% passed this assessment by the end of their senior year.

In 2013, the highest performing subgroup of first time test takers in 10th grade for this assessment was Asian students with an 88% proficiency rate. LEP students achieved the lowest performance with a proficiency rate of 15%.

High School Assessment – Algebra

The High School Assessment in Algebra/Data Analysis is given to students upon completion of Algebra I or Algebra B. Performance in 2013 for all students was identical to 2011, with a proficiency rate of 89%. Approximately 89% of high school students passed this assessment by the end of their tenth grade year.

In 2013, the highest performing subgroup of first time test takers in 10th grade for this assessment was the White population with a proficiency rate of 92%. Students with disabilities scored the lowest with a proficiency rate of 61%. However, this subgroup gained over eight points from 2012.

High School Assessment – Biology

In 2012, the majority of students completed Biology in their tenth grade year. Approximately 88% of high school students passed this assessment by the end of their tenth grade year. White students who were first time test takers in 10th grade performed the highest, with a proficiency rate of 92%. Students with disabilities who were first time test takers in 10th grade performed the lowest, with a proficiency rate of 8%. This subgroup dropped forty points from 2012.

High School Assessment Graduation Requirements

79% of seniors met the HSA graduation requirements by passing all assessments. This is an increase of one point from 2011. Approximately 16% of seniors met this requirement through the combined score option. Approximately 5% of students met this requirement through the Bridge Plan for Academic Validation. Only three seniors received a waiver for the high school requirements in 2012.

Attendance

The overall end-of-year attendance rate for all students was 94.7% for 2013. This is a slight increase from 93.8% in 2012. The high school attendance rate in 2013 was 93.5%. This was a slight increase from 2012 from 93.4%. The middle school attendance rate was 94.9% Elementary students have the highest attendance rate by level – 95.7%.

Graduation Rate

The 2013 graduation rate was 88.4% with an increase of 1 point from 2012. By 2020, the AMO increases to 90.3%. The subgroup with the lowest graduation rate is LEP students with a graduation rate of 24%. The graduation rate for African-American students remained nearly the same from 80.4% in 2012 to 80.33% in 2013. The FARMS graduation rate decreased almost one point from 76.7% in 2012 to 75.82% in 2013.

Challenges

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

Harford County's biggest challenge for mathematics and reading performance is student participating in special education services. Six elementary schools failed to achieve the 2013 AMO in this subgroup for reading performance. One middle school failed to achieve the 2013 AMO for their students with disabilities. However, an achievement gap exists between this subgroup and all students. In reading at the middle school level, 55% of students with disabilities achieved proficiency compared to 88% at the aggregate level. At the high school level, 32% of students with disabilities who were first time test takers in the tenth grade achieved proficiency compared to 83% at the aggregate level.

Mathematics performance is similar to the performance in reading. 59% of students with disabilities at the middle school level achieved proficiency compared with 89% at the aggregate level. 58% of students with disabilities who were first time test takers in the tenth grade in high school achieved proficiency on HSA Algebra/Data Analysis compared with 90% at the aggregate level.

Another challenge in HCPS is performance of ELL students. Although all elementary schools met the 3MO for this subgroup, two middle schools did not. Although this population is relatively small in HCPS, the achievement gap is the greatest in reading at the middle school level (49% compared to the aggregate at 88%). In 2013, HCPS had 51 test takers at the middle school and only twenty-five were proficient. In mathematics, ELL population performed well at the elementary level with a proficiency rate of 79%. However, proficiency rates at the middle and high school levels were 55% and 39%, respectively.

Annual Measurable Objectives

AMOs increase slightly over the next few years with the goal to reduce the percentage of students performing basic in half by 2017. The system- wide data regarding AMOs is reflected in the table below. Individual school AMO data has been provided to each school’s administrative team and they are incorporating their goals into their school improvement plan.

HCPS - Annual Measurable Objectives								
Content	Subgroup	2011 BASELINE	2012 AMO	2013 AMO	2014 AMO	2015 AMO	2016 AMO	2017 AMO
Math	All students	85.0	86.2	87.5	88.7	90	91.2	92.5
	Hispanic/Latino of any race	81.4	82.9	84.5	86	87.6	89.1	90.7
	American Indian or Alaskan Native	79.7	81.4	83.1	84.8	86.5	88.2	89.9
	Asian	94.6	95	95.5	95.9	96.4	96.8	97.3
	Black or African American	71.5	73.9	76.2	78.6	81	83.4	85.7
	Hawaiian/Pacific Islander	80.0	81.7	83.3	85	86.7	88.3	90
	White	88.5	89.5	90.4	91.4	92.4	93.3	94.3
	Two or more races	80.7	82.3	83.9	85.5	87.2	88.8	90.4
	Special Education	57.3	60.9	64.4	68	71.5	75.1	78.7
	Limited English Proficiency	77.6	79.5	81.4	83.2	85.1	87	88.8
	FARMS	72.4	74.7	77	79.3	81.6	83.9	86.2
Reading	All students	88.6	89.6	90.5	91.5	92.4	93.4	94.3
	Hispanic/Latino of any race	86.9	88	89.1	90.2	91.3	92.4	93.4
	American Indian or Alaskan Native	81.9	83.4	85	86.5	88	89.5	91
	Asian	94.9	95.4	95.8	96.2	96.6	97.1	97.5
	Black or African American	76.5	78.4	80.4	82.4	84.3	86.3	88.2
	Hawaiian/Pacific Islander	76.7	78.6	80.6	82.5	84.4	86.4	88.3
	White	91.7	92.4	93.1	93.8	94.5	95.2	95.8
	Two or more races	86.8	87.9	89	90.1	91.2	92.3	93.4
	Special Education	66.2	69	71.8	74.7	77.5	80.3	83.1
	Limited English Proficiency	84.1	85.4	86.7	88	89.4	90.7	92
	FARMS	78.2	80	81.8	83.6	85.5	87.3	89.1

LEA Level AMO Analysis for Reading and Mathematics

SY 2012-13 data reflect that twenty-nine elementary schools out of thirty-four schools (85.2%) met all English/Language Arts AMOs. In SY 2011-12, thirty of the thirty-four elementary schools met all English/Language Arts AMOs (91.1%).

The SY 2012-13 data indicates that six out of nine (66.6%) of the district's middle schools met all English/Language Arts AMOs. In SY 2012-13 five out of nine (55.5%) of the district's middle schools met AYP.

Although Harford County Public School is pleased with AMO status at both the elementary and middle school levels, the system faces several challenges related to English/Language Arts. HCPS seeks continued growth for all subgroups while ensuring a focus on those subgroups not achieving AYP. All Harford County Public Schools continue to focus on data driven instructional decision making for all students. Schools were initially trained in the Classroom Focused Improvement Process (CFIP) during SY 2009-10 and continue to receive leadership and site based professional development to support the ongoing and effective implementation of CFIP. All School Improvement Plans are reviewed centrally to ensure that each school maintains a focus on increasing teacher capacity in planning and delivering high quality instruction that is supported by data driven instructional decision making in the area of Reading/Language Arts.

**HCPS School Improvement Measures
2013-2014**

School	Timeline	School Improvement Measure
All Schools	July 2012- June 2013	<ul style="list-style-type: none"> • Use MSA data and other measures of school performance to develop the School Improvement Plan (SIP). • Design the SIP to address: <ul style="list-style-type: none"> ○ Scientifically based research strategies that will bring all students to proficiency in reading and mathematics. ○ Professional development that meets the MD Teacher professional Development standards. ○ Parent involvement. ○ Measurable annual objectives for progress by each subgroup of students. ○ Activities that extend beyond the school day/year. ○ Incorporation of a teacher mentoring program. ○ Implementation responsibilities. • Connections to schools SLOs. • Provide parents and school staff the opportunity to participate in the development of the SIP. • Submit SIP to the Executive Director of Elementary/Middle/High School Performance and Coordinator of School Improvement and Intervention. • Conduct weekly ILT meetings to analyze student achievement data, identify students and staff needs, and plan professional development activities. • Conduct monthly/quarterly SIT meetings to monitor the development and implementation of the school's SIP to ensure that it reflects the previous and current data and analysis. • Review and analyze student data Instructional Data Management System (Performance Matters) in efforts to make decisions about appropriate intervention programs and instructional strategies to meet the needs of all learners. • Develop and implement an interventions plan targeting any student not performing at the proficient level with specific emphasis on individual student monitoring.

SY 2012-13 data reflect that twenty-two elementary schools out of thirty-four schools (64.7%) met all Mathematics AMOs. In SY 2011-12, thirty-three of the thirty-four elementary schools made met all Mathematics AMOs (97%).

The SY 2012-13 data indicates that four out of nine (44.4%) of the district's middle schools met all Mathematics AMOs. In SY 2011-12, nine out of nine (100%) of the district's middle schools met all Mathematics AMOs.

Although Harford County Public School is pleased with the AMO status at both the elementary and middle school levels, the system faces several challenges related to Mathematics. HCPS seeks continued growth for all subgroups while ensuring a focus on those subgroups not achieving AYP. All Harford County Public Schools continue to focus on data driven instructional decision making for all students. Schools were initially trained in the Classroom Focused Improvement Process (CFIP) during SY 2009-10 and continue to receive leadership and site based professional development to support the ongoing and effective implementation of CFIP. All School Improvement Plans are reviewed centrally to ensure that each school maintains a focus on increasing teacher capacity in planning and delivering high quality instruction that is supported by data driven instructional decision making in the area of Mathematics.

Special Education Services

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

Within HCPS, 84% of school – age students with disabilities, ages 6 through 21 participate in the regular class setting for 80% or more of the school day (LRE A); with an additional 3.26% of students participating in the regular class setting for 40% or more of the school day (LRE B). Despite access to the general education setting in grades kindergarten through 12, school-age students with disabilities across the district continue to demonstrate considerable gaps in achievement. HCPS is cognizant of this disparity and acknowledges a need for a concerted effort for all educational stakeholders to review, revise, implement and monitor actions necessary to ensure that all HCPS students are successful.

1.B Finance Section

Introduction

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

Background

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

Definitions of Key Terms

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

REVENUE AND EXPENDITURE ANALYSIS

- 1. Did actual FY 2013 revenue meet expectations as anticipated in the Master Plan Update for 2012? If not, identify the changes and the impact any changes had on the FY 2013 budget and on the system's progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.**

Yes, revenues finished slightly higher than originally planned due to:

- Additional restricted fund awards subsequent to the approval of the budget.
- One-time reimbursements of excess insurance costs by third party and federal government which was redistributed to the Other Post-Employment Benefits (OPEB) fund.

- 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 Other/ Non-Public Placements:

- Costs for Non Public Placement were allocated to unrestricted funds at a rate higher than originally budgeted.

- The overall variance for all sections was \$760,615 or .17% variance from the budget of \$454,232,664.

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

Not applicable to Harford County Public Schools.

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

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

RACE TO THE TOP MONITORING QUESTIONS

1. Is a balance available in any project? If so, please provide, for each project, the balance available, a narrative explanation for the balance, and the LEA’s plan to fully expend the balance, include a date by which the funds will be expended.

HCPS has a small (\$3,504.16) balance in Project #6 Year #3. This balance has been rolled into Project #7 Year #4 and is reflected in the RTTT C-125’s and budget summary pages.

2. If the balance available is not obligated, for each project with a balance, please provide a narrative description of the impact on Project Year 4 planning.

HCPS does not anticipate having any balances in any projects.

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

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

4. What will the LEA do differently in Project Year 4 as a result of lessons learned in implementing Project Year 3?

HCPS does not anticipate changes to the goals and activities originally proposed in the Project Year.

5. Does the LEA anticipate any challenges in implementing Project Year 4? If so, please identify the challenges at the grant and project level, if applicable.

HCPS does not anticipate any major challenges in implementing Project Year 4.

Race to the Top Scope of Work Narratives and Action Plans

Section A: State Success Factors

Narrative

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

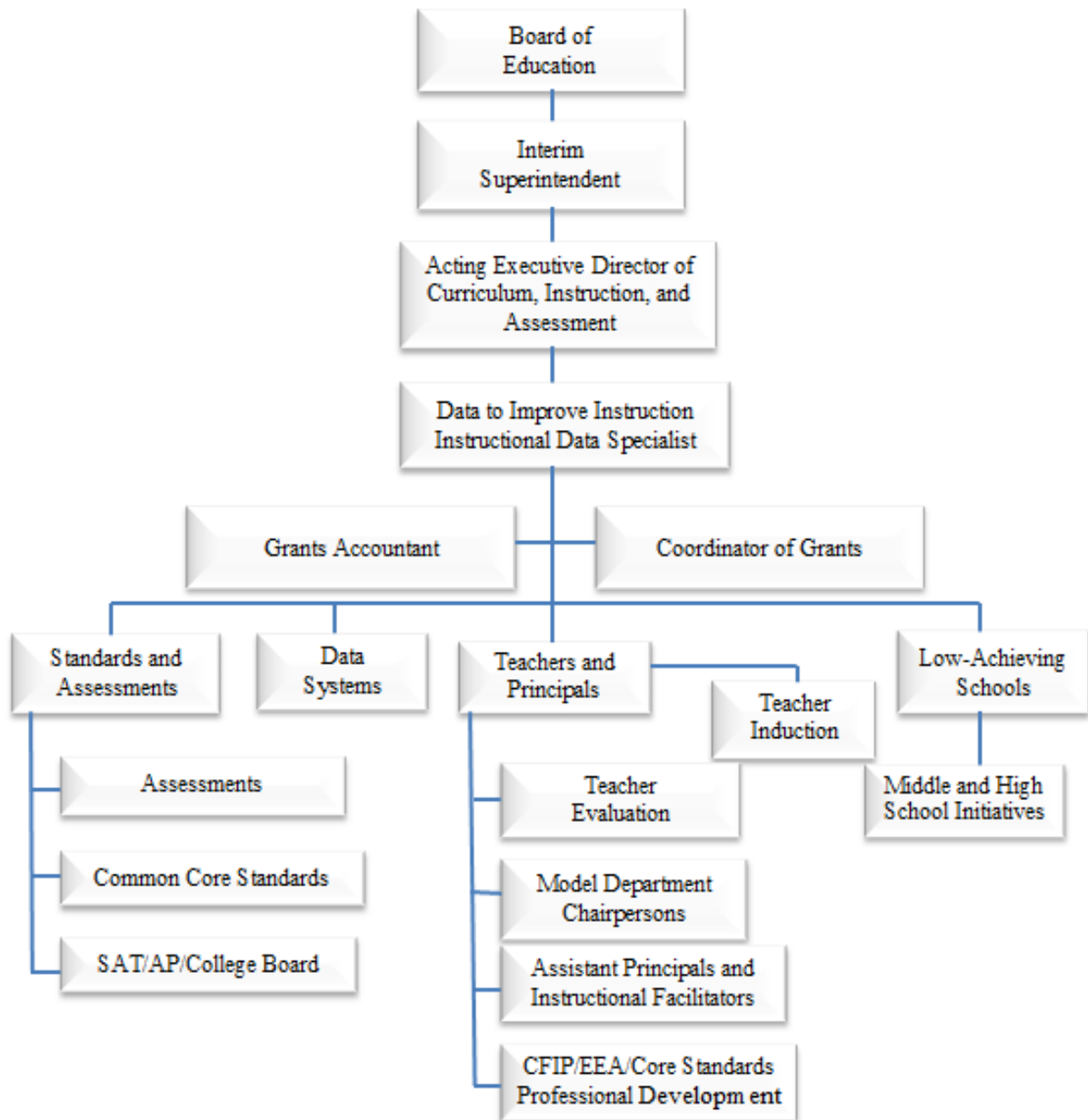
When grant funds were awarded in March 2011, HCPS appointed a Project Manager to monitor HCPS progress toward achieving the goals and activities outlined in the RTTT application. The RTTT Project Manager sat on the Superintendent's Leadership Team and dedicated 75% of her current work to oversee RTTT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

As of July 1, 2013, new leadership has emerged in HCPS. Currently, there is an Interim Superintendent, and the RTTT Project Manager serves as the Acting Executive Director of Curriculum, Instruction, and Assessment for the school system and is no longer paid through RTTT. The Acting Executive Director remains the Project Manager and oversees all the RTTT projects, as well as completes all reports associated with the RTTT grant. HCPS asked for and was granted an amendment to their RTTT grant to utilize the funds from Projects 1 and 2 in Project 7 to support Common Core implementation.

The Coordinator of Grants, the Grants Accountant, and the RTTT Project Manager continue to work together to ensure all current and future funding streams and expenditures are aligned with RTTT Scopes of Work, including the *Master Plan 2013 Update*, and will work in concert with MSDEs RTTT evaluator. Finally, the RTTT Project Monitor closely monitors the implementation of the K-12 STEM Education Strategy to ensure that progress is achieved and aligned with all RTTT initiatives. The chart below reflects HCPS internal RTTT communication and oversight and has been updated due to reflect the organizational change.

It is the intent of Harford County Public Schools (HCPS) to continue to sustain all the goals aforementioned in the Race to the Top Grant. The Executive Director for Curriculum, Instruction, and Assessment has requested through the HCPS FT15 operating budget process that the three Model Department Chairs, the Instructional Data Specialist, the Coordinator of Teacher Induction, and the part-time clerical positions be sustained. The implementation of Common Core State Standards, STEM education, Teacher and Principal Evaluation, the transition to the PARRC assessments, and implementing data systems, professional learning for teachers and administrators, and identifying and supporting low performing schools will continue to be top priorities for HCPS.

COMMUNICATION CHART



Projects and tasks accomplished during Year 3 of RTTT:

- Attended all MSDE meetings associated with teacher and principal evaluation, Common Core State Standards, PARCC, and the Educator Effectiveness Academies (EEA).
- Assisted MSDE with the set-up and implementation of the EEA.
- Prepared, organized, implemented, and facilitated the *Shifts in Education Conference*, where close to 1400 teachers participated in professional learning with regard to Common Core State Standards, Accountability and Assessment, Disciplinary Literacy, Universal Design for Learning, Teacher Evaluation Process, Universal Design for Learning, Charlotte Danielson's, Framework for Teaching, and Student Learning Objectives.
- Worked with the Harford County Education Association to determine the model for teacher evaluation.
- Worked with the Association of Public School Administrators and Supervisors of Harford County to determine the principal evaluation model.
- Organized and facilitated RTTT Work Group meetings including all stakeholders identified in the Communication Chart.

*See each action plan projects and tasks accomplished in Year 3 under each reform area. All were overseen by RTTT Project Manager.

Action Plan: Section A

Goal(s):

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

Section A: State Success Factors	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (No)</i>							
<i>Additional Required Activities:</i>							
1. Cooperate with national and statewide evaluation.	(A)(2)		10/01/13	9/30/14	RTTT Project Manager Supervisor of Accountability	National and statewide evaluation completed	N

Section A: State Success Factors	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>Tasks/Activities:</i>							
2. Employ a RTTT Project Manager, under the direction of the Interim Superintendent, who will oversee progress in all four assurance area goals and projects for the duration of the grant; please see each action plan for project descriptions and timelines.	(A)(2)	1	10/01/13	9/30/14	RTTT Project Manager	Personnel identified as point of contact for each assurance area. Process measures designed to track progress in all four assurance areas activities. Examples: meeting minutes, RTTT fidelity check-list developed including action steps for each area, professional development agendas.	N

Year 4 Goals:

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

Section B: Standards and Assessments

Narrative

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

HCPS content supervisors and master teachers are working with MSDE on the Gap Analysis alignment between the State Curriculum and CCSS. This curriculum development was adopted by the State Board of Education (BOE) in June 2011, and it is essential for HCPS administrators and supervisors to ensure all teachers fully embrace the CCSS. In order to ensure HCPS administrators and staff are ready to transition to these high quality standards and assessments, the activities described in Sections B and D will be implemented in Year 4 of *Race to the Top* (RTTT).

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

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

HCPS is in the process of investigating how Science, Technology, Engineering and Mathematics (STEM) education is provided to students. The Harford County BOE, the Interim Superintendent, industry partners, parents, and school-based leadership agree to increase the number of HCPS students fully prepared to pursue successful STEM related careers. To that end, HCPS continues to develop a K-12 STEM Education Strategy that infuses the work accomplished at the State regarding interdisciplinary STEM-based curriculum.

HCPS continues to work to identify specific curricular connections and opportunities and change current course offerings as needed. As described in Section D, the Model Mathematics and Science Department Chairpersons will oversee much of this work to ensure the use of STEM standards and project-based lessons.

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

It is the intent of HCPS to continue to sustain all the goals aforementioned in the RTTT Grant. The Executive Director for Curriculum, Instruction, and Assessment has requested through the HCPS FT15 operating budget process that the three Model Department Chairs, the Instructional Data Specialist, the Coordinator of Teacher Induction, and the part-time clerical positions be sustained. The implementation of CCSS, STEM education, Teacher and Principal Evaluation, the transition to the PARRC assessments, and implementing data systems, professional learning for teachers and administrators, and identifying and supporting low performing schools will continue to be top priorities for HCPS.

Professional Development

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

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

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

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

Projects and tasks accomplished during Year 3 of RTTT:

- Hosted, assisted, and participated in the 2013 EEA.
- Identified the principal and four teacher leaders from all 54 schools who participated in the EEA.
- Prepared, organized, implemented, and facilitated the *Shifts in Education Conference*, where close to 1400 teachers participated in professional learning with regard to CCSS, Accountability and Assessment, Disciplinary Literacy, Universal Design for Learning, Teacher Evaluation Process, Universal Design for Learning, Charlotte Danielson's, *Framework for Teaching*, and Student Learning Objectives.
- Facilitated professional development to other department chairs in the school system regarding the teacher appraisal process and CCSS lessons.
- Presented to the BOE and Harford County elected officials with regard to CCSS and PARCC.

Action Plan: Section B

Goal(s):

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

Section B: Standards and Assessments	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(B)(3)						
1. Share information on the Common Core standards with all HCPS stakeholders including Board of Education, administrators and supervisors, principals and school-based staff in order to build support and understanding of the MSDE guided transition to enhanced curriculum and assessment.	(B)(3)		10/01/13	9/30/14	Interim Superintendent RTTT Project Manager	Board of Education notes Meeting agendas School Curriculum Transition Plans	N

Section B: Standards and Assessments	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>Additional Required Activities:</i>							
1. Continue to align curriculum to specific curriculum areas that require change or revision.	(B)(3)		10/01/13	9/30/14	RTTT Project Manager Core Content Supervisors	Curriculum revisions General Curriculum Committee meeting agendas and minutes	N
2. Develop guides for compacting mathematics content to meet the needs of students who are ready for Algebra I prior to grade nine.	(B)(3)		10/01/13	9/30/14	RTTT Project Manager Mathematics Supervisor	Curriculum revisions General Curriculum Committee meeting agendas and minutes	N
3. Continue to work with English/Language Arts and Mathematics teachers during professional development to prepare them for content with which they may be unfamiliar.	(B)(3)		10/01/13	9/30/14	RTTT Project Manager English and Mathematics Supervisors Coordinator of Leadership and Professional Development	Professional development plan School Curriculum Transition Plans	N

Section B: Standards and Assessments	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
4. Establish a process for reviewing school plans developed by school teams following the EEA enabling all teachers to understand the Common Core State Standards and curriculum in mathematics and reading.	(B)(3)		10/01/13	9/30/14	RTTT Project Manager Executive Directors for School Performance Content Supervisors Coordinator of Leadership and Professional Development	Professional development plan School Curriculum Transition Plans	
5. Collaborate with MSDE to develop Literacy Standards for history/social studies, science, and technical subjects.	(B)(3)		10/01/13	9/30/14	RTTT Project Manager Content Supervisors	Literacy Standards	N
6. Identify professional development days throughout the school year to train teachers on the Instructional Improvement System including the Common Core Standards and the PARCC assessments.	(B)(3)		10/01/13	9/30/14	RTTT Project Manager Coordinator of Professional and Leadership Development	Professional Development days identified on school calendar Written feedback from teachers regarding effectiveness of training	N

Section B: Standards and Assessments	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
7. Provide training for teachers and administrators in CFIP in conjunction with Performance Matters professional development.	(B)(3)		10/01/13	9/30/14	RTTT Project Manager Coordinator of Professional and Leadership Development	Observe administrators working with teams of teachers using CFIP in conjunction with Performance Matters and new formative assessments (when available)	N
8. Ensure teachers use valid and reliable formative assessment data as part of the IIS.	(B)(3)		10/01/13	9/30/14	RTTT Project Manager Content Area Supervisors Coordinator of Professional and Leadership Development	Observations of administrators working with teams of teachers using CFIP in conjunction with Performance Matters and new formative assessments (when available)	N

Section B: Standards and Assessments	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
9. Participate in EEA to ensure teachers increase teacher capacity.	(B)(3)		10/01/13	9/30/14	RTTT Project Manager Executive Directors for School Performance Content Area Supervisors Coordinator of Leadership and Professional Development	Protocol developed to monitor teacher use of formative assessment tools School Curriculum Transition Plans	N
10. Participate in EEA and ensure teachers' understanding of new summative assessment tools.	(B)(3)		10/01/13	9/30/14	RTTT Project Manager Supervisor of Accountability Content Area Supervisors	Teacher feedback on understanding of new summative assessment tools School Curriculum Transition Plans	N

Section B: Standards and Assessments	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>Tasks/Activities:</i>							
1. Participate in MSDE work groups to create grade-specific expectations aligned to the Common Core State Standards.	(B)(3)		10/01/13	9/30/14	RTTT Project Manager Core Content Supervisors	Common Core State Standards adopted Meeting agendas	N
2. Train Model Department Chairpersons in the implementation of the HCPS Common Core Standards, school-based STEM standards and high quality assessments.	(B)(3)	2	10/01/13	9/30/14	Executive Director of Middle and High School Performance Core Content Supervisors Coordinator of Leadership and Professional Development	Teachers' instruction reflects use of new STEM Common Core Standards and curriculum	Y
3. Align HCPS K-12 STEM Education Strategy to include activities based on implementation of revised state Common Core STEM standards.	(B)(3)		10/01/13	9/30/14	RTTT Project Manager STEM Advisory Board and Working Group members	K-12 STEM Education Strategy	N

Year 4 Goals:

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

Elementary and Secondary Education Flexibility Accountability

Maryland remains committed to addressing significant gains and progress, in addition to proficiency, for all students. Maryland's new accountability structure has three prongs. The first is the identification of Priority, Focus, and Reward schools. The second is driven by the results of each subgroup's performance on the ambitious, but achievable, annual measurable objectives (AMOs). The third is the development of the School Progress Index that addresses progress on achievement, closing the achievement gap, and student growth, or preparing students to be college and career ready.

Reward Schools:

Reward Schools are recognized in two categories: those Title I schools that have been the highest performing or those Title I schools that have shown the highest amount of progress over a period of time on the Maryland School Assessment (MSA).

Schools that are determined to be *High Performing Reward Schools (Category 1)* will have met the Annual Measurable Objectives for all subgroups for two consecutive years. High Performing Reward Schools must also have a 10% or less achievement gap between students in subgroups and the rest of the student body. High Performing Reward Schools will receive additional recognition based on their performance. Of the schools that are considered High Performing Reward Schools, those that are in the top 10% of Title I schools, indicating the maximum amount of improvement in student performance on MSA tests, will be designated as *Distinguished High Performing Reward Schools*. In addition, if a High Performing Reward School has improved its performance, and the school is made up of 50% or more economically disadvantaged students, it will receive the title of a *Superlative High Performing Reward School*. *Highest Progress Reward Schools (Category 2)* are those Title I schools that have significantly reduced the gap in achievement between subgroups. These schools must have made at least an 18 percentage point gain in the "all students" subgroup and have a 10 percent or less gap between any other performing subgroup.

Reward Schools in either category will be recognized by the Maryland State Department of Education and act as models of success for other Title I schools.

1. Describe the LEA's strategies to recognize Reward schools (if applicable).

Non-applicable to Harford County Public Schools.

2013 Annual Measurable Objectives (AMOs)

Annual Measurable Objective targets are unique to specific schools and subgroups; schools are striving to meet their individual targets to support the achievement of all students while closing the achievement gap and decreasing the number of non-proficient students. Through Maryland's ESEA Flexibility Request, each Maryland school will reduce its percent of non-proficient students for each of its subgroups and overall by half in six years (2017).

LEA Level AMO Analysis for Reading and Mathematics:

1. Based on available trend data, describe the challenges in Reading/Language Arts. In your response, identify challenges in terms of subgroups.

Twenty-seven of the thirty-three elementary schools and six of the nine middle schools met the reading AMO for all subgroups. Six of the elementary schools and three of the middle schools did not meet the AMO in reading for special education students. The challenge will be to provide targeted support with an emphasis on the achievement of special education students.

In addition, the following subgroups showed a decline in overall proficiency and continue to be a challenge:

- Elementary: Black or African American, LEP, FARMS.
- Middle: Black or African American, American Indian, Native Hawaiian, LEP, FARMS.

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

- Continue to implement intervention reading programs for identified students grades K-8.
- Pilot a new intervention program, Making Meaning, at elementary and middle schools.
- Monitor and support school improvement initiatives at schools identified as in need of assistance in reading performance.
- Implement extended day and summer reading programs.
- Continue regular professional development sessions with the elementary reading specialists and middle school language arts department chairs.
- Train teachers and reading specialists for identified elementary and middle school reading intervention programs.
- Continue to administer TPRI early reading assessment at the kindergarten level.
- Implement a new early reading assessment, Fountas and Pinnell Benchmark Assessments, at all elementary schools in kindergarten and first grade.
- Use professional development days for teachers to share best practices in meeting the demands of the Common Core Standards.

- Identify and cultivate the use of embedded supports, accessibility tools and accommodations within curriculum resources to increase achievement for all students.
- Continue to utilize the middle school language arts model department chair to support instructional practices.
- 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.
- Review additional intervention programs for implementation in order to meet the needs of students.
- Foster collaboration and shared accountability via professional development and resources.
- Revise district curriculum to ensure alignment with the Common Core Standards and Universal Design for Learning principles to communicate district expectations relative to the success of all students.
- Provide county-wide and on-site support to schools for the implementation of Common Core Standards with an emphasis on increased access and achievement.
- Implement a newly revised curriculum in grades 1-12 to support the implementation of the Common Core Standards.
- Work with teacher teams in the creation of Student Learning Objectives tailored to meet the needs of their students.
- Explore opportunities for increased access and participation in the regular early childhood program for children with disabilities age 3 to 5 years .

3. Based on available trend data, describe the challenges in Mathematics. In your response, identify challenges in terms of subgroups.

Twenty-one of the 33 elementary schools and four of the nine middle schools met the mathematics AMO for all subgroups. Nine of the 12 elementary schools and three of the five middle schools that did not met the AMO benchmark for special education students. Therefore, the challenge is to provide targeted assistance with emphasis on the achievement of special education students, to these schools, while providing ongoing assistance to other elementary and middle schools who are working to exceed their AMO benchmarks.

There is a need to examine instructional factors such as: accessible curriculum; differentiated instructional practice; grouping; pacing; and test construct which impact the overall achievement of students with disabilities participating in the general education curriculum. Targeted capacity building relative to curriculum development and implementation of the Common Core State Standards relative to diverse learners including student with disabilities is necessary to ensure a hierarchy of instructional supports including UDL, instructional accommodations and assistive technologies partnered with high expectations.

4. Describe the changes or adjustments that will be made to ensure progress and include timelines where appropriate. Include a description of corresponding resource allocations.

The identified schools met with central office personnel in September 2013 to review the approved mathematics intervention programs. School submitted their year-long during-the-day and beyond-the school-day intervention programs for identified students. Central office support will be on-going throughout the school year through funding intervention materials, professional development sessions, and grade level unit planning support.

- Explore opportunities for increased access and participation in the regular early childhood program for children with disabilities age 3 to 5 years.
- Utilize a reflective root - cause analysis to determine instructional factors impacting overall achievement of students with disabilities participating in the general education curriculum.
- Explore a flexible continuum of instructional delivery models promoting increased access to tiered supports, interventions and remediation opportunities.
- Foster collaboration and shared accountability via curriculum development, training professional, intervention and instructional resources.
- Stress access to rigor within the general curriculum utilizing research-based instructional practices and a focus on their effective implementation.
- Develop a plan for progress monitoring and tracking the effectiveness of existing intervention supports relative to gap reduction.

Science

1. Based on available trend data, describe the challenges in science for grades 5 and 8. In your response, identify challenges in terms of subgroups.

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

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

- Goals have been set within the Office of Science to increase the number of advanced students relative to that of proficient students, while decreasing the overall basic percentage.
- Time allocations within the elementary school day will be examined.
- Efforts will continue with regard to the use of benchmark assessment data to track student performance and provide immediate classroom interventions.
- Attention will continue to be targeted to ensure alignment between the taught and tested curriculum at both the elementary and middle school levels.
- Develop system-wide resources that ensure access and rigor for all students by identifying and implementing a hierarchy of strategies and structures considering the needs of all learners: emphasis on embedded supports, accessibility tools and accommodations.

Social Studies

Section 5-401(c)(8), *Education Article of the Annotated Code of Maryland* requires local education agencies to provide a description of how they plan to ensure and measure the academic proficiency of students in social studies, science, math, reading and language.

- 1. In the 2012 Master Plan, school systems developed goals, objectives, timelines, and methods for measuring progress toward the goals. Based on available data, please identify any challenges to attaining the stated goal.**

A significant challenge facing Social Studies continues to be accountability for instructional time at the Elementary level. The emphasis on Math, Reading, and Science as tested areas leaves teachers and principals with little flexibility to address the needs of students and their Social Studies education. Increased accountability also provides increased support personnel to assist with implementation and monitoring needs

A state middle school assessment in Social Studies has been announced and will necessitate careful review of the expectations with school-based administrators and teachers. A review of the curriculum and assessments to support student achievement on the assessment will need to take place shortly. This will also increase the need for human and financial resources to support positive outcomes for teachers and students. HCPS will need to expand opportunities for collaboration in the development of system-wide resources that ensure access and rigor for all students by identifying and implementing a hierarchy of strategies and structures considering the needs of all learners: emphasis on embedded supports, accessibility tools and accommodations.

There are no further funding sources available for the work cited.

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

Goals	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives
Elementary Instructional Program in Social Studies	Review and update curriculum, Grades 1-5.	<ul style="list-style-type: none"> • Ongoing, based on BOE guidelines. • Review of core curriculum every 5-7 years. 	<ul style="list-style-type: none"> • Grade 3 Social Studies program in use with students during 2013-2014 school year. Grade 3 Social Studies program awaiting Civics, College and Career Readiness (C3) Framework review as well as work to update for Common Core Standards. Review to be completed in the 2014-2015 school year. In use with students during 2015-2016 school year. • Grade 4 Social Studies program awaiting Civics, College and Career Readiness (C3) Framework review. To be completed in the 2013-2014 school year. Grade 4 is currently aligned to the Common Core standards. In use with students during 2014-2015 school year. • Grade 2 Social Studies program awaiting Civics, College and Career Readiness (C3) Framework review as well as work to update for Common Core Standards. Review to be completed in the 2013-2014 school year. In use with students during 2014-2015 school year. • Grades 1 and 5 not scheduled for review until 2014-2015. They will need review for the C3 Framework and Common Core Standards prior to distribution to staff.

Goals	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives
Elementary Instructional Program in Social Studies	Review and update assessments, Grades 1-5.	<ul style="list-style-type: none"> Ongoing with curriculum review. 	<ul style="list-style-type: none"> Grades 3, 4, and 5 teachers utilized Pre-Post assessments starting in the 2012-13 school year. Data reviews have been conducted by grade level teachers and instructional plans shared with the Office of Social Studies. County-wide data was shared with teachers in August 2013. A second year (2013-14) of pilot of the tests and data analysis is underway. Unit assessments are reviewed during curriculum review/edit process.
Elementary Instructional Program in Social Studies	Review and update Grades 1-5 curriculum to reflect other required initiatives (Environmental Literacy, Financial Literacy).	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Grade 3 curriculum infuses Environmental Literacy and Financial Literacy standards. Currently in use. Grades 2 and 4 curriculum will infuse Environmental Literacy and Financial Literacy standards as a part of normal review. In use, 2014-2015. Grades 1 and 5 will infuse Environmental Literacy and Financial Literacy standards as a part of normal review process beginning in 2014-2015.
Middle School Instructional Program in Social Studies	Review and update curriculum, Grades 6-8.	<ul style="list-style-type: none"> Ongoing, based on BOE guidelines. Review of core curriculum every 5-7 years. 	<ul style="list-style-type: none"> At this time, Grades 6-8 curriculum guides have been reviewed within the BOE guidelines. Work was undertaken in Summer 2013 to orient guides to the Common Core standards. Publication of the C3 Framework in September 2013 and the subsequent changes to the state curriculum will necessitate further revisions in 2014-2015.

Goals	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives
High School Instructional Program in Social Studies	Review and update curriculum, Grades 9-12.	<ul style="list-style-type: none"> • Ongoing, based on BOE guidelines. • Review of core curriculum every 5-7 years. 	<ul style="list-style-type: none"> • A revised Grade 9 American Government program is in effect for the 2013-14 school year. It reflects the Common Core standards, guidelines, and the necessities for preparing students for the reinstated High School Assessment (HSA). • HS World History program under review during 2013-14 school year. Due to expected scope and sequence changes that will be contained in the C3 Framework, the program changes will not go into effect with students until the 2015-2016 school year. HS World History will reflect Common Core Standards and the C3 Framework when completed. • High School United States History program under review during 2013-14 school year. In use with students during 2014-2015 school year. Due to expected scope and sequence changes that will be contained in the C3 Framework, both sophomore and junior level students will have to take the USH course in 2015-2016. HS United States History will reflect Common Core Standards and the C3 Framework when completed. • Review of high school elective course curriculum is currently on hold pending the review of the C3 Framework and need to review and revise Social Studies core content for Grades 1-11 to meet the Common Core standards. Upon review, high school electives will reflect Common Core Standards and the C3 Framework when completed.

<p>High School Instructional Program in Social Studies</p>	<p>Review and update assessments, Grades 9-12.</p>	<p>Ongoing with curriculum review.</p>	<ul style="list-style-type: none"> • Grade 9 Government revised assessments in use with students during 2013-2014 school year. Grade 9 Assessments reflect the format and information necessary to prepare students for the reinstated High School Assessment (HSA) in American Government. • HS World History assessments under review during 2013-14 school year. In use with students during 2015-2016 school year. HS World History assessments will be reviewed for compliance with Common Core reading and writing standards. • HS United States History assessments under review during 2013-14 school year. In use with students during 2014-2015 school year. HS United States History assessments will be reviewed for compliance with Common Core reading and writing standards. • New Mid-Course and End-of-Course assessments for American Government, World History, and United States History are created annually and reflect Selected Response and Constructed Response items. • 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.
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Goals	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives
High School Instructional Program in Social Studies	Review and update Grades 9-12 curriculum to reflect other required initiatives (Environmental Literacy, Financial Literacy).	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Grade 9 American Government course has been reviewed and updated to contain relevant Environmental Literacy and Financial Literacy standards. Revised curriculum in effect with 2013-2014 school year. World History and United States History revisions will include infusion of the Environmental Literacy and Financial Literacy standards. Completed by 2015-2016 school year. High school electives will be updated to reflect Environmental and Financial Literacy standards per the regular review cycle.
Middle School Instructional Program in Social Studies	Review and update assessments, Grades 6-8.	<ul style="list-style-type: none"> Ongoing with curriculum review. 	<ul style="list-style-type: none"> Grades 6, 7, and 8 teachers utilized Pre-Post assessments starting in the 2012-13 school year. Data reviews have been conducted by grade level teachers and instructional plans shared with the Office of Social Studies. County-wide data was shared with teachers in August 2013. A second year (2013-14) of pilot of the tests and data analysis is underway. Unit assessments are reviewed during curriculum review/edit process.
Middle School Instructional Program in Social Studies	Review and update Grades 6-8 curriculum to reflect other required initiatives (Environmental Literacy, Financial Literacy).	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Grades 6, 7, and 8 will infuse Environmental Literacy and Financial Literacy standards as a part of normal review process. Date dependent on impact of changes to state curriculum to be published in 2013-2014.

English High School Assessment

1. Based on available trend data, describe the challenges in English. In your response, identify challenges in terms of subgroups.

By their senior year, 87.3% of all students have taken and passed the English High School Assessment. Similarly 82.7% of all 10th grade students and 87.1% of 11th grade students have taken and passed the assessment.

The Special Education and Limited English Proficient students continue to perform below the Harford County proficiency percent.

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

- Identify at-risk students using past MSA scores, prior HSA administration data, benchmark data, SRI data, course grades, attendance record, disciplinary records, and teacher recommendation prior to entering high school.
- Utilize root - cause analysis to determine specific instructional factors impacting overall achievement of diverse learners including students with disabilities participating in the general education curriculum.
- Implement intervention reading programs for all at-risk students at all levels in addition to the core content.
- Allocate time within the school day to work with students in need of assistance.
- Promote collaboration among all teachers with an emphasis on capacity building and increased accountability for the achievement of all students.
- Develop and expand system resources that target increased accessibility and rigor for all learners.

Based on the examination of 2012 High School Assessment Test Participation and Status results for English:

1. Identify any additional challenges that are evident.

Since achievement gaps exist with the Special Education and LEP 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 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.

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

- Implement newly revised curriculum to meet the demands of the Common Core Standards.
- Work with English Department Chairs to support instructional practices that will address the demands of the Common Core Standards.
- Provide county-wide professional development in identified areas of needs.
- Work with teacher teams in the creation of Student Learning Objectives tailored to meet the needs of their students.

Algebra/Data Analysis

1. Based on available trend data, describe the challenges in Algebra/Data Analysis. In your response, identify challenges in terms of subgroups.

By their senior year, 93.2% of all students have taken and passed the Algebra/Data Analysis High School Assessment. Similarly 89.9% of all 10th grade students and 92.1% of 11th grade students have taken and passed the assessment.

The Special Education and Limited English Proficient students continue to perform below the Harford County proficiency percent.

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

- Identify at-risk students using past MSA scores, prior HSA administration data, midterm and end-of-course examinations, SMI data, course grades, attendance record, disciplinary records, and teacher recommendation prior to entering high school.
- Implement intervention mathematics programs for all at-risk students at all levels.
- Allocate time within the school day to work with students in need of assistance.
- Provide appropriate staffing, as well as appropriate professional development.
- Provide transportation for students beyond the school day.
- Examine instructional factors such as: accessible curriculum; differentiated instructional practices; grouping; pacing; and test construct which impact the overall achievement of diverse learners including students with disabilities participating in the general education curriculum.
- Promote collaboration among all teachers with an emphasis on capacity building and increased accountability for the achievement of all students.

Based on the examination of 2012 High School Assessment Test Participation and Status results for Algebra/Data Analysis:

1. Identify any additional challenges that are evident.

As the percent of students who pass the Algebra/Data Analysis assessment increases, each student who does not pass the assessment becomes an individual case. For some schools, all students reach that goal by Grade 10, while other schools have larger cohorts of students requiring special attention. Balancing resources and supporting individual student circumstances has become a challenge.

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

During the 2013-14 school year, all middle schools mathematics students will have the opportunity to delve deeper into algebra and data analysis concepts through the implementation of the Common Core State Standards. This curricular change is designed to build conceptual understanding of the concepts assessed the Algebra/Data Analysis High School Assessment. This systemic focus and the accompanying professional development will afford the opportunity for all students to have a richer understanding of the algebra and data concepts.

For students already in high school, the following strategies will continue to be implemented:

- Adjust and monitor the criteria for students to enroll in Ramp Up to Algebra, so more students have the opportunity for intervention in high school.
- Enroll at-risk Algebra I students in daily block-period instruction courses.
- Encourage more students to enroll in summer school.
- Carefully monitor which students are using the Bridge Plan as an alternative to earning a passing score on the assessment.

Biology

1. Based on available trend data, describe the challenges in Biology. In your response, identify challenges in terms of subgroups.

***Data table (2.9)**

An achievement gap exists with the Special Education, FARMS, and LEP subgroups. There is a need to further identify differentiated instructional strategies supporting the variety of needs presented by learners within the African American and Special Education subgroups. In addition, HCPS must identify additional professional development time in order to enhance the capacity of teachers to effectively address student needs and secure additional data streams necessary in order to effectively monitor the success of all students, particularly those within the identified gap subgroups.

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

- Efforts will continue with regard to the use of benchmark assessment data to track student performance and provide immediate classroom interventions.
- Through the use of Student Learning Objectives, biology teachers will have one SLO that focuses on this subject area.

Based on the examination of 2012 High School Assessment Test Participation and Status results for Biology:

1. Identify any additional challenges that are evident.

There are no additional challenges.

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

Non-applicable to Harford County Public Schools.

Strands

Each school will receive data on whether they met their targets for the School Progress Index in achievement, closing the achievement gap, student growth (in ES and MS) or college and career readiness (in HS) . Based on this information, schools will fall into strands for both State Education Agency (SEA) and LEA support. There are 5 strands (1-5) with 1 being the highest and 5 the lowest. Schools are grouped by strands so that school systems are uniquely poised to provide systemic support to schools that may share similar challenges.

ESEA requires that 1%-3% of Strand I school improvement plans are sampled and reviewed.

Questions:

1. What percentage of Strand 1 school improvement plans was sampled?

100% of Strand 1 school improvement plans were sampled.

2. What challenges were revealed during the review of Strand 1 school improvement plans?

The greatest challenge regarding schools identified in Strand 1 in 2013 is the gap reduction component of the School Progress Index (SPI). Harford County Public Schools had 15 schools identified as Strand 1 schools. Eight schools met every AMO in the measures of achievement, gap reduction, and growth/college and career readiness. Of our 15 schools in Strand 1, four schools (Emmorton Elementary School, Abingdon Elementary School, Hall's Cross Roads Elementary School, and Dublin Elementary School) did not meet the AMO in the area of mathematics for the gap reduction component. Three elementary schools (William S. James Elementary School, Abingdon Elementary School, and Dublin Elementary School) did not achieve the AMO in reading for the gap reduction component. One high school in this strand did not meet the AMO for the dropout rate in the gap reduction measure. Another high school in this strand did not meet the AMO for achievement on the HSA Biology nor met the AMO for this assessment in the gap reduction measure.

3. Describe what the school system will do to address the identified challenges. Include a discussion of corresponding resource allocations.

The school system established two essential committees this year that will meet on a regular basis. One committee is the Central Instructional Leadership Team (CILT) comprised of the Interim Superintendent, the Executive Directors of Elementary and Secondary School Performance, the Executive Director of Curriculum, Instruction, and Assessment, the Coordinator of Leadership and Professional Development, and the Supervisor of Accountability. The purpose of this committee is to determine the best resources to support all schools. School visitations are set up on a regular basis and involve content supervisors and coordinators in various offices. In addition, a Central School Improvement Committee has been established and meets monthly. The purpose of this committee is to provide data and recommendations for support to the Central Instructional Leadership Team. This

committee is comprised of administrators from various content offices in the Division of Curriculum, Instruction, and Assessment as well as administrators from our Special Education department. This committee also identified the priority schools by using various metrics. This prioritization will be used for the disbursement of intervention funds.

ESEA requires that 4%-5% of Strand 2 school improvement plans are sampled and reviewed.

Questions:

1. What percentage of Strand 2 school improvement plans was sampled?

100% of Strand 2 school improvement plans were sampled.

2. What challenges were revealed during the review of Strand 2 school improvement plans?

Twenty one schools in Harford County were identified as Strand 2 schools. The gap reduction AMO of the SPI presented the biggest challenge for schools in this strand. Eighteen of our schools in this strand failed to meet at least one AMO in the gap reduction component. Another challenge is the growth measure of the SPI. Eleven of our schools in this strand failed to meet the AMO for growth in reading. A third challenge is achievement on the MSA Science and HSA Biology assessments. Six of our schools in this strand did not meet the achievement AMO for science.

3. Describe what the school system will do to address the identified challenges. Include a discussion of corresponding resource allocations.

The school system established two essential committees this year that will meet on a regular basis. One committee is the Central Instructional Leadership Team (CILT) comprised of the Interim Superintendent, the Executive Directors of Elementary and Secondary School Performance, the Executive Director of Curriculum, Instruction, and Assessment, the Coordinator of Leadership and Professional Development, and the Supervisor of Accountability. The purpose of this committee is to determine the best resources to support all schools. School visitations are set up on a regular basis and involve content supervisors and coordinators in various offices. In addition, a Central School Improvement Committee has been established and meets monthly. The purpose of this committee is to provide data and recommendations for support to the Central Instructional Leadership Team. This committee is comprised of administrators from various content offices in the Division of Curriculum, Instruction, and Assessment as well as administrators from our Special Education department. This committee also identified the priority schools by using various metrics. This prioritization will be used for the disbursement of intervention funds.

ESEA requires that the systems report on strategies in place to support schools in Strands 3, 4, and 5.

Question for Strands 3, 4, and 5:

1. Please identify the commonalities in Strand 3 schools.

Harford County Public Schools had eight schools in strands 3. All eight schools failed to meet at least one AMO in the area of achievement in one or more assessed areas (science, mathematics, or reading). The second commonalities include six of these schools failing to meet the gap reduction component of the SPI, which the most frequently missed AMO focusing on the area of mathematics. Four of these schools failed to meet at least one AMO in the growth component of the SPI.

2. Please identify the successes and challenges in Strand 3 schools.

All but two schools in this strand met their AMOs in all areas for 2013 School Progress. One school (Deerfield Elementary) did not meet the AMO for reading – two or more races. Aberdeen High School did not meet AMOs for 2013 School Progress for all students and at the white student subgroup.

3. Please provide a description of any differentiation of supports to these schools. Include a discussion of corresponding resource allocations.

The school system established two essential committees this year that will meet on a regular basis. One committee is the Central Instructional Leadership Team (CILT) comprised of the Interim Superintendent, the Executive Directors of Elementary and Secondary School Performance, the Executive Director of Curriculum, Instruction, and Assessment, the Coordinator of Leadership and Professional Development, and the Supervisor of Accountability. The purpose of this committee is to determine the best resources to support all schools. School visitations are set up on a regular basis and involve content supervisors and coordinators in various offices. In addition, a Central School Improvement Committee has been established and meets monthly. The purpose of this committee is to provide data and recommendations for support to the Central Instructional Leadership Team. This committee is comprised of administrators from various content offices in the Division of Curriculum, Instruction, and Assessment as well as administrators from our Special Education department. This committee also identified the priority schools by using various metrics. This prioritization will be used for the disbursement of intervention funds.

Strand 4

1. Please identify the successes and challenges in Strand 4 schools.

Harford County Public Schools had only four schools in this strand for 2013. The identified schools are Edgewood Middle School, Magnolia Middle School, Havre de Grace Middle School, and Bakerfield Elementary School. Edgewood Middle School did not meet any of the AMOs for the 2013 achievement component of the School Progress Index. Edgewood Middle School met the mathematics AMO for growth and the gap reduction. Magnolia Middle School met the AMO for mathematics achievement and growth. Magnolia Middle

School did not meet the AMOs for gap reduction in mathematics, reading, or science. Havre de Grace Middle School did not meet the achievement or growth AMOs. For gap reduction, Havre de Grace Middle School met only the reading AMO. Bakerfield Elementary School did not meet any of the AMOs in the achievement and growth components. Bakerfield Elementary School met the mathematics AMO for gap reduction.

2. Please provide a description of any differentiation of supports to these schools.

HCPS oversaw the process for completion of SIPs assuring that low performing subgroups are addressed. Ongoing monitoring occurred over the course of the school year. The Coordinator of School Improvement met regularly with the school based Instructional Leadership Teams (ILT) and School Improvement Teams (SIT) to ensure that schools maintained a focus on collaborative planning and delivering high quality instruction that is supported by data driven instructional decision making at the individual student level. HCPS monitored to SIP to ensure that the plan included systemic change that will be necessary to address all instruction as well as ancillary support.

3. Include a discussion of corresponding resource allocations.

Additional intervention funds were given to these schools in 2013-14.

Strand 5

1. Please identify the successes and challenges in Strand 5 schools.

Harford County Public Schools did not have any schools identified in Strand 5.

2. Please provide a description of any differentiation of supports to these schools, including a description of interventions, reporting and monitoring of these schools being supplied by the LEA. Include a discussion of corresponding resource allocations.

Non-applicable to Harford County Public Schools.

Addressing Specific Student Groups

Limited English Proficient Students

No Child Left Behind Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

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

This section reports the progress of Limited English Proficient students in developing and attaining English language proficiency and making progress toward Maryland's new accountability measures. School systems are asked to analyze information on Annual Measurable Achievement Objectives (AMAOs):

- **AMAO 1** is used to demonstrate the percentages of Limited English Proficient students progressing toward English proficiency. For making AMAO 1 progress, Maryland uses an overall composite proficiency level obtained from the *ACCESS for ELLs* assessment. Students are considered to have made progress if their overall composite proficiency level on the *ACCESS for ELLs* is 0.5 higher than the overall composite proficiency level from the previous year's test administration. In order to meet the target for AMAO 1 for school year 2012-2013, **54%** of ELLs will make progress in learning English.
- **AMAO 2** is used to demonstrate the percentages of Limited English Proficient students attaining English proficiency by the end of each school year. For determining AMAO 2 attainment, Maryland uses an overall composite proficiency level **and** a literacy composite proficiency level obtained from the *ACCESS for ELLs* assessment. Students 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 target for AMAO 2 for school year 2012-2013, **11%** of ELLs will have to attain proficiency in English.
- **AMAO 3** represents making progress toward Maryland's new accountability measures for the local education agency's Limited English Proficient student subgroup.

Based on the Examination of AMAO 1, AMAO 2, and AMAO 3 Data

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

Harford County Public Schools met AMAO 1 and AMAO 2 for 2012-2013. Progress is evident in those English Learners who have progressed in their English language development (AMAO 1 = 65.7% in 2012-2013) and in those English Learners who have attained English language proficiency (AMAO 2 = 35.2% in 2012-2013).

Each of the thirty-three Harford County Public Schools elementary schools met the reading and math AMOs for the Limited English Proficient (LEP) subgroup. Each of the nine middle schools met the AMO in math for the LEP subgroup. Seven of the nine middle schools met the reading AMO for the LEP subgroup. Two of the middle schools did not meet the AMO in reading for LEP students. The challenge will be to provide those schools targeted support with an emphasis on the achievement of LEP students in reading.

Harford County Public Schools' ratio of LEP students to ESOL staff is 43:1. This impacts the amount of time students in this subgroup can interact with ESOL staff members. Co-teaching between the ESOL staff and mainstream classroom teachers is promoted; however, it does not take place system-wide, largely because the ESOL staff members are itinerant, serving five to eleven building each.

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

- ESOL staff members will use the WIDA ACCESS for ELLs Teacher Reports along with school system data to identify the specific needs of each LEP student. Using these data, ESOL staff members will refine the long-term instructional plans to focus on skills deficits while continuing to teach all four domains.
- The Supervisor of World Languages and ESOL will work with ESOL teachers in the creation of Student Learning Objectives tailored to meet the needs of LEP students.
- ESOL staff members will collaborate with mainstream teachers to identify reading interventions that can be implemented in the regular classroom.
- The Office of World Languages and ESOL will continue to provide during-the-day and after school ESOL tutors for LEP students.
- The Office of World Languages and ESOL will continue to promote individual school professional development through the offering of one to four lesson modules to ameliorate staff understanding of LEP students and their academic struggles.
- The Office of World Languages and ESOL will offer a Fall 2013 CPD course for MSDE credit, for teachers to improve their understanding of language acquisition, as well as their repertoire of "Best Bet" instructional strategies which are research-based and have a demonstrated effectiveness in promoting the achievement of LEP students.

- The Office of World Languages and ESOL and ESOL staff members will continue to design and deliver outreach programs to promote parental understanding of English, and to improve parent understanding of the components of MSA and HSA assessments.

Career and Technology Education

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

- 1. Describe how the school system is deploying Maryland CTE Programs of Study as a strategy to better prepare students for college and career readiness. Include plans for expanding access to industry certifications and early college credit.**

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

Some former career completer programs were realigned to meet the standards of Maryland High School CTE Programs of Study, i.e., Careers in Cosmetology, Automotive Technician, Fire Science: Maryland Fire and Rescue Institute, Accounting and Finance, Marketing, Business Administrative Services, Business Management, Graphic Communications, Food and Beverage Management (ProStart), Career Research and Development, and the Academy of Health Professions. Additional Programs of Study that have been adopted include: Academy of Finance (NAF), IT Networking Academy (CISCO), Teacher Academy of Maryland, Homeland Security and Emergency Preparedness, PLTW Biomedical Sciences, and PLTW Pre-Engineering. A locally developed magnet program in Natural Resources and Agricultural Sciences was also approved.

Future Programs of Study on the HCPS Secondary Five-Year Planned Improvement Chart include: Academy of Information Technology (NAF), Database Academy (Oracle), and Communication and Broadcast Technology. The adoption of these new CTE Programs of Study, which offer students additional industry certifications and postsecondary credit, is another HCPS strategy for preparing students who graduate ready for entry into college and careers.

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

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

The Harford County Public Schools has established the following objectives for its Career and Technology Education Programs. These support the Board of Education’s Strategic Plan Goals and are embedded in the county’s Master Plan (as identified in the open bulleted strategies) to

ensure success for all students in CTE programs.

- Expose students to career awareness and exploration opportunities beginning in elementary and continuing through secondary school and beyond.
 - Utilize the career clusters as a means of managing programs of study for grades 9-12 and as a means for implementing the delivery of required courses.
 - Include *Career Development for Instruction in Grades Prekindergarten-Grade 12*, as per COMAR 13A.04.10.01.
 - Provide annual career counseling and postsecondary educational planning opportunities for students, grades 8-12, using a 6-year planning tool.

- Support the development of work related and decision-making skills including learning, thinking, communication, technology and interpersonal.
 - Develop and/or identify materials for use with special needs students.
 - Continue to implement strategies for utilizing technology in all curriculums to support the MSDE Student Technology Literacy Standards for Students (MTLSS).
 - Increase challenging academic offerings.
 - Include *Career Development for Instruction in Grades Prekindergarten-Grade 12*, as per COMAR 13A.04.10.01.
 - Integrate digital content into all instruction, as appropriate, to support teaching and learning.
 - Enable all students to demonstrate mastery of technology literacy as specified in the Maryland Student Technology Literacy Standards, School Library Media state curriculum, and Technology Education state curriculum.
 - Implement policies and procedures to address equivalent accessibility to technology-based products for students, as defined by Education Article 7-910 of the Public Schools-Technology for Education Act.
 - Provide professional development to educators serving students with disabilities.

- Blend skills, concepts and information from all disciplines in order for the school community and the community-at-large to make the connection between classroom instruction and the work environment.
 - Update curriculum and ensure alignment with Common Core State Standards/Curriculum.
 - Evaluate and analyze student assessment data to improve instruction.
 - Establish, implement and monitor initiatives to address the STEM plan.
 - Enhance career and technology education programs.
 - Include *Career Development for Instruction in Grades Prekindergarten-Grade 12*, as per COMAR 13A.04.10.01.

- Provide students with the information, training, tools, and technologies to prepare them for their future education and career of choice.
 - Seek state and local funding for the Capital Improvements Program that includes projects to increase the capacity of facilities to relieve overcrowding, system deficiencies as well as to address curriculum and instruction program requirements.
 - Provide professional development for teachers with regard to new programs and for new teachers in regards to existing programs.

- Update curriculum and ensure alignment with Common Core State Standards/Curriculum.
 - Evaluate and analyze student assessment data to improve instruction.
 - Enhance career and technology education programs.
 - Monitor and report the number of students participating in non-traditional CTE programs.
 - Integrate digital content into all instruction, as appropriate, to support teaching and learning.
 - Allow students access to instructional resources that incorporate universal design.
 - Enable all students to demonstrate mastery of technology literacy as specified in the Maryland Student Technology Literacy Standards, School Library Media state curriculum, and Technology Education State curriculum.
 - Implement policies and procedures to address equivalent accessibility to technology-based products for students, as defined by Education Article 7-910 of the Public Schools-Technology for Education Act.
 - Provide opportunities for instructional personnel to attend and participate in professional development training, including webinars and conferences.
- Promote partnerships between schools, businesses, communities, postsecondary educational institutions and families.
 - Identify, implement, evaluate and refine approved magnet and specialized programs.
 - Offer coursework that supports student postsecondary activities.
 - Provide, through HCPS website, coordinated access to information and resources through collaboration with and linkages to other portal providers.
 - Maintain and expand partnerships.
 - Maintain informed citizen advisory committees.
 - Expand parent awareness of educational initiatives.
 - Continue to promote internal collaboration aimed at increasing partnerships to support student learning.
 - Enhance teaching and learning by providing opportunities for educators to utilize linkages between today's business environment and the classroom.

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

When looking at the 2013 HCPS enrollment/completion data for each of the Maryland's ten Career Clusters (see below), it is evident that clusters that are comprised mostly of programs that are offered at Harford Technical High School (AMC, C&D, H&B, MET, and TT) have the highest ratio of enrollment to completion. Students apply to this magnet school for specific programs and enroll in CTE courses all four years of high school. In clusters that are comprised of programs that are offered at the comprehensive high schools, the ratio of enrollment to completion is lower because students often want to explore a wide variety of content areas and they take courses for elective credit only. This will always continue to a certain extent, however, the development and implementation of additional magnet programs, i.e., Natural Resources and Agricultural Sciences at North Harford High School and IT Networking Academy (CISCO) at

Harford Technical High School, will further increase the ratio of student enrollment/completion.

MSDE Cluster	HCPS Enrollment (Grades 9-12)	HCPS Concentrators (Grade 11)	HCPS Completers (Grade 12)
AMC	46	16	16
BMF	2340	441	147
C&D	254	86	86
CSHT	1331	192	94
EANR	255	79	59
H&B	327	83	83
HRS	1707	398	133
IT	238	16	2
MET	45	22	22
TT	58	18	18
CRD	307	126	78
TOTAL	6908	1477	738

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

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

One indicator did not meet the 90% threshold. This was:

- 6S2: target 39.21, 90% threshold 35.28, actual performance 33.08

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

Local performance on this indicator decreased from 35.39% in 2011 to 33.08% in 2012, but this was still above the state average of 29.45%. Every subpopulation group decreased from 2011 to 2012 except Female (+.22%) and Asian (+2.32%). The introduction of a new category (Multi) may account for some of the decrease in the other categories. All subpopulations except Female (19.55%) and Specials Needs (25.47%) exceeded the state average of 29.45%. Students in 17 programs did not meet the 90% threshold for this indicator. All of the following programs had 0%: Masonry, Carpentry, Electricity, Plumbing, HVAC, Welding, Cosmetology, Fire Rescue, CAM, Auto Body, and Auto Tech. Although we make every effort to market our programs to appeal to all students, it is evident that there are still programs that are single sex dominated, particularly the construction trades at Harford Technical High School.

c.) Indicate the section/subsection in the CTE Local Plan for Program Improvement where the improvement plan/strategy is described in the FY 14 Local Plan for Program Improvement.

Strategy Worksheet A for the Construction and Development; Consumer Services, Hospitality and Tourism; Health and Biosciences; Human Resource Services; Manufacturing, Engineering and Technology; and Transportation Technologies Clusters reference activities

related to Core Indicator 6S2. Planned improvement activities include: marketing tools are utilized to promote programs to females; marketing tools are utilized to promote programs to males; facilities, including equipment, materials and supplies are in place to implement programs to appeal to non-traditional students; nontraditional teachers are recruited; teachers participate in on-going professional development for instructional strategies which appeal to non-traditional students; and development of new pathways to encourage non-traditional enrollment.

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

- d.) For each Core Indicator of Performance that was not met, describe how the Improvement Plan is being monitored to ensure progress toward meeting the 90% threshold.

Harford County Public Schools continues to monitor the non-traditional enrollment and completion rates, using LPAR and PQI data, and deliberately seeks to target these populations with updated marketing tools, teacher professional development on instructional strategies, teacher recruitment, and program materials and equipment. Beyond these efforts, the Harford County Public Schools Five-Year Plan has been developed to include implementing new or expanding existing CTE Programs of Study which might appeal to non-traditional students, i.e., Pre-Engineering, Biomedical Sciences, Cyber Security, and the Academy of Health Professions. In addition, revisions to the Local Agreed upon Performance Levels (LAUPL) have been requested with justifications when warranted.

- e.) If this is the third consecutive year that the same Core Indicator of Performance did not meet the 90% threshold, describe what new actions and strategies are being implemented to ensure progress toward meeting the 90% threshold.

Harford County Public Schools had exceptional growth (14.04%) between 2010 (31.04) and 2011 (35.40) and exceeded the 2011 state performance (31.22). The performance target for 2012 was originally set at 41.37, was requested to be changed to 37.17 because an additional gain of that magnitude was not likely, but the final agreed upon target was 39.21. The actual 2102 performance was 33.08, which did not meet the target, but was above the state average of 29.45. To reach the 2013 target of 39.21, a growth rate of 18.53% would have to be achieved. Revisions to the Local Agreed upon Performance Levels (LAUPL) with justification were submitted and approved. The proposed target of 35.50% allows for a more modest 7.32% growth rate.

Efforts to attract and keep non-traditional students in the Masonry, Carpentry, Electricity, Plumbing, HVAC, Welding, Cosmetology, Fire Rescue, CAM, Auto Body, and Auto Tech programs have not proven very successful. Students are choosing to enroll in CTE programs

which best align to their individual career interests and aptitudes. In order to make any substantial gains on Core Indicator of Performance 6S2, a more systemic approach is needed. The Harford County Public Schools Five -Year Plan has been developed to include implementing new or expanding existing CTE Programs of Study which might appeal to non-traditional students, i.e., Pre-Engineering, Biomedical Sciences, Cyber Security, and the Academy of Health Professions. Having a larger range of CTE programs from which students can select and align to their career goals, will increase the odds of non-traditional participation and completion.

Early Learning

A. Based on the examination of 2012-13 MMSR Kindergarten Assessment Data:

- 1. Describe the school system's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten either not ready or approaching readiness as determined by the Maryland Model for School Readiness Kindergarten Assessment. Please include a discussion of how the implementation of the Common Core State Curriculum in Prekindergarten will address the school readiness gaps.**

Following 2013 summer work with Prekindergarten teachers, all curriculum has been aligned with the Common Core State Standards. Prekindergarten teachers met in the beginning of the SY 13-14 school year to discuss the alignment and address the implementation of Common Core Standards. Additional lessons were created to address Standards that were not currently apparent in the curriculum. Through professional development in the beginning of the school year and throughout the SY 13-14, teachers will be more intentional in gathering data that addresses MMSR readiness skills and Common Core State Standards for a clearer identification of readiness skills. As teachers become more deliberate in the delivery of instructional gaps, skills will become more apparent and can be documented for the purpose of differentiating instruction.

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

Currently the school system has two Prekindergarten inclusion classrooms which offer a morning and afternoon session. Both classes have a general education teacher and a special education teacher who co-teach. HCPS special education and early childhood departments work closely to identify children who may need support in the general education Prekindergarten classes. This ensures that identified children are receiving the support to achieve academically.

Through a Memorandum of Understanding, Head Start and HCPS have agreed to have children in Head Start programs also attend sessions of the Prekindergarten program for added academic support and achievement. This also provides the neediest students with a safe environment that meets their needs for nutrition, social-emotional stability, safety and well-being, as well as academic support.

The Coordinator of Early Childhood, along with many Prekindergarten and kindergarten teachers, attend end of the year sessions with child care providers that seek to share "transition" information to public school shared with parents. An FAQ is shared about the expectations in kindergarten, one-to-one conversations with parents about special concerns and topics like bussing, special areas and cafeteria use can also be addressed.

The Coordinator of Early Childhood also attends monthly meetings with child care directors to discuss curriculum, assessments, changes to standards, and current trends in early childhood for informational purposes as well as to provide guidance to programs that want to change to meet best practices. Occasionally teachers attend and provide a lesson to model best practices and strategies.

Students with disabilities ages 3 through 21 years represented 13.7% of the total HCPS student population during the 2012 – 13 school year. This percentage is 1.8% the state average and represents a consistent trend over a five year comparison. HCPS serves as the lead agency for Infants and Toddlers in partnership with the local Health Department. HCPS – Infants and Toddlers provided special education services for to an additional 685 children with disabilities, birth to age 4 and their families. A total number of 5,880 Harford County children with disabilities, birth through age 21 received special education supports and services during the 2012- 13 school year.

Examination of trend data reflects a growing need for early intervening services and increased access to the least restrictive environment for students ages 3 through 5. Approximately, 12.10% of HCPS students with disabilities are age 3 to 5 years. 51% of children in this age group had access to instruction in the regular early childhood setting for at least 10 hours per week during the 2012-13 school year. Effective inclusive services for HCPS young children with disabilities must provide access to the general education curriculum as well as participation with typically developing peers in learning activities that do not exist in special education classes or in home environments. Increased access signals a commitment to gap reduction; setting the stage for improved achievement outcomes long term.

B. Based on the examination of the 2012-2013 Public Prekindergarten Enrollment Data (Table 8.3)

- 1. Please verify the accuracy of the Prekindergarten enrollment data, as it was provided to the MSDE, Division of Early Childhood Development Early Learning Office for school year 2012-2013.**

As reported by the Office of Early Childhood, data presented in Table 8.3 Prekindergarten enrollment is accurate.

- 2. Describe the policies and practices put in place to ensure the enrollment of all eligible children into the Public Prekindergarten Program as described in COMAR 13A.06.02.**

Harford County Public Schools Office of Early Childhood has made considerable strides in tightening policies and practices for internal and external individuals concerning the enrollment of all eligible children into the prekindergarten program. All children accepted into the program qualify as high-risk students that meet the criteria for poverty, homeless, or foster care. Several prekindergarten programs are special education inclusion classes.

Staff involved with the application process, school lead secretaries, prekindergarten teachers, and pupil personnel workers have received professional development involving the prekindergarten application process. Numerous resource materials have been developed for use at the school level to insure FAQs are addressed, flyers have been distributed advertising prekindergarten application period and qualifications, and continued oversight and availability by telephone and email from the Office of Early Childhood is present. Timelines have been established for all procedures concerning the application process. The application has been designed for ease of information, materials needed to verify income or other services, and an overall wealth of information has been publicly distributed.

3. Describe any policies the school system has put in place to work collaboratively with other early learning and development programs to provide a Prekindergarten program for all eligible children.

Harford County Public Schools currently has an MOU with the local Head Start enabling children to attend both programs with transportation provided. The MOU was established several years ago and it continues to serve the population well.

The Office of Early Childhood works with local childcare facilities to provide professional development to their staff about prekindergarten curriculum and the application process. Referrals are made to programs for children and families that do not qualify for public prekindergarten. A good relationship has been established to enable childcare programs to receive referrals. The childcare center directors and the prekindergarten teachers, as well as the Coordinator of Early Childhood, have designed a transition form for children who will enroll in public school programs.

Table 8.1 – Percentage of all Kindergarten Students at Readiness Stages

MSDE will pre-populate this table with kindergarten assessment data through 2012-2013.

As evidenced by the Maryland Model for School Readiness data, Harford County experienced a 7- point gain in school readiness – a 9% improvement – from 2004 – 2005 and is on par with last year. This has been a slow steady rise in school readiness since 2001-2002. The County saw high readiness levels in all Domains of Learning, including Language and Literacy (77% fully school ready for 2012-2013), Mathematical Thinking (83%) and Scientific Thinking (72%).

The data indicates that the number of children Approaching Readiness continues to decline as more children become fully school ready. While this category continues to shrink, the data for Developing Readiness persists as a single digit that is relatively unchanged in all domains. Further disaggregation of the Developing Readiness data should identify students and discern needs that might need to be met for considered for higher readiness scores or to identify prior care situations that might also be addressed.

Table 8.2 – Percentage of Kindergarten Students with Pre-kindergarten Experience

- **MSDE will pre-populate this table with the data.**
- **LSSs should use the 2012-2013 School Readiness Report - *Children Entering School Ready to Learn* (provided to all Early Learning Coordinators and Supervisors) to verify the accuracy of this data.**

Kindergarteners attending public Pre-K the year prior to entering school continue to be well prepared (88% fully school ready in 2012 – 2013) As compared to data collected in 2004 – 2005 this indicates an 8% increase for full school readiness.

Gifted and Talented Programs

COMAR 13A.04.07.06 specifies that local education agencies shall in accordance with *Education Article §5-401(c)* report in their Bridge to Excellence Master Plans their “goals, objectives, and strategies regarding the performance of gifted and talented students along with timelines for implementation and methods for measuring progress.”

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

COMAR 13A.04.07 Gifted and Talented Education establishes the minimum standards for student identification, programs and services, professional development, and reporting requirements

The school system’s Master Plan Update on the Gifted and Talented Program will report the system’s progress on these three goals from *COMAR 13A.04.07*:

Goal 1. Student Identification

Each local education agency shall establish a process for identifying gifted and talented students as they are defined in the Educational Article §8-201 [*COMAR 13A.04.07.02(A)*].

Goal 2. Programs and Services

Each local education agency shall provide different services beyond those normally provided by the regular school program in order to develop the gifted and talented student’s potential [*COMAR 13A.04.07.03(A)*]

Goal 3. Professional Development

Teachers and other personnel assigned to work specifically with students identified as gifted and talented shall engage in professional development aligned with the competencies specified by 13A 12.03.12 Gifted and Talented Education Specialist.

List the local education agency’s 2012-2013 initiatives for gifted and talented students which support the three goals in *COMAR 13A.04.07 Gifted and Talented Education*.

Goal 1. Student Identification				
Each local education agency shall establish a process for identifying gifted and talented students as they are defined in the Educational Article §8-201 [13A.04.07.02(A)].				
Reference COMAR 13A.04.07.02	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
02.A 02.C 02.F(2)	All elementary schools will follow the HCPS GT Identification Handbook to ensure consistent practices across schools. Multiple indicators of potential, aptitude, and achievement are included- both quantitative and qualitative tools that are nationally normed, valid and reliable.	October 2012-June 2013	School self-reporting form submitted May 2013 and verification through Performance Matters. Revised GT Identification Handbook currently awaiting approval –will ensure consistent identification practices starting in 2013-2014 school year.	Not Met
02.F(1)	All elementary schools will provide services as needed for primary students in grades K-2 prior to formal identification.	August 2012-June 2013	School self-reporting form indicates 81% of school use PETS. Four students in grades K-2 were accelerated during SY 2012-2103.	Partially Met
02.B	All elementary schools will begin services for identified students by the second semester of 2 nd grade after review of CogAT and other data by the GT committee.	January 2013 & June 2013	Review of student data as coded for services in Performance Matters. Majority of schools holding on to CogAT data in 2 nd grade for services to begin in 3 rd grade.	Not Met
02.E	Schools will monitor sub groups to ensure equitable identification across diverse student populations, including ELL, FARMS and other underrepresented populations.	October 2012-June 2013	School self-reporting form submitted May 2013 and verification through Performance Matters.	Partially Met

02.B	All students will encompass the pool of candidates. Universal screening for all 2 nd graders takes place in every elementary school using the CogAT.	October 2012	CogAT administered to all HCPS second graders; CogAT result analysis	Met
02.F(3)	All elementary school GT Committees will provide professional development to school staff related to the identification process.	By June 2013	School self-reporting form submitted May 2013: All but one elementary school has formed a GT Committee and 68% of schools provide at least one training session per year to staff on identification or strategies for working with GT students.	Partially Met
02.F(2)	Parents will be informed in writing of their child's identification for participation in any Level 4 GT service. Parent permission is obtained and an appeals process is made available.	December 2012- June 2013	76% of schools send home a student contract/permission for GT services. Appeals forms are only provided as requested by parents and are not made available on the GT Edline pages, school websites or in the front office of schools.	Partially Met

Goal 2. Programs and Services**Each local education agency shall provide different services beyond those normally provided by the regular school program in order to develop the gifted and talented student's potential [13A.04.07.03 (A)]**

Reference COMAR 13A.04.07.02	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
03.A	All elementary schools will utilize the research-based program Project M3 for Level 3 services in Mathematics.	By June 2013	91 % of elementary schools use M3.	Partially Met
03.A	All elementary schools will utilize the research-based program, Junior Great Books for Level 3 services in Reading.	By June 2013	97 % of elementary school use JGB	Partially Met
03.A	All elementary schools will provide independent or small group research projects for Level 4 services. Identified intellectually gifted learners will pursue topic of personal interest and present to an authentic audience.	By June 2013	71 % of elementary schools have identified students who need Level 4 services and these students are provided a research model for service. A total of 225 HCPS elementary students have been identified and provided Level 4 services.	Partially Met

03.C(2)	Level 4 services will include planned activities to support the social/emotional growth of gifted learners, such as Bibliotherapy, service projects, class meetings, goal setting, career exploration, etc.	By June 2013	None of the 25 GT Resource teachers reported inclusion of social/emotional lessons with Level 4 students. Additional training in Bibliotherapy and the social/emotional needs of the gifted are planned for the 2013-2014 school year to address this need and cohort graduate students completed the course Affective Needs of the Gifted in summer of 2013. In addition, school counselors will receive training in this area in 2013-2014 and school principals will be informed of this as a county goal linked to national standards.	Not Met
03.A	Elementary schools will use the fall CogAT scores to actively seek possible candidates for grade or subject acceleration. The Iowa Acceleration Scales (IAS) will be used for acceleration decisions.	Nov. 2012- June 2013	Fifteen students in grades K-5 were accelerated during 2012-2013 school year. Additional work must be done to ensure all GT resource teachers are trained in the IAS tool and follow district guidelines for the process and reporting.	Partially Met

03.A	Cluster grouping will be used as a Level 4 service for some highly gifted students in grades 3-5. Small groups of 4-6 gifted students who are capable of working two or more years above grade level are placed in small cluster groups in the general education classroom/s and provided differentiated, accelerated and enriched instruction on a daily basis. The classroom teacher collaborates with GT Resource Specialist and/or participates in ongoing professional development aligned to the Gifted Education certificate.	By June 2013	Sixty percent of schools that have identified gifted students for Level 4 services implemented cluster grouping as defined by NAGC and the HCPS identification handbook. There is still conflict over the use of inclusion, a successful special education model, which contradicts research in gifted education on best practices for grouping high ability students.	Not Met
03.A	Students identified as academically gifted in a specific domain- Reading and/or Mathematics are provided differentiated instruction and are regrouped daily for instruction. The GT Resource Teacher collaborates with teachers in grades 3-5 to provide consultation and/or co-teaching at least one day per week in the content areas Reading/Mathematics. Different materials and strategies are used.	By June 2013	Six percent of schools reported no regrouping in any content area, 38 % of schools regroup in at least one content area (usually Reading) every day and 56% of schools reported regrouping for both reading and mathematics every day.	Not Met
03.A	Elementary school GT committees will develop plans for meeting the needs of primary gifted learners who show evidence of giftedness prior to formal universal screening in 2 nd grade. Schools will implement at least 3 PETS lessons to collect data on gifted characteristics in grades K-1.	By June 2013	81 % of elementary schools reported using PETS or similar PK-2 gifted education programming.	Partially Met

03.C(3)	Parents of intellectually gifted students will be provided written notification of their child's identification for services.	August 2012- June 2013	76 % of schools provide written notification/permission for GT services to parents.	Partially Met
03.C(3)	Parents will be provided opportunities for education and involvement in HCPS gifted and talented programs through two Parent Academies.	Oct. 2012 & May 2013	Thirty-five parents attended a session on Nurturing Your Young Gifted Child by Kathleen Mooney, MSDE and fifteen parents attended a session on nurturing creativity by Joan Cable, Notre Dame of MD University. A challenge was presented in communicating these events through the schools to reach our audience, reflected by low attendance.	Met
03.A	HCPS will offer a MSDE GT Summer Center with focus on STEM and environmental issues.	July 2013	30 participants in grades 4-8 participated in the Summer Center.	Met

Goal 3. Professional Development

Teachers and other personnel assigned to work specifically with students identified as gifted and talented shall engage in professional development aligned with the competencies specified by 13A 12.03.12 Gifted and Talented Education Specialist.

Reference COMAR 13A.04.07.02	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
<p>13A.12.03.12(i) 13A.12.03.12.(ii) 13A.12.03.12 (iii) 13.A.12.03.12 (iv) 13.A.12.03.12(v) 13.A.12.03.12(vi)</p>	<p>All GT Resource teachers will participate in training aligned to the GT certificate. HCPS will initiate a cohort with Notre Dame of MD University and encourage GT teachers to pursue the certification.</p>	<p>Fall 2012- Summer 2014</p>	<p>Number of teachers who graduate/obtain certification in Gifted and Talented Education Specialist by Summer 2014.</p> <p>One out of 25 HCPS elementary GT Resource teachers currently holds certification in Gifted and Talented Education. One teacher is eligible to apply for the certificate as of Summer 2013 and five GT teachers are currently pursuing the certificate through the cohort. The Coordinator of Accelerated Learning Programs holds the certificate for MD in Gifted and Talented Education Specialist.</p>	<p>Not Met (Last course will occur in Summer 2014)</p>

			A cohort began Fall 2012. We enrolled 17 HCPS teachers from elementary, middle and high school seeking masters +30 and/or certification in Gifted Education.	
13A 12.03.12(ii)	ELL, Title I Specialists, GT Resource Teachers, Director of Cultural Proficiency, Assistant Supervisor of Title I, Supervisor of ELL will participate in professional development on identification and needs of culturally, linguistically and economically diverse gifted learners led by professional expert Dr. Joy Lawson Davis. Participants will understand unique cognitive and affective characteristics of gifted and talented students, including the learning differences of gifted and talented students with disabilities and those from diverse backgrounds.	April 15, 2013	Attendance sheet and PD evaluation forms completed. Forty-six educators/administrators participated in the PD session by Dr. Joy Lawson Davis. Participants received a copy of her book, <i>Bright Talented and Black</i> for their school/parent resource library and for a book study.	Met
13A 12.03.12(ii)	GT Resource Teachers will engage in training on diverse characteristics of gifted learners from underrepresented populations and best practices/tools for identification. Participants will understand unique cognitive and affective characteristics of gifted and talented students, including the learning differences of gifted and talented students with disabilities and those from diverse backgrounds.	January 22, 2013	Attendance sheet and PD evaluation forms completed. Twenty-five GT Teachers met for a hands-on workshop on this topic with required follow up at their schools and their school GT committee.	Met

13A 12.03.12(iii)	All elementary GT Resource Teachers will participate in monthly PLC meetings that will address the following topics: Best practices in identification, Using the TOMAGS to identify mathematically gifted, primary identification practices, and identification of diverse gifted learners. Participants will understand Processes and procedures for the identification of gifted and talented students, including the use of equitable approaches for identifying gifted and talented students from diverse backgrounds and those with disabilities.	Aug 23, 2012; Sept. 2012; Jan 22, 2013; Apr 29, 2013; May 23, 2013	Attendance sheet and PD evaluation forms completed.	Met
13A 12.03.12(iv)	All elementary GT Resource Teachers will participate in monthly PLC meetings and county-wide PD days that will address the following topics: Common Core ILA and GT, IEEIA Model for Level 4 Research products, Questioning Skills to Increase Rigor. Participants will understand evidence-based instructional strategies for differentiating instruction for gifted and talented students, including strategies that enhance acquisition of knowledge and skills in specific domains, critical and creative thinking, problem solving, and metacognition.	Aug 23, 2012; Nov 8, 2012; Feb 13, 2013; Apr 15, 2013	Attendance sheet and PD evaluation forms completed.	Met

2012- 2013 Gifted and Talented Enrollment

COMAR 13A.04.07 states that “gifted and talented students are found in all Maryland schools and in all cultural, ethnic, and economic groups” (.01); that “the identification process shall be used to identify students for participation in the programs and services” [.02 (D)]; and that “each school system shall review the effectiveness of its identification process” [.02 (E)].

Beginning with the grade level in which the system’s identification process is initiated, report the number of students identified for programs and services at each grade level.

	K	1	2	3	4	5	6	7	8	8	10	11	12
All GT Students	*Formal identification for elementary GT services begins at the end of second grade.		11	76	298	539	<p>N/A</p> <p>Identification procedures and criteria for grades 6-12 with transition plan for a continuum of services are currently being developed.</p> <p>Currently, Honors, IB and AP courses are available to all students, including, but not limited to, those who may be identified as gifted in grades 9-12. Dual enrollment is another option for motivated achievers.</p> <p>Accelerated mathematics (7th grade high school Algebra I and 8th grade high school Geometry) are offered for advanced and potentially gifted learners in the middle schools.</p> <p>High school level I world language courses are offered in the middle schools for all students who are ready to accept this challenge.</p>						
Hispanic/Latino of any race			*	16	23								
American Indian or Alaskan Native				*	*								
Asian			*	27	34								
Black or African American		*	*	30	49								
Native Hawaiian or other Pacific Islander				*	*								
White		*	65	210	411								
Two or more races		*	*	13	18								
Special Education			*	11	20								
Limited English Proficient (LEP)			*	*	11								
Free/Reduced Meals		*	*	36	74								

Special Education

The BTE Act requires that each updated Master Plan “shall include goals, objectives, and strategies” for students with disabilities. Both federal and State legislation require that states have accountability systems that align with academic content standards for all students. In addition, the federal special education legislation commonly known as IDEA also requires that a child’s needs resulting from a disability be addressed “so that they may be involved in and progress in the general curriculum.” Information requested about special education aligns with reporting requirements of the Federal Office of Special Education Programs (OSEP).

Therefore, each school system’s annual submission that is aligned with federal and State law will document and support with evidence the progress in academic achievement for students with Individualized Education Programs (IEPs) as well as update plans to accelerate performance to ensure that the special education subgroup makes Annual Measurable Objective targets at the system and individual school level. Changes to strategies or specific areas of progress that have improved performance should be discussed in the Update, particularly for schools or systems in improvement.

Specific strategies supports and a summary of district efforts to address the progress of students with disabilities are embedded within the context of the Plan.

Education that is Multicultural (ETMA)

The *Local School System Compliance Status Report* provides the critical indicators for the assessment of Education That is Multicultural and Achievement (ETMA) implementation in Maryland local public schools. The assessment categories reflect the level of compliance with the ETM Regulation (COMAR 13A.04.05) with emphasis on equity, access, support for success, academic achievement, and diversity in educational opportunities. The completion of the ETMA Protocol Form requires collaboration among the LSS ETMA Network contact person and appropriate LSS individuals. The ETMA goals for all of Maryland's diverse students are to eliminate achievement gaps, accelerate academic achievement, promote personal growth and development, and prepare for college and career readiness.

1. What are your LEA's major ETMA strengths?

- a. Cultural proficiency staff development is provided to new bus drivers, food and nutrition workers, custodians, clerical and instructional employees.
- b. All teachers newly hired by HCPS must complete, within the first two years of employment, a three credit course entitled Education That Is Multicultural in the Classroom of the 21st Century.
- c. Curriculum provides information which enables students to demonstrate an understanding of and an appreciation for cultural groups in the United States as an integral part of education for a culturally pluralistic society.
- d. The LSS addresses how all schools promote aspects of an inclusive climate
- e. All schools use data disaggregated by race/ethnicity, gender, English Language Learners, and socio-economic status/FARMS to assess inequities in course/class participation, student placement, grouping, and in making adjustments to assure equity.
- f. A committed demonstration of high expectations for all students is visible.
- g. The LSS has written policies and practices that prohibit discrimination against students and staff based on the disability and diversity factors.

2. What are your LEA's major ETMA areas that need improvement?

- a. All schools provide outreach to assure that there is equitable representation of diverse cultural and socioeconomic groups in programs
- b. All schools implement strategies, programs, and initiatives to eliminate disproportionality in special education identification and placement.
- c. Staff development utilizes the MSDE Professional Development Competencies for Enhancing Teacher Efficacy in Implementing Education That is Multicultural (ETM) and accelerating minority achievement.
- d. All schools provide professional development workshops and courses that include an ETMA focus.
- e. All schools have a process for selection of instructional resources that includes the following criteria: materials that avoid stereotyping and bias; materials that reflect the diverse experiences of cultural groups and individuals; individuals from diverse backgrounds were involved in the review and selection of materials

- 3. What are your three major LEA ETMA goals for the next school year and strategies for meeting those goals?**
- a. Continue to use data to identify achievement gaps that exist in academic performance between subgroup populations, disproportionality in special education identification and in behavioral data amongst subgroup populations, and enrollment in Advanced Placement and Gifted and Talent programs.
 - Collaborate with stakeholders in schools to address the findings using research based practices and in the distribution of resources.
 - Analyze data to identify existing gaps and offer professional development to schools as needed to address the gaps.
 - Work with the Coordinator of Gifted and Talented education to address identification and enrichment for all students.
 - b. Expand and create professional development opportunities for school system staff relevant to Education that is Multicultural and Cultural Proficiency.
 - Implement professional development, as well as compile resources for ongoing school and department use
 - Continue to provide the Education that is Multicultural course for all new instructional hires and revise the course to include updates on instructional strategies and recent research
 - Continue to provide new support staff with cultural proficiency training
 - c. Continue to involve stakeholders in a creation of a written mission or vision statement that includes a stated commitment to: Diversity, Education that is Multicultural, Accelerating and enhancing student achievement and Eliminating student achievement gaps.
 - In partnership with HCPS' Cultural Proficiency Council, create a written mission and vision statement for the Office of Equity and Cultural Proficiency. This council is made up of teachers, school and central office administrators, parents, and community members.

School System: Harford County Public Schools
Name and Title of ETMA Contact: Laurie A. Namey
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Section C: Data Systems to Support Instruction

Narrative

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

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

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

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

Throughout Year 4 of the RTTT grant, the IIS will become part of school-based professional development activities as follow-up from the Educator Effectiveness Academies (EEA). The technology infrastructure will also allow teachers to participate in independent professional

development and HCPS will sustain the data integration system and future costs associated with this infrastructure through the operating budget after the RTTT funding ends.

It is the intent of Harford County Public Schools (HCPS) to continue to sustain all the goals aforementioned in the Race to the Top Grant. The Executive Director for Curriculum, Instruction, and Assessment has requested through the HCPS FT15 operating budget process that the three Model Department Chairs, the Instructional Data Specialist, the Coordinator of Teacher Induction, and the part-time clerical positions be sustained. The implementation of Common Core State Standards, STEM education, Teacher and Principal Evaluation, the transition to the PARRC assessments, and implementing data systems, professional learning for teachers and administrators, and identifying and supporting low performing schools will continue to be top priorities for HCPS.

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

Projects and tasks accomplished during Year 3 of RTTT:

- Continued work with the Instructional Data Specialist (IDS) to provide immediate support for all HCPS teachers currently learning to analyze assessment data to inform instructional practice.
- Planned and facilitated the Charlotte Danielson's, *Framework for Learning Self-Assessment* session at the *Shifts in Education Conference*, where close to 1400 teachers participated in professional learning.
- Purchased Performance Matters Faste Observer.
- Assisted with the implementation of Performance Matters Faste Observer.
- Continued to identify and address gaps in current HCPS data system and technological infrastructure, in coordination with MSDE, to support efforts in the successful development and eventual HCPS transition to the IIS.
- Hosted and coordinated HCPS participation in the Educator Effectiveness Academies.

Action Plan: Section C

Goal(s):

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

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) Additional Required Activities	(C)(3)(i-iii)						
1. Identify and address gaps in current HCPS data system and technological infrastructure, in coordination with MSDE, to support efforts in the successful development and eventual HCPS transition to the IIS.	(C)(3)(i)	4	10/01/13	9/30/14	RTTT Project Manager Director of Information Technology Supervisor of Accountability Instructional Data Specialist	HCPS data systems and infrastructure ready for new IIS	Y

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
2. Develop school-based professional development plan and identify professional development calendar days to ensure training on use of data is available in the IIS.	(C)(3)(ii)	1	10/01/13	9/30/14	RTTT Project Manager Coordinator of Professional and Leadership Development	School year calendar published with EEA professional development follow up days	N
3. Participate in data requests to support research on effectiveness as determined by new MSDE governance process.	(C)(3)(iii)	1	10/01/13	9/30/14	RTTT Project Manager Supervisor of Accountability	Data provided to MSDE and researchers	N
4. Along with the RTTT Project Manager, Instructional Data Specialist will help identify current system needs and technological infrastructure to support HCPS hosting of EEA.	(C)(3)(i)	4	10/01/13	9/30/14	RTTT Project Manager Director of Information Technology Instructional Data Specialist	Needs identified and addressed	Y

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
5. Provide timely and meaningful assistance to schools in support of their work using the IIS and Performance Matters.	(C)(3)(ii)	4	10/01/13	9/30/14	RTTT Project Manager Supervisor of Accountability Instructional Data Specialist	Data management solutions resolved Teachers provide feedback regarding “customer service” provided and proficient use of new IIS and Performance Matters	Y
6. Upload the data from the IIS so it is available and accessible to MSDE researchers to evaluate IIS effectiveness.	(C)(3)(ii)	5	10/01/13	9/30/14	Director of Information Technology Instructional Data Specialist	Data uploaded	N

Year 4 Goals:

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

Section D: Great Teachers and Leaders

Narrative

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

In March 2011, HCPS hired Model Department Chairpersons in high school Mathematics, English, Science and Social Studies. HCPS requested the Mathematics and Science Chairs be supported by RTTT funds, as they play a key role in the creation and implementation of the HCPS STEM initiative and content delivery. The Model Chairpersons have been assigned to work with four principals and core content supervisors to provide supplementary content specific evaluative services at four high schools.

In addition to the high school assignment, the Model Department Chairperson collaborates with the Office of Leadership and Professional Development in the development of programs to facilitate the preparation and transition of department chairpersons to their new role.

Through years 1 and 2 of the RTTT grant, three Model Department Chairs were hired at the high school level to support STEM initiatives. These department chair positions are being expanded to all ten high school in the county and the salaries were covered through the FY13 operating budget. Therefore, HCPS requested a budget amendment to support the salaries of three middle school Model Department Chairs in the areas of English/Related Language Arts, Mathematics, and Science to support the transition to the Common Core State Standards, as well as STEM initiatives for years 3 and 4 of the RTTT grant. In addition to the middle school assignments, the Model Department Chairpersons will collaborate with the Office of Leadership and Professional Development in the development of programs to facilitate the preparation and transition of future department chairpersons to their new role.

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

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

From March to August 2011, the Coordinator of Teacher Induction worked with both the RTTT Project Manager and Coordinator of Leadership and Professional Development to revise and expand the HCPS Teacher Induction Program based on COMAR 13A.07.01, as well as lessons

learned from the MSDE Teacher Induction Academy. HCPS already provided extensive support to new teachers, including professional development orientation conference; three hour after school workshops throughout the year; opportunities to observe a model classroom and teacher; and job embedded professional development. The creation of the new Coordinator of Teacher Induction position enhances the work of the mentor teachers and allows for additional supports provided for new teachers. Clerical support is also provided for the Coordinator of Teacher Induction through RTTT funds.

It is the intent of HCPS to sustain the Coordinator of Teacher Induction position through operating funds the school year after the RTTT funding ends. It is anticipated that there will be an ongoing need for the Coordinator of Teacher Induction to revise the induction program for new teachers; assess school needs regarding new teachers and assigning of mentors as appropriate; provide ongoing training for mentors; and assist principals in evaluation of mentors.

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

It is the intent of Harford County Public Schools (HCPS) to continue to sustain all the goals aforementioned in the Race to the Top Grant. The Executive Director for Curriculum, Instruction, and Assessment has requested through the HCPS FT15 operating budget process that the three Model Department Chairs, the Instructional Data Specialist, the Coordinator of Teacher Induction, and the part-time clerical positions be sustained. The implementation of Common Core State Standards, STEM education, Teacher and Principal Evaluation, the transition to the PARRC assessments, and implementing data systems, professional learning for teachers and administrators, and identifying and supporting low performing schools will continue to be top priorities for HCPS.

Educator Effectiveness Academies

As discussed in Section B, HCPS participated in the Educator Effectiveness Academies (EEA). The RTTT Project Manager oversees the identification and participation of school-based teams from all 54 schools.

HCPS has hosted one of MSDEs EEAs for the last three years at C. Milton Wright High School. Principals and four teacher leaders from each school attended the event, as well as central office supervisors and coordinators. HCPS has provided optional follow-up professional development to the EEA in an effort to build capacity for administrators and faculty who were unable to participate in the Academy.

During the month of July, teachers and administrators participated in the *Shifts in Education Summer Conference* at the Center for Educational Opportunity. Close to 1400 teachers and administrators registered to attend at least one session during the Conference. Teachers were paid for their participation through the RTTT grant.

Participants were able to engage in professional learning with content supervisors, teacher facilitators, and their colleagues on a variety of topics. These topics include Common Core State Standards, Accountability and Assessment, Disciplinary Literacy, Universal Design for Learning, Teacher Evaluation Process, Universal Design for Learning, Charlotte Danielson's Framework for Teaching, and Student Learning Objectives.

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

Teacher and Principal Evaluation

In order to support HCPS 2012-13 Teacher Evaluation Pilot, HCPS will be contracted with Performance Matters to purchase Faste Observer to support teacher observation, evaluation, and professional growth in the third year of the grant. This new program complements Performance Matters, HCPS Instructional data warehouse and will assist principals and teachers in the observation/evaluation process.

As HCPS transitions to the new Common Core Standards and the Next Generation Science Standards, HCPS supervisors, teacher specialists and department chairs will participate in national and regional math, reading and science conferences. Information learned will be shared with school based administrators and teachers throughout 2013-2014 professional development.

Projects and tasks accomplished during Year 3 of RTTT:

- Worked with the Harford County Education Association to determine the model for teacher evaluation.
- Worked with the Association of Public School Administrators and Supervisors of Harford County to determine the principal evaluation model.
- Implemented the Teacher and Principal Evaluation Pilots and began the 2013-14 school year with the models in place.
- Identified the principal and four teacher leaders from all 54 schools who participated in the EEA.
- Provided professional development on Charlotte Danielson's, *Framework for Learning to Instructional Leadership Teams, Content Supervisors and Coordinators, and Department Chairs* through the Danielson Group.
- Prepared, organized, implemented, and facilitated the *Shifts in Education Conference*, where close to 1400 teachers participated in professional learning with regard to Common Core State Standards, Accountability and Assessment, Disciplinary Literacy, Universal Design for Learning, Teacher Evaluation Process, Universal Design for Learning, Charlotte Danielson's, *Framework for Teaching*, and Student Learning Objectives.
- Implemented the HCPS Teacher Induction Program.
- Participated in MSDEs Teacher Induction Academy for LEA Coordinators.
- Participated in MSDEs Aspiring Leaders' Academy and Executive Officer professional development opportunities.
- Provided professional development for mentors and instructional facilitators.
- Assessed school needs regarding new teachers and assigned current mentor teachers as appropriate.

Action Plan: Section D

Goal(s):

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

Section D: Great Teachers and Leaders	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<p><i>MOU Requirements: (Yes)</i> <i>Activities to Implement</i> <i>MOU Requirements</i></p>	<p>(D)(2)(i-iv) (D)(3)(i-ii) (D)(5)(i-ii)</p>						
<p>1. Review MSDE framework to begin revising teacher and principal evaluations based on final approved statewide measures for student growth.</p>	<p>(D)(2)(i)</p>		<p>10/01/13</p>	<p>9/30/14</p>	<p>Assistant Superintendent of Human Resources RTTT Project Manager Central Instructional Leadership Team</p>	<p>Teacher and principal evaluations align to the State Framework</p>	<p>N</p>

Section D: Great Teachers and Leaders	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
2. Review MSDE framework to begin revising the required locally-agreed student growth measures for evaluation framework.	(D)(2)(i)		10/01/13	9/30/14	Assistant Superintendent of Human Resources RTTT Project Manager Central Instructional Leadership Team	Evaluation framework created and agreed upon	N
3. Review MSDE framework to begin to revising additional 50% teacher skills and 50% required instructional leadership domain for principals for evaluation framework using MSDE model tools.	(D)(2)(ii)		10/01/13	9/30/14	Assistant Superintendent of Human Resources RTTT Project Manager Central Instructional Leadership Team	Evaluation framework created and agreed upon	N

Section D: Great Teachers and Leaders	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
4. Review MSDE Council Recommendations and implement protocols and policies designed to support the implementation of the new evaluation framework.	(D)(2)(iii)		10/01/13	9/30/14	Assistant Superintendent of Human Resources RTTT Project Manager Central Instructional Leadership Team	Agreed upon protocols and policies Use of evaluation framework by staff	N
5. Work with MSDE on how to use the new evaluation framework to improve principal and teacher effectiveness through professional development.	(D)(2)(iv)		10/01/13	9/30/14	RTTT Project Manager Coordinator of Leadership and Professional Development	Professional Development opportunities aligned with evaluation framework	N
6. Develop protocols to continue to ensure that all teachers in high-poverty, low-achieving schools are deemed highly effective as we move from highly qualified teachers to highly effective teachers and principals.	(D)(3)		10/01/13	9/30/14	Executive Directors of School Performance RTTT Project Manager Supervisor of Compensatory Education	Protocols developed	N

Section D: Great Teachers and Leaders	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
7. Identify professional development throughout the school year as a follow up to EEA, building on system-wide implementation of CFIP and use of Performance Matters.	(D)(5)	7	10/01/13	9/30/14	RTTT Project Manager Executive Directors of School Performance Coordinator of Leadership and Professional Development	Professional development days scheduled on calendar	N

Section D: Great Teachers and Leaders	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>Additional Required Activities:</i>							
1. Assess school needs regarding new teachers and assign current mentor teachers as appropriate.	(D)(5)	6	10/01/13	9/30/14	Executive Directors of School Performance Coordinator of Teacher Induction	Mentors assigned based on school-based new teacher assignments	Y
2. Provide ongoing training for mentors throughout the school year and provide individualized support as needed.	(D)(5)	6	10/01/13	9/30/14	Coordinator of Leadership and Professional Development Coordinator of Teacher Induction	Written feedback from mentors regarding the effectiveness of training Observe mentors working with and providing feedback to teachers to determine their effectiveness in enhancing teachers' performance	Y
3. Assist principals in evaluation of mentors.	(D)(5)	6	10/01/13	9/30/14	Coordinator of Teacher Induction	Positive mentor evaluations	Y

Section D: Great Teachers and Leaders	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
4. Participate in MSDE's EEA and Induction Academies for teachers, Maryland Principals' Academies for appropriate principals, Aspiring Leaders' Academy, and Executive Officer professional development opportunities.	(D)(5)		10/01/13	9/30/14	RTTT Project Manager Executive directors of school performance	Appropriate designated staff will attend all MSDE sessions	N
Tasks/Activities:							
1. Have new Model Department Chairpersons work with school-based secondary personnel in tested content areas to ensure teachers are proficient in the tools shared during the EEA, including new STEM standards.	(D)(5)	2	10/01/13	9/30/14	RTTT Project Manager Coordinator of Leadership and Professional Development Executive Director of Middle School Performance Model Department Chairpersons	Written feedback from school-based secondary personnel regarding the value of Model Department Chairpersons	Y

Section D: Great Teachers and Leaders	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
2. Implement the Teacher and Principal Evaluation Models.	(D)(2)		10/01/13	10/01/14	RTTT Project Manager Central Instructional Leadership Team	Models for SY 2013-14	N
3. Provide Professional development to teachers on Teacher and Principal Evaluation, as well as Student Learning Objectives (SLO) and the Danielson Framework for Teaching.	(D)(2)		10/01/13	10/01/14	RTTT Project Manager Central Instructional Leadership Team	Agendas SLO samples	N

Year 4 Goals:

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

Highly Qualified Staff

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

No Child Left Behind Indicator 3.1: The percentage of classes being taught by “highly qualified” teachers, in the aggregate and in “high-poverty” schools.

No Child Left Behind Indicator 3.3: The percentage of paraprofessionals working in Title I schools (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.

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

Plans for Reaching the 100% Highly Qualified Teacher (HQT) Goal

LSS responses to Section I.D.vi in Part I and the Title II, Part A attachment in Part II will continue to serve as the school system’s Highly Qualified Teacher Improvement Plan.⁴ In this section, each LSS should address the factors that prevent the district from attaining the 100% HQT Goal. Please see the instructions on the next page.

⁴ Section 2141(a) of the Elementary and Secondary Education Act.

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
6.1: Percentage of Core Academic Classes (CAS) Taught by Highly Qualified Teachers	The percentage of CAS is 95% HQT or higher.	Describe where challenges are evident. Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress placing <u>HQT in CAS</u> .
6.2: Percentage of Core Academic Subjects Classes Taught by Highly Qualified Teacher in Title I Schools	The percentage of CAS in Title I schools is 100% HQT.	Describe where challenges are evident. Describe the strategies used to ensure all CAS in Title I schools are taught by HQT.
6.3: Number of Classes <u>Not</u> Taught by Highly Qualified (NHQ) Teachers by Reason	The <i>combined</i> percentage total of NHQT <i>across all reasons</i> is less than 10%.	Describe where challenges are evident. Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress in targeted areas of <u>NHQT</u> .
6.4: Core Academic Classes taught by Highly Qualified Teachers in both <i>Elementary and Secondary Schools</i> High Poverty and Low Poverty Schools.	The percentage of CAS taught by HQT in high-poverty is equal to or greater than the percentage of HQT CAS in low-poverty schools. (Explanation: Data represents an equal distribution of HQT staff between high and low poverty).	Describe where challenges are evident. Describe the changes or adjustments to ensure an equal distribution of HQT staff in both High and Low poverty schools.
6.5: Core Academic Classes taught by Highly Qualified Teachers in both <i>Elementary and Secondary</i> High Poverty and Low Poverty Schools By Level and Experience.	The percentage of <i>inexperienced HQT</i> in CAS in high-poverty schools is not greater than the percentage of <i>experienced HQT</i> in CAS in low-poverty schools.	Describe where challenges are evident. Identify the changes or adjustments to ensure low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. What evidence does the school system have that strategies are in place are having the intended effect?

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
6.6: Attrition Rates	<i>Total overall attrition</i> is less than 10%	Identify the practices, programs, or strategies and the corresponding resource allocations to address the overall retention of staff. What evidence does the school system have that the strategies in place are having the intended effect?
6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools	Percentage of <i>qualified</i> paraprofessionals in Title I schools is 100%	Describe the strategies used to ensure all paraprofessionals working in Title I schools will be qualified.

High Quality Professional Development

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

Harford County Public Schools (HCPS) sees a direct connection between all four topics. The new teacher and principal evaluation systems will provide a framework for ongoing professional growth and development for our teachers to enhance instructional practices. Highly effective teachers will be able to address the needs of underperforming populations of students through the use of rigorous, relevant curriculum identified in the Maryland Common Core State Curriculum.

HCPS has taken a hybrid approach of both systemic and school-based professional development to meet the needs of teachers and administrators during this period of transition and implementation. Professional development dates and times are determined on the HCPS Master Calendar to secure dedicated time for system-wide and school-based activities.

Underperforming populations

HCPS General Education and Special Education personnel work in collaboration to address the instructional needs of all students utilizing a wide range of strategies including Response to Intervention, accessible curriculum; differentiated instructional practice; grouping; pacing; and test construct. Collaborative planning opportunities are essential to building staff capacity to address the needs of diverse learners. Implementation of accommodations and modifications documented in a student's IEP are an expectation of all instructional staff, training is provided annually to relevant staff.

- Use professional development days for teachers to share best practices in conference style format.
- Utilize the newly assigned position of middle school model department chairs to support instructional practices.
- Utilize annotated scoring tools for quarterly benchmarks to provide models for consistent scoring and ideas for instruction.
- Stress access to rigor within the general curriculum utilizing research-based instructional practices and a focus on their effective implementation including the CCS- Application to Students with Disabilities recommendations.
- Utilize a reflective root - cause analysis to determine instructional factors impacting overall achievement of students with disabilities participating in the general education curriculum which may include: accessible curriculum; differentiated instructional practice; grouping; pacing; and test construct.

HCPS continues to enhance instructional practices by embedding the concepts of ETMA throughout professional development opportunities. This approach will help to build capacity of all staff. Schools and individual teams of teachers engage in professional learning communities and utilize the Classroom Focused Improvement Process (CFIP). CFIP provides a structure for

teachers to engage in purposeful dialogue about the needs of students and the strengths and weaknesses of current instructional practices. In these conversations it is expected to consider the needs of all students and to set clear instructional targets for all students. Teachers learn from one another and continue to refine and enhance their repertoire of best practices.

Universal Design for Learning (UDL)

Professional learning opportunities to highlight the concepts and principles of UDL have been embedded into various events, workshops, and curriculum. HCPS utilized the MSDE online webinar/course on UDL in the spring of 2013. All schools were required to engage teachers in the learning from the course either by taking the course or through school-based professional development time. During the summer of 2013, teachers had the opportunity to engage in a focused workshop on UDL. HCPS partnered with Gratz College to offer a graduate level course on UDL.

Transition to the new Maryland Common Core State Curriculum

HCPS plans for transition to the MCCSC are being led by the curriculum office. Elementary teachers will receive content-specific professional development over the course of several years as more is released by MSDE. Secondary teachers will receive content-specific professional development from the curriculum supervisor and the department chairperson at the school. Schools have a portion of the responsibility and will be utilizing materials and resources shared during the 2011, 2012 and 2013 Educator Effectiveness Academies. HCPS Curriculum Offices have been working to develop instructional resources to support teachers in their unit and daily instructional planning.

Transition to the new teacher and principal evaluation system

During the 2012-13 school year, HCPS determined the needs for professional development of all teachers and principals while engaged in the pilot process. Feedback was collected from the pilot participants through the use of a blog, surveys, and personal interviews. Throughout the year, professional development opportunities were planned for those involved in the pilots and in preparation for implementation for 2013-14.

Work to prepare all teachers and principals for the new evaluation system began in the spring of 2013. HCPS has utilized both system-wide and school-based professional development time to build capacity for teachers on the various components of the evaluation system.

Included in the **APPENDICES** of the Master Plan (**Appendix B**) are documents to identify the professional development geared to the topics listed above. These include: Common Core Professional Development Plan, TPE Implementation, Teacher Evaluation Professional Development Summary, and 2013 Shifts in Education Conference Descriptions.

Teacher Induction

From their first day on the job, brand new teachers are expected to perform essentially the same tasks as experienced veterans. The trial-by-fire method of casting novices into the fray of the classroom has been the traditional welcome into the teaching profession. However, there is an increasing body of literature, research and professional activity in the area of teacher induction. Both this research and current practice indicate clearly that mentoring is a critical component in welcoming new teachers into the profession and supporting continual improvement in practice (Lipton, L. & Wellman, B., 2003, *Mentoring Matters*, p. ix).

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

Orientation Programs for Teachers New to HCPS include:

Induction Activity	Focus/Content	Dates
Professional Development Orientation Conference	<ul style="list-style-type: none"> • Professional Development designed for educators of different experience levels • Orient teachers to HCPS culture and expectations • Plan for the first day, week, year • Work with experienced educators in a “model classroom” format • Content-specific professional development • Meaningful integration of technology in instruction and usage/navigation of technology systems 	August 13, 14, 15, 16, 19, 20, 2013 (6 days)
Workshops throughout the year	<ul style="list-style-type: none"> • Develop knowledge and skills related to teaching • Topics include (but are not limited to): • Reflecting on teaching practice • Preparing for parent conferences • Implementing curriculum • Managing a classroom • Planning for active learning • Assessing student performance • Maintaining certification • Teaching ELL students • Co-teaching • Meaningful integration of technology in instruction • Lesson planning workshops with content support from mentors, Instructional Facilitators, and Supervisors 	Periodic evenings throughout the school year

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

In addition to these system-wide orientation activities, the school system’s administrative staff is acutely aware of the need to support and retain qualified teachers. To that end, the following is a listing of support provided to new hires:

1. Teacher Mentors (30 mentors) available in schools to work directly with teachers
 - a. Teach demonstration lessons
 - b. Assist in daily and unit planning and organization
 - c. Provide guidance in addressing classroom/behavior management
 - d. Guide the use of curricula and materials of instruction
 - e. Acclimate teachers to the protocols and procedures within their assigned school(s)
 - f. Address topics facing teachers new to teaching
 - Reporting student progress
 - Grading
 - Assessment
 - Parent conferencing/communication
 - Special education issues

2. Instructional Facilitators (17 instructional facilitators) available in schools to work directly with teachers
 - a. Engage in informal and formal observations
 - b. Engage in the evaluation process
 - c. Guide the use of curricula and materials of instruction
 - d. Conduct demonstration lessons and model strategies and teaching techniques
 - e. Provide opportunities for teachers to visit other classrooms/teachers
 - f. Address topics facing teachers new to teaching
 - Reporting student progress

- Grading
 - Assessment
 - Parent conferencing/communication
 - Special education issues
3. Content supervisors available to support professional growth within content areas
 - a. Provide curriculum guides, teacher texts, and other curricular materials
 - b. Complete informal instructional walk-throughs
 - c. Part of instructional appraisal team at the school level
 - d. Provide content-specific professional development as noted on the HCPS Professional Development Calendar
 - e. Work with secondary Department Chairpersons to support teachers at the school level
 - f. Provide opportunities for teachers to visit other classrooms/teachers
 4. Principals and Assistant Principals available in schools to work directly with teachers
 - a. Engage in informal and formal observation
 - b. Engage in the evaluation process
 - c. Guide the use of curricula and materials of instruction
 - d. Provide school-based professional development on building level procedures and guidelines
 5. Model Department Chairpersons
 - a. Four Department Chairpersons who are assigned to 4 middle schools and the Alternative Education Program
 - b. Engage in informal and formal observation
 - c. Provide content-specific feedback
 - d. Guide the use of curricula and materials of instruction
 - e. Provide school-based professional development in a given content
 6. Centralized professional development provided at the beginning of and throughout the school year
 - a. Provide the opportunity to attend the HCPS August Orientation Professional Conference at \$120/day paid stipend
 - Orient teachers to HCPS culture and expectations
 - Model Classrooms
 - Planning for the First Day and First Week of School
 - b. Provide the opportunity to attend various Technology Workshops prior to the start of the school year to support the use of HCPS email, GradeQuick, and EdLine
 - c. Provide the opportunity to attend various Technology Workshops prior to the start of the school year to support the meaningful integration of technology (interactive whiteboards, wikis, blogs, media, etc.) in instruction
 - d. Provide specific curriculum content professional development
 - e. Provide sessions designed to assist teachers in understanding Appropriate Staff/Student Relationships, Technology Pitfalls, and the Appraisal Process

7. Evening professional development sessions offered on various topics according to the level, department, and/or school of the new hires including:
 - a. How to Conduct Parent Conferences
 - b. Reporting Student Progress
 - c. Mathematics Strategies and Teaching Techniques
 - d. Writer’s Workshop
 - e. The Use of Nonfiction and Informational Text
 - f. Differentiating Instruction
 - g. Using Performance Matters Student Data Management System

8. Other professional growth opportunities provided
 - a. Provide opportunities for teachers to participate in Professional Learning Communities in school and at a system level
 - b. Provide the Education that is Multicultural course required of contract within the first two years of HCPS employment
 - c. Provide College Board training for new hires responsible for teaching AP courses
 - d. Provide Continuing Professional Development MSDE credit courses
 - e. Encourage teachers to become involved in school and county committees, summer curriculum writing, and summer professional development activities

Standards for Effective Mentoring

HCPS conducts a survey of teachers completing their first year with the school system in June of each year to assess the effectiveness of our mentoring program as well as to clarify the work of effective mentors. First year teachers are asked to provide feedback on the degree to which the mentor met their needs as a teacher new to HCPS. In the chart which follows, the percent indicates the number of respondents who selected a response of “agree” or “strongly agree.”

QUESTION	2013
The mentor helped me to network with content experts when he/she could not address my needs.	88%
The mentor has collected data to facilitate my instructional decision making.	82%
The mentor was accessible.	98%
The mentor has introduced me to instructional approaches/techniques.	91%
The mentor and I have collaborated to plan instruction for my students.	85%
The mentor has observed my teaching and has provided me with meaningful feedback.	90%
The mentor has provided encouragement and support.	97%
The mentor has located/provided resources for me to use in my instruction.	90%
The mentor has suggested effective classroom management techniques.	88%
The mentor has clarified school/system policies and procedures for me.	93%
The mentor has helped me problem-solve.	90%
The mentor has helped me reflect on and analyze my teaching.	93%
The mentor has helped me to analyze student work	80%

A review of Maryland TELL Survey data reveals the following responses from teachers in their first three years of teaching in HCPS:

QUESTION	2009	2011	2013
Formally assigned a mentor	91%	95%	97%
Sessions specifically designed for new teachers	91%	90%	86%
Common planning time with other teachers	25%	69%	73%
Release time to observe other teachers	49%	63%	68%
Access to PLCs where I can discuss concerns	54%	67%	67%
Additional support I received as a new teacher improved my instructional practice*	65%	80%	83%
Additional support I received as a new teacher helped me to impact my students' learning*	64%	83%	87%

*Percent indicates the number of respondents who selected a response of “agree” or “strongly agree.”

Process Used to Measure the Effectiveness of Induction/Mentoring

A review of the 2011 and 2012 survey data suggested that not all probationary teachers were being given the same type of support or to the same degree. In an effort to ensure that all probationary teachers have equitable access to experiences with their mentors, HCPS worked in the 2011-12 school year to develop *Starting Strong: A Continuum of Experiences for Probationary Teachers*. Mentors worked to identify a set of six essential experiences for probationary teachers that also serve as their standards:

- Setting professional goals
- Planning and teaching collaboratively
- Observing instruction in others' classrooms
- Developing a classroom management plan
- Participating in professional learning sessions
- Planning for and reflecting upon data from the mentor's non-evaluative visits

As detailed in the *Starting Strong* document, “Each probationary teacher should work closely with the mentor teacher to identify a goal for professional growth. The experiences which will move the teacher toward the goal should be identified, planned, and implemented. Together with the mentor, the teacher should reflect upon the experience and then use that reflection to identify subsequent goals. In essence, the model is as follows:



In their second year in Harford County Public Schools, probationary teachers will continue their work in this cycle. While a variety of experiences is encouraged, probationary teachers will work closely with the mentor teacher to identify those experiences which will provide optimal opportunities for continued growth.

In their third year in Harford County Public Schools, probationary teachers will narrow their focus so that their learning will be more project-based. They are expected to continue working with the mentor teacher, and their focus may be on a particular topic (i.e. differentiation) identified in consultation with both the mentor teacher and evaluators. The teacher should work with the mentor teacher to identify those experiences which will facilitate growth in the identified area of focus” (p. 1-2).

Beginning in the 2012-13 school year, mentors logged their participation in and time with these experiences and reflected on that data at our monthly meetings in an effort to improve services to all probationary teachers. Based on their feedback and changes in our system such as the Common Core State Standards and the new teacher evaluation model that includes Student Learning Objectives; *Starting Strong: A Continuum of Experience for Probationary Teachers* was updated during the summer of 2013 to reflect these important pieces and add specific opportunities for data collection and analysis.

Mentors are also observed once each school year engaging in an analysis of their data based on the mentor log. This observation is conducted by at least one school-based administrator (typically the Principal and the Instructional Facilitator or an Assistant Principal) and the Coordinator of Teacher Induction. The analysis is used to guide the mentor’s reflection on the effectiveness of his or her work with new teachers in order to make necessary adjustments, set goals, and seek out specific professional development.

Scope of Mentoring Program

The Coordinator of Teacher Induction is a member of the Office of Professional Development and collaborates with the Coordinator of Leadership and Professional Development and the Executive Directors of Elementary School and High School Performance. Deployment of teacher mentors is directed by Central Office. HCPS mentors are released from the classroom and are full-time mentors. Once assigned to each school based upon the total number of teachers to support -- both tenured and probationary -- currently, mentors are now assigned to schools according to the number of probationary teachers on staff. This is the result of budget cuts. HCPS used the COMAR regulations to guide decisions about mentor assignments for 2013-14.

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

Data regarding the delineation of probationary teachers and mentor support can be found in the following chart:

Mentor Ratio 2013-14						
1 st Year Teachers	2 nd Year Teachers	3 rd year teachers	Newly Hired Experienced Teachers	Total # of Teachers	Total # of Mentors	M to T Ratio
147	147	159	49	453	30	1:15

Mentoring Supports

Mentors are provided with professional development geared to the relationships and interactions of this unique position. Experience in the role is taken into consideration. Mentors in their 1st and 2nd years in the position have specialized training to teach the basic skills of coaching and mentoring. Experienced mentors participate in on-going monthly professional development geared to enhance skills and knowledge in coaching, content, and instructional practice. A cadre of mentors also attends the summer MSDE Mentor Academy and participates in the online professional development which follows this academy. Those who attend share the knowledge and skills gleaned from these academies with their mentor colleagues.

Persistently Dangerous Schools

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

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

NCLB requires states to identify persistently dangerous schools. In Maryland, a “persistently dangerous” school means a school in which each year for a period of three consecutive school years the total number of student suspensions for more than 10 days or expulsions equals two and one-half percent (2½%) or more of the total number of students enrolled in the school, for any of the following offenses: arson or fire; drugs; explosives; firearms; other guns; other weapons; physical attack on a student; physical attack on a school system employee or other adult; and sexual assault. Schools are placed into “persistently dangerous” status in a given school year based on their suspension data in the prior year.

- 1. Where Persistently Dangerous Schools are identified, list the schools and describe what steps are being taken by the school system to reverse this trend and prevent the schools(s) from moving into probationary status.**

Non-applicable to Harford County Public Schools.

Attendance

Based on the Examination of the Attendance Data:

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

The attendance rate for Harford County Public Schools at the aggregate level has remained relatively unchanged for the past several years at the elementary level with a rate of 95.7% for the SY 12-13. The middle school attendance rate for SY 12-13 was 94.9%, down 0.6% from the prior year. The high school attendance rate remains the lowest rate among the three levels with a rate of 93.5% for SY 12-13. This rate decreased by 0.1% from the previous year. Elementary rates at the various subgroups remained very high, ranging from 94.1% (American Indian/Alaska Native) to 97.1% (Asian). Middle school rate at the various subgroups ranged from 93% (FaRMS) to 97.6% (Native Hawaiian/Other Pacific Islander). The attendance rates for the subgroups at the high school level ranged from 90.3% (FaRMS) to 93.6% (White).

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

In the 2011-12 school year, all Harford County Public Schools met the School Progress AMOs for the attendance rate. In the 2012-13, two schools failed to meet the attendance rate by 0.1%. These schools are George D. Lisby Elementary School and Aberdeen Middle School. The confidence interval around the attendance metric was removed for the 2012-13 school year. During the 2013-14 school year, both schools will continue to monitor their attendance rates on a regular basis.

Each Harford County Public School's School Improvement Plan must address each area in which it has failed to meet the AMO. Each School Improvement Team is required to consider questions in analyzing school performance data as part of this process, including those which could impact on attendance performance. All School Improvement Teams were asked to include in their Plans strategies for reaching AMO in all areas including attendance. Schools set targets for attendance that were to meet or exceed the AMO for all subgroups.

Graduation and Dropout Rates (4-Year Cohort)

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

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

Based on the Examination of Graduation and Dropout Rate Data:

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

The graduation and dropout rates continue to be a challenge for our special education students and our English Language (EL) students. In the SY 11-12, the graduation rate for special education students was 63.8%. The graduation rate for EL students was 23.5%, with only four out of seventeen students graduating. The dropout rate for SY 12-13 was 19.3% for special education students and 52.9% for EL students.

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

The Central Instructional Leadership Team will continue to monitor the graduation rate and dropout rates for each high school. Where appropriate, recommendations and resources will be provided to the identified schools that show the lowest attendance and graduation rates.

The following 2013-2014 practices, programs, and strategies are in place to address challenges and promote progress:

- Identify and implement alternatives to suspensions based on appropriate data.
- Implement school day and extended day learning opportunities for mentoring and youth development programs.
- Enhance the on-line course program and increase student participation.
- Utilize career pathways as a means of managing programs of study for grades 9-12 and as a mean of delivering required courses for 2012-2013. Refine existing smaller learning communities and ninth grade transition programs. Review and refine the Alternative Education Program.
- Enhance senior offerings to promote student engagement and success, with an emphasis on increased course rigor and relevance.
- Include Career Development for Instruction in Grades Pre K – 12, as per COMAR 13A.04.10.01.
- Monitor and report the number of students participating in non-traditional CTE programs.
- Offer coursework that supports student post-secondary activities.
- Provide annual career counseling and post-secondary educational planning opportunities for students, grades 8 -12, using a six-year planning tool.
- Support the drop-out prevention efforts.

- Continue the efforts of the Intervention Committee, which continues to meet with school personnel to coordinate intervention assistance and strategies to meet student needs.
- Continue to use assessment data to evaluate programs, monitor student achievement, and develop intervention programs at both the school and system level.
- Examine instructional factors such as: accessible curriculum; differentiated instructional practice; grouping; pacing; and test construct which impact the overall achievement of students with disabilities participating in the general education curriculum.
- Use instructional strategies such as Universal Design for Learning to meet the needs of all learners.
- Implement the following intervention and remediation strategies/programs in middle and high schools to identify student needs in state assessed subjects:
 - Initiate H.S.A. Online courses, after school tutorials, remediation courses, and summer school for those students not passing the H.S.A.s.
 - Continue implementation of reading intervention in grades 6 – 8 at designated middle schools.
 - Continue to offer the *Strategic Reading* classes at all high schools in grades 9 and 10 for at- risk reading students.
 - Continue to implement the *Corrective Reading* intervention program in middle and high schools grades 6 – 10 for students who are significantly delayed in reading.
 - Continue to implement *Cognitive Tutor Algebra* at all high schools for identified students.
 - Continue to implement a variety of math remediation programs, including but not limited to *Dream Box*, *Do the Math*, and *Success Maker*, at middle schools.
 - Continue to implement *Ramp Up to Algebra* in all high schools.
- Additional practices, programs, and strategies geared toward ensuring that students have a successful high school career culminating in graduation are listed in individual school improvement plans. Some specific examples include:
 - Provide diverse opportunities for students to participate in both curricular and extra-curricular activities.
 - Implement a mentoring program for all students.
 - Explore advocacy strategies for all students.
 - Provide ninth grade support and transition academies.
 - Provide before and after school help programs.
 - Provide time periodically during the school day to provide students with the opportunity to meet with teachers to secure make-up work and get additional help.
 - Schedule meetings for all students at risk of not graduating and their parents
- Develop graduation strategies using advisors, counselors, and counselors.
- Explore the impact of post-secondary transition planning for students with disabilities ages 14 and up to determine the connection to school completion, post-secondary education and work.
- Continue to implement systemic professional development to address state priorities and master plan goals.

Race to the Top Scopes of Work
Section E: Turning Around Lowest Performing Schools

Narrative

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

Level	Harford County Public Schools Focus Schools
Elementary	<ul style="list-style-type: none"> • Riverside Elementary School • Bakerfield Elementary School • Magnolia Elementary School • Joppatowne Elementary School • William Paca Old Post Road Elementary School • Darlington Elementary School • Dublin Elementary School • George D Lisby Elementary School • Deerfield Elementary School • Edgewood Elementary School
Middle	<ul style="list-style-type: none"> • Aberdeen Middle School • Edgewood Middle School • Magnolia Middle School • Havre de Grace Middle School
High	<ul style="list-style-type: none"> • Center for Alternative Education • Edgewood High School • Joppatowne High School • Harford Technical High School • Havre de Grace High School

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

Recognizing that there is a growing body of knowledge and best practices regarding effective school improvement practices, the HCPS Coordinator of School Improvement and Intervention will use lessons learned through the State Breakthrough model and replicate those efforts in our secondary schools. Some of these activities may include Positive Behavioral Interventions and Supports (PBIS), Common Core Standards Initiative, Educational Instructional Improvement Academies (EIIA), Classroom-Focused Improvement Process (CFIP), Performance Matters, the new Instructional Improvement System, and Science, Technology, Engineering, and Mathematics (STEM). After reviewing School Improvement Plans during year two of the grant, activities will be implemented in year three. After RTTT funding ends, HCPS will continue to identify resources to support targeted interventions and supports for school in improvement.

Projects and tasks accomplished during Year 2 of RTTT:

- Planned and implemented a hybrid online MSDE Universal Design for Learning course targeting secondary school teachers working in schools on HCPS identified list.
- Applied UDL principles to the Common Core State Standards for SY 2012-13 instructional planning.

It is the intent of Harford County Public Schools (HCPS) to continue to sustain all the goals aforementioned in the Race to the Top Grant. The Executive Director for Curriculum, Instruction, and Assessment has requested through the HCPS FT15 operating budget process that the three Model Department Chairs, the Instructional Data Specialist, the Coordinator of Teacher Induction, and the part-time clerical positions be sustained. The implementation of Common Core State Standards, STEM education, Teacher and Principal Evaluation, the transition to the PARRC assessments, and implementing data systems, professional learning for teachers and administrators, and identifying and supporting low performing schools will continue to be top priorities for HCPS.

Action Plan: Section E

Goal(s):

- Increase student success in HCPS Priority Status Schools.

Section E: State Success Factors	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (No)</i>							
<i>Additional Required Activities:</i>							
Not applicable to HCPS							
<i>Task/Activities</i>							
1. Continue to work with MSDE to identify best practices through work with Breakthrough Center.	(E)(2)		10/01/13	9/30/14	RTTT Project Manager Coordinator of School Improvement and Intervention Central School Improvement Team (CSI)	Plan developed and best practices strategies	N

Section E: State Success Factors	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
2. Implement best practice activities related to Universal Design for Learning and Co-Teaching as part of school improvement plans and in support of Common Core.	(E)(2)		10/01/13	9/30/14	RTTT Project Manager Coordinator of School Improvement and Intervention Central School Improvement Team (CSI)	Implementation of activities based on best practices Increased student achievement in secondary schools including AYP and other indicators to be determined	Y
3. Continue to provide ongoing professional development for focus schools through the School Improvement Planning process in planning and developing instruction using the Common Core framework that is anchored in the core principles of Universal Design for Learning.	(E)(2)		10/01/13	9/30/14	RTTT Project Manager Coordinator of School Improvement and Intervention Central School Improvement Team (CSI)	Implementation of activities based on best practices. Increased student achievement in secondary schools including AYP and other indicators to be determined.	Y

Year 4 Goal(s):

- Increase student success HCPS Priority Schools.

**Race to the Top Scopes of Work
Section F: General**

Section F: General

Non-applicable to Harford County Public Schools.

2013 Educator Effectiveness Academy Transition Plan Template

Transition Plan Outcomes:

1. Implement high quality professional learning that is aligned with the *Learning Forward* Standards for Professional Learning to help teachers develop the new knowledge, skills, and practices necessary for full implementation of the Maryland Common Core State Curriculum and STEM Education. Key data to guide the design of professional learning include:
 - Student performance data
 - TELL (Teaching, Empowering, Leading and Learning) Maryland Survey results
 - CFIP (Classroom-Focused Improvement Process) information
 - Appropriate school-based data
2. Facilitate regular opportunities for school staff to access and navigate electronic resources (RTTT portal and LEA-provided resources) to support full implementation of the Maryland Common Core State Curriculum and the Maryland STEM Education.
3. Implement the Teacher and Principal Evaluation (TPE) to support enhanced educator effectiveness and increased student achievement.
4. Provide ongoing information on PARCC assessment development, design, and timeline to support transition from MSA/HSA to PARCC in 2014-2015.

Transition Plan components as identified by the *Learning Forward* Standards for Professional Learning:

- *Learning Communities:* Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- *Leadership:* Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- *Resources:* Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- *Data:* Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- *Learning Designs:* Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- *Implementation:* Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.
- *Outcomes:* Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

****The Transition Plan is goal three in the 2013-14 School Improvement Plan Template. Schools will submit the Transition Plan with the School Improvement Plan on October 4, 2013.****

Appendix A

Transition Plan Outcome #	Activities (Learning Design, Implementation)	Target Staff (Learning Communities)	Responsible Person(s) (Leadership)	Required Resources (Resources)	Timeline (Implementation)	Outcome Measures (Outcomes)	Progress Monitoring (Data)
1-4	Shifts in Education Conference	All teachers (teacher choice)	Central Office	Central Office Professional Development Plan	Summer 2013	<ul style="list-style-type: none"> • Integrate Universal Design for Learning, Disciplinary Literacy and Common Core in lesson plans • Complete the Danielson’s Framework for Teaching Self-assessment • Learn about the new Accountability Measures and PARCC • Understand Student Learning Objectives (SLO) 	<ul style="list-style-type: none"> • Lesson and unit plans • Self-assessment • SLOs

Appendix A

Transition Plan Outcome #	Activities (Learning Design, Implementation)	Target Staff (Learning Communities)	Responsible Person(s) (Leadership)	Required Resources (Resources)	Timeline (Implementation)	Outcome Measures (Outcomes)	Progress Monitoring (Data)
1	Curriculum Updates	ILT Teachers	Central Office Professional Development Plan	Office of Curriculum, Instruction, and Assessment	SY 2013-14	<ul style="list-style-type: none"> • Educational Leadership Agenda 	<ul style="list-style-type: none"> • Educational Leadership Agenda and Feedback
2	Electronic Resources Updates	ILT Teachers	Central Office Professional Development Plan	Office of Curriculum, Instruction, and Assessment	SY 2013-14	<ul style="list-style-type: none"> • Educational Leadership Agenda 	<ul style="list-style-type: none"> • Educational Leadership Agenda and Feedback
3	Overview of the Teacher Evaluation Model	New teachers	Office of Curriculum, Instruction, and Assessment	Central Office Professional Development Plan	August 2013	<ul style="list-style-type: none"> • Create Professional Development Plan • Complete the Danielson’s Framework for Teaching Self-assessment • Understand, Write, and Evaluate SLOs 	<ul style="list-style-type: none"> • Professional Development Plan, Self-assessment, SLOs due to administration by October 24, 2013 • Mid-interval check point • End of interval check point

Appendix A

Transition Plan Outcome #	Activities (Learning Design, Implementation)	Target Staff (Learning Communities)	Responsible Person(s) (Leadership)	Required Resources (Resources)	Timeline (Implementation)	Outcome Measures (Outcomes)	Progress Monitoring (Data)
3	Overview of the Teacher Evaluation Model	New teachers	Office of Curriculum, Instruction, and Assessment	Central Office Professional Development Plan	August 2013	<ul style="list-style-type: none"> • Create Professional Development Plan • Complete the Danielson’s Framework for Teaching Self-assessment • Understand, Write, and Evaluate SLOs 	<ul style="list-style-type: none"> • Professional Development Plan, Self-assessment, SLOs due to administration by October 24, 2013 • Mid-interval check point • End of interval check point

Appendix A

Transition Plan Outcome #	Activities (Learning Design, Implementation)	Target Staff (Learning Communities)	Responsible Person(s) (Leadership)	Required Resources (Resources)	Timeline (Implementation)	Outcome Measures (Outcomes)	Progress Monitoring (Data)
3	Explanation of the Teacher Evaluation Model	All staff members	Instructional Leadership Teams	Central Office Professional Development Plan	August 22, 2013	<ul style="list-style-type: none"> • Create Professional Development Plan • Complete the Danielson’s Framework for Teaching Self-assessment • Understand, Write, and Evaluate SLOs 	<ul style="list-style-type: none"> • Professional Development Plan, Self-assessment, SLOs due to administration by October 24, 2013 • Mid-interval check point • End of interval check point

Appendix A

Transition Plan Outcome #	Activities (Learning Design, Implementation)	Target Staff (Learning Communities)	Responsible Person(s) (Leadership)	Required Resources (Resources)	Timeline (Implementation)	Outcome Measures (Outcomes)	Progress Monitoring (Data)
3	SLO Work Session	All teachers (teacher choice)	Office of Curriculum, Instruction, and Assessment	Central Office Professional Development Plan	September 2013	<ul style="list-style-type: none"> • Create Professional Development Plan • Complete the Danielson’s Framework for Teaching Self-assessment • Understand, Write, and Evaluate SLOs 	<ul style="list-style-type: none"> • Professional Development Plan, Self-assessment, SLOs due to administration by October 24, 2013 • Mid-interval check point • End of interval check point

Appendix A

Transition Plan Outcome #	Activities (Learning Design, Implementation)	Target Staff (Learning Communities)	Responsible Person(s) (Leadership)	Required Resources (Resources)	Timeline (Implementation)	Outcome Measures (Outcomes)	Progress Monitoring (Data)
3	Teacher/Principal Evaluation Updates	ILT Teachers	Office of Curriculum, Instruction, and Assessment	Central Office Professional Development Plan	SY 2013-14	<ul style="list-style-type: none"> • Create Professional Development Plan • Complete the Danielson’s Framework for Teaching Self-assessment • Understand, Write, and Evaluate SLOs 	<ul style="list-style-type: none"> • Educational Leadership Agenda and Feedback • Professional Development Plan, Self-assessment, SLOs due to administration by October 24, 2013 • Mid-interval check point • End of interval check point
4	To be determined by Central Office						

**Transition Plans for the Maryland Common Core State Curriculum
School Year 2011-2012**

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	
Elementary Schools	Build awareness of Maryland Common Core State Curriculum (MCCSC) format, vocabulary, draft documents	Overview of the Mathematical Practices in lesson development and implementation, e.g., standards, essential skills, and essential knowledge	Overview of MCCSC Reading/English Language Arts, standards, essential skills, and essential knowledge	Overview of development and implementation of STEM lessons	
			Increase specificity with Mathematics MCCSC	Increase specificity with ELA MCCSC	
Secondary Schools	Faculty Meeting: Build awareness with the functions and terminology of the MCCSC, the limitations of the standards, and the intended student outcomes as a result of standards implementation	Faculty Meeting: Explanation of STEM and the shared responsibility for students' literacy development			
		Faculty Meeting: Sharing of the Mathematical Practices and standards for reading and writing as they apply to all content areas			
		English Department Meetings: In-depth articulation and emphasis upon the writing process and collaborative methods of implementing appropriate lessons			
		Mathematics Department Meetings: In-depth articulation, development, and emphasis of the Mathematical Practices into the classroom setting on a daily basis			
Science, Technology Education, and Business Department Meetings: In-depth articulation and emphasis upon trans-disciplinary methods of providing students the ability to blend content knowledge and skills. If possible, extend beyond STEM content areas					

**Transition Plans for the Maryland Common Core State Curriculum
School Year 2012-2013**

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Elementary Schools	Build parent awareness of Maryland Common Core State Curriculum (MCCSC); Continue to build strong grade level teams that collect data, evaluate text complexity to increase rigor of reading instruction, and plan lessons utilizing the standards of practice	Provide additional resources such as MCCSC web resources, curriculum toolkit for Reading/English/Language Arts and model lessons and units	Overview of PARCC; provide additional resources such as curriculum toolkit for Mathematics; sharing of content area resources from Educator Effectiveness Academies; development of text dependent questions	Overview of transdisciplinary lessons
Secondary Schools	Throughout Year			
	<ul style="list-style-type: none"> • Provide updates on MCCSC and PARCC Assessments • Provide detailed overview of the Reading/English/Language Arts Standards • Sharing of close reading practices as well as text-dependent question samples • Sharing of methods to infuse literacy standards in all content areas • Emphasis on shifts in Mathematics instruction • Provide curriculum toolkits, model units, and model lessons 			
	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	Explain the links among Literacy, Mathematics, and STEM Standards of Practice; Provide MSDE's <i>Guide to Creating Text Dependent Questions for Close Analytic Reading</i>	Provide information on Disciplinary Literacy with a focus on Social Studies, Science, and Technical subject areas; Provide an overview of STEM Standards of Practice; Emphasize the rigor associated with MCCSC skills	Share sample unit plans and lesson seeds with all Mathematics teachers English Department Meetings: In-depth articulation and emphasis upon the writing process and collaborative methods of implementing appropriate lessons Mathematics Department Meetings: In-depth articulation, development, and emphasis of the Mathematical Practices into the classroom setting on a daily basis. Science, Technology Education, and Business Department Meetings: In-depth articulation and emphasis upon trans-disciplinary methods of providing students the ability to blend content knowledge and skills. If possible, extend beyond STEM content areas.	

**Professional Development
Common Core State Standards**

Elementary School Teacher Content Professional Development Common Core State Standards									
Content Area/Grade	2011-2012			2012-13			2013-14		
	November	January	April	November	January	April	November	January	April
1	SCIENCE	SCIENCE	MATH	ILA	Literacy Standards	SCIENCE	SCIENCE	MATH	
2	SCIENCE	MATH	SCIENCE	ILA	Literacy Standards	SCIENCE	SCIENCE	ILA	
3	ILA	ILA	MATH	MATH	MATH	MATH	ILA	SCIENCE	
4	MATH	MATH	ILA	SCIENCE	MATH	MATH	ILA	S STUDIES	
5	MATH	SCIENCE	ILA	SCIENCE	Literacy Standards	ILA	MATH	MATH	
Reading Specialists	<ul style="list-style-type: none"> Common Core Literacy Best Practices 			<ul style="list-style-type: none"> Common Core Literacy Best Practices Common Core writing text types and purposes 			<ul style="list-style-type: none"> Common Core Curriculum Alignment Preparing for PARCC assessments 		
Math Specialist/Facilitators	<ul style="list-style-type: none"> Mathematical Practices 			<ul style="list-style-type: none"> Mathematical Practices Fraction Concept Development Maryland Curricular Framework 			<ul style="list-style-type: none"> Mathematical Practices Fraction Concept Development Maryland Curricular Framework 		
Science Facilitators	<ul style="list-style-type: none"> Framework for K-12 Science Education 			<ul style="list-style-type: none"> Literacy and writing standards pertinent to science Next Generation of Science Standards Stem Standards of Practice 			<ul style="list-style-type: none"> Literacy and writing standards pertinent to science Next Generation of Science Standards Stem Standards of Practice 		

Middle School Teacher Content Professional Development Common Core State Standards			
Content Area/Grade	2011-2012	2012-13	2013-14
ILA/English Teachers	<ul style="list-style-type: none"> • Close reading of literary text • Text analysis and discussion • Supporting arguments 	<ul style="list-style-type: none"> • Close reading/analysis of literary non-fiction texts 	<ul style="list-style-type: none"> • Writing arguments, explanatory texts, and narratives
English Department Chairs	<ul style="list-style-type: none"> • Lesson planning using authentic literacy practices 	<ul style="list-style-type: none"> • Literary non-fiction texts and model lesson plans 	<ul style="list-style-type: none"> • Writing skill sequence and model essays
Mathematics Teachers	<ul style="list-style-type: none"> • Mathematical Practices 	<ul style="list-style-type: none"> • Mathematical Practices 	<ul style="list-style-type: none"> • Mathematical Practices • Ratio and Proportionality
Mathematics Department Chairs	<ul style="list-style-type: none"> • Mathematical Practices 	<ul style="list-style-type: none"> • Mathematical Practices • Maryland Curricular Framework 	<ul style="list-style-type: none"> • Mathematical Practices • Maryland Curricular Framework • Ratio and Proportionality
Science Teachers	<ul style="list-style-type: none"> • Framework for K-12 Science Education 	<ul style="list-style-type: none"> • Literacy in History/Social Studies, Science, and Technical • Common Core Writing Standards • Next Generation of Science Standards • Stem Standards of Practice 	<ul style="list-style-type: none"> • Literacy and writing standards pertinent to science • Next Generation of Science Standards • Stem Standards of Practice
Science Department Chairs	<ul style="list-style-type: none"> • Framework for K-12 Science Education 	<ul style="list-style-type: none"> • Literacy in History/Social Studies, Science, and Technical • Common Core Writing Standards • Next Generation of Science Standards • Stem Standards of Practice 	<ul style="list-style-type: none"> • Literacy and writing standards pertinent to science • Next Generation of Science Standards • Stem Standards of Practice

High School Teacher Content Professional Development Common Core State Standards			
Content Area/Grade	2011-2012	2012-13	2013-14
ILA/English Teachers	<ul style="list-style-type: none"> • Close reading of literary text • Text analysis and discussion • Supporting arguments 	<ul style="list-style-type: none"> • Close reading/analysis of literary non-fiction texts 	<ul style="list-style-type: none"> • Writing arguments, explanatory texts, and narratives
English Department Chairs	<ul style="list-style-type: none"> • Lesson planning using authentic literacy practices 	<ul style="list-style-type: none"> • Literary non-fiction texts and model lesson plans 	<ul style="list-style-type: none"> • Writing skill sequence and model essays
Mathematics Teachers	<ul style="list-style-type: none"> • Mathematical Practices 	<ul style="list-style-type: none"> • Mathematical Practices 	<ul style="list-style-type: none"> • Mathematical Practices • Explanation, Justification, and Proof
Mathematics Department Chairs	<ul style="list-style-type: none"> • Mathematical Practices 	<ul style="list-style-type: none"> • Mathematical Practices • Maryland Curricular Framework 	<ul style="list-style-type: none"> • Mathematical Practices • Maryland Curricular Framework • Explanation, Justification, and Proof
Science Teachers	<ul style="list-style-type: none"> • Framework for K-12 Science Education 	<ul style="list-style-type: none"> • Literacy in History/Social Studies, Science, and Technical • Common Core writing standards • Next Generation of Science Standards • Stem Standards of Practice 	<ul style="list-style-type: none"> • Literacy and writing standards pertinent to science • Next Generation of Science Standards • Stem Standards of Practice

High School Teacher Content Professional Development Common Core State Standards			
Content Area/Grade	2011-2012	2012-13	2013-14
Science Department Chairs	<ul style="list-style-type: none"> Framework for K-12 Science Education 	<ul style="list-style-type: none"> Literacy in History/Social Studies, Science, and Technical Common Core writing standards Next Generation of Science Standards Stem Standards of Practice 	<ul style="list-style-type: none"> Literacy and writing standards pertinent to science Next Generation of Science Standards Stem Standards of Practice
Social Studies Teachers	<ul style="list-style-type: none"> Reading strategies associated with Common Core practices Writing arguments, explanatory texts, and narratives Common Core types of activities involving the use of a primary source Draft version of a potential assessment model focused on the Common Core skills 	<ul style="list-style-type: none"> Content changes once announced (November 2012) Strategies designed to address Common Core skills 	<ul style="list-style-type: none"> Content changes once announced (November 2012) Strategies designed to address Common Core skills
Social Studies Department Chairs	<ul style="list-style-type: none"> Reading, Writing, Listening, Speaking standards Best Practices associated with Common Core Draft version of a potential assessment model focused on the Common Core skills Primary source documents and Common Core skills 	<ul style="list-style-type: none"> Content changes once announced (November 2012) Strategies designed to address Common Core skills 	<ul style="list-style-type: none"> Content changes once announced (November 2012) Strategies designed to address Common Core skills

Professional Development Calendar
Harford County Public Schools
2013-2014

Teachers New to HCPS

Date	Secondary			Elementary		
	Time	Event	Audience	Time	Event	Audience
August 13, 2013	8::30 – 3:30	HCPS Teacher Induction Pro. Dev. Conference	Secondary Teachers New to HCPS <i>Voluntary</i>	8::30 – 3:30	HCPS Teacher Induction Pro. Dev. Conference	Elementary Teachers New to HCPS <i>Voluntary</i>
August 14, 2013	8::30 – 3:30	HCPS Teacher Induction Pro. Dev. Conference	Secondary Teachers New to HCPS <i>Voluntary</i>	8::30 – 3:30	HCPS Teacher Induction Pro. Dev. Conference	Elementary Teachers New to HCPS <i>Voluntary</i>
August 15, 2013	8::30 – 3:30	HCPS Teacher Induction Pro. Dev. Conference	Secondary Teachers New to HCPS <i>Voluntary</i>	8::30 – 3:30	HCPS Teacher Induction Pro. Dev. Conference	Elementary Teachers New to HCPS <i>Voluntary</i>
August 16, 2013	8::30 – 3:30	HCPS Teacher Induction Pro. Dev. Conference	Secondary Teachers New to HCPS <i>Voluntary</i>	8::30 – 3:30	HCPS Teacher Induction Pro. Dev. Conference	Elementary Teachers New to HCPS <i>Voluntary</i>

Date	Secondary			Elementary		
	Time	Event	Audience	Time	Event	Audience
August 19, 2013	8:00 – 11:00	School-Based Pro. Dev.	Secondary Teachers New to HCPS	8:00 – 11:00	School-Based Pro. Dev.	Elementary Teachers New to HCPS
	11:00 – 12:30	Lunch & Travel		11:00 – 12:30	Lunch & Travel	
	12:30 – 3:30	Countywide Content-Specific Pro. Dev.	Secondary Teachers New to HCPS	12:30 – 3:30	Countywide Pro. Dev.	Elementary Teachers New to HCPS
August 20, 2013	8:00 – 11:00	Countywide Content-Specific Pro. Dev.	Secondary Teachers New to HCPS	8:00 – 11:00	Countywide Pro. Dev.	Elementary Teachers New to HCPS
	11:00 – 12:30	Lunch & Travel		11:00 – 12:30	Lunch & Travel	
	12:30 – 3:30	School-Based Pro. Dev.	Secondary Teachers New to HCPS	12:30 – 3:30	School-Based Pro. Dev.	Elementary Teachers New to HCPS
	1:00 – 4:00	<i>A & S Leadership Conference</i>		1:00 – 4:00	<i>A & S Leadership Conference</i>	

All Teachers

Date	Secondary			Elementary		
	Time	Event	Audience	Time	Event	Audience
August 21, 2013 All Teachers On Duty	8:00 – 11:30	School-Based Pro. Dev.	All Secondary Teachers	8:00 – 11:30	School-Based Pro. Dev.	All Elementary Teachers
	11:30-12:30	Lunch		11:30 – 12:30	Lunch	
	12:30-3:30	School-Based Pro. Dev.	All Secondary Teachers	12:30 – 3:30	Set up Classroom	All Elementary Teachers
August 22, 2013 IH Work Day	8:00 – 11:00	Teacher Evaluation Process and Procedures <i>(details will be provided)</i>	<ul style="list-style-type: none"> Teachers involved in HCPS Teacher Evaluation Model Teachers in the Specialist Category 	8:00 – 11:00	Teacher Evaluation Process and Procedures <i>(details will be provided)</i>	<ul style="list-style-type: none"> Teachers involved in HCPS Teacher Evaluation Model Teachers in the Specialist Category
		System-Wide Pro. Dev.	<ul style="list-style-type: none"> Nurses 		System-Wide Pro. Dev.	<ul style="list-style-type: none"> Nurses
	11:00 – 12:30	LUNCH & Travel		11:00 – 12:30	LUNCH & Travel	
	12:30 – 3:30	System-Wide Pro. Dev. AED & CPR training	<ul style="list-style-type: none"> Physical Education Health 	12:30 – 3:30	Grade-Level/ Team Planning	All Elementary Teachers
School-Based Pro. Dev.		All Secondary Teachers	System-Wide Pro. Dev. AED & CPR training		<ul style="list-style-type: none"> Physical Education 	
August 23, 2013 IH Work Day	8:00 – 11:00	School-Based Pro. Dev.	All Secondary Teachers	8:00 – 11:00	School-Based Pro. Dev.	All Elementary Teachers
	11:00 – 12:30	Lunch & Travel		11:00 – 12:30	Lunch & Travel	
	12:30 – 3:30	School Planning	All Secondary Teachers	12:30 – 3:30	Set up Classroom	All Elementary Teachers

NMSI training w ABHS, ABMS, HGMS, & HGMS

Date	Secondary				Elementary		
	Time	Event	Audience		Time	Event	Audience
October 31, 2013	8:00 – 11:00	System-wide Content Prof. Development	MS/HS		8:00 – 3:30	Parent Conference Day (Evening Conferences are October 30, 2013)	Elementary Teachers
			<ul style="list-style-type: none"> • Art • Music • World Lang • Library Media 	<ul style="list-style-type: none"> • Physical Ed • Swim Tech • Business • Work Exp 			
	Framework for Teaching Teacher Evaluation SLO Common Core GUIDANCE PROVIDED		Those remaining in schools				
	11:00 – 12:30	Lunch & Travel					
12:30 – 3:30	System-wide Content Prof. Development	MS/HS		High School			
		<ul style="list-style-type: none"> • FACS • Health • Nurses • School Counselors • Tech Ed/PLTW 	<ul style="list-style-type: none"> • Trades & Industry • Physical Ed • English • Science 	<ul style="list-style-type: none"> • Social Studies • Mathematics • Special Ed 			
Framework for Teaching Teacher Evaluation SLO Common Core GUIDANCE PROVIDED		Those remaining in schools					

Date	Secondary			Elementary			
	Time	Event	Audience	Time	Event	Audience	
November 1, 2013 IH Work Day HCESC Professional Conference AM	8:00 – 11:00	Framework for Teaching Teacher Evaluation SLO Common Core GUIDANCE PROVIDED	All Secondary Teachers	8:00 – 11:00	System-wide Content Prof. Development	<ul style="list-style-type: none"> • Pre-K • Gd1 – Science • Gd 3 – ILA • Gd 5 – Mathematics • Unified Arts • Phys Ed • Special Ed as assigned • Gifted Ed 	
					Framework for Teaching Teacher Evaluation SLO Common Core GUIDANCE PROVIDED	Those remaining in schools	
	11:00 – 12:30	Lunch & Travel			11:00 – 12:30	Lunch & Travel	
	12:30 – 3:30	School-Based Professional Development	All Secondary Teachers	All Secondary Teachers	12:30 – 3:30	Framework for Teaching Teacher Evaluation SLO Common Core GUIDANCE PROVIDED	Those remaining in schools
System-wide Content Prof. Development						<ul style="list-style-type: none"> • K • Gd 2 – Science • Gd 4 – ILA • Special Ed as assigned • Nurses 	

Appendix B

Date	Secondary			Elementary		
	Time	Event	Audience	Time	Event	Audience
January 21, 2014 Nurses Non-duty Day	8:00 – 11:00	<i>Framework for Teaching Teacher Evaluation SLO Common Core GUIDANCE PROVIDED</i>	All Secondary Teachers	8:00 – 11:00	System-wide Content Prof. Development	<ul style="list-style-type: none"> • K - Science • Gd 2 – ILA • Gd 4 – S. Studies • Gd 5 – Mathematics • Unified Arts • Phys Ed • Gifted Ed • Special Ed as assigned
					School-Based Prof. Development	Those remaining at school
NMSI training w ABHS, ABMS, HGMS, & HGMS	11:00 – 12:00	Lunch		11:00 – 12:30	Lunch & Travel	
	12:00 – 3:30	School-Based Prof. Development	All Secondary Teachers	12:30 – 3:30	System-wide Content Prof. Development	<ul style="list-style-type: none"> • Pre-k • Gd 1- Mathematics • Gd 3 – Science • Special Ed as assigned
						<ul style="list-style-type: none"> • Nurses (Jan 22 12:30 – 3:30)

Date	Secondary				Elementary		
	Time	Event	Audience		Time	Event	Audience
January 22, 2014	8:00 – 11:00	System-wide Content Prof. Development	MS/HS	High School	8:00 – 11:30	<i>Framework for Teaching Teacher Evaluation SLO Common Core GUIDANCE PROVIDED</i>	All Elementary Teachers
			<ul style="list-style-type: none"> • Art • Music • World Lang • Physical Ed • Swim Tech • Tech Ed/PLTW 	<ul style="list-style-type: none"> • Trades & Industry • Physical Ed • English • Science • Social Studies • Library Media • Mathematics • Special Ed • School Counselors 			
		Negotiated Planning	Those teachers remaining in the building				
	11:00 – 12:30	Lunch & Travel				11:30 – 12:30	Lunch
12:30 – 3:30	System-wide Content Prof. Development	MS/HS	Middle School		12:30 – 3:30	Negotiated Planning	All Elementary Teachers
		<ul style="list-style-type: none"> • FACS • Health • Nurses • Business • Work Exp 	<ul style="list-style-type: none"> • Lang Art • Science • Social Studies • Library Media • Mathematics • Tech Literacy • Special Ed • School Counselors 				
		Negotiated Planning	Those teachers remaining in the building				

Appendix B

Date	Secondary			Elementary			
	Time	Event	Audience	Time	Event	Audience	
April 14, 2014	8:00 – 11:00	<i>System Professional Conference</i>	All Secondary Teachers	8:00 – 11:00	<i>System Professional Conference</i>	All Elementary Teachers	
	11:00 – 12:30	Lunch			11:00 – 12:30	Lunch & Travel	
	12:30 – 3:30	Negotiated planning	All Secondary Teachers	12:30 – 3:30	Negotiated planning	All Elementary Teachers	

Date	Secondary			Elementary			
	Time	Event	Audience	Time	Event	Audience	
April 15, 2014 IH Work Day	8:00 – 11:00	School-Based Professional Development	All Secondary Teachers	8:00 – 11:00	<i>Framework for Teaching Teacher Evaluation SLO Common Core GUIDANCE PROVIDED</i>	All Elementary Teachers	
	11:00 – 12:30	Lunch & Travel			11:00 – 12:30	Lunch & Travel	
	12:30 – 3:30	<i>Framework for Teaching Teacher Evaluation SLO Common Core GUIDANCE PROVIDED</i>	All Secondary Teachers	12:30 – 3:30	System-wide Content Prof. Development	All Elementary Teachers	

Date	Secondary			Elementary		
	Time	Event	Audience	Time	Event	Audience
June, 2014 (Floating based on inclement weather)	8:00 – 3:30	School-Based Professional Development	All Secondary Teachers	8:00 – 3:30	School-Based Professional Development	All Elementary Teachers

Shifts in Education Conference – Summer 2013 Session Descriptions

Three-hour Sessions

Common Core: Mathematics (CCMA)

This session is designed for participants to plan Common Core State Standards mathematics lessons for the 2013-14 school year. This is a hands-on session, so participants should bring materials that will assist them in planning for the coming school year. This session is three-hours in length.

Common Core English/Language Arts/Reading (CCRD)

This session is designed for participants who want to plan with the Common Core State Standards in their English/Language Arts/Reading lessons for the 2013-14 school year. This is a hands-on session, so participants should bring materials that will assist them in planning for the coming school year. This session is three-hours in length.

Student Learning Objectives (SLO)

This session is designed for participants to learn about the process of writing Student Learning Objectives. If applicable, participants should bring student data for the 2013-14 school year. This session is three-hours in length.

Common Core State Standards in Unified Arts and Physical Education (CCPE/UA)

This session is designed for participants who want to learn about integrating Common Core State Standards in Unified Arts and Physical Education lessons. This session is three-hours in length.

Two-hour Sessions

Charlotte Danielson's Framework for Teaching Self-assessment (SA)

This session is designed for participants who want to complete the Danielson Framework, which is part of the new Harford County Public Schools Teacher Evaluation System. Participants should review the 2007 edition prior to attending the session. This session is two-hours in length.

Moving Forward with Universal Design for Learning (UDL)

This session is designed for participants who want to incorporate Universal Design for Learning principles and a range of instructional strategies in the planning and implementation of daily instruction. This session is two-hours in length.

Accountability Basics (ACC)

This session is designed for participants who want to learn more about the PARCC assessments and changes to the state accountability program. This session will include how School Progress and the School Progress Index are calculated, as well as time to explore the PARCC website and the MDReportcard.org. This session is two-hours in length.

Common Core Basics (CCBasics)

This session is designed for participants who want an overview in mathematics, English/Language Arts/Reading and STEM as they pertain to the Common Core. This session is two-hours in length.

Disciplinary Literacy 101 (DL101)

This session is designed for participants who want to learn about integrating literacy across curricular areas. This session is two-hours in length.

Disciplinary Literacy in the Social Sciences (DLSS)

This session is designed for participants who want to learn about literacy connections in Social Studies. Participants will have the opportunity to engage in experiential learning of a variety of techniques designed to focus on the variety of text utilized in a Social Studies classroom. This session is two-hours in length.

Disciplinary Literacy in the Science (DLSCI)

This session is designed for participants who want to learn about integrating literacy in Science lessons. This session is two-hours in length.

Teacher Evaluation Process (TPE)

This session is designed for participants and administrators who would like to learn more about the Teacher Evaluation Model, Faste, Professional Development Plans, and the 2013 Educator Effectiveness Academy. This session is two-hours in length.

2013 Shifts in Education Conference								
Date	Time							
	8:00-10:00	8:00-11:00	10:15-12:15	12:15-1:15	11:00-12:00	12:00-3:00	1:15-3:15	
July	9	SA-Computer Lab TPE-Rm 141 ACC-Rm 142	SLO-Rm 143 CC MA- Assembly	SA-Computer Lab CC Basic-Rm 141 ACC-Rm 142	Lunch On Your Own	Lunch On Your Own	SLO-Rm 143 CC PE/UA- Assembly	SA-Computer Lab TPE-Rm 141 ACC-Rm 142
	10	SA-Computer Lab DLSCI-Rm 141 DLSS-Rm 142	SLO-Rm 143 CC PE/UA- Assembly	SA-Computer Lab DLSCI-Rm 141 DLSS-Rm 142			SLO-Rm 143 CC RD-Assembly	SA-Computer Lab DLSCI-Rm 141 DLSS-Rm 142
	11	SA-Computer Lab UDL-Rm 141 DL101-Rm 142	SLO-Rm 143 CC RD- Assembly	SA-Computer Lab UDL-Rm 141 DL101-Rm 142			SLO-Rm 143 CC MA-Assembly	SA-Computer Lab UDL-Rm 141 DL101-Rm 142
	16	SA-Computer Lab TPE-Rm 141 ACC-Rm 142	SLO-Rm 143 CC MA- Assembly	SA-Computer Lab CC Basic-Rm 141 ACC-Rm 142	Lunch On Your Own	Lunch On Your Own	SLO-Rm 143 CC PE/UA- Assembly	SA-Computer Lab TPE-Rm 141 ACC-Rm 142
	17	SA-Computer Lab DLSCI-Rm 141 DLSS-Rm 142	SLO-Rm 143 CC PE/UA- Assembly	SA-Computer Lab DLSCI-Rm 141 DLSS-Rm 142			SLO-Rm 143 CC RD-Assembly	SA-Computer Lab DLSCI-Rm 141 DLSS-Rm 142
	18	SA-Computer Lab UDL-Rm 141 DL101-Rm 142	SLO-Rm 143 CC RD- Assembly	SA-Computer Lab UDL-Rm 141 DL101-Rm 142			SLO-Rm 143 CC RD-Assembly	SA-Computer Lab UDL-Rm 141 DL101-Rm 142
August	13	SA-Computer Lab TPE-Rm 141 ACC-Rm 142	SLO-Rm 143 CC MA- Assembly	SA-Computer Lab CC Basic-Rm 141 ACC-Rm 142	Lunch On Your Own	Lunch On Your Own	SLO-Rm 143 CC PE/UA- Assembly	SA-Computer Lab TPE-Rm 141 ACC-Rm 142
	14	SA-Computer Lab DLSCI-Rm 141 DLSS-Rm 142	SLO-Rm 143 CC PE/UA- Assembly	SA-Computer Lab DLSCI-Rm 141 DLSS-Rm 142			SLO-Rm 143 CC RD-Assembly	SA-Computer Lab DLSCI-Rm 141 DLSS-Rm 142
	15	SA-Computer Lab UDL-Rm 141 DL101-Rm 142	SLO-Rm 143 CC RD- Assembly	SA-Computer Lab UDL-Rm 141 DL101-Rm 142			SLO-Rm 143 CC MA-Assembly	SA-Computer Lab UDL-Rm 141 DL101-Rm 142

UDL Home
Welcome to the Universal Design for Learning Site!

I Like It Tags & Notes

Home Search this site...

Libraries
Site Pages
Shared Documents
Lists
Calendar
On-line References
Recycle Bin
All Site Content

Welcome to the HCPS UDL SharePoint Site!

Announcements

HCPS UDL SharePoint
by Palmer, Alicia 6/19/2012 8:07 AM

Universal Design for Learning is a set of principles for curriculum development that give all individuals equal opportunities to learn.


UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not...

[Add new announcement](#)

Shared Documents

Type	Name	Modified By
	Resources from Summer 2012 UDL Trainings	Palmer, Alicia
	Moving Forward with UDL - Summer Academies 2013	Palmer, Alicia
	An Everyday UDL- Accessibility Tool Kit - Jan PD	Palmer, Alicia
	Bloom's_Digital_Taxonomy	Palmer, Alicia
	UDL A Route for Every Learner	Palmer, Alicia

[Add document](#)



On-line References

- Maryland Assistive Technology Network
- MARYLAND LEARNING LINKS
- CAST: Center for Applied Special Technology
- National Center on Universal Design for Learning
- SEEC: Supporting, Engaging and Enhancing Comprehension For High School
- UDL Tech Toolkit - Wiki
- Kathy Schrock's Guide to Everything
- UDL - University of Kansas

[Add new link](#)

Links

- UDL Wheel - Interactive
- The Teaching Channel
- CAST: YOUTUBE_UDL
- UDLinks - MSDE Free APP for iPhone or iPad
- UDL CLASSROOM SIMULATOR
- UDL and Beyond
- Mentoring Minds - CCS Flip Charts with UDL
- Bloom's Taxonomy Action Verbs
- Class Dojo
- More Really Cool Websites - Summer Academies 2013
- Webquest - Websites and Tools - Summer Academies 2013
- Street Law - Resource for US Government and History
- Read Now - Readability.com

[Add new link](#)

HARFORD COUNTY PUBLIC SCHOOLS

FINAL SCOPE OF WORK PLAN

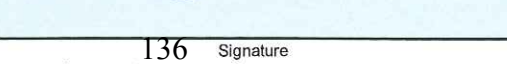
Part II: Budgets

Race to the Top Summary C-125 Budget

ORIGINAL GRANT BUDGET	2,904,665.00	AMENDED BUDGET #		REQUEST DATE	09/26/13
GRANT NAME	Race to the Top	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	115750	RECIPIENT GRANT #	293XX		
REVENUE SOURCE	Federal Funds	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	4171	GRANT PERIOD	9/1/2010	8/31/2014	

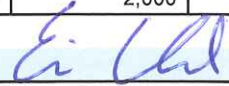
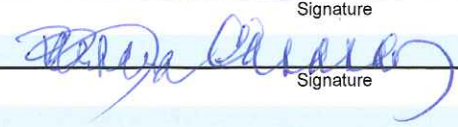
FROM _____ TO _____

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support	-	-	-	-	-	-	-
Prog. 22 Business Support	-	-	-	-	-	70,070	70,070
Prog. 23 Centralized Support	-	-	-	-	-	-	-
202 Mid-Level Administration							
Prog. 15 Office of the Principal	-	-	-	-	-	-	-
Prog. 16 Inst. Admin. & Supv.	749,519	-	-	11,148	16,031	-	776,698
203-205 Instruction Categories							
Prog. 01 Regular Prog.	-	-	-	-	-	-	-
Prog. 02 Special Prog.	626,777	342,007	12,078	12,707	83,627	-	1,077,196
Prog. 03 Career & Tech Prog.	-	-	-	-	-	-	-
Prog. 04 Gifted & Talented Prog.	-	-	-	-	-	-	-
Prog. 07 Non Public Transfers							
Prog. 08 School Library Media	-	-	-	-	-	-	-
Prog. 09 Instruction Staff Dev.	422,954	-	-	39,385	-	-	462,339
Prog. 10 Guidance Services	-	-	-	-	-	-	-
Prog. 11 Psychological Services	-	-	-	-	-	-	-
Prog. 12 Adult Education	-	-	-	-	-	-	-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.	-	-	-	-	-	-	-
Prog. 09 Instruction Staff Dev.	-	-	-	-	-	-	-
Prog. 15 Office of the Principal	-	-	-	-	-	-	-
Prog. 16 Inst. Admin & Superv.	-	-	-	-	-	-	-
207 Student Personnel Serv.							
208 Student Health Services							
209 Student Transportation							
210 Plant Operation							
Prog. 30 Warehousing & Distr.	-	-	-	-	-	-	-
Prog. 31 Operating Services	-	-	-	-	-	-	-
211 Plant Maintenance							
212 Fixed Charges	-	-	-	518,362	-	-	518,362
214 Community Services							
215 Capital Outlay							
Prog. 34 Land & Improvements	-	-	-	-	-	-	-
Prog. 35 Buildings & Additions	-	-	-	-	-	-	-
Prog. 36 Remodeling	-	-	-	-	-	-	-
Total Expenditures By Object	1,799,250	342,007	12,078	581,602	99,658	70,070	2,904,665

Finance Official Approval	<u>Eric Clark</u>		9/26/13	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>Barbara Canavan</u>		9/26/13	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager	<u>Barbara Canavan</u>			
Maryland State Department of Education	Name	Signature	Date	Telephone #

Race to the Top Year 1 C-125 Budget

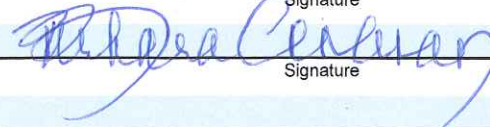
CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02-CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER Charges	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							-
Prog. 22 Business Support						8,647	8,647
Prog. 23 Centralized Support							-
202 Mid-Level Administration							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.	134,826			1,000	16,031		151,857
203-205 Instruction Categories							
Prog. 01 Regular Prog.							-
Prog. 02 Special Prog.	77,318	-	2,000				79,318
Prog. 03 Career & Tech Prog.							-
Prog. 04 Gifted & Talented Prog.							-
Prog. 07 Non Public Transfers							
Prog. 08 School Library Media							-
Prog. 09 Instruction Staff Dev.	17,625						17,625
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
207 Student Personnel Serv.							-
208 Student Health Services							-
209 Student Transportation							-
210 Plant Operation							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
211 Plant Maintenance							
212 Fixed Charges				80,252			80,252
214 Community Services							-
215 Capital Outlay							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
Total Expenditures By Object	229,769	-	2,000	81,252	16,031	8,647	337,699

Finance Official Approval	Eric Clark		9/26/13	410-809-6055
	Name	Signature	Date	Telephone #
Supr./Agency Head Approval	Barbara Canavan		9/26/13	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Race to the Top Year 2 C-125 Budget

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02-CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER Charges	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							-
Prog. 22 Business Support						26,271	26,271
Prog. 23 Centralized Support							-
202 Mid-Level Administration							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.	248,789			3,298			252,087
203-205 Instruction Categories							
Prog. 01 Regular Prog.							-
Prog. 02 Special Prog.	199,689	230,964	8,078	12,707	83,627		535,065
Prog. 03 Career & Tech Prog.							-
Prog. 04 Gifted & Talented Prog.							-
Prog. 07 Non Public Transfers							-
Prog. 08 School Library Media							-
Prog. 09 Instruction Staff Dev.	138,793						138,793
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
207 Student Personnel Serv.							
208 Student Health Services							
209 Student Transportation							
210 Plant Operation							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
211 Plant Maintenance							
212 Fixed Charges				167,541			167,541
214 Community Services							
215 Capital Outlay							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
Total Expenditures By Object	587,271	230,964	8,078	183,546	83,627	26,271	1,119,757



Finance Official Approval Eric Clark  9/26/13 410-809-6055
Name Signature Date Telephone #

Supt./Agency Head Approval Barbara Canavan  9/26/13 410-588-5204
Name Signature Date Telephone #

MSDE Grant Manager Approval _____
Name Signature Date Telephone #

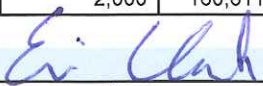

Race to the Top Year 3 C-125 Budget

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02-CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER Charges	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							-
Prog. 22 Business Support						20,664	20,664
Prog. 23 Centralized Support							-
202 Mid-Level Administration							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.	233,003	-	-	3,852	-		236,855
203-205 Instruction Categories							
Prog. 01 Regular Prog.							-
Prog. 02 Special Prog.	194,780	111,043	-				305,823
Prog. 03 Career & Tech Prog.							-
Prog. 04 Gifted & Talented Prog.							-
Prog. 07 Non Public Transfers							
Prog. 08 School Library Media							-
Prog. 09 Instruction Staff Dev.	118,157						118,157
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
207 Student Personnel Serv.							-
208 Student Health Services							-
209 Student Transportation							-
210 Plant Operation							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
211 Plant Maintenance							
212 Fixed Charges				152,341			152,341
214 Community Services							-
215 Capital Outlay							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
Total Expenditures By Object	545,940	111,043	-	156,193	-	20,664	833,840

Finance Official Approval	Eric Clark		9/26/13	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Barbara Canavan		9/26/13	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Race to the Top Year 4 C-125 Budget

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02-CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER Charges	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							-
Prog. 22 Business Support						14,488	14,488
Prog. 23 Centralized Support							-
202 Mid-Level Administration							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.	132,901	-	-	2,998	-		135,899
203-205 Instruction Categories							
Prog. 01 Regular Prog.							-
Prog. 02 Special Prog.	154,990	-	2,000	-	-		156,990
Prog. 03 Career & Tech Prog.							-
Prog. 04 Gifted & Talented Prog.							-
Prog. 07 Non Public Transfers							-
Prog. 08 School Library Media							-
Prog. 09 Instruction Staff Dev.	148,379			39,385			187,764
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
207 Student Personnel Serv.							-
208 Student Health Services							-
209 Student Transportation							-
210 Plant Operation							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
211 Plant Maintenance							
212 Fixed Charges				118,228			118,228
214 Community Services							-
215 Capital Outlay							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
Total Expenditures By Object	436,270	-	2,000	160,611	-	14,488	613,369

Finance Official Approval	Eric Clark		9/26/13	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency head Approval	Barbara Canavan		9/26/13	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Project Budget Summary Table					
Local School System:		Harford County Public Schools			
Project Name:		Race to the Top Project Manager			
Associated with Criteria:					
Project Number:		1			
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	42,564	75,644	59,858	-	178,066
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	15,696	29,208	21,705	-	66,609
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	1,608	2,849	1,803	-	6,260
7. Total Costs (lines 1-6)	59,868	107,701	83,366	-	250,935
<p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.</p> <p>Column (e): Show the total amount requested for all project years.</p>					

Local School System: Harford County Public Schools
Project Title: Race to the Top Project Manager
Criteria: (associated reform criteria) (A)(2)
Project Number: 1

Project Budget Narrative

Project Description:

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

Funding:

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

Year by Year Description:

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

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

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

Project Details by Object

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

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	1	1	1	1	4
Salary	42,564	75,644	59,858	-	178,066
Total	42,564	75,644	59,858	-	178,066

Effective December 1,2010, Race to the Top Project Manager will be hired @ 75% FTE. The first year will be through September 30, 2011. Years 2-3 salaries are based on 75% of estimated salary costs (\$100,859) for a two full years. Year 4, the position of Project Manager will end June 30, 2014. Effective July 1, 2013 the RTTT Project Manager, Dr. Susan Brown, was promoted to Acting Executive Director Office of Curriculum and Instruction. She is continuing as the RTTT Project Manager but is being paid 100% from HCPS operating funds. The savings from year 3 and year 4 will be used in Project 7 to support Common Core professional development.

Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.

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

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

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

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

Project Details by Object				
Total	-	-	-	-

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

Project Details by Object

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

	Year 1	Year 2*	Year 3*	Year 4*	Total
fringe benefits	9,588	18,768	13,449	-	41,805
retirement	6,108	10,440	8,256	-	24,804
Total	15,696	29,208	21,705	-	66,609

75% Fringe benefits for Project Manager include FICA (7.65% * \$75,644 = \$5,787), workman's comp .63% * \$75,644 = \$477), health (\$15,459 * 75% = \$11,594) dental (\$1,000 * 75% = \$750) and life insurance (\$250 * 75% = \$188) and retirement (\$75,644 * 13.8% = 10,440).

Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.

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

Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
indirect charges	1,608	2,849	1,803	-	6,260
					-
Total	1,608	2,849	1,803	-	6,260

The MSDE approved IDC rate for HCPS was Y1 2.76%, Y2 2.69%, Y3 2.21% and Y4 2.21%.

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

Project Details by Object

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
59,868	107,701	83,366	-	250,935

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

Project Budget Summary Table					
Local School System:		Harford County Public Schools			
Project Name:		Model Department Chairs			
Associated with Criteria:		(B) (5) & (D) (2) & (D) (5)			
Project Number:		2			
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	77,318	199,689	194,780	154,990	626,777
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	2,000	2,163	-	2,000	6,163
4. Other Charges	35,726	75,959	69,160	63,955	244,800
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	3,175	7,663	5,834	4,883	21,555
7. Total Costs (lines 1-6)	118,219	285,474	269,774	225,828	899,295
<p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.</p> <p>Column (e): Show the total amount requested for all project years.</p>					

Local School System: Harford County Public Schools
Project Title: Model Department Chairs
Criteria: (associated reform criteria) **(B) (5) & (D) (2) & (D) (5)**
Project Number: 2

Project Budget Narrative

Project Description:

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

Funding:

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

Year by Year Description:

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

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

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

Project Details by Object

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

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	2	3	3	3	
Salary	38,659	66,563	64,927	51,663	
Total	77,318	199,689	194,780	154,990	626,777

Two Model Department Chairpersons will be hired effective December 1, 2010, upon approval by MSDE. Salaries are based on HCPS teacher salary pay scale. Years 2 & 3 are full ten month salaries. Year 4, RTTT will fund 75% of salary and general funds will support the additional 25%. There is an anticipated small salary savings of \$4,909 from year 3. That amount will be needed in year 4.

Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.

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

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

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

	Year 1	Year 2*	Year 3*	Year 4*	Total
supplies	2,000	2,163	-	2,000	6,163
item	-	-	-	-	-
Total	2,000	2,163	-	2,000	6,163

Years 1-4 costs associated with new employee need for computer and office supplies. Estimates for each year are: Fifteen cases of copy paper @ \$38 per case \$570; Color laser jet cartridges 4 @ \$131 per cartridge \$524; Miscellaneous supplies-- folders, pencils, pens, highlighters, paperclips, hanging folders, etc. @ \$906 \$1,069 per year

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

Project Details by Object

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

	Year 1	Year 2*	Year 3*	Year 4*	Total
fringe benefits	29,926	46,910	45,306	41,156	163,298
retirement	5,800	29,049	23,854	22,799	81,502
Total	35,726	75,959	69,160	63,955	244,800

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

Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.

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

Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
indirect charges	3,175	7,663	5,834	4,883	21,555
					-
Total	3,175	7,663	5,834	4,883	21,555

The MSDE approved IDC rate for HCPS was Y1 2.76%, Y2 2.69%, Y3 2.21% and Y4 2.21%.

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

Project Details by Object

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
118,219	285,474	269,774	225,828	899,295

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

Project Budget Summary Table					
Local School System:		Harford County Public Schools			
Project Name:		AP/SAT College Board			
Associated with Criteria:					
Project Number:		3			
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	-	-	-	-
2. Contract Services	-	17,200	-	-	17,200
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	-	-	-	-	-
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	463	-	-	463
7. Total Costs (lines 1-6)	-	17,663	-	-	17,663
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object. Column (e): Show the total amount requested for all project years.					

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

Project Budget Narrative

Project Description:

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

Funding:

Race to the Top funds will be used to contract with College Board \$22,000 for Years 1 - 2. Funds will provide capacity to increase college readiness opportunities for students and will not need to be sustained after the grant period ends.

Year by Year Description:

Project Year 1: HCPS will contract with College Board to provide technical assistance, needs assessment and identification of specific activities to designed to increase the number of students successfully completing AP courses and taking the SAT.
 Project Years 2-4 Year 3: Funds from Years 3-4 will be utilized to fund Project #9, Performance Matters Fast Observer, to assist with teacher observation and evaluation.

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

Project Details by Object

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

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

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
SAT/AP College Board		17,200	-	-	17,200
	-	-	-	-	-
Total	-	17,200	-	-	17,200

Years 1-2: Contract with College Board to provide increased school-based activities designed to increase number of students taking SAT/ACT and parental outreach initiative. Each of the four years, HCPS will allocate \$2,100 \$2,105.10 to our 10 high schools and \$1,000 to our Alternative Education Center to support the SAT/AP initiatives. Remaining unused funds from Year 2 (4,800) and budgeted funds from Years 3-4 (\$22,000 each year) will be utilized to fund Project #9 Year 3, Performance Matters Faste Observer to assist with teacher observation and evaluation.

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

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

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

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

Project Details by Object

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

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

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.

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

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
indirect charges	-	463	-	-	463
item					-
Total	-	463	-	-	463

The MSDE approved IDC rate for HCPS was Y1 2.76%, Y2 2.69%, Y3 2.21% and Y4 2.21%. Remaining unused funds from Year 2 (\$197) and budgeted funds from Years 3-4 (\$660 each year) will be utilized to fund Project #9 Year 3, Performance Matters Faste Observer to assist with teacher observation and evaluation.

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

Project Details by Object

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
-	17,663	-	-	17,663

<p>Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.</p>
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Project Budget Summary Table					
Local School System:		Harford County Public Schools			
Project Name:		Instructional Data Specialist			
Associated with Criteria:		(C) (3) (i)			
Project Number:		4			
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	36,717	68,680	68,680	51,510	225,587
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	10,589	20,558	20,619	15,463	67,229
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	1,306	2,463	2,402	1,802	7,973
7. Total Costs (lines 1-6)	48,612	91,701	91,701	68,775	300,789
<p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.</p> <p>Column (e): Show the total amount requested for all project years.</p>					

Local School System: Harford County Public Schools
Project Title: Instructional Data Specialist
Criteria: (associated reform criteria) (C) (3) (i)
Project Number: 4

Project Budget Narrative

Project Description:

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

Funding:

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

Year by Year Description:

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

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

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

Project Details by Object

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

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

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

Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.

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

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

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

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

Project Details by Object

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

	Year 1	Year 2*	Year 3*	Year 4*	Total
fringe benefits	5,082	10,256	10,317	7,736	33,391
retirement	5,507	10,302	10,302	7,727	33,838
Total	10,589	20,558	20,619	15,463	67,229

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

Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.

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

Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
indirect charges	1,306	2,463	2,402	1,802	7,973
	-	-	-	-	-
Total	1,306	2,463	2,402	1,802	7,973

The MSDE approved IDC rate for HCPS was Y1 2.76%, Y2 2.69%, Y3 2.21% and Y4 2.21%.

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

Project Details by Object

Total Project Costs

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

Total costs include salary to support FTE Instructional Data Specialist and fringe benefits.
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Project Budget Summary Table					
Local School System:		Harford County Public Schools			
Project Name:		Data Systems			
Associated with Criteria:					
Project Number:		5			
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	-	-	-	-
2. Contract Services	-	213,764	40,323	-	254,087
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	-	12,707	-	-	12,707
5. Property	-	83,627	-	-	83,627
6. Transfers (Indirect Costs)	-	5,693	1,085	-	6,778
7. Total Costs (lines 1-6)	-	315,791	41,408	-	357,199
<p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.</p> <p>Column (e): Show the total amount requested for all project years.</p>					

Local School System: Harford County Public Schools
Project Title: Data Systems
Criteria: (associated reform criteria) (C) (3)
Project Number: 5

Project Budget Narrative

Project Description:

HCPS will purchase eSchoolPlus, a Student Information System (SIS) in the second year of the grant. This new system is a version upgrade to HCPS existing "end of life" SIS which has no enhancement track to accommodate the data collection required by current and future state/federal reporting.

Funding:

Funding will support purchasing eSchoolPlus hardware and software and provide training for staff to use new Student Information System. The technology infrastructure will allow teachers to participate in independent professional development and HCPS will sustain the data integration system and future costs associated with this infrastructure after the RTTT funding ends.

Year by Year Description:

Project Year 2: After needs are identified in Year 1 for new Instructional Improvement System, software and hardware will be purchased and staff will be trained on new system.

Project Name:	Data Systems
LEA:	Harford County Public Schools
Project Number:	5

Project Details by Object

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

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

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
eSchoolPlus software	-	188,764	40,323	-	229,087
eSchoolPlus	-	25,000	-	-	25,000
Total	-	213,764	40,323	-	254,087

Year 2: Contract with eSchoolPlus to provide software and support for new Student Information System. Estimate of costs are: (No Suggestions) Applications \$125,000; IBM Cognos 8 Base Bundle - Upgrade for impromptu or ReportNet Customers \$26,600, SunGard Learning Center \$12,900; Implementation Coordination \$12,000; and Data Conversion Services-(No Suggestions) Migrations \$13,500. An increase in Contracted Services was budgeted in Year 2 and 3 from unused funds in Year 2 Other and Property categories. Additional consulting was needed for data conversion and migration.

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

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

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Project Name:	Data Systems
LEA:	Harford County Public Schools
Project Number:	5

Project Details by Object

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

	Year 1	Year 2*	Year 3*	Year 4*	Total
eSchoolPlus training	-	12,707	-	-	12,707
eSchoolPlus travel	-	-	-	-	-
eSchoolPlus contingency	-	-	-	-	-
Total	-	12,707	-	-	12,707

Actual Training and Travel expenditures in Year 2 were less than expected. In addition the \$25,000 contingency was not needed. That \$25,000 contingency, \$10,000 budgeted for Travel and \$2,293 budgeted for Training.

Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
eSchoolPlus hardware	-	83,627	-	-	83,627
	-	-	-	-	-
Total	-	83,627	-	-	83,627

Year 2: Additional equipment to provide hardware to support new SIS: 1 Database Server@ \$41,350; 3 Application Servers total \$18,625 ; 3 Task Servers total \$18,625; 1 Report Writer Server @ \$6,200; 1 Installation & Setup @ 9,000; 1 Freight and Handling @ \$1,500; 1 MS SQL Server License @ \$14,700. Actual needed expenditures in Year 2 were only \$83,627. The extra budgeted \$26,949 was reallocated to Contracted Services Years 2 and 3.

Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
indirect charges	-	5,693	1,085	-	6,778
	-	-	-	-	-
Total	-	5,693	1,085	-	6,778

The MSDE approved IDC rate for HCPS was Y1 2.76%, Y2 2.69%, Y3 2.21% and Y4 2.21%.

Project Name: Data Systems
LEA: Harford County Public Schools
Project Number: 5

Project Details by Object

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
-	315,791	41,408	-	357,199

Project Year 2: Estimated costs to support purchasing eSchoolPlus.

Project Budget Summary Table					
Local School System:		Harford County Public Schools			
Project Name:		Coordinator of Teacher Induction			
Associated with Criteria:					
Project Number:		6			
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	55,545	104,465	104,465	81,391	345,866
2. Contract Services	-	-	-	-	-
3. Supplies and Materials					
4. Other Charges	17,831	33,794	35,223	30,051	116,899
5. Property	16,031	-	-	-	16,031
6. Transfers (Indirect Costs)	2,115	3,583	3,852	2,998	12,548
7. Total Costs (lines 1-6)	91,522	141,842	143,540	114,440	491,344
<p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.</p> <p>Column (e): Show the total amount requested for all project years.</p>					

Local School System: Harford County Public Schools
Project Title: Coordinator of Teacher Induction
Criteria: (associated reform criteria) (D) (5)
Project Number: 6

Project Budget Narrative

Project Description:

HCPS will hire a Teacher Induction Coordinator who will report to the Coordinator of Professional and Leadership Development. The Teacher Induction Coordinator will be charged with: participating in the State's Induction Program Academies and sending HCPS mentors as allowable by the state; overseeing a comprehensive teacher induction program based on the model shared at the Teacher Induction Academies; supervise the implementation of the mentor teacher program; evaluate mentor teachers in collaboration with school administrators; collaborate with the Office of Education Services to assess school needs and to assign mentor teachers as appropriate; and serve as a liaison with MSDE.

Funding:

Effective December 1, 2010, Race to the Top funding will support the hiring of a Teacher Induction Coordinator and a .4 FTE clerical position to support the new teacher induction academy program. These positions will be supported by Race to the Top funding through June 30, 2014. It is the intent of HCPS to sustain the Coordinator of Teacher Induction position starting in the 2014-2015 school year after the RTTT funding ends.

Year by Year Description:

Project Year 1: From January-June 2011, the Teacher Induction Coordinator will work with both the Race to the Top Project Manager and Coordinator of Professional and Leadership Development to revise and expand our induction program for new teachers based on COMAR 13A.07.01, as well as lessons learned from the Teacher Induction Academy.

Project Years 2-4: Implement the new teacher induction program and oversee mentors throughout HCPS.

Project Name: Coordinator of Teacher Induction
LEA: Harford County Public Schools
Project Number: 6

Project Details by Object

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

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	1	1	1	1	
Salary	50,545	92,298	92,298	69,224	
Salary-clerical	5,000	12,167	12,167	12,167	
Total	55,545	104,465	104,465	81,391	345,866

Years 1-3: One FTE Coordinator of Teacher Induction will be hired effective December 1, 2010, upon approval of MSDE. The position will be eligible for Advanced Professional Certificate with an Administrator I endorsement. A .4 FTE clerical position will also be funded to support the work of the Coordinator of Teacher Induction. In Year 4, positions will be funded through June 30, 2014. Both positions are program 16, administrative and supervisory.

Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.

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

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

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

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

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Project Name: Coordinator of Teacher Induction					
LEA: Harford County Public Schools					
Project Number: 6					
Project Details by Object					
Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
fixed costs	9,249	17,305	18,556	16,789	61,899
retirement	7,582	13,191	13,236	9,927	43,936
travel	1,000	3,298	3,431	3,335	11,064
Total	17,831	33,794	35,223	30,051	116,899
<p>Year One--Health, Life and Dental Insurance @ 13,700 * 10/12 months = \$11,421 FICA + Worker's Comp @ 7.998% * ((92,298+12,167) * (10/12)) = \$7,125 Retirement @ 14.36% * (92,298 * 10/12) = 11,030.</p> <p>Years 2-4 Health, Life and Dental Insurance @ 13,700 FICA + Worker's Comp @ 7.998% * (92,298+12,167 = \$8,355 Retirement @ 14.36% * 92,298 = 13,241. Travel: Employee office location @ Alternative Education Center reimbursement for travel to schools, meetings at MSDE & conferences estimated at 500 550 miles per month @ .50 a mile = \$250 \$275per month x 12 months = \$3,000 \$3,298. There was a small carry-over balance of \$3,504. Reduce fixed costs by \$3,504 and add to Project #7 Year #4.</p>					
Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
2 Laptops	3,000	-	-	-	3,000
1 Desktop	1,000	-	-	-	1,000
1 Laser Printer	500	-	-	-	500
1 Color Copier	1,600	-	-	-	1,600
3 Cubicles, Desks & Chairs	7,500	-	-	-	7,500
2 Filing Cabinets	1,000	-	-	-	1,000
Installation of phones, phone lines and data lines	1,431	-	-	-	1,431
Total	16,031	-	-	-	16,031
Year 1: Purchasing 2 desks, laptops, printers and phones to support new Coordinator of Teacher Induction and part time clerical position.					

Project Name: Coordinator of Teacher Induction					
LEA: Harford County Public Schools					
Project Number: 6					
Project Details by Object					
<p>Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.</p>					
	Year 1	Year 2*	Year 3*	Year 4*	Total
indirect costs	2,115	3,583	3,852	2,998	12,548
item	-	-	-	-	-
Total	2,115	3,583	3,852	2,998	12,548
<p>The MSDE approved IDC rate for HCPS was Y1 2.76%, Y2 2.69%, Y3 2.21% and Y4 2.21%.</p>					

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
91,522	141,842	143,540	114,440	491,344

<p>Project Year 1: HCPS will fund a FTE Coordinator of Teacher Induction who will be supported by a .4 FTE clerical position. Property will be purchased to provide desks and computers for staff.</p> <p>Project Years 2 - 4: Funds will be used to support the Coordinator of Teacher Induction and .4 FTE clerical position through June 30, 2010.</p>

Project Budget Summary Table					
Local School System:		Harford County Public Schools			
Project Name:		Educator Instructional Improvement Academies			
Associated with Criteria:					
Project Number:		7			
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	17,625	98,793	118,157	148,379	382,954
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	1,410	8,118	9,486	51,142	70,156
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	443	2,202	3,787	4,805	11,237
7. Total Costs (lines 1-6)	19,478	109,113	131,430	204,326	464,347
<p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.</p> <p>Column (e): Show the total amount requested for all project years.</p>					

Local School System: Harford County Public Schools
Project Title: Educator Instructional Improvement Academies
Criteria: (associated reform criteria) (D) (5)
Project Number: 7

Project Budget Narrative

Project Description:

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

Funding:

Race to the Top funding will provide stipends for 2 additional Master Teachers in each secondary school to be trained in the EIIA model and assist in the teacher use of the Instructional Improvement System. Funds will also provide substitutes (one sub per 2 teachers) so that teachers can attend 3 hours of professional development during the school year.

Year by Year Description:

Project Years 1 - 4: In September 2011, secondary Master Teachers will be paid to provide additional support for the "roll out" of the Instructional Improvement System in their schools.

Project Years 2 - 4: Substitute teachers will be available so that all HCPS classroom teachers can receive professional development during the school day in the information presented at the EIIA. Year 4: As HCPS transitions to the new Common Core Standards and the Next Generation Science Standards, HCPS supervisors, teacher specialists and department chairs will participate in national and regional math, reading and science conferences. Information learned will be shared with school based administrators and teachers throughout 2013-2014 professional development.

Project Name: Educator Instructional Improvement Academies
LEA: Harford County Public Schools
Project Number: 7

Project Details by Object

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

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	-	-	-	-	-
Salary	-	-	-	-	-
Subs for PD- Elem Teachers (972/2 @ \$95)	-	38,930	52,357	38,570	129,857
Subs for PD Middle + High Core + SE (780/2 @ \$95)	-	37,063	43,000	29,925	109,988
EIIA stipends	17,625	22,800	22,800	22,800	86,025
EIIA stipends				57,084	57,084
Total	17,625	98,793	118,157	148,379	382,954

Years 1 - 4: professional development days for two secondary teachers per school who will assist with EIIA implementation (elementary will have pd days scheduled into the regular calendar) 19 schools x 2 teachers x 5 days x \$120 negotiated rate = \$22,800 per year x 4 years = \$91,200 Years 2 - 4: One substitute for two teachers - Teachers will have three hours of professional development on the use IIS. Add \$3,504 carry-over balance from Project #6 Year #3 to EIIA Stipends. The additional EIIA Stipends (\$57,084) will be used to pay teachers for ongoing training on the Common Core Implementation as well as PARCC.

Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.

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

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

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

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

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Project Name: Educator Instructional Improvement Academies
LEA: Harford County Public Schools
Project Number: 7

Project Details by Object

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

	Year 1	Year 2*	Year 3*	Year 4*	Total
FICA + Workman's	1,410	8,118	9,486	11,757	30,771
ASCD Conference 5 attendees				9,465	9,465
NCTM Conference 5 attendees				5,250	5,250
NCSM Conference 5 attendees				8,075	8,075
IRA Conference 5 attendees				8,745	8,745
NSTA Conference 5 attendees	-	-	-	7,850	7,850
Total	1,410	8,118	9,486	51,142	70,156

Year 1: FICA + Workman's Comp for teacher stipends. Years 2-4: FICA + Workman's Comp for Substitute Teachers. As HCPS transitions to the new Common Core Standards and the Next Generation Science Standards, HCPS supervisors, teacher specialists and department chairs will participate in national and regional math, reading and science conferences. Information learned will be shared with school based administrators and teachers throughout 2013-2014 professional development.

Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.

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

Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
indirect costs	443	2,202	3,787	4,805	11,237
item	-	-	-	-	-
Total	443	2,202	3,787	4,805	11,237

The MSDE approved IDC rate for HCPS was Y1 2.76%, Y2 2.69%, Y3 2.21% and Y4 2.21%.

Project Name: Educator Instructional Improvement Academies
LEA: Harford County Public Schools
Project Number: 7

Project Details by Object

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
19,478	109,113	131,430	204,326	464,347

Project supports school- implementation of EIIA providing stipends and substitutes for teachers throughout four years of the grant.

Project Budget Summary Table					
Local School System:		Harford County Public Schools			
Project Name:		Secondary School Improvement Initiative			
Associated with Criteria:					
Project Number:		8			
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	40,000	-	-	40,000
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	-	5,915	-	-	5,915
4. Other Charges	-	3,200	-	-	3,200
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	1,355	-	-	1,355
7. Total Costs (lines 1-6)	-	50,470	-	-	50,470
<p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.</p> <p>Column (e): Show the total amount requested for all project years.</p>					

Local School System: Harford County Public Schools
Project Title: Secondary School Improvement Initiative
Criteria: (associated reform criteria) E
Project Number: 8

Project Budget Narrative

Project Description:

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

Funding:

Funding will support initiatives described above. A full plan will be determined after a needs assessment is conducted during Year 1 of the grant by RTTT Project Manager and Coordinator of School Improvement. After Race to the Top funding ends, HCPS will continue to identify resources to support targeted interventions and supports for schools in improvement.

Year by Year Description:

Project Year 1: RTTT Project Manager, the Executive Directors of Secondary School Performance and the Coordinator of School Improvement to identify needs and outline a plan for a secondary school initiative (no funds will be requested in the first year).

Project Years 2 - 4: Implement specific initiatives designed to increase student performance at secondary schools in improvement status. Consultants will be hired to work with the eleven secondary schools in improvement to implement the initiatives identified by the RTTT Project Manager, the Executive Directors of Secondary School Performance and the Coordinator of School Improvement.

Project Name: Secondary School Improvement Initiative LEA: Harford County Public Schools Project Number: 8
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Project Details by Object

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

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	-	-	-	-	-
Salary	-	40,000	-	-	40,000
Total	-	40,000	-	-	40,000

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.

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

Year 1: No funding required. Years 2-4: Specific expenditures for our secondary schools in improvement will be determined based on identified needs during Year 1 of the planning year . It is anticipated that these activities will require contracted services to provide professional development and support. Consultants will be hired to work with the eleven secondary schools schools in improvement to implement the initiatives identified by the RTTT Project Manager, the Executive Directors of Secondary School Performance and the Coordinator of School Improvement. Each of the eleven schools will be allocated \$4,455 \$4,465 for a total of \$49,000 \$49,118. No additional consultants are anticipated for Years 3-4; however, HCPS will continue to support the initiatives identified in Years 1-2.

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

Project Name: Secondary School Improvement Initiative
LEA: Harford County Public Schools
Project Number: 8

Project Details by Object					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	5,915	-	-	5,915
item	-	-	-	-	-
Total	-	5,915	-	-	5,915

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

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

	Year 1	Year 2*	Year 3*	Year 4*	Total
secondary school initiative	-	3,200	-	-	3,200
item	-	-	-	-	-
Total	-	3,200	-	-	3,200

Total salary times 8% for FICA and Worker's Comp.1355

Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.

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

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Project Name: Secondary School Improvement Initiative
LEA: Harford County Public Schools
Project Number: 8

Project Details by Object

Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
indirect charges	-	1,355	-	-	1,355
item	-	-	-	-	-
Total		1,355	-	-	1,355

The MSDE approved IDC rate for HCPS was Y1 2.76%, Y2 2.69%, Y3 2.21% and Y4 2.21%.

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
-	50,470	-	-	50,470

Funds will support implementation of a secondary school improvement initiative. Activities will be determined based on Year 1 needs assessment.

Project Budget Summary Table					
Local School System:		Harford County Public Schools			
Project Name:		Performance Matters Initiative			
Associated with Criteria:					
Project Number:		9			
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	-	-	-	-
2. Contract Services	-	-	70,720	-	70,720
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	-	-	-	-	-
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	-	1,901	-	1,901
7. Total Costs (lines 1-6)	-	-	72,621	-	72,621
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object. Column (e): Show the total amount requested for all project years.					

Local School System: Harford County Public Schools
Project Title: Performance Matters Initiative
Criteria: (associated reform criteria) E
Project Number: 9

Project Budget Narrative

Project Description:

HCPS will contract with Performance Matters to purchase FASTe Observer to support teacher observation, evaluation, and professional growth in the third year of the grant. This new program compliments Performance Matters, HCPS instructional data warehouse and will assist principals and teachers in the observation/evaluation process.

Funding:

Funding for Project #9 will come from the elimination of Project #3, Years 3-4, as well as unused funds from Projects #3 & 7 and will support purchasing Performance Matters' FASTe Observer. This is a one-time purchase and HCPS will sustain the enhancement after the RTTT funding ends.

Year by Year Description:

Project Year 3: After the contracting with Performance Matters, staff members involved with teacher observation and evaluation will trained on new system.

Project Name:	Performance Matters Initiative
LEA:	Harford County Public Schools
Project Number:	9

Project Details by Object

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

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

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	70,720	-	70,720
item	-	-	-	-	-
Total	-	-	70,720	-	70,720

Year 1, 2, and 4 no funds needed. Year 3 \$70,720 will be used to purchase FASTe Observer from Performance Matters which will allow for HCPS to support teacher observation, evaluation, and professional growth in the third year of the grant. This new program compliments Performance Matters, HCPS instructional data warehouse and will assist principals and teachers in the observation/evaluation process.

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

Project Name:	Performance Matters Initiative
LEA:	Harford County Public Schools
Project Number:	9

Project Details by Object					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

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

	Year 1	Year 2*	Year 3*	Year 4*	Total
secondary school initiative	-	0	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Total salary times 8% for FICA and Worker's Comp.1355

Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.

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

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Project Name:	Performance Matters Initiative
LEA:	Harford County Public Schools
Project Number:	9

Project Details by Object

Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
indirect charges	-	-	1,901	-	1,901
item	-	-	-	-	-
Total		-	1,901	-	1,901

The MSDE approved IDC rate for HCPS was Y1 2.76%, Y2 2.69%, Y3 2.21% and Y4 2.21%.

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
-	-	72,621	-	72,621

Master Plan 2013 Annual Update

FINANCE AND DATA TABLES

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

Final 10 29 13

Revenue Category		FY 14 Budget
Local Appropriation		\$221,300,729
Other Local Revenue		\$3,279,272
State Revenue		\$203,476,363
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	\$569,830
	84.410: Education Jobs Fund	\$0
	84.010: Title I	\$5,035,000
	84.027: IDEA, Part B	\$7,952,482
		\$0
		\$0
Other Federal Funds		\$5,137,317
Other Resources/Transfers		\$5,683,500
Total		\$452,434,493

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)	\$439,908	5.00
Mid-Level Administration	Unrestricted Operating Budget	\$2,824,083	35.00
Instructional Salaries	Unrestricted Operating Budget	\$4,059,451	48.50
Textbooks & Supplies	Unrestricted Operating Budget	\$443,192	0.00
Other Instructional Costs	Unrestricted Operating Budget	\$367,524	0.00
RTTT	84.395	\$53,193	1.00
Other Restricted Federal		\$333,317	0.00
Other Restricted State Funds		\$106,801	0.00
Other Restricted Funds		\$6,360	0.00
Total		\$8,633,829	89.50

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	\$269,000	0.00
Instructional Salaries	Unrestricted Operating Budget	\$1,631,741	0.00
Textbooks & Supplies	Unrestricted Operating Budget	\$26,000	0.00
Other Instructional Costs	Unrestricted Operating Budget	\$16,100	0.00
Special Education	Unrestricted Operating Budget	\$47,478	0.00
Health Services	Unrestricted Operating Budget	\$40,840	0.00
RTTT	84.395	\$51,510	1.00
Total		\$ 2,082,669	1.0

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	\$14,629,752	202.63
Instructional Salaries	Unrestricted Operating Budget	\$106,538,729	1811.91
Textbooks & Supplies	Unrestricted Operating Budget	\$4,529,861	0.00
Other Instructional Costs	Unrestricted Operating Budget	\$1,490,547	0.00
Special Education	Unrestricted Operating Budget	\$23,508,415	643.85
Student Services	Unrestricted Operating Budget	\$925,167	11.39
Health Services	Unrestricted Operating Budget	\$2,325,760	50.10
RTTT	84.395	\$322,400	3.40
IDEA	84.027	\$5,413,409	107.10
Title I	84.010	\$205,942	0.00
Other Restricted Federal		\$3,079,630	33.25
Other Restricted State Funds		\$2,227,385	18.55
Other Restricted Funds		\$3,070	0.00
Total		\$ 165,200,067	2882.2

Section E: Turning Around the Lowest Achieving Schools

Reform Area 4: Turning around our lowest-achieving schools

Expenditures:	Source	Amount	FTE
Mid-Level Administration	Unrestricted Operating Budget	\$7,228,536	100.12
Instructional Salaries	Unrestricted Operating Budget	\$46,226,871	786.19
Textbooks & Supplies	Unrestricted Operating Budget	\$1,965,495	0.00
Other Instructional Costs	Unrestricted Operating Budget	\$653,816	0.00
Special Education	Unrestricted Operating Budget	\$9,425,761	258.15
Student Services	Unrestricted Operating Budget	\$740,000	9.11
Health Services	Unrestricted Operating Budget	\$993,435	21.40
Title I	84.010	\$3,670,146	40.00
Total		\$ 70,904,060	1215.0

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	\$9,916,400	115.20
Student Transportation	Unrestricted Operating Budget	\$31,315,615	217.40
Operations of Plant	Unrestricted Operating Budget	\$29,467,584	345.30
Maintenance of Plant	Unrestricted Operating Budget	\$12,678,317	125.50
Fixed Charges (1)	Unrestricted Operating Budget	\$102,309,040	0.00
Community Service	Unrestricted Operating Budget	\$530,550	1.60
Capital Outlay	Unrestricted Operating Budget	\$50,000	0.00
RTTT	84.395	\$127,800	0.00
IDEA	84.027	\$2,373,950	0.00
Title I	84.01	\$1,048,743	0.00
Other Restricted Federal		\$938,988	0.00
Other Restricted State Funds		\$508,176	0.00

DRAFT - For Discussion Purposes Only

Total	\$ 191,265,163	805.0
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Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category.

Expenditures:	<u>Source</u>	<u>Amount</u>	<u>FTE</u>
Special Education - NonPublic Placement Costs	Unrestricted Operating Budget	\$7,122,303	0.00
RTTT	84.395	\$14,927	0.00
IDEA	84.027	\$165,123	0.00
Title I	84.01	\$110,169	0.00
Other Restricted Federal		\$395,382	0.80
Other Restricted State Funds		\$6,466,731	0.00
Other Restricted Funds		\$74,070	0.00
	Total	\$ 14,348,705	0.80

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	\$ 452,434,493	4993.5
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1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)

Local School System: Harford County Public Schools

Revenue			FY 2013 Original	FY 2013 Final	Final 10 29 13	
			Budget	Budget	Change	% Change
			<u>7/1/2012</u>	<u>6/30/2013</u>		
Local Appropriation			219,821,368	219,821,368	-	
Other Local Revenue			2,478,606	4,818,196	(2,339,590)	
State Revenue			204,860,844	207,914,976	(3,054,132)	
Federal ARRA Funds	84.395	Race to the Top	972,251	1,118,839	(146,588)	
Federal Revenue	84.010	Title I	4,519,775	4,501,788	17,987	
Federal Revenue	84.027	IDEA	7,974,385	8,894,139	(919,754)	
Other Federal Funds			5,759,935	5,664,423	95,512	
Other Resources/Transfers			7,845,500	2,259,552	5,585,948	
Total			454,232,664	454,993,279	(760,615)	-

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 (B)	Administrative Services	422,218	434,353	5.00	5.00
Standards and Assessments	Unrestricted (B)	Instructional Salaries	4,110,855	4,349,064	49.90	48.50
Standards and Assessments	Unrestricted (B)	Mid-Level Administration	2,856,752	2,781,299	34.00	34.00
Standards and Assessments	Unrestricted (B)	Other Instructional Costs	370,524	367,681	-	-
Standards and Assessments	Restricted	Other Restricted Federal	286,692	348,509	-	-
Standards and Assessments	Restricted	Other Restricted Funds	33,780	40,223	-	-
Standards and Assessments	Restricted	Other Restricted State Funds	86,595	143,838	-	-
Standards and Assessments	84.395 Race to the Top	RTTT	75,644	81,910	1.00	1.00
Standards and Assessments	Unrestricted (B)	Textbooks & Supplies	441,692	226,518	-	-
Data Systems to Support Instructic	Unrestricted (C)	Administrative Services	269,000	269,000	-	-
Data Systems to Support Instructic	Unrestricted (C)	Health Services	40,840	16,938	-	-
Data Systems to Support Instructic	Unrestricted (C)	Instructional Salaries	1,603,144	1,626,502	-	-
Data Systems to Support Instructic	Unrestricted (C)	Other Instructional Costs	19,100	9,189	-	-
Data Systems to Support Instructic	84.395 Race to the Top	RTTT	339,400	272,796	1.00	1.00
Data Systems to Support Instructic	Unrestricted (C)	Special Education	41,978	47,611	-	-
Data Systems to Support Instructic	Unrestricted (C)	Textbooks & Supplies	26,000	6,810	-	-
Great Teachers and Leaders	Unrestricted (D)	Health Services	2,820,961	2,746,633	60.10	60.12
Great Teachers and Leaders	84.027 IDEA	IDEA	5,518,641	6,246,591	117.20	117.20
Great Teachers and Leaders	Unrestricted (D)	Instructional Salaries	131,179,158	129,372,401	2,218.30	2,219.98
Great Teachers and Leaders	Unrestricted (D)	Mid-Level Administration	18,039,204	17,830,111	249.80	251.13
Great Teachers and Leaders	Unrestricted (D)	Other Instructional Costs	1,566,665	1,796,453	-	-
Great Teachers and Leaders	Restricted	Other Restricted Federal	2,527,186	2,956,858	-	36.20
Great Teachers and Leaders	Restricted	Other Restricted Funds	10,900	47,870	36.20	-
Great Teachers and Leaders	Restricted	Other Restricted State Funds	1,995,281	2,626,568	18.00	18.00
Great Teachers and Leaders	84.395 Race to the Top	RTTT	364,976	585,626	4.40	4.40
Great Teachers and Leaders	Unrestricted (D)	Special Education	28,238,935	27,284,763	769.80	770.75
Great Teachers and Leaders	Unrestricted (D)	Student Services	1,276,433	1,262,373	15.60	15.56
Great Teachers and Leaders	Unrestricted (D)	Textbooks & Supplies	5,414,632	5,457,758	-	-
Great Teachers and Leaders	84.010 Title I	Title I	264,692	211,553	-	-
Turning Around Lowest Performin	Unrestricted (E)	Health Services	533,731	519,668	11.38	11.38
Turning Around Lowest Performin	Unrestricted (E)	Instructional Salaries	27,691,083	27,309,688	468.27	468.62
Turning Around Lowest Performin	Unrestricted (E)	Mid-Level Administration	4,192,992	4,144,391	58.05	58.37
Turning Around Lowest Performin	Unrestricted (E)	Other Instructional Costs	325,442	373,438	-	-
Turning Around Lowest Performin	Unrestricted (E)	Special Education	5,350,853	5,170,052	145.87	146.05
Turning Around Lowest Performin	Unrestricted (E)	Student Services	364,648	360,632	4.44	4.44
Turning Around Lowest Performin	Unrestricted (E)	Textbooks & Supplies	1,124,779	1,134,533	-	-
Turning Around Lowest Performin	84.010 Title I	Title I	3,398,478	3,479,513	31.00	31.00
Mandatory Costs of Doing Busines	Unrestricted CODB	Administrative Services	10,183,358	9,832,604	116.90	117.20
Mandatory Costs of Doing Busines	Unrestricted CODB	Capital Outlay	50,000	47,007	-	-

Mandatory Costs of Doing Business Unrestricted CODB		Community Service	525,715	440,428	1.00	1.60
Mandatory Costs of Doing Business Unrestricted CODB		Fixed Charges (1)	98,856,961	99,644,314	-	-
Mandatory Costs of Doing Business 84.027	IDEA	IDEA	2,254,976	2,464,526	-	-
Mandatory Costs of Doing Business Unrestricted CODB		Maintenance of Plant	12,653,057	12,514,080	125.50	125.50
Mandatory Costs of Doing Business Unrestricted CODB		Operations of Plant	29,414,929	28,332,388	344.90	345.30
Mandatory Costs of Doing Business Restricted		Other Restricted Federal	960,749	1,495,527	-	-
Mandatory Costs of Doing Business Restricted		Other Restricted State Funds	411,413	446,303	-	-
Mandatory Costs of Doing Business 84.395	Race to the Top	RTTT	169,482	159,735	-	-
Mandatory Costs of Doing Business Unrestricted CODB		Student Transportation	31,402,065	31,152,482	217.40	217.40
Mandatory Costs of Doing Business 84.010	Title I	Title I	721,236	720,611	-	-
Other items deemed necessary by 84.027	IDEA	IDEA	200,768	183,022	-	-
Other items deemed necessary by Restricted		Other Restricted Federal	1,335,309	213,528	0.80	0.80
Other items deemed necessary by Restricted		Other Restricted Funds	820	125,666	-	-
Other items deemed necessary by Restricted		Other Restricted State Funds	5,349,022	7,685,992	-	-
Other items deemed necessary by 84.395	Race to the Top	RTTT	22,749	18,771	-	-
Other items deemed necessary by Unrestricted		Special Education - NonPublic Placement Costs	6,360,803	7,486,469	-	-
Other items deemed necessary by 84.010	Title I	Title I	135,368	90,111	-	-
Total			454,232,664	454,993,279	5,105.81	5,110.50

Maryland State Department of Education
Master Plan 2013 Annual Update - Finance and Data Tables
Harford County

Subgroup	All Students									Male									Female								
	2011			2012			2013			2011			2012			2013			2011			2012			2013		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	8452	7657	90.6	8388	7710	91.9	8546	7769	90.9	4449	3934	88.4	4342	3928	90.5	4371	3868	88.5	4003	3723	93.0	4046	3782	93.5	4175	3901	93.4
Hispanic/Latino of any race	448	390	87.1	477	421	88.3	502	437	87.1	221	188	85.1	229	191	83.4	244	203	83.2	227	202	89.0	248	230	92.7	258	234	90.7
American Indian or Alaska Native	27	23	85.2			≥95	23	21	91.3	11	10	90.9	*	*	≥95	11	9	81.8	16	13	81.3	13	12	92.3			≥95
Asian			≥95			≥95			≥95	154	146	94.8			≥95			≥95			≥95			≥95	166	157	94.6
Black or African American	1502	1192	79.4	1466	1222	83.4	1523	1226	80.5	773	577	74.6	777	631	81.2	811	606	74.7	729	615	84.4	689	591	85.8	712	620	87.1
Native Hawaiian or Other Pacific Islander	12	9	75.0	*	*	≥95	*	*	≥95	*	*	≥95	*	*	≥95	*	*	≥95	*	*	≥95	*	*	≥95	*	*	≥95
White	5733	5384	93.9	5639	5328	94.5	5691	5349	94.0	3047	2817	92.5	2930	2743	93.6	2899	2690	92.8			≥95			≥95			≥95
Two or more races	446	385	86.3	477	421	88.3	482	425	88.2	239	195	81.6	248	210	84.7	249	208	83.5	207	190	91.8	229	211	92.1	233	217	93.1
Special Education	1154	834	72.3	1121	815	72.7	1110	759	68.4	784	555	70.8	764	557	72.9	733	502	68.5	370	279	75.4	357	258	72.3	377	257	68.2
Limited English Proficient (LEP)	116	91	78.4	122	101	82.8	126	95	75.4	65	50	76.9	66	54	81.8	59	44	74.6	51	41	80.4	56	47	83.9	67	51	76.1
Free/Reduced Meals (FARMS)	2553	2067	81.0	2662	2237	84.0	2802	2293	81.8	1308	1029	78.7	1386	1151	83.0	1433	1112	77.6	1245	1038	83.4	1276	1086	85.1	1369	1181	86.3

Subgroup	All Students									Male									Female								
	2011			2012			2013			2011			2012			2013			2011			2012			2013		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	8618	7555	87.7	8556	7415	86.7	8373	7360	87.9	4493	3818	85.0	4507	3779	83.8	4408	3755	85.2	4125	3737	90.6	4049	3636	89.8	3965	3605	90.9
Hispanic/Latino of any race	446	398	89.2	419	342	81.6	446	369	82.7	219	186	84.9	207	156	75.4	228	180	78.9	227	212	93.4	212	186	87.7	218	189	86.7
American Indian or Alaska Native	31	24	77.4	27	22	81.5	29	21	72.4	15	12	80.0	14	12	85.7	14	10	71.4	16	12	75.0	13	10	76.9	15	11	73.3
Asian	266	247	92.9	284	264	93.0			≥95	122	110	90.2	149	134	89.9	149	140	94.0			≥95			≥95			≥95
Black or African American	1515	1141	75.3	1508	1110	73.6	1532	1159	75.7	814	576	70.8	804	547	68.0	793	550	69.4	701	565	80.6	704	563	80.0	739	609	82.4
Native Hawaiian or Other Pacific Islander	13	10	76.9	15	11	73.3	*	*		*	*		*	*		*	*		*	*		*	*	≥95	*	*	
White	5954	5390	90.5	5892	5312	90.2	5665	5184	91.5	3117	2755	88.4	3112	2747	88.3	3007	2697	89.7	2837	2635	92.9	2780	2565	92.3	2658	2487	93.6
Two or more races	393	345	87.8	411	354	86.1	425	365	85.9	198	173	87.4	214	180	84.1	214	176	82.2	195	172	88.2	197	174	88.3	211	189	89.6
Special Education	1104	617	55.9	1101	619	56.2	1059	587	55.4	747	412	55.2	745	411	55.2	709	383	54.0	357	205	57.4	356	208	58.4	350	204	58.3
Limited English Proficient (LEP)	37	24	64.9	30	9	30.0	51	25	49.0	19	10	52.6	18	4	22.2	28	13	46.4	18	14	77.8	12	5	41.7	23	12	52.2
Free/Reduced Meals (FARMS)	2350	1793	76.3	2378	1786	75.1	2460	1888	76.7	1260	914	72.5	1241	884	71.2	1290	940	72.9	1090	879	80.6	1137	902	79.3	1170	948	81.0

Subgroup	All Students									Male									Female								
	2011			2012			2013			2011			2012			2013			2011			2012			2013		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	2687	2266	84.3	2771	2323	83.8				1351	1082	80.1	1385	1095	79.1				1336	1184	88.6	1386	1228	88.6			
Hispanic/Latino of any race	115	89	77.4	111	89	80.2				55	41	74.5	57	45	78.9				60	48	80.0	54	44	81.5			
American Indian or Alaska Native	15	14	93.3	14	13	92.9				*	*		*	*	≥95				*	*	≥95	*	*				
Asian			≥95	74	68	91.9						≥95	34	32	94.1						≥95	40	36	90.0			
Black or African American	484	335	69.2	462	317	68.6				252	160	63.5	239	141	59.0				232	175	75.4	223	176	78.9			
Native Hawaiian or Other Pacific Islander	*	*		*	*					*	*		*	*					*	*		*	*	≤5			
White	1939	1709	88.1	2029	1769	87.2				967	814	84.2	1017	844	83.0				972	895	92.1	1012	925	91.4			
Two or more races	80	67	83.8	80	66	82.5				44	35	79.5	29	24	82.8				36	32	88.9	51	42	82.4			
Special Education	272	127	46.7	314	137	43.6				185	81	43.8	215	90	41.9				87	46	52.9	99	47	47.5			
Limited English Proficient (LEP)	*	*		*	*					*	*		*	*					*	*		*	*				
Free/Reduced Meals (FARMS)	528	381	72.2	502	374	74.5				264	179	67.8	243	174	71.6				264	202	76.5	259	200	77.2			

* Indicates fewer than 10 students

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Table 2.4: Maryland School Assessment Performance Results - Math - Elementary																											
Subgroup	All Students									Male									Female								
	2011			2012			2013			2011			2012			2013			2011			2012			2013		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	8454	7519	88.9	8392	7616	90.8	8544	7594	88.9	4450	3928	88.3	4346	3939	90.6	4368	3861	88.4	4004	3591	89.7	4046	3677	90.9	4176	3733	89.4
Hispanic/Latino of any race	448	384	85.7	477	425	89.1	502	420	83.7	221	189	85.5	229	206	90.0	243	208	85.6	227	195	85.9	248	219	88.3	259	212	81.9
American Indian or Alaska Native	27	23	85.2			≥95	23	21	91.3	11	10	90.9	*	*	≥95	11	9	81.8	16	13	81.3	13	12	92.3			≥95
Asian			≥95			≥95			≥95	154	146	94.8			≥95			≥95			≥95			≥95			≥95
Black or African American	1501	1156	77.0	1468	1184	80.7	1523	1152	75.6	772	588	76.2	779	632	81.1	811	604	74.5	729	568	77.9	689	552	80.1	712	548	77.0
Native Hawaiian or Other Pacific Islander	12	9	75.0	*	*		*	*		*	*		*	*	≥95	*	*		*	*		*	*		*	*	≥95
White	5736	5293	92.3	5641	5256	93.2	5689	5263	92.5	3049	2794	91.6	2932	2723	92.9	2897	2670	92.2	2687	2499	93.0	2709	2533	93.5	2792	2593	92.9
Two or more races	446	382	85.7	476	432	90.8	482	425	88.2	239	199	83.3	247	224	90.7	249	217	87.1	207	183	88.4	229	208	90.8	233	208	89.3
Special Education	1154	710	61.5	1123	705	62.8	1108	653	58.9	784	499	63.6	766	507	66.2	731	451	61.7	370	211	57.0	357	198	55.5	377	202	53.6
Limited English Proficient (LEP)	116	90	77.6	122	102	83.6	127	100	78.7	65	50	76.9	66	57	86.4	59	48	81.4	51	40	78.4	56	45	80.4	68	52	76.5
Free/Reduced Meals (FARMS)	2553	1989	77.9	2661	2188	82.2	2800	2205	78.8	1308	1019	77.9	1385	1165	84.1	1430	1118	78.2	1245	970	77.9	1276	1023	80.2	1370	1087	79.3

Table 2.5: Maryland School Assessment Performance Results - Math - Middle																											
Subgroup	All Students									Male									Female								
	2011			2012			2013			2011			2012			2013			2011			2012			2013		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	8620	6762	78.4	8550	6987	81.7	8370	6672	79.7	4493	3447	76.7	4501	3591	79.8	4410	3417	77.5	4127	3315	80.3	4049	3396	83.9	3960	3255	82.2
Hispanic/Latino of any race	446	335	75.1	419	328	78.3	446	322	72.2	219	157	71.7	206	155	75.2	229	159	69.4	227	178	78.4	213	173	81.2	217	163	75.1
American Indian or Alaska Native	31	22	71.0	27	20	74.1	29	22	75.9	15	11	73.3	14	11	78.6	14	10	71.4	16	11	68.8	13	9	69.2	15	12	80.0
Asian	266	247	92.9	284	266	93.7			≥95	122	113	92.6	149	138	92.6			≥95	144	134	93.1	135	128	94.8			≥95
Black or African American	1517	941	62.0	1507	991	65.8	1531	934	61.0	816	475	58.2	804	502	62.4	793	435	54.9	701	466	66.5	703	489	69.6	738	499	67.6
Native Hawaiian or Other Pacific Islander	13	10	76.9	15	12	80.0	*	*		*	*		*	*		*	*		*	*		*	*		*	*	
White	5954	4921	82.7	5887	5044	85.7	5662	4807	84.9	3115	2543	81.6	3107	2622	84.4	3007	2509	83.4	2839	2378	83.8	2780	2422	87.1	2655	2298	86.6
Two or more races	393	286	72.8	411	326	79.3	426	325	76.3	198	142	71.7	214	158	73.8	215	159	74.0	195	144	73.8	197	168	85.3	211	166	78.7
Special Education	1104	418	37.9	1098	495	45.1	1060	405	38.2	747	282	37.8	742	324	43.7	711	275	38.7	357	136	38.1	356	171	48.0	349	130	37.2
Limited English Proficient (LEP)	37	18	48.6	30	18	60.0	51	28	54.9	19	8	42.1	18	12	66.7	28	18	64.3	18	10	55.6	12	6	50.0	23	10	43.5
Free/Reduced Meals (FARMS)	2354	1460	62.0	2374	1606	67.6	2457	1556	63.3	1263	758	60.0	1239	803	64.8	1290	795	61.6	1091	702	64.3	1135	803	70.7	1167	761	65.2

Table 2.6: Maryland High School Assessment Performance Results - Math - High (Algebra/Data Analysis)																											
Subgroup	All Students									Male									Female								
	2011			2012			2013			2011			2012			2013			2011			2012			2013		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	2678	2395	89.4	2700	2413	89.4				1353	1192	88.1	1364	1202	88.1				1325	1203	90.8	1336	1211	90.6			
Hispanic/Latino of any race	117	99	84.6	107	90	84.1				58	47	81.0	54	46	85.2				59	52	88.1	53	44	83.0			
American Indian or Alaska Native	17	16	94.1	14	12	85.7				*	*	≥95	*	*	≥95				*	*		*	*				
Asian			≥95			≥95						≥95			≥95						≥95	39	37	94.9			
Black or African American	487	379	77.8	462	362	78.4				252	189	75.0	241	178	73.9				235	190	80.9	221	184	83.3			
Native Hawaiian or Other Pacific Islander	*	*		*	*	≥95				*	*		*	*					*	8		*	*	≤5			
White	1925	1778	92.4	1965	1806	91.9				967	884	91.4	997	906	90.9				958	894	93.3	968	900	93.0			
Two or more races	79	71	89.9	78	71	91.0				44	40	90.9			≥95				35	31	88.6	49	42	85.7			
Special Education	312	158	50.6	304	161	53.0				214	107	50.0	212	111	52.4				98	51	52.0	92	50	54.3			
Limited English Proficient (LEP)	*	*	≥95	*	*					*	*	≥95	*	*					*	*		*	*				
Free/Reduced Meals (FARMS)	525	440	83.8	490	421	85.9				260	220	84.6	238	216	90.8				265	220	83.0	252	205	81.3			

* Indicates fewer than 10 students

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Subgroup	All Students									Male									Female								
	2011			2012			2013			2011			2012			2013			2011			2012			2013		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	2891	2231	77.2	2701	2074	76.8	2907	2224	76.5	1535	1188	77.4	1409	1082	76.8	1538	1191	77.4	1356	1043	76.9	1292	992	76.8	1368	1033	75.5
Hispanic/Latino of any race	125	87	69.6	147	104	70.7	184	129	70.1	64	45	70.3	72	50	69.4	84	62	73.8	61	42	68.9	75	54	72.0	100	67	67.0
American Indian or Alaska Native	10	5	50.0	10	8	80.0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	97	83	85.6	87	75	86.2	101	82	81.2	60	51	85.0	44	38	86.4	47	40	85.1	37	32	86.5	43	37	86.0	54	42	77.8
Black or African American	507	282	55.6	476	235	49.4	501	280	55.9	256	140	54.7	244	115	47.1	263	148	56.7	251	142	56.6	232	120	51.7	238	131	55.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	2006	1662	82.9	1834	1544	84.2	1930	1606	83.2	1076	895	83.2	971	820	84.4	11	871	84.0	930	767	82.5	863	724	83.9	893	735	82.3
Two or more races	139	109	78.4	145	107	73.8	184	123	66.8	73	55	75.3	74	56	75.7	103	67	65.0	66	54	81.8	71	51	71.8	81	56	69.1
Special Education	412	171	41.5	388	159	41.0	376	154	41.0	279	123	44.1	253	121	47.8	253	119	47.0	133	48	36.1	135	38	28.1	123	35	28.5
Limited English Proficient (LEP)	32	13	40.6	28	11	39.3	31	13	41.9	18	8	44.4	17	7	41.2	15	9	60.0	14	5	35.7	11	4	36.4	16	4	25.0
Free/Reduced Meals (FARMS)	814	487	59.8	824	484	58.7	929	528	56.8	411	250	60.8	438	275	62.8	472	266	56.4	403	237	58.8	386	209	54.1	457	262	57.3

Subgroup	All Students									Male									Female								
	2011			2012			2013			2011			2012			2013			2011			2012			2013		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	2898	2354	81.2	2892	2323	80.3	2776	2280	82.1	1482	1200	81.0	1513	1201	79.4	1451	1191	82.1	1416	1154	81.5	1379	1122	81.4	1325	1089	82.2
Hispanic/Latino of any race	153	126	82.4	145	108	74.5	145	108	74.5	72	61	84.7	72	46	63.9	75	58	77.3	81	65	80.2	73	62	84.9	81	63	77.8
American Indian or Alaska Native	11	9	81.8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	10	8	80.0	*	*	*	*	*	*
Asian	84	71	84.5	96	88	91.7	89	84	94.4	37	32	86.5	46	41	89.1	46	43	93.5	47	39	83.0	50	47	94.0		≥95	
Black or African American	493	301	61.1	504	289	57.3	497	313	63.0	255	141	55.3	274	154	56.2	261	154	59.0	238	160	67.2	230	135	58.7	236	159	67.4
Native Hawaiian or Other Pacific Islander	*	*	*	10	6	60.0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	2015	1738	86.3	1995	1719	86.2	1900	1656	87.2	1048	909	86.7	1038	893	86.0	1002	884	88.2	967	829	85.7	957	826	86.3	898	772	86.0
Two or more races	137	104	75.9	133	107	80.5	126	100	79.4	65	52	80.0	71	59	83.1	61	48	78.7	72	52	72.2	62	48	77.4	65	52	80.0
Special Education	351	134	38.2	363	148	40.8	363	148	40.8	235	107	45.5	247	98	39.7	206	91	44.2	116	27	23.3	116	50	43.1	105	29	27.6
Limited English Proficient (LEP)	13	4	30.8	15	3	20.0	12	4	33.3	*	*	*	*	*	22.2	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	741	468	63.2	784	504	64.3	763	488	64.0	394	255	64.7	416	265	63.7	389	245	63.0	347	213	61.4	368	239	64.9	374	243	65.0

Subgroup	All Students									Male									Female								
	2011			2012			2013			2011			2012			2013			2011			2012			2013		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	2696	2322	86.1	2730	2295	84.1				1364	1173	86.0	1369	1160	84.7				1332	1149	86.3	1361	1135	83.4			
Hispanic/Latino of any race	115	100	87.0	108	84	77.8				56	51	91.1	55	45	81.8				59	49	83.1	53	39	73.6			
American Indian or Alaska Native	15	14	93.3	14	12	85.7				*	*	≥95	*	*	≥95				*	*	*	*	*	*			
Asian			≥95	73	69	94.5						≥95			≥95						≥95	40	37	92.5			
Black or African American	489	330	67.5	459	300	65.4				255	172	67.5	237	157	66.2				234	158	67.5	222	143	64.4			
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	≥95				*	*	≥95	*	*	≥95				*	*	*	*	*	≤5			
White	1944	1764	90.7	1995	1761	88.3				976	880	90.2	1006	892	88.7				968	884	91.3	989	869	87.9			
Two or more races	79	63	79.7	79	68	86.1				44	38	86.4	28	25	89.3				35	25	71.4	51	43	84.3			
Special Education	286	147	51.4	296	143	48.3				199	103	51.8	201	99	49.3				87	44	50.6	95	44	46.3			
Limited English Proficient (LEP)	*	*	*	*	*	*				*	*	≥95	*	*	≤5				*	*	*	*	*	*			
Free/Reduced Meals (FARMS)	524	401	76.5	493	369	74.8				261	207	79.3	240	191	79.6				263	194	73.8	253	178	70.4			

* Indicates fewer than 10 students

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Table 3.1: HSA Test Participation and Status - English 2012																					
Population: All 10th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2831	82.7	2342	15.0	425	2.3	64	1361	78.4	1067	19.4	264	2.2	30	1470	86.7	1275	11.0	161	2.3	34
Hispanic/Latino of any race	131	78.6	103	17.6	23	3.8	5	57	84.2	48	14.0	8	1.8	1	74	74.3	55	20.3	15	5.4	4
American Indian or Alaska Native	14	64.3	9	35.7	5	0.0	0	*						*							
Asian	81	87.7	71	8.6	7	3.7	3	44	86.4	38	11.4	5	2.3	1	37	89.2	33	5.4	2	5.4	2
Black or African American	450	66.0	297	30.9	139	3.1	14	220	60.0	132	36.8	81	3.2	7	230	71.7	165	25.2	58	3.0	7
Native Hawaiian or Other Pacific Islander	*							*						*							
White	2046	86.9	1778	11.2	230	1.9	38	981	82.8	812	15.3	150	1.9	19	1065	90.7	966	7.5	80	1.8	19
Two or more races	104	76.9	80	19.2	20	3.8	4	49	67.3	33	28.6	14	4.1	2	55	85.5	47	10.9	6	3.6	2
Special Education	239	32.2	77	63.6	152	4.2	10	156	33.3	52	62.2	97	4.5	7	83	30.1	25	66.3	55	3.6	3
Limited English Proficient (LEP)	13	15.4	2	46.2	6	38.5	5	*						*							
Free/Reduced Meals (FARMS)	614	67.4	414	27.4	168	5.2	32	285	63.5	181	31.9	91	4.6	13	329	70.8	233	23.4	77	5.8	19

Table 3.2: HSA Test Participation and Status - English 2012																					
Population: All 11th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2719	87.1	2367	12.6	342	0.4	10	1363	84.4	1150	15.3	208	0.4	5	1356	89.7	1217	9.9	134	0.4	5
Hispanic/Latino of any race	122	83.6	102	16.4	20	0.0	0	72	87.5	63	12.5	9	0.0	0	50	78.0	39	22.0	11	0.0	0
American Indian or Alaska Native	*							*						*							
Asian	87	87.4	76	12.6	11	0.0	0	49	81.6	40	18.4	9	0.0	0	38	94.7	36	5.3	2	0.0	0
Black or African American	430	77.7	334	21.2	91	1.2	5	205	70.7	145	28.3	58	1.0	2	225	84.0	189	14.7	33	1.3	3
Native Hawaiian or Other Pacific Islander	*							*						*							
White	1966	89.3	1755	10.5	206	0.3	5	989	87.2	862	12.5	124	0.3	3	977	91.4	893	8.4	82	0.2	2
Two or more races	100	89.0	89	11.0	11	0.0	0	38	86.8	33	13.2	5	0.0	0	62	90.3	56	9.7	6	0.0	0
Special Education	216	44.9	97	54.2	117	0.9	2	127	47.2	60	52.0	66	0.8	1	89	41.6	37	57.3	51	1.1	1
Limited English Proficient (LEP)	*							*						*							
Free/Reduced Meals (FARMS)	560	73.0	409	26.1	146	0.9	5	278	68.7	191	30.2	84	1.1	3	282	77.3	218	22.0	62	0.7	2

Table 3.3: HSA Test Participation and Status - English 2012																					
Population: All 12th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2604	87.3	2273	12.7	331	0.0	0	1267	83.6	1059	16.4	208	0.0	0	1337	90.8	1214	9.2	123	0.0	0
Hispanic/Latino of any race	105	81.9	86	18.1	19	0.0	0	52	82.7	43	17.3	9	0.0	0	53	81.1	43	18.9	10	0.0	0
American Indian or Alaska Native	14	92.9	13	7.1	1	0.0	0	*						*							
Asian	72	94.4	68	5.6	4	0.0	0		>=95		<=5		<=5	39	92.3	36	7.7	3	0.0	0	
Black or African American	418	73.2	306	26.8	112	0.0	0	205	63.9	131	36.1	74	0.0	0	213	82.2	175	17.8	38	0.0	0
Native Hawaiian or Other Pacific Islander	*							*						*							
White	1916	90.6	1735	9.4	181	0.0	0	940	87.3	821	12.7	119	0.0	0	976	93.6	914	6.4	62	0.0	0
Two or more races	78	82.1	64	17.9	14	0.0	0	28	82.1	23	17.9	5	0.0	0	50	82.0	41	18.0	9	0.0	0
Special Education	203	57.1	116	42.9	87	0.0	0	133	56.4	75	43.6	58	0.0	0	70	58.6	41	41.4	29	0.0	0
Limited English Proficient (LEP)	*							*						*							
Free/Reduced Meals (FARMS)	465	76.3	355	23.7	110	0.0	0	220	74.1	163	25.9	57	0.0	0	245	78.4	192	21.6	53	0.0	0

* indicates fewer than 10 students

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Table 3.4: HSA Test Participation and Status - Algebra/Data Analysis 2012																					
Population: All 10th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2755	89.9	2478	7.0	193	3.0	84	1317	90.1	1187	6.8	89	3.1	41	1438	89.8	1291	7.2	104	3.0	43
Hispanic/Latino of any race	127	85.8	109	11.0	14	3.1	4	55	90.9	50	7.3	4	1.8	1	72	81.9	59	13.9	10	4.2	3
American Indian or Alaska Native	13	76.9	10	23.1	3	0.0	0	*						*							
Asian	79	91.1	72	1.3	1	7.6	6	44	93.2	41	0.0	0	6.8	3	35	88.6	31	2.9	1	8.6	3
Black or African American	437	78.5	343	17.8	78	3.7	16	213	77.5	165	17.4	37	5.2	11	224	79.5	178	18.3	41	2.2	5
Native Hawaiian or Other Pacific Islander	*							*						*							
White	1994	93.1	1856	4.3	86	2.6	52	949	93.7	889	4.0	38	2.3	22	1045	92.5	967	4.6	48	2.9	30
Two or more races	100	84.0	84	11.0	11	5.0	5	47	74.5	35	17.0	8	8.5	4	53	92.5	49	5.7	3	1.9	1
Special Education	239	57.7	138	33.5	80	8.8	21	156	61.5	96	29.5	46	9.0	14	83	50.6	42	41.0	34	8.4	7
Limited English Proficient (LEP)	13	38.5	5	46.2	6	15.4	2	*						*							
Free/Reduced Meals (FARMS)	608	81.1	493	15.0	91	3.9	24	281	81.5	229	14.2	40	4.3	12	327	80.7	264	15.6	51	3.7	12

Table 3.5: HSA Test Participation and Status - Algebra/Data Analysis 2012																					
Population: All 11th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2630	92.1	2422	7.5	198	0.4	10	1314	92.9	1221	6.6	87	0.5	6	1316	91.3	1201	8.4	111	0.3	4
Hispanic/Latino of any race	119	94.1	112	5.9	7	0.0	0		≥95		≤5		≤5		50	88.0	44	12.0	6	0.0	0
American Indian or Alaska Native	*							*						*							
Asian	77	88.3	68	9.1	7	2.6	2	44	84.1	37	13.6	6	2.3	1	33	93.9	31	3.0	1	3.0	1
Black or African American	416	81.7	340	17.5	73	0.7	3	197	82.2	162	17.3	34	0.5	1	219	81.3	178	17.8	39	0.9	2
Native Hawaiian or Other Pacific Islander	*							*						*							
White	1911	94.2	1801	5.5	106	0.2	4		≥95		≤5		≤5		951	93.4	888	6.5	62	0.1	1
Two or more races		≥95		≤5		≤5			≥95		≤5		≤5			≥95		≤5		≤5	
Special Education	215	56.7	122	42.8	92	0.5	1	126	60.3	76	38.9	49	0.8	1	89	51.7	46	48.3	43	0.0	0
Limited English Proficient (LEP)	*							*						*							
Free/Reduced Meals (FARMS)	550	82.9	456	16.4	90	0.7	4	267	83.1	222	15.7	42	1.1	3	283	82.7	234	17.0	48	0.4	1

Table 3.6: HSA Test Participation and Status - Algebra/Data Analysis 2012																					
Population: All 12th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2533	93.2	2361	6.8	172	0.0	0	1246	93.3	1163	6.7	83	0.0	0	1287	93.1	1198	6.9	89	0.0	0
Hispanic/Latino of any race	101	87.1	88	12.9	13	0.0	0	49	89.8	44	10.2	5	0.0	0	52	84.6	44	15.4	8	0.0	0
American Indian or Alaska Native	14	85.7	12	14.3	2	0.0	0	*						*							
Asian		≥95		≤5		≤5			≥95		≤5		≤5			≥95		≤5		≤5	
Black or African American	413	83.5	345	16.5	68	0.0	0	205	80.0	164	20.0	41	0.0	0	208	87.0	181	13.0	27	0.0	0
Native Hawaiian or Other Pacific Islander	*							*						*							
White		≥95		≤5		≤5			≥95		≤5		≤5			≥95		≤5		≤5	
Two or more races	76	90.8	69	9.2	7	0.0	0		≥95		≤5		≤5		48	85.4	41	14.6	7	0.0	0
Special Education	201	71.6	144	28.4	57	0.0	0	133	74.4	99	25.6	34	0.0	0	68	66.2	45	33.8	23	0.0	0
Limited English Proficient (LEP)	*							*						*							
Free/Reduced Meals (FARMS)	455	87.7	399	12.3	56	0.0	0	217	92.6	201	7.4	16	0.0	0	238	83.2	198	16.8	40	0.0	0

* indicates fewer than 10 students

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Table 3.7: HSA Test Participation and Status - Biology 2012																					
Population: All 10th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2810	88.3	2480	8.7	244	3.1	86	1353	88.5	1198	7.9	107	3.5	48	1457	88.0	1282	9.4	137	2.6	38
Hispanic/Latino of any race	128	80.5	103	12.5	16	7.0	9	55	87.3	48	7.3	4	5.5	3	73	75.3	55	16.4	12	8.2	6
American Indian or Alaska Native	14	78.6	11	14.3	2	7.1	1	*						*							
Asian		≥95		≤5		≤5		*							37	94.6	35	2.7	1	2.7	1
Black or African American	446	73.1	326	22.2	99	4.7	21	219	74.0	162	19.2	42	6.8	15	227	72.2	164	25.1	57	2.6	6
Native Hawaiian or Other Pacific Islander	*							*						*							
White	2034	92.3	1877	5.4	110	2.3	47	976	92.2	900	5.2	51	2.6	25	1058	92.3	977	5.6	59	2.1	22
Two or more races	102	81.4	83	14.7	15	3.9	4	49	79.6	39	16.3	8	4.1	2	53	83.0	44	13.2	7	3.8	2
Special Education	239	56.1	134	36.8	88	7.1	17	156	62.2	97	29.5	46	8.3	13	83	44.6	37	50.6	42	4.8	4
Limited English Proficient (LEP)	13	7.7	1	53.8	7	38.5	5	*						*							
Free/Reduced Meals (FARMS)	613	75.0	460	18.6	114	6.4	39	285	76.1	217	16.1	46	7.7	22	328	74.1	243	20.7	68	5.2	17

Table 3.8: HSA Test Participation and Status - Biology 2012																					
Population: All 11th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2691	89.3	2402	10.4	279	0.4	10	1349	90.7	1223	8.9	120	0.4	6	1342	87.9	1179	11.8	159	0.3	4
Hispanic/Latino of any race	119	86.6	103	13.4	16	0.0	0	70	94.3	66	5.7	4	0.0	0	49	75.5	37	24.5	12	0.0	0
American Indian or Alaska Native	*							*						*							
Asian	82	89.0	73	8.5	7	2.4	2	46	87.0	40	10.9	5	2.2	1	36	91.7	33	5.6	2	2.8	1
Black or African American	424	74.1	314	25.5	108	0.5	2	201	76.1	153	23.9	48	0.0	0	223	72.2	161	26.9	60	0.9	2
Native Hawaiian or Other Pacific Islander	*							*						*							
White	1954	92.8	1814	6.9	135	0.3	5	984	93.8	923	5.8	57	0.4	4	970	91.9	891	8.0	78	0.1	1
Two or more races	98	86.7	85	12.2	12	1.0	1	38	84.2	32	13.2	5	2.6	1	60	88.3	53	11.7	7	0.0	0
Special Education	216	63.0	136	36.1	78	0.9	2	127	70.1	89	28.3	36	1.6	2	89	52.8	47	47.2	42	0.0	0
Limited English Proficient (LEP)	*							*						*							
Free/Reduced Meals (FARMS)	554	75.5	418	24.0	133	0.5	3	273	77.7	212	21.6	59	0.7	2	281	73.3	206	26.3	74	0.4	1

Table 3.9: HSA Test Participation and Status - Biology 2012																					
Population: All 12th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2581	87.2	2250	12.8	331	0.0	0	1265	89.2	1129	10.8	136	0.0	0	1316	85.2	1121	14.8	195	0.0	0
Hispanic/Latino of any race	104	79.8	83	20.2	21	0.0	0	52	84.6	44	15.4	8	0.0	0	52	75.0	39	25.0	13	0.0	0
American Indian or Alaska Native	14	85.7	12	14.3	2	0.0	0	*						*							
Asian		≥95		≤5		≤5			≥95		≤5		≤5		39	94.9	37	5.1	2	0.0	0
Black or African American	412	70.1	289	29.9	123	0.0	0	205	72.2	148	27.8	57	0.0	0	207	68.1	141	31.9	66	0.0	0
Native Hawaiian or Other Pacific Islander	*							*						*							
White	1901	91.0	1729	9.0	172	0.0	0	939	92.8	871	7.2	68	0.0	0	962	89.2	858	10.8	104	0.0	0
Two or more races	78	85.9	67	14.1	11	0.0	0	28	89.3	25	10.7	3	0.0	0	50	84.0	42	16.0	8	0.0	0
Special Education	202	63.4	128	36.6	74	0.0	0	133	68.4	91	31.6	42	0.0	0	69	53.6	37	46.4	32	0.0	0
Limited English Proficient (LEP)	*							*						*							
Free/Reduced Meals (FARMS)	461	75.9	350	24.1	111	0.0	0	221	81.4	180	18.6	41	0.0	0	240	70.8	170	29.2	70	0.0	0

* indicates fewer than 10 students

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Table 3.10: HSA Test Participation and Status - Government 2012																					
Population: All 10th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2832	84.7	2400	11.1	314	4.2	118	1362	83.8	1142	11.3	154	4.8	66	1470	85.6	1258	10.9	160	3.5	52
Hispanic/Latino of any race	131	74.8	98	16.8	22	8.4	11	57	78.9	45	12.3	7	8.8	5	74	71.6	53	20.3	15	8.1	6
American Indian or Alaska Native	14	92.9	13	7.1	1	0.0	0	*						*							
Asian	81	91.4	74	2.5	2	6.2	5	44	93.2	41	0.0	0	6.8	3	37	89.2	33	5.4	2	5.4	2
Black or African American	450	67.8	305	23.1	104	9.1	41	220	65.9	145	23.2	51	10.9	24	230	69.6	160	23.0	53	7.4	17
Native Hawaiian or Other Pacific Islander	*							*						*							
White	2047	89.0	1822	8.3	169	2.7	56	982	88.0	864	8.8	86	3.3	32	1065	90.0	958	7.8	83	2.3	24
Two or more races	104	81.7	85	14.4	15	3.8	4	49	77.6	38	18.4	9	4.1	2	55	85.5	47	10.9	6	3.6	2
Special Education	240	50.4	121	44.2	106	5.4	13	157	53.5	84	40.8	64	5.7	9	83	44.6	37	50.6	42	4.8	4
Limited English Proficient (LEP)	13	23.1	3	38.5	5	38.5	5	*						*							
Free/Reduced Meals (FARMS)	614	72.6	446	23.1	142	4.2	26	285	70.9	202	23.9	68	5.3	15	329	74.2	244	22.5	74	3.3	11

Table 3.11: HSA Test Participation and Status - Government 2012																					
Population: All 11th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2782	88.3	2457	7.9	221	3.7	104	1394	89.6	1249	6.8	95	3.6	50	1388	87.0	1208	9.1	126	3.9	54
Hispanic/Latino of any race	130	80.8	105	8.5	11	10.8	14	74	90.5	67	2.7	2	6.8	5	56	67.9	38	16.1	9	16.1	9
American Indian or Alaska Native	*							*						*							
Asian	92	83.7	77	6.5	6	9.8	9	54	75.9	41	9.3	5	14.8	8	38	94.7	36	2.6	1	2.6	1
Black or African American	445	75.5	336	18.2	81	6.3	28	211	76.3	161	18.5	39	5.2	11	234	74.8	175	17.9	42	7.3	17
Native Hawaiian or Other Pacific Islander	*							*						*							
White	1998	91.8	1834	5.8	116	2.4	48	1006	93.1	937	4.5	45	2.4	24	992	90.4	897	7.2	71	2.4	24
Two or more races	102	91.2	93	5.9	6	2.9	3	39	89.7	35	7.7	3	2.6	1	63	92.1	58	4.8	3	3.2	2
Special Education	219	63.5	139	33.3	73	3.2	7	129	72.1	93	24.8	32	3.1	4	90	51.1	46	45.6	41	3.3	3
Limited English Proficient (LEP)	10	30.0	3	30.0	3	40.0	4	*						*							
Free/Reduced Meals (FARMS)	571	77.2	441	18.6	106	4.2	24	285	77.9	222	16.5	47	5.6	16	286	76.6	219	20.6	59	2.8	8

Table 3.12: HSA Test Participation and Status - Government 2012																					
Population: All 12th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2687	90.8	2439	7.4	199	1.8	49	1319	91.8	1211	6.1	81	2.0	27	1368	89.8	1228	8.6	118	1.6	22
Hispanic/Latino of any race	111	85.6	95	10.8	12	3.6	4	53	94.3	50	3.8	2	1.9	1	58	77.6	45	17.2	10	5.2	3
American Indian or Alaska Native	14	92.9	13	7.1	1	0.0	0	*						*							
Asian	76	92.1	70	6.6	5	1.3	1	37	91.9	34	5.4	2	2.7	1	39	92.3	36	7.7	3	0.0	0
Black or African American	445	78.0	347	18.0	80	4.0	18	221	80.1	177	16.7	37	3.2	7	224	75.9	170	19.2	43	4.9	11
Native Hawaiian or Other Pacific Islander	*							*						*							
White	1959	94.1	1843	4.6	91	1.3	25	969	94.5	916	3.7	36	1.8	17	990	93.6	927	5.6	55	0.8	8
Two or more races	80	87.5	70	12.5	10	0.0	0	29	86.2	25	13.8	4	0.0	0	51	88.2	45	11.8	6	0.0	0
Special Education	206	74.3	153	23.8	49	1.9	4	136	78.7	107	18.4	25	2.9	4	70	65.7	46	34.3	24	0.0	0
Limited English Proficient (LEP)	*							*						*							
Free/Reduced Meals (FARMS)	485	79.8	387	17.5	85	2.7	13	230	83.0	191	14.3	33	2.6	6	255	76.9	196	20.4	52	2.7	7

* indicates fewer than 10 students

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Table 4.1: Four-Year Cohort Graduation Rate																		
Subgroup	All Students						Male						Female					
	2010-2011			2011-2012			2010-2011			2011-2012			2010-2011			2011-2012		
	# Graduates	# Students	Grad Rate	# Graduates	# Students	Grad Rate	# Graduates	# Students	Grad Rate	# Graduates	# Students	Grad Rate	# Graduates	# Students	Grad Rate	# Graduates	# Students	Grad Rate
All Students	2625	3003	87.41	2639	2985	88.41	1271	1498	84.85	1281	1489	86.03	1354	1505	89.97	1358	1496	90.78
Hispanic/Latino of any race	120	150	80.00	104	138	75.36	58	75	77.33	48	65	73.85	62	75	82.67	56	73	76.71
American Indian or Alaska Native	17	19	89.47	13	16	81.25	*	*		*	*		*	*		*	*	
Asian	57	62	91.94	72	78	92.31	24	27	88.89	35	38	92.11	33	35	94.29	37	40	92.50
Black or African American	447	556	80.40	437	544	80.33	220	285	77.19	210	280	75.00	227	271	83.76	227	264	85.98
Native Hawaiian or Other Pacific Islander	*	*		*	*		*	*		*	*		*	*		*	*	
White	1903	2125	89.55	1936	2116	91.49	917	1051	87.25	951	1058	89.89	986	1074	91.81	985	1058	93.10
Two or more races	78	88	88.64	75	90	83.33	42	49	85.71	28	35	80.00	36	39	92.31	47	55	85.45
Special Education	198	313	63.26	192	301	63.79	126	206	61.17	125	200	62.50	72	107	67.29	67	101	66.34
Limited English Proficient (LEP)	*	*		4	17	23.53	*	*		*	*		*	*		*	*	
Free/Reduced Meals (FARMS)	481	627	76.71	464	612	75.82	224	309	72.49	214	299	71.57	257	318	80.82	250	313	79.87

Table 4.2: Four-Year Cohort Dropout Rate																		
Subgroup	All Students						Male						Female					
	2010-2011			2011-2012			2010-2011			2011-2012			2010-2011			2011-2012		
	# Dropouts	# Students	Dropout Rate	# Dropouts	# Students	Dropout Rate	# Dropouts	# Students	Dropout Rate	# Dropouts	# Students	Dropout Rate	# Dropouts	# Students	Dropout Rate	# Dropouts	# Students	Dropout Rate
All Students	256	3003	8.52	252	2985	8.44	143	1498	9.55	144	1489	9.67	113	1505	7.51	108	1496	7.22
Hispanic/Latino of any race	20	150	13.33	25	138	18.12	10	75	13.33	12	65	18.46	10	75	13.33	13	73	17.81
American Indian or Alaska Native	2	19	10.53	1	16	6.25	*	*		*	*		*	*		*	*	
Asian			≤5			≤5			≤5			≤5			≤5			≤5
Black or African American	71	556	12.77	67	544	12.32	39	285	13.68	42	280	15.00	32	271	11.81	25	264	9.47
Native Hawaiian or Other Pacific Islander	*	*				≤5	*	*		*	*		*	*		*	*	
White	157	2125	7.39	145	2116	6.85	88	1051	8.37	84	1058	7.94	69	1074	6.42	61	1058	5.77
Two or more races	5	88	5.68	11	90	12.22	4	49	8.16	4	35	11.43			≤5	7	55	12.73
Special Education	56	313	17.89	58	301	19.27	40	206	19.42	41	200	20.50	16	107	14.95	17	101	16.83
Limited English Proficient (LEP)	*	*		9	17	52.94	*	*		*	*		*	*		*	*	
Free/Reduced Meals (FARMS)	82	627	13.08	97	612	15.85	42	309	13.59	53	299	17.73	40	318	12.58	44	313	14.06

* indicates fewer than 10 students

Maryland State Department of Education
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 Harford County

Table 5.1: Attendance Rates																			
		All Students						Male						Female					
Annual Measurable Objective (AMO):		94%	94%	90%*	94%	94%	94%	94%	94%	90%*	94%	94%	94%	94%	94%	90%*	94%	94%	94%
Subgroups by Level		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
All Students	Elementary	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95
	Middle	≥95	≥95	≥95	≥95	≥95	94.9	≥95	≥95	94.9	≥95	≥95	94.8	≥95	≥95	≥95	≥95	≥95	≥95
	High	92.9	92.8	93.1	93.6	93.6	93.5	93.1	93.2	93.4	93.9	93.9	93.6	92.8	92.5	92.8	93.3	93.4	93.3
Hispanic/Latino of any race	Elementary				≥95	≥95	≥95				≥95	≥95	≥95				≥95	≥95	94.8
	Middle				≥95	≥95	94.3				≥95	≥95	94.3				≥95	≥95	94.4
	High				92.6	92.8	92.4				93.4	93.4	92.4				91.8	92.1	92.4
American Indian or Alaska Native	Elementary				≥95	≥95	94.1				≥95	≥95	94.0				≥95	≥95	94.2
	Middle				92.5	92.9	≥95				92.4	91.4	≥95				92.6	94.6	94.3
	High				90.8	94.7	92.3				93.1	≥95	92.1				87.2	93.8	92.5
Asian	Elementary				≥95	≥95	≥95				≥95	≥95	≥95				≥95	≥95	≥95
	Middle				≥95	≥95	≥95				≥95	≥95	≥95				≥95	≥95	≥95
	High				≥95	≥95	≥95				≥95	≥95	≥95				≥95	≥95	≥95
Black or African American	Elementary				≥95	≥95	≥95				≥95	≥95	≥95				≥95	≥95	≥95
	Middle				≥95	≥95	≥95				≥95	≥95	94.7				≥95	≥95	≥95
	High				92.1	92.6	93.0				92.1	92.7	93.0				92.1	92.4	93.1
Native Hawaiian or Other Pacific Islander	Elementary				≥95	≥95	≥95				≥95	≥95	≥95				≥95	≥95	94.6
	Middle				≥95	≥95	≥95				≥95	≥95	≥95				≥95	≥95	≥95
	High				91.4	90.6	90.3				≥95	89.1	90.0				88.1	92.2	90.6
White	Elementary				≥95	≥95	≥95				≥95	≥95	≥95				≥95	≥95	≥95
	Middle				≥95	≥95	94.9				≥95	≥95	94.9				≥95	≥95	94.9
	High				94.1	93.9	93.6				94.5	94.1	93.8				93.7	93.6	93.4
Two or more races	Elementary				≥95	≥95	94.9				≥95	94.9	94.8				≥95	≥95	≥95
	Middle				94.8	94.5	94.3				94.6	94.0	93.5				≥95	≥95	≥95
	High				92.0	92.7	91.9				91.9	92.5	91.8				92.1	93.0	92.0
Special Education	Elementary	≥95	≥95	94.4	≥95	≥95	94.7	≥95	≥95	94.4	≥95	≥95	94.7	≥95	≥95	94.4	≥95	≥95	94.6
	Middle	93.0	93.9	93.6	94.3	94.0	93.3	93.0	93.9	93.5	94.3	94.0	93.3	93.0	93.9	93.7	94.1	93.9	93.3
	High	90.4	90.5	90.8	91.5	91.3	91.4	90.5	90.8	90.9	91.6	91.6	91.5	90.3	89.7	90.7	91.3	90.7	91.1
Limited English Proficient (LEP)	Elementary	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95
	Middle	≥95	≥95	94.9	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95	≥95	93.9	94.1	93.9	94.5	≥95	≥95
	High	94.9	94.1	93.1	90.8	89.9	92.8	94.9	93.9	94.6	93.4	93.1	≥95	94.8	94.4	92.0	89.0	87.4	90.3
Free/Reduced Meals (FARMS)	Elementary	94.6	94.6	94.1	≥95	≥95	94.5	94.6	94.6	94.1	≥95	94.9	94.4	94.6	94.6	94.1	≥95	≥95	94.5
	Middle	92.7	93.2	93.0	93.7	93.4	93.0	92.5	93.0	92.8	93.5	93.2	92.7	92.8	93.4	93.2	93.8	93.7	93.4
	High	88.9	88.8	89.3	89.7	90.1	90.3	89.1	89.5	89.9	90.1	90.4	90.2	88.7	88.1	88.8	89.3	89.9	90.4

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Table 6.1: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers		
School Year	% of Core Academic Subject Classes Taught by Highly Qualified Teachers	% of Core Academic Subject Classes Not Taught by Highly Qualified Teachers
2004-2005	88.9	11.1
2005-2006	89.3	10.7
2006-2007	88.2	11.8
2007-2008	88.2	11.8
2008-2009	91.9	8.1
2009-2010	94.9	5.1
2010-2011	95.6	4.4
2011-2012	96.5	3.5
2012-2013	95.8	4.2

Table 6.2: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers in Title I Schools. Include Title I Schools Funded With ARRA Funds.			
School Year	Total Number of Core Academic Subject Classes in Title I Schools	Core Academic Subject Classes in Title I Schools Taught by Highly Qualified Teachers	% of Core Academic Subject Classes in Title I Schools taught by HQT
2009-2010	708	708	100.0
2010-2011	698	698	100.0
2011-2012	699	699	100.0
2012-2013	535	535	100.0

Table 6.3: Number of Classes <u>Not</u> Taught by Highly Qualified (NHQ) Teachers by Reason												
School Year	Expired Certificate		Invalid Grade Level(s) for Certification		Testing Requirement Not Met		Invalid Subject for Certification		Missing Certification Information		Conditional Certificate	
	# classes	%	# classes	%	# classes	%	# classes	%	# classes	%	# classes	%
2006-2007	0	0.0	4	0.8	149	29.4	97	19.2	148	29.2	108	21.3
2007-2008	30	5.2	6	1.0	126	22.0	77	13.4	0	0.0	117	20.4
2008-2009	12	3.2	1	0.3	138	37.3	39	10.5	98	26.5	82	22.2
2009-2010	7	1.5	40	8.5	88	18.7	214	45.5	29	6.2	92	19.6
2010-2011	15	4.6	21	6.5	61	18.8	199	61.2	12	3.7	17	5.2
2011-2012	2	1.04	24	12.5	36	18.7	109	56.77	8	4.17	13	6.77
2012-2013	0	0.0	40	12.7	37	11.8	226	72.0	0	0.0	11	3.5

Maryland State Department of Education
Master Plan 2013 Annual Update - Finance and Data Tables
Harford County

Table 6.4: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High Poverty and Low Poverty Schools By Level

	Core Academic Subject Classes Taught by HQT					
	High Poverty*			Low Poverty		
	Total Classes	Taught by HQT		Total Classes	Taught by HQT	
	#	#	%	#	#	%
2006-2007						
Elementary	30	24	80.0	545	514	94.3
Secondary	43	34	79.1	1761	1581	89.8
2007-2008						
Elementary	30	30	100.0	545	520	95.4
Secondary	43	36	83.7	1761	1598	90.7
2008-2009						
Elementary	50	50	100.0	482	462	95.9
Secondary	46	40	87.0	1733	1618	93.4
2009-2010						
Elementary	220	220	100.0	2114	2056	97.3
Secondary	148	132	89.2	2394	2264	94.6
2010-2011						
Elementary	222	218	98.2	1988	1932	97.2
Secondary	157	129	82.2	2802	2671	95.3
2011-2012						
Elementary	413	409	99.3	2144	2080	97.0
Secondary	138	112	81.2	3096	3001	96.9
2012-2013*						
Elementary	287	287	100.0	685	669	97.6
Secondary	82	70	85.4	176	152	86.3

* Counts displayed identified for 2012-2013 was obtained from FaRMS metrics from MSDE Published report dtd December 14, 2011. Updated metrics could not be obtained from MSDE at this time.

Maryland State Department of Education
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 Harford County

Table 6.5: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High and Low Poverty Schools By Level and Experience

Core Academic Subject Classes									
School Year	Level	High Poverty*				Low Poverty			
		Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT		Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT	
		#	%	#	%	#	%	#	%
2009-2010	Elementary	205	93.2	15	6.8	1894	89.6	220	10.4
	Secondary	148	100.0	0	0.0	2253	94.1	141	5.9
2010-2011	Elementary	48	96.0	2	4.0	439	97.9	9	2.0
	Secondary	14	100.0	0	0.0	507	91.7	12	2.1
2011-2012	Elementary	52	98.0	1	0.2	449	97.6	11	2.4
	Secondary	17	89.5	2	10.5	572	96.7	19	3.3
2012-2013	Elementary	91	94.8	5	5.2	645	96.4	24	3.6
	Secondary	39	100.0	0	0.0	144	94.7	8	5.3

* Some local school systems will not have schools that qualify as "high poverty".

** "Experience" for the purposes of differentiation in accordance with No Child Left Behind, is defined as two years or more as of the first day of employment in the 2012-2013 school year.

Maryland State Department of Education
 Master Plan 2013 Annual Update - Finance and Data Tables
 Harford County

Table 6.6: Attrition Rates													
Attrition Due To (Category):	Retirement			Resignation			Dismissal/Non-renewal			Leaves			Total Overall Attrition
	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	%
2007-2008	60	3170	1.9	150	3170	4.7	5	3170	0.2	30	3170	0.7	
2008-2009	71	3132	2.3	120	3132	3.8	14	3132	0.5	37	3132	0.1	
2009-2010	63	3290	1.9	105	3290	3.2	3	3290	0.0	25	3290	0.1	
2010-2011	73	3171	2.3	109	3171	3.4	3	3171	0.1	28	3171	0.1	
2011-2012	73	3327	2.2	135	3327	4.1	2	3327	0.1	20	3327	0.6	
2012-2013	74	2982	2.5	157	2982	5.3	2	2982	0.1	32	2982	0.1	

Use the data available as of September 1st following each of the school years to be reported. Report data for the entire teaching staff or for teachers of Core Academic Subject areas if those data are available. Indicate the population reflected in the data:

- Entire teaching staff or
- Core Academic Subject area teachers

Maryland State Department of Education
 Master Plan 2013 Annual Update - Finance and Data Tables
 Harford County

Table 6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools. Include Title I Schools Funded With ARRA Funds.			
	Total Number of Paraprofessionals Working in Title I Schools	Qualified Paraprofessionals Working in Title I Schools	
		#	%
2009-2010	93.8	93.8	100
2010-2011	87.5	87.5	100
2011-2012	88.5	88.5	100
2012-2013	64.5	64.5	100
2013-2014*	64.5	64.5	100

*As of July 1, 2013

Maryland State Department of Education
 Master Plan 2013 Annual Update - Finance and Data Tables
 Harford County

Table 7.1: Percentage of All Kindergarten Students at Readiness Stages																								
	% Fully Ready								% Approaching Readiness								% Developing Readiness							
	SP	LL	MT	ST	SS	TA	PD	Composite	SP	LL	MT	ST	SS	TA	PD	Composite	SP	LL	MT	ST	SS	TA	PD	Composite
2005-2006	80	69	67	53	77	80	90	80	16	26	28	42	20	19	8	18	3	5	5	5	2	1	1	2
2006-2007	80	71	76	62	80	83	91	83	17	24	19	34	18	16	8	15	3	5	5	4	2	1	1	2
2007-2008	77	70	76	62	78	80	90	82	19	25	18	33	19	18	9	16	4	6	6	5	2	2	1	3
2008-2009	80	73	79	66	83	82	92	84	16	22	16	30	15	16	7	14	4	5	5	5	2	2	1	2
2009-2010	76	71	77	63	81	81	90	82	20	23	17	31	17	18	9	16	3	6	6	5	2	2	1	3
2010-2011	82	73	80	72	86	87	93	85	15	21	15	24	13	12	6	13	3	6	5	4	1	1	1	2
2011-2012	83	77	84	70	85	87	92	87	14	20	13	27	13	12	7	12	3	4	3	3	1	1	1	2
2012-2013	84	77	83	72	87	86	94	87	13	19	13	24	12	14	6	12	3	4	4	4	1	1	1	1

Table 7.2: Percentage of Kindergarten Students with Previous Prekindergarten Experience												
	% Fully Ready			% Approaching Readiness			% Developing Readiness					
	LL	MT		LL	MT		LL	MT				
2005-2006	70		69		26		27		5		4	
2006-2007	69		74		26		21		5		5	
2007-2008	72		78		24		17		4		5	
2008-2009	74		79		22		16		5		5	
2009-2010	67		72		25		20		8		7	
2010-2011	72		78		23		17		5		4	
2011-2012	77		84		20		13		4		4	
2012-2013	78		86		18		10		4		4	



2013 BTE Master Plan Update Harford County Public Schools

FY 2014 Part II: Attachments



**Bridge to Excellence Master Plan
2013 Annual Update**

(Please include this sheet as a cover to the submission indicated below)

Part 2: Attachments—Due: October 15, 2013

Local School System Submitting This Report:

Harford County Public Schools

Address:

102 S. Hickory Avenue
Bel Air, Maryland 21014

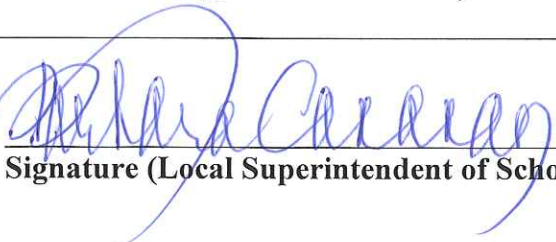
Local Point of Contact:

Name: Mary Beth Stapleton

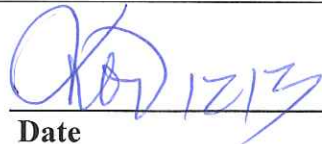
Telephone: (410) 588-5219

E-Mail: mary.stapleton@hcps.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2013 Annual Update to our Bridge to Excellence Master Plan is correct and complete. We further certify that this Annual Update has been developed in consultation with members of the local school system's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.




Signature (Local Superintendent of Schools)



Date



Signature (Local Point of Contact)



Date

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Attachment 4

School Level Budget Summary

Fiscal Year 2014

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
Magnolia Elementary (SW)	0131	84.68%	\$675,768.00						
Center for Educational Opportunity	0292	75.58%	\$0.00						
Halls Cross Roads Elementary (SW)	0230	74.51%	\$514,374.00						
G. Lisby Elementary at Hillsdale (SW)	0211	73.73%	\$483,622.56						
William Paca/Old Post Road Elementary (SW)	0140	72.06%	\$804,989.76						
Havre de Grace Elementary (SW)	0632	69.36%	\$420,024.00						
Deerfield Elementary	0120	65.83%							
Edgewood Elementary	0115	65.26%							
Bakerfield Elementary	0212	64.30%							
Riverside Elementary	0143	58.42%							
Magnolia Middle	0184	56.10%							
Edgewood Middle	0177	55.93%							
Aberdeen Middle	0265	52.22%							
Joppatowne High	0181	50.24%							
Roye-Williams Elementary	0639	44.51%							
Edgewood High	0176	44.17%							
Dublin Elementary	0522	40.47%							
Havre de Grace Middle	0679	39.10%							
Aberdeen High	0270	38.98%							
Joppatowne Elementary	0137	37.20%							
John Archer School	0391	34.40%							
Church Creek Elementary	0125	31.68%							
Darlington Elementary	0518	31.30%							
Havre de Grace High	0678	30.12%							

Meadowvale Elementary	0638	26.36%							
Patterson Mill Middle School	0188	25.57%							
Bel Air Elementary	0314	22.73%							
North Harford Elementary	0544	22.22%							
William S. James Elementary	0113	21.73%							
Abingdon Elementary	0123	20.86%							
Prospect Mill Elementary	0329	19.44%							
Harford Technical High	0304	19.01%							
North Harford Middle	0583	17.86%							
Churchville Elementary	0316	16.71%							
North Bend Elementary	0447	15.87%							
Norrisville Elementary	0441	14.52%							
North Harford High	0580	14.01%							
Bel Air Middle	0372	13.77%							
Hickory Elementary	0333	12.48%							
Southampton Middle	0374	12.47%							
Red Pump Elementary School	0349	12.11%							
Ring Factory Elementary	0345	12.02%							
Bel Air High	0373	11.90%							
Homestead/Wakefield Elementary	0335	10.93%							
C. Milton Wright High	0385	10.78%							
Forest Lakes Elementary	0328	10.77%							
Jarrettsville Elementary	0436	10.00%							
Emmorton Elementary	0121	9.70%							
Fountain Green Elementary	0327	9.36%							
Fallston Middle School	0386	8.19%							
Forest Hill Elementary	0326	8.09%							
Youths Benefit Elementary	0348	7.91%							
Fallston High	0382	6.20%							
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.)						\$2,898,778.32			
School System Administration (For Title I, Use # on Table 7-8 LINE 5)						\$615,454.11			
System-wide Programs and School System Support to Schools (For Title I, Use # on Table 7-8 LINE 12)						\$745,242.28			
Nonpublic Costs (For Title I, Table 7-10 LINE 7)						\$196,672.29			
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)						\$4,456,147.00			

Attachment 5A

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

Fiscal Year 2014

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 2014 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 2014

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					

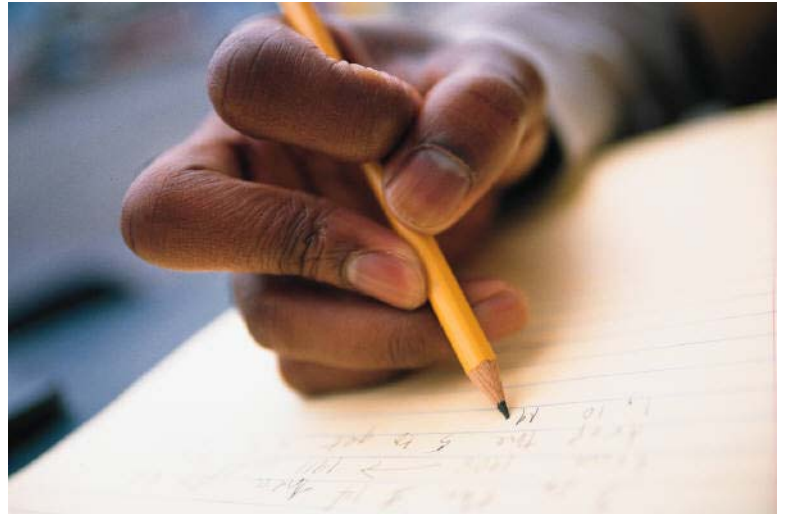
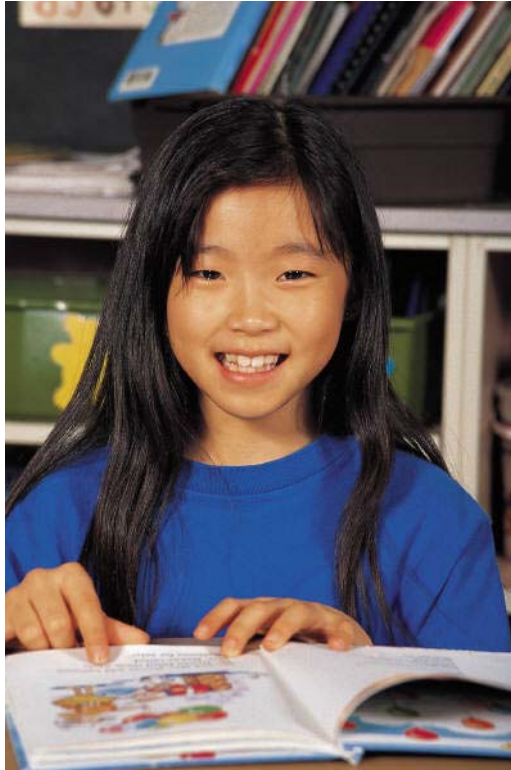
Attachment 6
Nonpublic School Information for ESEA Programs
Fiscal Year 2014
Local School System: LEA 12: Harford County

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. Margaret's School 141 N. Hickory Avenue Bel Air, MD 21014	Private School	18	18**	18**				**18 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. Joan of Arc 230 S. Law Street Aberdeen, MD 21001	Private School	30	30**	30**				**30 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	33	33**	33**				**33 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	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							
Mountain Christian School 1824 Mountain Road Joppa, MD 21085	Private School	13	13**	13**				**13 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							

Attachment 7



Title I, Part A Improving Basic Programs

LEA: 12 – Harford County	Re-Submission Date:	12/09/2013
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SY 2013-2014

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

Reviewed and Approved by COP: May 21, 2013

Final Edits 7.15.13

In the fall of 2012, the U.S. Department of Education offered States the opportunity to request flexibility from certain requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), in exchange for rigorous and comprehensive plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to support the groundbreaking reforms already taking place in many States and districts that we believe hold promise for improving outcomes for students. The waivers that comprise ESEA flexibility were granted to Maryland pursuant to Secretary Duncan's authority in section 9401 of the ESEA. On May 29, 2012, the U.S. Department of Education approved Maryland's Flexibility Plan.

Maryland's Flexibility Plan includes a waiver of section 1116(b) (except (b)(13)), that required LEAs to identify schools for improvement, corrective action, and restructuring. As a result, all schools in your district that have not made AYP for two or more consecutive years under NCLB or Maryland's Differentiated Accountability System will no longer carry its school improvement label or be required to implement the requirements associated with its former improvement status which include Public School Choice, SES, 10% reservation for School PD, 10% reservation for LEA PD, and the 85% funding rule for schools in corrective action or restructuring.

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.

Priority Schools

Priority Schools are five percent of all Title I schools that are the lowest achieving on MSA. . These schools have not reached adequate performance standards in reading and mathematics for the "all students" subgroup, not just for low-performing subgroup populations. Schools or local education agencies have the option to use one of the USED approved "turnaround models" or they can develop their own measures to implement to improve the school. If schools choose to use their own model they must address a number of Turnaround principles including strong leadership, effective teachers and instruction, additional time for student learning, school instructional programs, a safe school environment, and family and community engagement.

Focus Schools

Focus Schools are ten percent of all Title I schools having the largest gap between the highest performing subgroup and the lowest performing subgroup or a Title I eligible high school with graduation rates 60% or lower. These schools are unique in that they do not require whole school reform measures, rather school interventions will focus on one or two subgroups that are low achieving and contribute to an increased achievement gap between other subgroups of students in the school. Maryland's focus schools will implement intervention plans mainly for students with disabilities or students who are second language learners with cultural barriers. Many of these students have unique challenges. Focus schools will be expected to collect and analyze data to identify problematic areas of instruction and learning. This will allow schools and LEAs to address the particular areas through professional development, parental involvement, instructional teams, and the development of other specialized strategies that they deem necessary.

Support for Priority Schools Not Receiving Title I 1003(g) SIG funds

MSDE expects the LEA to use all, or a portion of, the amount of Title I dollars that was previously required as a set aside for SES and Parent Choice (20% of its total allocation) to provide between \$50,000 and \$2 million per school per year for the next three years in order to implement a model or interventions sufficiently addresses the needs of its priority schools and students. [ESEA Flexibility Plan: Principle 2.D.iii] If LEAs with priority schools do not use the full 20% reservation for its priority schools, MSDE expects the LEA to use the remaining amount to support its Title I focus schools.

Support to Low Performing Title I Schools

Local Discretion: An LEA that does not have priority schools, but does have focus and/or approaching target schools is highly encouraged to 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]

Please be advised, MSDE will continue to provide guidance to LEAs as we begin the implementation of our new Flexibility Plan. If you have any questions, please contact **Tina McKnight, Interim Director, Program Improvement and Family Support Branch** at tmcknight@msde.state.md.us.

ATTACHMENT 7 NARRATIVE: TITLE I, PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Local Educational Agency: 12-Harford	Fiscal Year 2014
Title I Coordinator: Brad Palmer	
Telephone: 410-588-5278 E-mail: Bradley.Palmer@hcps.org	

I. TITLE I THEMES IN THE BRIDGE TO EXCELLENCE MASTER PLAN

Describe the LEA’s strategies to provide high quality sustained support to all Title I elementary, middle, and secondary schools. Label each question and answer. Be sure to **address each lettered and/or bulleted item separately.** **ALL REQUESTED DOCUMENTATION SHOULD BE LABELED AND SUBMITTED AS SECTION IV.**

A. HIGHLY QUALIFIED:

1. DESCRIBE the process **including specific timelines/dates** used to notify parents whose children attend Title I schools about the qualifications of their teachers **by addressing each lettered item separately.** Sec. 1111 (h)(6)(A)

a. Describe how and when (date) the school or LEA notifies the parents of each student attending any Title I schools that they may request information regarding the professional qualifications of their child’s classroom teacher (known as “Parent’s Right to Know”).

During the first week of September, a letter is sent to the parents of children in Title I schools notifying them that they have the right to request information about their child’s teachers and paraprofessionals. The letter outlines what information they may request and explains that they may request the information in writing from the school principal. This information is also communicated on school websites, parent newsletters and in school offices. If letters are returned, Title I Family Liaisons go out to homes to deliver this information to parents.

The following information may be requested:

- *College or university degrees earned;*
- *Maryland certification information, including the certificate type and specific certification areas; and*
- *Qualifications of paraprofessional, if children are being served by one.*

If a request is made for any of the above information, the principal will provide information within 30 business days. The principal compiles a binder of Title I teacher/paraprofessional profiles which contain all highly qualified

information. This binder is kept on file in the principal's office and is updated whenever there are staff changes throughout the year. At a parent's request, the information from the binder is shared.

(See Appendix 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 is not highly qualified.

In the event the system has a non-highly qualified Title I teacher/paraprofessional, the Human Resources and Title I Offices will meet with the employee and principal immediately upon notification. As per the HQ Process Document, (Appendix A.2 – HQ Process Document), a plan will be put in place that documents support to teachers/para-professionals in an effort to obtain highly qualified status.

Parents will be notified in writing if their child is taught by a teacher for 4 or more weeks (20 days) that does not meet the state's definition of highly qualified. Letters will go home on day 18. On day 18, a copy of the letter is sent to the Title I Supervisor's office, to be kept on file.

(See Appendix A.2 – HQ Process Document)

Principals will use the Verification of Compliance Attestation to document highly qualified status of all teachers and paraprofessionals in their schools. The Title I Office will maintain documentation and provide follow-up.

Retaining highly qualified teachers in Title I schools will be promoted through additional professional development activities with stipends and MSDE credit, co-teaching opportunities, and mentoring support (after school/weekends).

Attestation documents will be sent to all Title I Principals on September 1, 2013. These Attestations will be due to the Title I Office on September 30, 2013.

- 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*
- *Thomas Webber, Assistant Supervisor of Compensatory Education*
- *Barbara Matthews, Human Resources Coordinator, ESEA*
- *Deborah Cannon, Human Resources Specialist, Compliance*
- *Patricia Chenworth, Principal, George D. Lisby Elementary School at Hillsdale*

- *Gwendolyn Benjamin-Jones, Principal, Hall's Cross Roads Elementary School*
- *Renee Villareal, Principal, Havre de Grace Elementary School*
- *Patricia Mason, Principal, Magnolia Elementary School*
- *Gail Dunlap, Principal, William Paca/Old Post Road Elementary School*

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

The Title I Office meets quarterly with the Harford County Public School Human Resources Office to review Highly Qualified status for teachers and paraprofessionals in Title I schools. Any issues that need to be addressed are discussed with the Executive Director of Elementary 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-highly qualified Title I teacher/paraprofessional, the Human Resources and Title I Offices will meet with the employee and principal immediately upon notification. As per the HQ Process Document, (Appendix A.2 – HQ Process Document), a plan will be put in place that documents support to teachers/paraprofessionals in an effort to obtain highly qualified status.

- e. Describe how the LEA ensure the Highly Qualified status 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' highly qualified status. All certification requirements are validated by Harford County Public Schools certification specialist for accuracy. Sign-in sheets, agendas, and minutes are kept to document the effort toward maintaining 100% highly qualified status for all Harford County Public Schools Title I schools. Title I principals notify the Supervisor of Title I as to highly qualified status of all teachers/paraprofessionals candidates.

(See Appendix A.2 – HQ Process Document)

- 2. DOCUMENTATION: Include** sample copies of English and translated letters that will be used to meet the requirements (for **a.** and **b.**) in school year 2013-2014.

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

3. Are all paraprofessionals in Title I schoolwide schools qualified?
 X Yes No Not Applicable
4. Are all paraprofessionals paid with Title I funds in targeted assistance schools qualified? Yes No X Not Applicable

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. Describe how the system will assist schools in consolidating funds for schoolwide programs. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.

Funds are not consolidated. The Title I Office and the Office of Finance work closely to ensure all funds for Title I schools are effectively appropriated 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 LEA and the Title I Office communicate regularly to ensure the coordination of funds, for purchases of intervention supplies, materials and programs, which will increase student achievement in Title I Schools. The HCPS Intervention Coordinator and Title I Office discuss the best use of these funds. Once the funds are disbursed to the schools, the principals order the instructional tools needed to support student achievement.

- b. Describe the process to ensure that the 10 Components of a Schoolwide Program are part of the development, peer review, implementation, and monitoring of Schoolwide/School Improvement Plans.

The HCPS Title I process to ensure the 10 Components of a Schoolwide Program are part of the development, peer review, implementation, and monitoring of Schoolwide/School Improvement plans are:

- 1. Schools receive staff development from the Title I Supervisors, Title I Teacher Specialists, and MSDE specialists on how to make effective use of schoolwide programs.*
- 2. Embedded in staff development are the 10 components of a schoolwide program and 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 2013). Schools are assigned a “partner school” Each member of the School Improvement Team reviews 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. Each School Improvement Team member will provide specific feedback on the School wide Component Checklist. William Paca/Old Post Road ES will be paired with another school to specifically address their status as a “FOCUS” school.*
- 4. The Title I Teacher Specialist will gather the Schoolwide Component Checklist feedback from their School Improvement Team and will report out the data during the Title I Peer Review. Written feedback will be provided as well. 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 Assistant Supervisor*
- 5. After the Title I SIP (School Improvement Plan) Peer Review, the Title I 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.*
- 6. After the Title I SIP (School Improvement Plan) Peer Review, Title I Supervisor and Assistant Supervisor 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. The central Title I Office will review the SIP, offer suggestions, and meet with ILT and SIT to ensure the components are addressed.*
- 7. Monthly School Improvement Teams review 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 supervisor monitors and reviews all evidence on a quarterly basis. Title I principals meet monthly to discuss progress and student needs. Title I Teacher Specialists meet with Title I Supervisor on a monthly basis to discuss additional support, if needed.*
- 9. For the 2013-2014 School Year, the Title I Office will conduct Mock Program Reviews for each of the Title I Schools in the Fall of 2013. 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.*
- 10. Title I Supervisor, Assistant Supervisor, and Coordinator meet with ILT (Instructional Leadership Team), SIT (School Improvement Team) to review ongoing implementation of the 10 components.*

11. *Title I Supervisor, Assistant Supervisor, and Coordinator monitor timelines for implementation/review school improvement team minutes on a monthly basis to ensure the minutes highlight which component(s) are referenced during the meeting.*

(See Appendix B.2 – 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 School-Wide components. The central Title I Office will review the SIP, offer suggestions, 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.

- *Bi-weekly data meetings are conducted by Title I Teacher Specialists with grade level teams to identify whether or not students are making appropriate progress. If students are not making appropriate progress, decisions about changes in interventions will be made on how to increase student achievement.*
- *Title I Supervisor meets monthly with teacher specialists to review bi-weekly data meetings and school/student progress. Feedback is given to the teacher specialists during the monthly meetings. Minutes are maintained to capture the feedback. The Title I Supervisor monitors the intervention data provided by the teacher specialists to ensure, the program's effectiveness*
- *A monthly review of implementation of School Improvement Plans by SIP teams is monitored for student benchmark progress. Minutes are provided to the Title I Office of all School Improvement Team meetings. These minutes*

are reviewed monthly by the Title I Office to determine student progress based upon benchmark information provided. Feedback is submitted to each school's SIP team.

- *The Title I Supervisor, Assistant Supervisor, and Coordinator will attend each school's SIT meetings at a minimum on a quarterly basis.*
 - *The Title I Coordinator will attend each schools FIT meetings on a quarterly basis*
 - *The Title I Supervisor and Coordinator, with each school's Principal, will participate in formal teacher observations each semester in order to monitor the program effectiveness.*
 - *The Title I Coordinator will attend family involvement events in order to monitor the effectiveness of these events.*
- e. Describe how the system and/or schools provide extended learning time, such as an extended school year, before- and after-school, and summer program opportunities.

All Title I schools in Harford County offer extended learning time through programs such as:

- *Harford County (Non-Title I) funded half day Summer School is a four-week program designed to maintain students' skills in reading and mathematics. Title I students are eligible to attend this county-wide initiative.*
- *The 2013 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 with an interwoven Arts Integration component. 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 Clubs and Cool School are before and/or after school programs that support identified students by providing time and guidance for remediation.*
- *After-school reading and mathematics programs are available to support special education students to improve their achievement.*
- *Intervention Programs are offered before, during, after school: SuccessMaker, Educate Online, SIPPS (Systematic Instruction in Phonemic Awareness, Phonics and Sight Words), Imagination Station, Wilson Reading Program and Knowing Math.*
- *Title I Selection Instruments and Selection Criteria are utilized to provide extended learning opportunities for students in need academic.*

(See Appendix B.2 – Title I Selection Instruments Criteria)

- f. In addition to the Title I Coordinator, 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
Thomas Webber, Assistant Supervisor of Compensatory Education, 410-809-6062
Jacob Little, Coordinator of Compensatory Education, 410-588-5266
Leeann Schubert, Coordinator of School Improvement and Intervention, 410-809-6073
Nancy Beltz, Title I Teacher Specialist, 410-273-5530
Shani Goodman, Title I Teacher Specialist, 410-612-1566
Jody Stover, Title I Teacher Specialist, 410-273-5524,
Alice Jaffe, Title I Teacher Specialist, 410-612-1566
Jennifer Gasdia, Title I Teacher Specialist, 410-939-6616
Tara Sample, Title I Teacher Specialist, 410-612-1553

- 2. For LEAs with Priority Schools (which includes 1003g SIG funded schools) and/or Focus Schools:** Describe how the LEA will insure that the 10 components for schoolwide are integrated throughout the schools' models/plans.

Please refer to the answer in B.1.b that addresses the procedures established to ensure the 10 components are included in the School Improvement Plan for William Paca / Old Post Road ES (WPES).

In addition, the Coordinator of Title I (Lead) and the Supervisor of Title I will review the School Improvement Plan for WPES and provide feedback that specifically addresses the Math / Special Education deficits at WPES.

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. Special attention will be given to ensure the SIP includes specific strategies that address the Math / Special Education deficit needs. During the October SIP Peer Review process, detailed documentation of the 10 components will be reviewed.

WPES' SIP is in the process of revision during the month of August. Finalization of the School Improvement Plans will be completed throughout the beginning of the school year. This final copy will be submitted to the MSDE POC for review.

HCPS has created a Task Force during the 2013-2014 School Year to support WPES as a designated Focus School. The task force is composed of HCPS Leadership personnel, including representatives from the Office of Mathematics and the Office of Special Education. The Task Force will meet three times per year to monitor progress and formulate additional strategies to assist WPES.

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)

N/A

2. **DESCRIBE** how the LEA helps targeted assistance schools identify, implement, and monitor effective methods and **supplemental instructional strategies for small groups of identified students.** (*In Maryland, small group constitutes no more than 8 students to one teacher.*) These strategies must be based on best practices and scientific research to strengthen the core academic program of the school. Describe how the system/school will address the following: Section 1115(c)(1)(C).

- a. Giving primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer program opportunities.

N/A

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

N/A

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

N/A

3. **DESCRIBE** how the LEA/school provides additional opportunities for professional development with Title I resources, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff.

N/A

4. **DESCRIBE** the process for developing (with peer review), implementing, and monitoring targeted assistance requirements in targeted assistance school improvement plans.

N/A

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

N/A

6. In addition to the LEA Title I coordinator, **identify** by name, title, and department the person/s responsible for **monitoring** the required components in targeted assistance plans, the effectiveness of the targeted assistance programs, and fiduciary issues.

N/A

7. **DOCUMENTATION:** Attach weighted criteria used to select and rank children for targeted assistance services, the timeline for selecting students and implementing the targeted assistance program.

N/A

8. If an LEA intends to transition a Title I school implementing a targeted assistance program in 2013-2014 to a schoolwide program in 2014-2015, the LEA must submit a formal letter to Tina McKnight, Interim Director, Program and Family Support Director, informing MSDE of its intent.

N/A

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

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: March 1, 2013.
- b. Describe how parents from Title I schools were involved in the annual review of the LEA Parent Involvement Policy/Plan.
 - *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 2013-2014 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. Discuss and explain any changes that have been made since the last Master Plan submission.

Revisions were made effective July 1, 2013

(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 Coordinator 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 Coordinator verifies that Title I parents are involved in the joint development, implementation, and annual review of the parent involvement plans through:

- *Collection and review of sign-in sheets, agendas and minutes (SANE-Sign in, Agenda, Notes, Evaluation)*
- *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 2013 Plan sent home
Student agenda planners – plan/compact reviewed*
- *Fall 2013 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 Coordinator reviews all checklists and informs principals of any needed corrections. Based upon monitoring by the Title I Coordinator, 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 2012-2013 School Year. Final

versions of the parent friendly parent/school compact are now in place at each of the 5 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, 2013. 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.

*Patricia Chenworth, Principal, George D. Lisby Elementary School at Hillsdale
Gwendolyn Benjamin-Jones, Principal, Hall's Cross Roads Elementary School
Renee Villareal, Principal, Havre de Grace Elementary School
Patricia Mason, Principal, Magnolia Elementary School
Gail Dunlap, Principal, William Paca/Old Post Road Elementary School
Shanda Coley White, Family Liaison, Hall's Cross Roads Elementary School
Kelly Wettig, Family Liaison, Havre de Grace Elementary School
Michael Phillips, Family Liaison, William Paca/Old Post Road
Genelle Hatcher, Family Liaison, Magnolia Elementary School
Nancy Beltz, Title I Teacher Specialist, George D. Lisby 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.

<i>School</i>	<i>Poverty</i>
<i>MAES</i>	<i>84.68%</i>
<i>HXES</i>	<i>74.51%</i>
<i>GLS</i>	<i>73.73%</i>
<i>WPES</i>	<i>72.06%</i>
<i>HDES</i>	<i>69.36%</i>

Title I schools then apply the funds to identified parent involvement needs. Uses of funds are identified in school improvement plan. Feedback is given to schools if funds are not used in a timely way. The Title I Supervisor monitors the parent involvement expenses monthly.

b. Describe how the LEA ensures that Title I parents have input in the use of these funds at the district and school level.

- Through the School Improvement Team, Parent Involvement Committees, Parent Meetings (SANE) information about use of Title I funds is provided and feedback welcomed. Parents are included in all parts of the decision making process regarding use of these funds.*
- Principals will report the use of parent involvement funds through the use of various media sources such as newsletters, emails and the school alert system.*
- Title I School Satisfaction Parent Survey provides the opportunity to supply input in the use of how Title I funds are used for their school.*
- Parent feedback of the use of Title I funds for the event and parent ideas for other use of the funds are requested on the evaluation form 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? X Yes No

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

For the 2013-2014 School Year, HCPS will reserve 2% of its total Title I allocation for parent involvement. The additional funds will be distributed equitably to schools based upon poverty ranking just as the first 1% of parent involvement funds are distributed. The reason for the increase in total allocation for parent involvement is due to the request by Title I Principals and their parent teams to provide a larger designated fund to increase parent involvement participation at the school. The previous year's 1% allocation was typically expended within the first half year of the grant. The increase to 2% will allow schools more opportunities to provide parent involvement programs and activities throughout the entire school year. The attached 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. All schools are in complete support of the increase of parent involvement funds beyond the 1% as of July 15, 2013. 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' 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 and affirmation meeting)

5. DELIVERY OF SERVICES

- a. Will LEA staff provide the services directly to the eligible private school students? _____ Yes X 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 County Public Schools – September 1, 2013; Cecil County Public Schools – September 1, 2013

- c. Will the LEA enter into a third party contract to provide services to eligible private school students? X Yes No
If yes, when will services begin? August 26, 2013

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.4 – Private School Contract with Third-Party Vendor)

II. TABLES AND WORKSHEETS

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

Table 7-1 SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES		
<p>A Local Educational Agency must use the same measure of poverty for:</p> <ol style="list-style-type: none"> 1. Identifying eligible Title I schools. 2. Determining the ranking of each school. 3. Determining the Title I allocation for each school. 		
PUBLIC SCHOOLS:		
<p>CHECK the data source(s) listed below that the school system is using to determine eligible Title I schools. The data source(s) must be applied uniformly to all schools across the school system. A child who might be included in more than one data source may be counted <u>only once</u> in arriving at a total count. The data source(s) must be maintained in the applicant's Title I records for a period of three years after the end of the grant period and/or 3 years after the resolution of an audit – if there was one. Public School System must only check one.</p>		
	A.	Free Lunch
X	B.	Free and Reduced Lunch
	C.	Temporary Assistance for Needy Families (TANF)
	D.	Census Poor (Children ages 5-17 based on 2000 Census Data)
	E.	Children eligible to receive medical assistance under the Medicaid program
	F.	A composite of any of the above measures (explain): _____ A weighted process has been used as follows: _____ An unduplicated count has been verified.
PRIVATE SCHOOLS:		
<p>A local educational agency shall have the final authority to calculate the number of children who are from low-income families and attend private schools. According to Title I Guidance B-4, if available, an LEA should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data. CHECK (all that apply) the data source(s) listed below that the school system is using to identify private school participants: (Reg. Sec. 200.78)</p>		
	A.	Use FARMS to identify low-income students;
	B.	Use the same poverty data the LEA uses to count public school children;
	C.	Use comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identify;
	D.	Extrapolate data from the survey based on a representative sample if complete actual data are unavailable
	E.	Use comparable poverty data from a different source, such as scholarship applications;
X	F.	Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area; (proportionality) or
	G.	Use an equated measure of low-income correlated with the measure of low-income used to count public school children.

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

Table 7-2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)

Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in the Title I-A. The following points summarize these requirements:

1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.
2. After schools have been ranked by poverty, the school system must serve in rank order of poverty, schools above 75% poverty, including middle and high schools.
3. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to (a) continue on with the district-wide ranking or (b) rank remaining schools by grade span groupings.
4. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average noted in Table 7-4, or (b) the district-wide grade span poverty averages for the respective grade span groupings.

CHECK the appropriate box below to indicate which method the school system is using to qualify attendance areas. The school system must qualify Title I schools by using percentages or other listed eligible methods.

- Percentages** -- schools at or above the district-wide average noted in Table 7-2 above. Schools must be served in rank order of poverty. Title I 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.

Baltimore City Schools and/or 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, 2012 to complete this table along with the September 30, 2012 enrollment data. <i>Beginning in SY 2007-2008 Pre-K should be included in these numbers.</i>				
$\frac{10,765}{\text{Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2012)}}$	÷	$\frac{37,868}{\text{Total LEA Student Enrollment (September 30, 2012)}}$	=	$\frac{28.4\%}{\text{District-Wide Average (percentage) of Low-Income Children}}$

Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging.)				
A school system's organization of its schools defines its grade span groupings. For example, if the district has elementary schools serving grades Pre-K-5, middle schools serving grades 6-8, and high schools serving grades 9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g. Pre-K-6, K-8, 6-9) the school system may include a school in the grade span in which it is most appropriate. Based on the data source(s) noted in Table 7-1 and the district-wide average in Table 7-3, INDICATE below the district-wide grade span poverty averages for each grade span groupings.				
DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS				
Grade Span (Write Grade Spans in Spaces Below.)	Total Grade Span Enrollment of Low Income Students.	÷	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary (PreK – 5)	5,692	÷	17,686	32.2%
Middle (6 - 8)	2,473	÷	8,359	29.6%
High (9 - 12)	2,600	÷	11,823	22%

Table 7-5 CALCULATING THE MINIMUM ALLOCATION -- FOR SCHOOL SYSTEMS THAT THAT SERVE SCHOOLS BELOW 35% POVERTY (125% RULE)				
$\frac{N/A}{\text{Local Educational Agency Title I-A Allocation (Taken from Table 7-10; Should match # on C-1-25)}}$	÷	$\frac{N/A}{\text{Total Number Of Low-Income Public and Private Students (Add the total public students presented above and the private student number presented on Table 7-9.)}}$	=	$\frac{\$ N/A}{\text{Per Pupil Amount}}$
Per-Pupil Amount \$ _____ X 1.25 = Minimum Per Pupil Allocation \$ _____ N/A MULTIPLY the minimum per pupil allocation by the number of low-income students in each school to calculate the school's minimum Title I allocation.				

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

Table 7-6.1 CONTINUED ELIGIBILITY		
Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for <u>one additional year</u> a school that is not eligible, but was eligible and served during the preceding fiscal year. 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
N/A	N/A	N/A

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
N/A	N/A
Name of Priority Middle School	MSDE ID Number
N/A	N/A

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 2013-2014 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet must 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 bulleted, budget description that explains how the reserved Title I funds will be used to support each activity. All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-8.</p>

Table 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION¹

Total Title I 2013-2014 Allocation		\$ 4,457,087.00 (Taken from the C-1-25)	
Reser vatio ns	ACTIVITY	RESERVATION	DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved)

¹ References for all of these reservations may be found in the NCLB law, the Federal Register, and Non-Regulatory Guidance as presented on each line in Table 7-8 and in the Non-Regulatory Guidance, Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003, and Maryland’s 2012 ESEA Flexibility Plan.

	1a	District-wide Title I Instructional Program(s) Reservation, 34CFR Sec. 200.64	\$594,032.58	----- Regular Programs ----- Jump Start Program – Salary \$65,000.00 Jump Start Program – Fixed \$5,193.50 Early Intervention Specialist -Salary \$79,244.06 Early Intervention Specialist - Fixed \$34,295.02 ----- Contracted Services – Young Audiences of Maryland (YAMD) \$374,000.00 Contracted Services – PI Training \$5,500.00 Contracted Services - PD Academies \$12,000.00 Contracted Services – Jump Start Buses \$12,000.00 ----- Supply – Jump Start \$1,500.00 Supply – Early Intervention \$2,000.00 Supply – PI Trainings \$500.00 ----- Other – PI Training Refreshments \$800.00 Other – Early Intervention Specialist Mileage \$2,000.00
	1b	District-wide Professional Development 34 CFR Sec.200.60, Sec. 9101(34) of ESEA	\$59,086.76	----- Staff Development ----- Central Support PD - Salary \$30,000.00 Central Support PD - Fixed \$2,397.00 New Tch Training – Salary \$2,400.00 New Tch Training - Fixed \$191.76 PD Academy – Salary \$20,000.00 PD Academy - Fixed \$1,598.00 ----- Supplies - PD Academy \$2,500.00

	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).	\$89,122.94	- Materials/supplies to support parent involvement activities in all Title I schools. Per Pupil Allocation (PPA): School Poverty PPA Amount <table border="0"> <tr> <td>MAES (84.68%)</td> <td>\$20,703.01</td> </tr> <tr> <td>HXES (74.51%)</td> <td>\$15,848.54</td> </tr> <tr> <td>GLS (73.73%)</td> <td>\$14,901.54</td> </tr> <tr> <td>WPES (72.06%)</td> <td>\$24,804.43</td> </tr> <tr> <td>HDES (69.36%)</td> <td>\$12,865.42</td> </tr> </table>	MAES (84.68%)	\$20,703.01	HXES (74.51%)	\$15,848.54	GLS (73.73%)	\$14,901.54	WPES (72.06%)	\$24,804.43	HDES (69.36%)	\$12,865.42
	MAES (84.68%)	\$20,703.01												
	HXES (74.51%)	\$15,848.54												
GLS (73.73%)	\$14,901.54													
WPES (72.06%)	\$24,804.43													
HDES (69.36%)	\$12,865.42													
3	Professional Development to train teachers to become highly qualified (not less than 5%) Sec. 1119 (1) If a lesser amount or no monies are needed, a description as to why should be provided. Reg. Sec. 200.60 (a) 2 and Non-Regulatory Guidance on Improving Teacher Quality State Grants, C-6 and Appendix A.	No Longer Applicable, due to NCLB Highly Qualified Deadline.												
4	TOTAL reservations requiring equitable services. Lines 1a, 1b & 2 (Present this number in Table 7-10 LINE 2.)	\$742,242.28												

Reservations Not Requiring Equitable Services	5	Administration (including mid-level) for services to public and private school students and non-instructional capital expenses for private school participants 34CFR Sec. 200.77 (f) (Present this number in Attachment 4-A School System Administration.)	\$616,394.11	<table border="0"> <tr> <td>Title I Supervisor (1.0)</td> <td>\$104,457.95</td> </tr> <tr> <td>Title I Asst Sup. (1.0)</td> <td>\$90,958.53</td> </tr> <tr> <td>Title I Coordinator (1.0)</td> <td>\$92,782.39</td> </tr> <tr> <td>Title I Clerical (1.0)</td> <td>\$44,575.53</td> </tr> <tr> <td colspan="2">Contracted Services (private school -admin. fee, use of copier)</td> </tr> <tr> <td></td> <td>\$35,533.71</td> </tr> <tr> <td colspan="2">Supplies</td> </tr> <tr> <td></td> <td>\$11,057.19</td> </tr> <tr> <td colspan="2">Other (conferences, journals, mileage, refreshments)</td> </tr> <tr> <td></td> <td>\$18,400.00</td> </tr> <tr> <td colspan="2">Equipment</td> </tr> <tr> <td></td> <td>\$0.00</td> </tr> <tr> <td colspan="2">Fixed Costs</td> </tr> <tr> <td></td> <td>\$120,127.19</td> </tr> <tr> <td colspan="2">Indirect Costs</td> </tr> <tr> <td></td> <td>\$98,501.62</td> </tr> </table>	Title I Supervisor (1.0)	\$104,457.95	Title I Asst Sup. (1.0)	\$90,958.53	Title I Coordinator (1.0)	\$92,782.39	Title I Clerical (1.0)	\$44,575.53	Contracted Services (private school -admin. fee, use of copier)			\$35,533.71	Supplies			\$11,057.19	Other (conferences, journals, mileage, refreshments)			\$18,400.00	Equipment			\$0.00	Fixed Costs			\$120,127.19	Indirect Costs			\$98,501.62
	Title I Supervisor (1.0)	\$104,457.95																																		
Title I Asst Sup. (1.0)	\$90,958.53																																			
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Fixed Costs																																				
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Indirect Costs																																				
	\$98,501.62																																			

6	<p>Support for Title I Priority Schools <u>(Baltimore City Public Schools and Prince George’s County Public Schools only)</u></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 a SIG intervention 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 schools. Complete line item #7 of Table 7-8. [ESEA Flexibility Plan: Principle 2.E.iii]</p>	\$0.00	<p>20% of LEA allocation = _____</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 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>For any focus school that has not made progress towards improvement during the 2012-2013 school year, the LEA must reserve \$50,000 for each focus school that has not make progress. These funds must be used to support instructional strategies to address the achievement gap in those schools. [Maryland’s Flexibility Plan: Section 2.G. iii.2.a.].</p> <p>List any additional 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>	\$0.00	<p>Indicate the focus schools that did not make progress towards improvement. For each school list the amount per school and the instructional strategies/interventions that will be implemented to address the achievement gap.</p> <p>List any additional 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 <u>(All LEAs with approaching target schools.)</u> <u>(Any LEA with focus schools with the exception of Baltimore City Public Schools and Prince George’s County Public Schools.)</u></p> <p>a. Required: LEAs that have focus schools that have not made progress towards improvement during the 2012-2013 school year must reserve \$50,000 for each focus school that has not made progress. These funds must be used to support instructional strategies to address the achievement gap in those schools. [Maryland’s Flexibility Plan: Section 2.G. iii.2.a].</p> <p>b. Optional: LEAs with focus or approaching target Title I schools are highly encouraged to 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> <p>c. Optional: Continued Public School Choice transportation for students who are attending their choice receiving schools until the end of the grade span offered.</p>	\$0.00	<p>Required: Indicate the focus schools that did not make progress towards improvement. For each school list the amount per school and the instructional strategies that will be implemented.</p> <p>Option b: 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> <p>Option c: List the amount reserved for Choice transportation.</p>
9	<p>Services to Neglected Children Sec. 1113(c)(3) (B)(C) of ESEA Must reserve funds if N & D programs exist.</p>	\$0.00	
10	<p>Services for Homeless Children (must) Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3.</p> <p>Note: Please include a description of how the funds and service plan is coordinated with the McKinney-Vento Homeless Education Act funds.</p>	\$3,000.00	<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 \$1,500.00 School Uniforms \$ 1,500.00</p>
11	<p>Total Reservations Not requiring Equitable Services, lines 5-10 (Use this number in Table 7-10 LINE 4.)</p>	\$619,394.11	

	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.)	\$745,242.28	Total Non-Equitable LINE 11 \$619,394.11 Plus Equitable Reservations LINE 4 \$742,242.28 Equals \$1,361,636.39 Minus Administration – LINE 5 \$616,394.11 Equal: \$745,242.28
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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>				
<u>1a. District-wide Instructional Program(s) Reservation</u>				
<u>102</u>	÷	<u>2074</u>	=	<u>0.0491803279</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 K.)		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 Columns I + K.)		
<u>0.0491803279</u> Proportion of reservation	x	<u>\$594,032.58</u> Reservation (Use # from Table 7-8, Line 1a)	=	<u>\$29,214.72</u> Proportional monies available for equitable services to private school participants
<u>1b. District Professional Development Reservation</u>				
<u>102</u>	÷	<u>2074</u>	=	<u>0.0491803279</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 K.)		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 Columns I + K.)		
<u>0.0491803279</u> Proportion of reservation		<u>\$59,086.76</u> Reservation (Use # from Table 7-8, Line 1b)		<u>\$2,905.91</u> Proportional monies available for equitable services to private school participants

<u>Parental Involvement Reservation</u>				
<u>102</u>	÷	<u>2074</u>	=	<u>0.0491803279</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 K.)		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 Columns I + K.)		
<u>0.0491803279</u> Proportion of reservation	x	<u>\$89,122.94</u> Reservation (Use # from Table 7-8, Line 2)	=	<u>\$4,383.10</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>\$36,503.73</u>				

B. Budget Information

Table 7-10			
BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)			
1	Total Title I Allocation (Use amount shown on C-1-25)	----	4,457,087.00
2	Total reservations requiring equitable services. (Use the number presented in Table 7-8, LINE 4)	Minus	\$742,242.28
3.	Equitable share Total reported in Table 7-9	Minus	\$36,503.73
4.	Total Reservations not requiring Equitable Services (Use the number presented in Table 7-8, LINE 11.)	minus	\$619,394.11
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	\$3,058,946.88
6.	Total PPA Allocation (set aside for instructional services) for eligible private school children. This total comes from the Title I Allocation Worksheet Column O.	----	\$160,168.56
7.	Total Nonpublic Cost equals line 6 plus line 3 (Present this number in Attachment 4-A Nonpublic Cost.)	----	\$196,672.29

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, 2012 – September 30, 2013) **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 2012-2013 allocation: **\$4,513,014.00**
2. The estimated amount of Title I funds the school system will carryover: **\$900,000.00**
3. The estimated percentage of carryover Title I funds as of **September 30, 2013** **19.9%** **(THIS IS A PROJECTION.)**
4. **Due to Federal sequestration does the LEA intend to apply to the State for a waiver to exceed the 15% carryover limitation?** X Yes No

III. BUDGET INFORMATION- SUBMIT THIS INFORMATION AFTER SECTION II

PROPOSED BUDGET FORM AND NARRATIVE FOR SY 2013-2014

1. **COMPLETE** a detailed BUDGET on the MSDE Title I, PART 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. 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

HCPS Title 1 - Budget Narrative – FY '14

Category/Object	Item	Description/Calculation	Sub Total	Total
		SALARIES AND WAGES		
Administrative 02-16	Salary	1.0 Supervisor \$104,457.95 1.0 Assistant Supervisor 90,958.53 1.0 Coordinator 92,782.39 1.0 Clerical <u>44,575.53</u>	\$332,774.40	
	Fixed Costs		\$120,127.19	
		Outcome Goal(s): 3.2 Strategies: 3.2.a		\$452,901.59
Regular Programs 03-01	Salary	Central Support Personnel Salaries • 1.0 Early Intervention Teacher Specialist= \$79,244.06	\$79,244.06	
	Fixed Costs		\$34,295.02	
		Outcome Goal(s): 3.2 Strategies: 3.2.a		\$113,539.08
	Salary	School-based Support Personnel (Expenses deducted after PPA school distribution) <u>MAES (84.68%)</u> Salary – 9.0 Positions = \$439,065.47 <u>Fixed = \$185,097.41</u> Total = \$624,162.88 <u>HCES (74.51%)</u> Salary – 5.5 Positions = \$309,490.67 <u>Fixed = \$145,192.94</u> Total = \$454,683.61 <u>GLS (73.73%)</u> Salary – 5.5 Positions = \$304,582.16 <u>Fixed = \$104,096.28</u> Total = \$408,678.44 <u>WPES (72.06%)</u> Salary – 10.0 Positions = \$516,905.44 <u>Fixed = \$211,050.81</u> Total = \$727,956.25 <u>HGES (69.36%)</u> Salary – 4.0 Positions = \$188,440.08 <u>Fixed = \$103,655.25</u> Total = \$292,095.33	\$1,758,483.82	
	Fixed		\$749,092.69	
		Outcome Goal(s): 3.2 Strategies: 3.2.a		\$2,507,576.51

2013-2014 Attachment 7
 Title I, Part A

Regular Programs 03-01	Salary	Extended Supplemental Summer Program -Jump Start STEM Program (Central Support) <u>Personnel</u> <u>Per Diem</u> <u>Days</u> <u>#</u> Teachers \$162.50 16 25	\$65,000.00	
	Fixed Costs	FICA - \$65,000 x 7.65% = \$4,972.50 W/C - \$65,000 x 0.34% = \$221.00 Outcome Goal(s): 2.1; 3.1 Strategies: 2.1a.3; 3.1d.3	\$5,193.50	\$70,193.50
	Salary	Before/After School Interventions (School Allotment) (see School Budget Narratives). <u>School Poverty</u> <u>Amount</u> MAES (84.68%) \$17,000.00 HCES (74.51%) \$20,000.00 GLES (73.73%) \$8,000.00 WPES (72.06%) \$15,000.00 HGES (69.36%) \$7,000.00 TOTAL \$67,000.00	\$67,000.00	
	Fixed Costs	Outcome Goal(s): 2.1; 3.1 Strategies: 2.1a.3; 3.1d.3	\$5,353.30	\$72,353.30
Staff Development 03-09	Salary	Regional Staff Development (Central Support) Regional PD (Planning pay for Arts Integration teachers planning with artists and attendance at YAMD school-based PD) - \$30,000. New Teacher Training (10 teachers x \$120 x 2 days = \$2,400) - \$2,400. PD Academy (Teacher and para pay for 4 PD Academies) - \$20,000.	\$52,400.00	
	Fixed Costs	Outcome Goal(s): 2.1; 2.2; 2.3; 4.3 Strategies: 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.13	\$4,186.76	\$56,586.76
	Salary	Support intervention training (SIPPS, Success Maker, I Station, Wilson) (School Allotment) (see School Budget Narratives). <u>School Poverty</u> <u>Amount</u> MAES (84.68%) \$8,004.00 HCES (74.51%) \$4,000.00 GLES (73.73%) \$10,000.00 WPES (72.06%) \$14,260.00 HGES (69.36%) \$30,539.47 TOTAL \$66,803.47	\$66,803.47	
	Fixed Costs	Outcome Goal(s): 2.1; 2.2; 2.3; 4.3 Strategies: 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.13	\$5,337.59	\$72,141.06
TOTAL SALARIES AND WAGES				\$3,345,291.80

		CONTRACTED SERVICES																							
Administrative 02-16	Contracted Services	Private School Administrative fees (Catapult Learning, Inc) Copier contract – support specific to Title I programs (e.g., regional PD, parent communications, Jump Start program, school communications) <ul style="list-style-type: none"> \$875.00 per quarter x 4 = \$3,500.00 Outcome Goal(s): 1.1;2.1; 2.2 Strategies: 1.1a.1; 2.1a.4; 2.2b.1; 2.2b.3	\$32,033.71 3,500.00	\$35,533.71																					
Regular Programs 05-01	Contracted Services	Contracted Services to Support School-based Initiatives (School Allotment) (see School Budget Narratives). <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>School</u></th> <th style="text-align: left;"><u>Poverty</u></th> <th style="text-align: left;"><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(84.68%)</td> <td>\$2,500.00</td> </tr> <tr> <td>HCES</td> <td>(74.51%)</td> <td>\$13,100.00</td> </tr> <tr> <td>GLES</td> <td>(73.73%)</td> <td>\$16,000.00</td> </tr> <tr> <td>WPES</td> <td>(72.06%)</td> <td>\$10,090.00</td> </tr> <tr> <td>HGES</td> <td>(69.36%)</td> <td><u>\$26,060.00</u></td> </tr> <tr> <td colspan="2" style="text-align: center;">TOTAL</td> <td>\$67,750.00</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Student Programs – Assemblies and Field Trips (transportation and fees) License fees for Success Maker Program Outcome Goal(s): 2.1; 2.3 Strategies: 2.1a.3; 2.1b.6; 2.1b.12; 2.1b.26; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(84.68%)	\$2,500.00	HCES	(74.51%)	\$13,100.00	GLES	(73.73%)	\$16,000.00	WPES	(72.06%)	\$10,090.00	HGES	(69.36%)	<u>\$26,060.00</u>	TOTAL		\$67,750.00	\$67,750.00	\$67,750.00
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																							
MAES	(84.68%)	\$2,500.00																							
HCES	(74.51%)	\$13,100.00																							
GLES	(73.73%)	\$16,000.00																							
WPES	(72.06%)	\$10,090.00																							
HGES	(69.36%)	<u>\$26,060.00</u>																							
TOTAL		\$67,750.00																							
		Student Achievement through Arts Integration Program – School Year 2013- 2014(Central Office Support) Conducted by the Young Audiences of MD (YAMD) – RFP Completed 2012. (3 Year RFP) <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Item</u></th> <th style="text-align: left;"><u>Cost</u></th> </tr> </thead> <tbody> <tr> <td>Year-Long Contract (5 Schools)</td> <td>\$374,000.00</td> </tr> </tbody> </table> 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	<u>Item</u>	<u>Cost</u>	Year-Long Contract (5 Schools)	\$374,000.00	\$374,000.00	\$374,000.00																	
<u>Item</u>	<u>Cost</u>																								
Year-Long Contract (5 Schools)	\$374,000.00																								
		Parent Involvement Regional Training (Central Office Support) Fall Regional Training Event – All 5 Schools Outcome Goal(s): 2.1; 2.2; 2.3; 3.1 Strategies: 2.1a.4; 2.1b.26; 2.2a.2; 2.2a.10; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4; 3.1d.1	\$5,500.00	\$5,500.00																					
		Professional Development Academy (Central Office Support) – Continuation of three year “in addition to” professional development for teachers – All 5 Schools. (4 PD Academy Sessions x \$3,000 per session/presenter) 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	\$12,000.00	\$12,000.00																					
		TOTAL CONTRACTED SERVICES		\$494,783.71																					

		SUPPLIES																							
Administrative 02-16	Supplies	Central Office Supplies/Materials to support data collection/evaluation of student academic program in Reading/Math in 5 Title I schools . Outcome Goal(s): 2.1; 2.2; 2.3; 3.1 Strategies: 2.1a.4; 2.1b.26; 2.2a.2; 2.2a.10; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4; 3.1d.1	\$11,057.19	\$11,057.19																					
Regular Programs 04-01	Supplies	Parent Involvement Funds (Required Reservation 1% (plus an additional 1%) - Based on PPA). Other items to support Parent Involvement activities in 5 schools (School Allotment) (see School Budget Narratives). <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>School</u></th> <th style="text-align: left;"><u>Poverty</u></th> <th style="text-align: left;"><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(84.68%)</td> <td>\$15,703.01</td> </tr> <tr> <td>HCES</td> <td>(74.51%)</td> <td>\$6,872.00</td> </tr> <tr> <td>GLES</td> <td>(73.73%)</td> <td>\$11,331.54</td> </tr> <tr> <td>WPES</td> <td>(72.06%)</td> <td>\$9,869.43</td> </tr> <tr> <td>HGES</td> <td>(69.36%)</td> <td><u>\$6,000.00</u></td> </tr> <tr> <td colspan="2" style="text-align: center;">TOTAL</td> <td>\$49,775.98</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 Outcome Goal(s): 2.1; 4.3; 2.2; 2.3 Strategies: 2.1a.3; 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.15; 2.1b.16; 2.1b.26; 2.2a.2; 2.2a.10; 2.2b.1; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4; 4.3c.5; 4.3c.6; 4.3c.8	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(84.68%)	\$15,703.01	HCES	(74.51%)	\$6,872.00	GLES	(73.73%)	\$11,331.54	WPES	(72.06%)	\$9,869.43	HGES	(69.36%)	<u>\$6,000.00</u>	TOTAL		\$49,775.98	\$49,775.98	\$49,775.98
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																							
MAES	(84.68%)	\$15,703.01																							
HCES	(74.51%)	\$6,872.00																							
GLES	(73.73%)	\$11,331.54																							
WPES	(72.06%)	\$9,869.43																							
HGES	(69.36%)	<u>\$6,000.00</u>																							
TOTAL		\$49,775.98																							
		Support of Title I initiatives at school level (School Allotment) (see School Budget Narratives). <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>School</u></th> <th style="text-align: left;"><u>Poverty</u></th> <th style="text-align: left;"><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(84.68%)</td> <td>\$7,643.30</td> </tr> <tr> <td>HCES</td> <td>(74.51%)</td> <td>\$4,400.00</td> </tr> <tr> <td>GLES</td> <td>(73.73%)</td> <td>\$14,505.92</td> </tr> <tr> <td>WPES</td> <td>(72.06%)</td> <td>\$15,426.64</td> </tr> <tr> <td>HGES</td> <td>(69.36%)</td> <td><u>\$18,435.80</u></td> </tr> <tr> <td colspan="2" style="text-align: center;">TOTAL</td> <td>\$60,411.66</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Supplemental materials for Reading and Math Initiatives and other classroom support. • Supplemental materials for Before/After School Interventions Outcome Goal(s): 2.1; 4.3; 2.2; 2.3 Strategies: 2.1a.3; 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.15; 2.1b.16; 2.1b.26; 2.2a.2; 2.2a.10; 2.2b.1; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4; 4.3c.5; 4.3c.6; 4.3c.8	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(84.68%)	\$7,643.30	HCES	(74.51%)	\$4,400.00	GLES	(73.73%)	\$14,505.92	WPES	(72.06%)	\$15,426.64	HGES	(69.36%)	<u>\$18,435.80</u>	TOTAL		\$60,411.66	\$60,411.66	\$60,411.66
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																							
MAES	(84.68%)	\$7,643.30																							
HCES	(74.51%)	\$4,400.00																							
GLES	(73.73%)	\$14,505.92																							
WPES	(72.06%)	\$15,426.64																							
HGES	(69.36%)	<u>\$18,435.80</u>																							
TOTAL		\$60,411.66																							

		<p>Jump Start STEM program Support for Instructional Supplies and Materials (Central Office Support) – All 5 Schools</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
		<p>Early Intervention Program (supplies to support Early Intervention program at all five schools) (Central Office Support)</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>	\$2,000.00	\$2,000.00
		<p>Parent Involvement Regional Training - (Books & Materials for Fall session) (Central Office Support)</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</p>	\$500.00	\$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: 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 \$1,500 School Uniforms \$ 1,500</p> <p>Outcome Goal(s): 1.1 Strategies: 1.1e.4</p>	\$3,000.00	\$3,000.00
Staff Development 04-09	Supplies	<p>Professional Development Academy – Continuation of three year “in addition to” professional development for teachers – All 5 Schools. (4 PD Academy Sessions x \$625.00 per session – books & materials) (Central Office Support)</p> <p>Outcome Goal(s): 2.1; 4.3 Strategies: 2.1a4; 2.1b.2; 2.1b.6; 2.1b.13</p>	\$2,500.00	\$2,500.00

		Supplies and Materials to support Staff In-services and Staff Development (School Allotment) (see School Budget Narratives) <table border="0"> <thead> <tr> <th><u>School</u></th> <th><u>Poverty</u></th> <th><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(84.68%)</td> <td>\$2,000.00</td> </tr> <tr> <td>HCES</td> <td>(74.51%)</td> <td>\$3,272.79</td> </tr> <tr> <td>GLES</td> <td>(73.73%)</td> <td>\$5,000.00</td> </tr> <tr> <td>WPES</td> <td>(72.06%)</td> <td>\$0.00</td> </tr> <tr> <td>HGES</td> <td>(69.36%)</td> <td>\$2,520.00</td> </tr> <tr> <td colspan="2">TOTAL</td> <td>\$12,792.79</td> </tr> </tbody> </table> Outcome Goal(s): 2.1; 4.3 Strategies: 2.1a4; 2.1b.2; 2.1b.6; 2.1b.13	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(84.68%)	\$2,000.00	HCES	(74.51%)	\$3,272.79	GLES	(73.73%)	\$5,000.00	WPES	(72.06%)	\$0.00	HGES	(69.36%)	\$2,520.00	TOTAL		\$12,792.79	\$12,792.79	
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																							
MAES	(84.68%)	\$2,000.00																							
HCES	(74.51%)	\$3,272.79																							
GLES	(73.73%)	\$5,000.00																							
WPES	(72.06%)	\$0.00																							
HGES	(69.36%)	\$2,520.00																							
TOTAL		\$12,792.79																							
		TOTAL SUPPLIES		\$12,792.79																					
		OTHER		\$143,537.62																					
Administrative 02-16	Other	Central Office: <ul style="list-style-type: none"> • Mileage for Personnel = \$3,500.00 • National Title I Conference = \$10,000.00 (4 Central Office Personnel x \$2,500.00=\$10,000.00) • Maryland Assessment Group Conference=\$3,200.00 (1 Central Office personnel + 7 Teacher Specialists x \$400.00 = \$3,200.00) • Ron Clark Professional Development (1 Central Office Personnel x \$1,200.00=\$1,200.00) • Central Office PD / Training = \$500.00 Outcome Goal(s): 4.3 Strategies: 4.3c.5; 4.3c.7	\$18,400.00	\$18,400.00																					
Regular Programs 05-01	Other	Early Intervention Teacher Specialist mileage- (\$200 x 10 months = \$2,000.00) Outcome Goal(s): 4.3 Strategies: 4.3c.5; 4.3c.7	\$2,000.00	\$2,000.00																					
		Parent Involvement Regional Training – Fall session refreshments (Central Office Support) Approximately 200 attendees x \$4.00 per person = \$800.00 Outcome Goal(s): 2.1 Strategies: 2.1b.15; 2.1b.16	\$800.00	\$800.00																					

		<p>Parent Involvement Funds (Required Reservation 1% (plus an additional 1%) - Based on PPA). Other items to support Parent Involvement activities in 5 schools (School Allotment) (see School Budget Narratives).</p> <table border="1"> <thead> <tr> <th><u>School</u></th> <th><u>Poverty</u></th> <th><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(84.68%)</td> <td>\$5,000.00</td> </tr> <tr> <td>HCES</td> <td>(74.51%)</td> <td>\$8,976.54</td> </tr> <tr> <td>GLES</td> <td>(73.73%)</td> <td>\$3,570.00</td> </tr> <tr> <td>WPES</td> <td>(72.06%)</td> <td>\$14,935.00</td> </tr> <tr> <td>HGES</td> <td>(69.36%)</td> <td><u>\$6,865.42</u></td> </tr> <tr> <td>TOTAL</td> <td></td> <td>\$39,346.96</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Refreshments • Parent admission to field trip events (need based) • Supplies for parent activities <p>Outcome Goal(s): 2.1 Strategies: 2.1b.15; 2.1b.16</p>	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(84.68%)	\$5,000.00	HCES	(74.51%)	\$8,976.54	GLES	(73.73%)	\$3,570.00	WPES	(72.06%)	\$14,935.00	HGES	(69.36%)	<u>\$6,865.42</u>	TOTAL		\$39,346.96	\$39,346.96	\$39,346.96
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																							
MAES	(84.68%)	\$5,000.00																							
HCES	(74.51%)	\$8,976.54																							
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HGES	(69.36%)	<u>\$6,865.42</u>																							
TOTAL		\$39,346.96																							
		<p>School-based Support of Instructional Programs/Activities (student, parent and community focus) (School Allotment) (see School Budget Narratives)</p> <table border="1"> <thead> <tr> <th><u>School</u></th> <th><u>Poverty</u></th> <th><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(84.68%)</td> <td>\$4,800.00</td> </tr> <tr> <td>HCES</td> <td>(74.51%)</td> <td>\$3,000.00</td> </tr> <tr> <td>GLES</td> <td>(73.73%)</td> <td>\$0.00</td> </tr> <tr> <td>WPES</td> <td>(72.06%)</td> <td>\$0.00</td> </tr> <tr> <td>HGES</td> <td>(69.36%)</td> <td><u>\$21,500.00</u></td> </tr> <tr> <td>TOTAL</td> <td></td> <td>\$29,300.00</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Professional Travel • Institutes and conferences <p>Outcome Goal(s): 2.1 Strategies: 2.1b.15; 2.1b.16</p>	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(84.68%)	\$4,800.00	HCES	(74.51%)	\$3,000.00	GLES	(73.73%)	\$0.00	WPES	(72.06%)	\$0.00	HGES	(69.36%)	<u>\$21,500.00</u>	TOTAL		\$29,300.00	\$29,300.00	\$29,300.00
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																							
MAES	(84.68%)	\$4,800.00																							
HCES	(74.51%)	\$3,000.00																							
GLES	(73.73%)	\$0.00																							
WPES	(72.06%)	\$0.00																							
HGES	(69.36%)	<u>\$21,500.00</u>																							
TOTAL		\$29,300.00																							
Staff Development 05-09	Other	<p>Professional Development Funds to support professional development programs/activities (School Allotment) (see School Budget Narratives)</p> <table border="1"> <thead> <tr> <th><u>School</u></th> <th><u>Poverty</u></th> <th><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(84.68%)</td> <td>\$5,000.00</td> </tr> <tr> <td>HCES</td> <td>(74.51%)</td> <td>\$5,000.00</td> </tr> <tr> <td>GLES</td> <td>(73.73%)</td> <td>\$14,000.00</td> </tr> <tr> <td>WPES</td> <td>(72.06%)</td> <td>\$14,924.00</td> </tr> <tr> <td>HGES</td> <td>(69.36%)</td> <td><u>\$10,674.00</u></td> </tr> <tr> <td>TOTAL</td> <td></td> <td>\$49,598.00</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Conferences, professional travel <p>Outcome Goal(s): 2.1; 4.3; 2.2 Strategies: 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.15; 2.1b.16; 2.1b.26; 4.3c.5; 4.3c.6; 4.3c.7; 2.2b.1</p>	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(84.68%)	\$5,000.00	HCES	(74.51%)	\$5,000.00	GLES	(73.73%)	\$14,000.00	WPES	(72.06%)	\$14,924.00	HGES	(69.36%)	<u>\$10,674.00</u>	TOTAL		\$49,598.00	\$49,598.00	\$49,598.00
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																							
MAES	(84.68%)	\$5,000.00																							
HCES	(74.51%)	\$5,000.00																							
GLES	(73.73%)	\$14,000.00																							
WPES	(72.06%)	\$14,924.00																							
HGES	(69.36%)	<u>\$10,674.00</u>																							
TOTAL		\$49,598.00																							
		TOTAL OTHER		139,444.96																					

		EQUIPMENT		
Regular Programs 05-01	Equipment	Equipment Funds (School Allotment) (see School Budget Narratives) <u>School</u> <u>Poverty</u> <u>Amount</u> MAES (84.68%) \$0.00 HCES (74.51%) \$0.00 GLES (73.73%) \$0.00 WPES (72.06%) \$4,995.00 HGES (69.36%) \$0.00 TOTAL \$4,995.00 Outcome Goal(s): 2.1; 3.1 Strategies: 2.1b.26; 3.1d1	\$4,995.00	\$4,995.00
		TOTAL EQUIPMENT		\$4,995.00

		STUDENT TRANSPORTATION		
Student Transportation 209		Jump Start STEM Program (Central Support) Transportation Services <ul style="list-style-type: none"> Bus Service=\$12,000 (5 sites) Outcome Goal(s): 2.1; 2.3 Strategies: 2.1a.3; 2.1b.6; 2.1b.12; 2.1b.26; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4	\$12,000.00	\$12,000.00
Student Transportation 209		Student Transportation to Support School-based Initiatives (School Allotment) (see School Budget Narratives). <u>School</u> <u>Poverty</u> <u>Amount</u> MAES (84.68%) \$2,660.00 HCES (74.51%) \$5,000.00 GLES (73.73%) \$6,000.00 WPES (72.06%) \$0.00 HGES (69.36%) <u>\$8,200.00</u> TOTAL \$21,860.00 Outcome Goal(s): 2.1; 2.3 Strategies: 2.1a.3; 2.1b.6; 2.1b.12; 2.1b.26; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4	\$21,860.00	\$21,860.00
		TOTAL STUDENT TRANSPORTATION		33,860.00
		BUSINESS SUPPORT		
Business Support	Indirect Costs	(\$4,457,087.00 x 2.21%) = \$98,501.62	\$98,501.62	\$98,501.62
		TOTAL BUSINESS SUPPORT		\$98,501.62
		PRIVATE SCHOOLS		
Regular Programs	Transfer (Equitable share)	Per Pupil Allocation - St. Margaret School – 18 Students (1 – GLES, 1 – MAES, 4 – HGES, 12– WPES) - St. Joan of Arc School - 30 Students (5 – GLES, 7 – HXES, 1 - MAES, 8 – HGES, 9 – WPES) - Trinity Lutheran - 33 Students (2 – GLES, 1 – HXES, 5 - MAES, 1 – HGES, 24 – WPES)	\$27,865.44 \$46,424.64 \$51,921.36	

		- Bethel Christian Academy- 3 Students (1 – HXES, 1- MAES, 1 - HGES)	\$4,857.36	
		- Mountain Christian - 13 Students (3 - MAES, 1 – HGES, 9 – WPES)	\$20,681.52	
		- Villa Maria Academy- 3 Students (1 – HXES, 1- MAES, 1 - WPES)	\$4,866.24	
		- Baltimore County Private Schools – 2 Students (2- MAES)	\$3,552.00	
		District-wide Instructional Program(s) Reservation (Equitable Share)	\$29,214.72	
		District-wide PD Reservation (Equitable Share)	\$2,905.91	
		Parent Involvement (Equitable Share)	\$4,383.10	
		Outcome Goal(s): 2.1; 4.3; 2.2 Strategies: 2.1b.15; 1.1b.16; 2.2a.2; 4.3c.5		\$196,672.29
		TOTAL PRIVATE SCHOOLS		\$196,672.29
		GRAND TOTAL		\$4,457,087.00

IV. REQUIRED DOCUMENTATION

Attach ALL required documentation after Section III. Please number each page and include a Table of Contents for this section of this submission.

- Title I Excel Worksheet
- Title I Schools in SY 2012-2013 removed from Title I in SY 2013-2014
- Highly Qualified Notifications
- Parent Involvement: District Plan and list of schools' parent involvement allocations**
- Targeted Assistance Selection Criteria
- Equitable Services to Private School Documentation
- Skipped Schools Addendum and Allocation Worksheet
- Signed Assurance Page
- Signed C-1-25
- Detailed Budget Narrative

For Baltimore City Public Schools and Prince Georges County Public Schools:
 Each priority school's intervention plans 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
- Attachment 6A & B:** Nonpublic School Information for ESEA Programs SY 2013-2014

2013-2014 Focus and Priority, Schools

LEA Name	School Name	School NCES ID #	Notation	Priority School	Focus School
Anne Arundel	Georgetown East ES	240006000073			Focus
Baltimore City	Augusta Fells Savage Institute Of Visual Arts	240009001387		SIG I	
	Baltimore Civitas	240009001666		ESEA Priority	
	Baltimore Freedom Academy	240009001560	Closing July 1, 2013	ESEA Priority	
	Baltimore IT Academy	240009000174		SIG I	
	Baltimore Rising Star	240009001664	Closing	ESEA	

2013-2014 Attachment 7
 Title I, Part A

	Academy		July 1, 2013	Priority	
	Booker T. Washington MS	240009000160		SIG I	
	Calverton Elem/ MS	240009000164		SIG I	
	Cherry Hill ES/MS	240009000171		SIG II	
	Commodore John Rogers	240009000180		SIG I	
	Dallas F. Nicholas Sr. Elementary				Focus
	Francis Scott Key ES/MS	240009000205			Focus
	Frederick Douglass High	240009000209		SIG II	
	Garrison MS	240009000228	Closing July 1, 2013	SIG I	
	Glenmount ES/MS	240009000222			Focus
	Graceland Park/O'Donnell Heights ES	240009000224			Focus
	Hampstead Hill Academy	240009000234			Focus
	Hazelwood ES/MS	240009000241			Focus
	Highlandtown ES #215	240009000243			Focus
	Langston Hughes ES	240009000266			Focus
	Margaret Brent ES	240009000276			Focus
	Benjamin Franklin High School @ Masonville Cove	240009000157		SIG II	
	Moravia Park	240009000282			Focus
	Northeast MS	240009000289			Focus
	Patapsco ES/MS	240009000296		Closing July 1, 2013	
	Robert W. Coleman	240009000303			Focus
	Southwest Baltimore Charter School	240009001527			Focus
	Steuart Hill Academic Academy	240009000319		ESEA Priority	
	William C. March MS	240051001568	Closing July 1, 2013	SIG I	
Baltimore County	Featherbed Lane ES	240012000385			Focus
	Riverview Elementary	240012000464			Focus
	Sandy Plains ES	240012000470			Focus
	Winfield ES	240012000498			Focus
Carroll	Robert Moton ES	240021000544			Focus
Charles	C. Paul Barnhart ES	240027000380			Focus
	Dr. Samuel A. Mudd ES	240027000585			Focus
	Mt Hope/Nanjemoy ES	240027001492			Focus
Dorchester	Choptank ES	240030000841			Focus
Harford	William Paca/Old Post Road ES	240039000716			Focus
Howard	Bryant Woods ES	240042000720			Focus
	Guilford ES	240042000733			Focus
	Laurel Woods ES	240042000761			Focus
	Swansfield ES	240042000755			Focus
Kent	Kent County MS	240045000766			Focus
Montgomery	Brookhaven ES	240048000789			Focus

2013-2014 Attachment 7
 Title I, Part A

	Kemp Mill ES	240048000858			Focus
Prince George's	Andrew Jackson Academy	240051001683			Focus
	Benjamin Stoddert MS	240051001464		SIG I	
	Carrollton ES	240051001000			Focus
	Charles Carroll MS	240051001004			Focus
	Drew Freeman MS	240051001034		SIG I	
	G. James Gholson MS	240051001211		SIG I	
	Gaywood ES	240051001041			Focus
	Oxon Hill MS	240051001471		SIG II	
	Thomas Johnson MS	240051001175		SIG II	
	Thurgood Marshall MS	240051001465		SIG I	
	William Wirt MS	240051001186			Focus
St. Mary's	George Washington Carver ES	240060001483			Focus
	Park Hall ES	240060001234			Focus
Talbot	Easton ES	240063001244			Focus
Washington	Eastern ES	240066000418			Focus
Wicomico	Prince Street School	240069001314			Focus

Key

Priority School Criteria:

- Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group
- Title I-participating high school with graduation rate less than 60% over a number of years
- Title I-eligible high school with graduation rate less than 60% over a number of years
- Tier I or Tier II SIG school implementing a school intervention model

Focus School Criteria:

- Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate
- Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate
- A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

Part II
Additional Attachments
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1. <i>Allocation Worksheet</i>	<i>Page 2</i>
2. <i>Skipped Schools Addendum and Allocation Worksheet</i>	<i>Page 3</i>
3. <i>Signed Assurance Page</i>	<i>Page 10</i>
4. <i>Signed Updated Grant Budget C – 125</i>	<i>Page 11</i>
5. <i>Signed C – 125 A</i>	<i>Page 12</i>
6. <i>Signed C – 125 B</i>	<i>Page 13</i>
7. <i>Magnolia ES, School-Based Budget Narrative</i>	<i>Page 14</i>
8. <i>Hall’s Cross Roads ES, School-Based Budget Narrative</i>	<i>Page 17</i>
9. <i>G. Lisby ES, School-Based Budget Narrative</i>	<i>Page 20</i>
10. <i>William Paca / Old Post Road ES, School-Based Budget Narrative</i>	<i>Page 24</i>
11. <i>Havre de Grace ES, School-Based Budget Narrative</i>	<i>Page 26</i>
12. <i>Attachments 4-A & B</i>	<i>Page 30</i>
13. <i>Attachments 5-A & B</i>	<i>Page 32</i>
14. <i>Attachments 6-A & B</i>	<i>Page 34</i>

Title I FY 14 Allocation Worksheet School Year 2013-2014

LEA 12 - Harford County Public Schools

7/30/2013

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
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)	Percent of Poverty (I/H=G)	Public School Enrollment (as of 9/30/12)	Number of Low Income- Public School Children (as of 10/31/12)	FTE Low Income Public School Children (10/31/12)	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 (J x M =N)	Allocation for Private School Children (L x M =O)
1	SW	0131	MAGNOLIA ELEMENTARY	PREK-5	84.68%	470	398	380.5	14	14.0	\$1,776.00	\$675,768.00	\$24,864.00
2	S	0292	CEO	6-12	75.58%	86	65	65.0	0	0.0	\$1,562.88	\$0*	\$0.00
3	SW	0230	HALLS CROSS ROADS ES	PREK-5	74.51%	463	345	331.0	10	10.0	\$1,554.00	\$514,374.00	\$15,540.00
4	SW	0211	GEORGE D LISBY ES @ HILLSD	PREK-5	73.73%	434	320	313.0	8	8.0	\$1,545.12	\$483,622.56	\$12,360.96
5	F SW	0140	WM PACA/OLD POST RD ES	PREK-5	72.06%	766	552	524.0	55	55.0	\$1,536.24	\$804,989.76	\$84,493.20
6	SW	0632	HAVRE DE GRACE ES	PREK-5	69.36%	421	292	275.0	15	15.0	\$1,527.36	\$420,024.00	\$22,910.40
7												\$0.00	\$0.00
			Total				1972	1888.5	102	102.0		\$2,898,778.32	\$160,168.56
							Table 7-9		Table 7-9			Table 4 A & B	Table 4 A & B Table 7-10 /6

Title I Skipped Schools' Addendum

SY 2013~2014



School System: LEA 12 – Harford County Public School

Signature/ Date: *Brad Palmer* 7/23/2013

Title I Coordinator: Brad Palmer

Fiscal Representative: Eric Clark

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 high 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 or local sources that are spent according to the requirements of section 114 or 115; and
3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I.

This addendum should be submitted according to the established MSDE timelines for Attachment 7 and the Master Plan update. Please contact your MSDE specialist if you have specific questions regarding this addendum.

LEAs are reminded they must notify MSDE and receive written approval before planning to skip Title I eligible schools within a district's ranking scheme.

Proof of comparability must be submitted to MSDE with the Comparability Report and the LEA must ensure the schools will be comparable on this addendum. (The skipped schools must be treated as Title I schools when running comparability report).

The Title I Skipped Schools Excel worksheet must be completed and submitted to MSDE with this addendum. The allocation worksheet requires the LEA to identify each skipped school's code. See table below:

Code	School Type	Description
1	Regular School (State school codes 12, 13, 15, 16)	A public elementary/secondary school that does NOT focus primarily on vocational, special or alternative education, although it may provide these programs in addition to a regular curriculum.
20	Vocational Education School	A school that focuses primarily on providing secondary students with an occupationally relevant or career-related curriculum, including formal preparation for vocational, technical or professional occupations.
30	Special Education School	A public elementary/secondary school that focuses primarily on serving the needs of students with disabilities.
40	Alternative Education School	A public elementary/secondary school that addresses the needs of students that typically cannot be met in a regular school program. The school provides nontraditional education; serves as an adjunct to a regular school; and falls outside the categories of regular, special education, or vocational education.

Section A: Code 1 (12, 13, 15, and 16 Schools) ~ Regular Schools

1. Provide a full description (in narrative form) of the Title I- like services in each Code 1 school. The descriptions must be submitted to MSDE with this addendum. These services must be targeted to specific students or used to provide instructional reform throughout the school. (Note: Title I-like means the schools must meet the requirements of Section 1114 or 1115).
2. Calculate Equitable Services to Students in Private Schools for Code 1 schools on the Title I Allocation Worksheet. This rule does not apply for schools in Codes 20, 30, and 40.

3. Attach documentation in which additional State or local funding was approved for Code 1 schools. (Note: Additional funding for these schools that are skipped must appear as separate fund codes that can be tracked to each skipped school).

Section B: Code 20, Code 30, and Code 40 Schools

1. Describe the process used to calculate the additional State and local funds to derive the PPA reported on the Skipped School Allocation Worksheet for schools identified as Code 20, Code 30 and Code 40.

Skipped School Addendum – Harford County Public Schools (HCPS) July 2013

Skipped School: Center for Educational Opportunity (CEO)

MSDE School Code: 40 - Alternative School

Attachment 7 Skipped School Code: Section B, Code 4

Background

A written “Approval Request” was sent to Maria Lamb, Director of MSDE Program Improvement and Family Support Branch Division of Student, Family, and School Support on March 22, 2013 by Brad Palmer, HCPS Supervisor of Title I requesting Title I “skipped school” status for the Center for Educational Opportunity (CEO) within HCPS for the 2013-2014 school-year. Preliminary approval was granted by Ms. Lamb in a letter dated April 2, 2013. HCPS is prepared to include the CEO in the *Fall 2013 Comparability Report* as a Title I school. Both the Approval Request letter and the Preliminary Approval letter are included in the Appendix of the Attachment 7.

CEO Information

The CEO meets the Federal 75% poverty rate Title I eligibility based upon the Fall 2012 FaRMS data. The CEO’s FaRMS rate from the Fall 2012 of 75.58% (65 FaRMS students from a total enrollment of 86) would make the school an eligible Targeted Assistance Title I school for the 2013-2014 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.

Attachment 7 – Skipped School Requirements – Section B

Describe the process used to calculate the additional State and local funds to derive the PPA reported on the Skipped School Allocation Worksheet for schools identified as Code 2, Code 3 and Code 4.

HCPS uses the following information to determine eligibility for Title I, as outlined in Attachment 7:

Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in the Title I-A. The following points summarize these requirements:

1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.
2. After schools have been ranked by poverty, the school system must serve in rank order of poverty, schools above 75% poverty, including middle and high schools.

3. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to (a) continue on with the district-wide ranking or (b) rank remaining schools by grade span groupings.
4. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average noted in Table 7-4, or (b) the district-wide grade span poverty averages for the respective grade span groupings.

Method the school system is using to qualify attendance areas. The school system must qualify Title I schools by using percentages or other listed eligible methods.

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.

For FY '14, the following table was used to allocate Title I funds and determine each school's PPA, including the CEO, in the FY '14 Attachment 7:

PUBLIC School Name	Public School Grade Span	10/31/2012 Percent of Poverty	Total Enrollment 9/31/2012	Students Low Income 10/31/2012	Total Low Income FTE 10/31/2012	Per Pupil Allocation (PPA)	Public School Allocation
HARFORD COUNTY PUBLIC SCHOOLS							
MAGNOLIA ELEMENTARY	PREK-5	84.68%	470	398	380.5	\$1,776.00	\$675,768.00
CEO	6-12	75.58%	86	65	65.0	\$1,562.88	\$101,587.20
HALLS CROSS ROADS ELEMENTARY	PREK-5	74.51%	463	345	331.0	\$1,554.00	\$514,374.00
GEORGE D LISBY ELEM AT HILLSDALE	PREK-5	73.73%	434	320	313.0	\$1,545.12	\$483,622.56
WM PACA/OLD POST RD ELEM	PREK-5	72.06%	766	552	524.0	\$1,536.24	\$804,989.76
HAVRE DE GRACE ELEMENTARY	PREK-5	69.36%	421	292	275.0	\$1,527.36	\$420,024.00

The CEO, if included as a Title I school, would receive a PPA total amount of \$101,587.20. As a “skipped school”, HCPS will meet or exceed will provide supplemental local funds to the CEO for the 2013-2014 school-year that would exceed the actual PPA funding that would be provided through Title I PPA funding. The supplemental local funds provided to the CEO are exclusively dedicated to support after-school academic support programs. Total HCPS budget for supplemental local funds for the CEO for the 2013-2014 SY totals \$115,796.00 (see the HCPS Budget Report on the following page). The total HCPS budgeted amount for supplemental funds to the CEO exceeds the PPA amount that the CEO would have received as an eligible Title I school. Monthly updates to the financial report will be made by the HCPS Office of Finance and the HCPS Office of Title I.

BOARD OF EDUCATION OF HARFORD COUNTY
 FUND BUDGET REPORT FOR 2013-2014
 FOR THE PERIOD ENDED JULY 2013

CENTER FOR EDUCATIONAL OPPORTUNITY
 SUPPLEMENTAL LOCAL FUNDING

ACCOUNT NUMBER	BUDGETED ACCOUNT NAME	BUDGETED AMOUNT	EXPENDITURES	ENCUMBERANCES/ COMMITMENTS	BALANCE
51170	SALARIES - OTHER	\$70,000.00	\$0.00	\$0.00	\$70,000.00
54685	FICA/WORKERS COMP	\$5,796.00	\$0.00	\$0.00	\$5,796.00
52300	TRANSPORTATION	\$30,000.00	\$0.00	\$0.00	\$30,000.00
53170	SUPPLIES	\$10,000.00	\$0.00	\$0.00	\$10,000.00
	TOTAL	\$115,796.00	\$0.00	\$0.00	\$115,796.00

Skipped School FY 13 Allocation Worksheet (Compensatory Funds only)(No Federal Funds) School Year 2012-2013

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) Charter school(s) place * after school name	Specific Numeric Grade Span (public)	Percent of Poverty (I/H=G)	Public School Enrollment (as of 9/30/12)	Number of Low Income- Public School Children (as of 10/31/12)	FTE Low Income Public School Children (10/31/12)	Per Pupil Allocation (PPA)	Local/State Allocation to Skipped Public Schools (J x K =L)
	1 4	0292	CEO	0292	75.58%	86	65	65.0	\$1,562.88
		Total				65	65.0		\$101,587.20

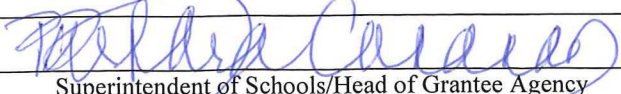
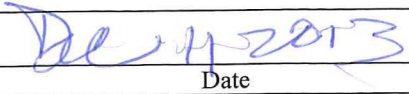
Table 7-7 Skipped

Title I, Part A
ASSURANCES (revised August 2011)

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Education Rights and Privacy Act at all times (20 U.S.C. §123g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 34 CFR Part 85, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 34 CFR Parts 74 & 80 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology 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
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**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$4,457,087.00	AMENDED BUDGET #	1	REQUEST DATE	12/09/13
GRANT NAME	Title 1, Part A, Regular Allocation Grant to Local School System	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	144479	RECIPIENT GRANT #	23004		
REVENUE SOURCE	Title 1, Part A	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2013	TO	6/30/2015

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						98,501.62		98,501.62
Prog. 23 Centralized Support								0.00
202 Mid-Level Administration								
Prog. 15 Office of the Principal								0.00
Prog. 16 Inst. Admin. & Supv.	332,774.40	35,533.71	11,057.19	18,400.00	0.00	0.00		397,765.30
203-205 Instruction Categories								
Prog. 01 Regular Prog.	1,969,727.88	459,250.00	117,187.64	71,446.96	4,995.00	196,672.29		2,819,279.77
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.	119,203.47		15,292.79	49,598.00				184,094.26
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		33,860.00						33,860.00
210 Plant Operation								
Prog. 30 Warehousing & Distr.								0.00
Prog. 31 Operating Services								0.00
211 Plant Maintenance								0.00
212 Fixed Charges				923,586.05				923,586.05
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	2,421,705.75	528,643.71	143,537.62	1,063,031.01	4,995.00	295,173.91		4,457,087.00

Finance Official Approval: Eric Clark En Clark 12/11/13 410-809-6055
 Name Signature Date Telephone #

Supt./Agency Head Approval: Barbara Conway Barbara Conway 12/11/13 410-809-5204
 Name Signature Date Telephone #

MSDE Grant Manager Approval: _____
 Name Signature Date Telephone #

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

ORIGINAL GRANT BUDGET	\$4,457,087.00	AMENDED BUDGET #	1	REQUEST DATE	12/9/13
GRANT NAME	Title 1, Part A, Regular Allocation Grant to Local School System	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	144479	RECIPIENT GRANT #	23004		
REVENUE SOURCE	Title 1, Part A	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2013	6/30/2015	
		FROM		TO	

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

EXPENDITURES BY OBJECT AND CATEGORY/PROGAM	CURRENT APPROVED BUDGET	ADJUSTMENTS Increase (+)/Decrease(-)	NEW AMENDED BUDGET
01 SALARIES AND WAGES			
(02-16)	332,774.40		332,774.40
(03-01)	1,969,727.88		1,969,727.88
(03-09)	119,203.47		119,203.47
02 CONTRACTED SERVICES			
(02-16)	35,533.71		35,533.71
(05-01)	459,250.00		459,250.00
(209)	33,860.00		33,860.00
03 SUPPLIES AND MATERIALS			
(02-16)	10,137.96	919.23	11,057.19
(04-01)	117,187.64		117,187.64
(04-09)	15,292.79		15,292.79
04 OTHER CHARGES			
(02-16)	18,400.00		18,400.00
(05-01)	71,446.96		71,446.96
(05-09)	49,598.00		49,598.00
(12-90)	923,586.05		923,586.05
05 EQUIPMENT			
(02-16)	0.00		0.00
(05-01)	4,995.00		4,995.00
08 TRANSFERS			
(01-22)	98,480.85	20.77	98,501.62
(02-16)*	0.00		0.00
Private Schools	196,672.29		196,672.29
Total Expenditures By Object	\$4,456,147.00	\$940.00	\$4,457,087.00

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

Grantee Project Manager Approval	<i>Brad Palmer</i>	<i>Brad Palmer</i>	12/11/13	410-588-5278
	Printed Name	Signature	Date	Telephone #
Finance Official	<i>Eric Clark</i>	<i>E. Clark</i>	12/11/13	410-809-6055
	Printed Name	Signature	Date	Telephone #
MSDE Grant Manager				
	Printed Name	Signature	Date	Telephone #

MARYLAND STATE DEPARTMENT OF EDUCATION

GRANT CHANGE REQUEST #	1	GRANT CHANGE REQUEST DATE	12/9/13
GRANT NAME	Title 1, Part A Grant to Local School System	GRANT RECIPIENT NAME	Harford County Public Schools
MSDE GRANT #	144479	RECIPIENT GRANT #	23004
REVENUE SOURCE	Title 1, Part A	SCHOOL NAME	Harford County Public Schools
FUND SOURCE CODE		GRANT PERIOD	7/1/2013 To 6/30/2015

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

<input type="checkbox"/>	Changes the Grant Period.	Date From	Date To
<input type="checkbox"/>	Reallocates Funds to a Different Category/Program and/or Object.*		
<input checked="" type="checkbox"/>	Increases/Decreases the Amount of the Grant.*	\$4,456,147.00 (Amount) From	\$4,457,087.00 (Amount) To
<input type="checkbox"/>	Makes a Programmatic Change.		
<input type="checkbox"/>	Specifies a Change Other Than Those Listed Above (e.g., a change of address, fiscal agent or grant manager).		

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

CAT/PRGM	PROGRAM NAME	OBJECT	PURPOSE OF CHANGE	
202-16	Supplies and Materials	03	A. DESCRIPTION:	Addition of funds due to increase in total allocation.
			B. REASON:	Increase 202-16 supplies and materials in the amount of \$919.23.
			C. EXPECTED RESULTS:	Additional funds will be utilized to support Mid-Level Administration Supplies and Materials..
201-22	Transfers	08	A. DESCRIPTION:	Addition of funds due to increase in total allocation.
			B. REASON:	Increase 201-22 Transfers in the amount of \$20.77.
			C. EXPECTED RESULTS:	Addition of funds due to increase in total allocation.

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

Grant Project Manager: Brad Palmer Brad Palmer 12/11/13 410-588-5278
Print Name Signature Date Telephone #

Finance Official: Eric Clark Eric Clark 12/11/13 410-809-6055
Print Name Signature Date Telephone #

Superintendent /Agency Head: [Signature] [Signature] 12/11/13 410 588 5204
Print Name Signature Date Telephone #

MSDE Grant Manager: _____
Print Name Signature Date Telephone #

FY '14 Regular Title 1 Allocation - School-based Budget Narrative

School: Magnolia Elementary School

Title 1 FY '14 Allotment: **\$51,605.12**

as of July 2013

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	The allocation is being made to provide salaries for teachers for teaching our supplemental after school reading and mathematics intervention program for targeted students. 24 days from October 1, 2013 through November 21, 2013. Additionally a portion of these funds will be used for the September 2014 intervention session.	Providing additional opportunities to work toward proficiency in reading and mathematics with the support of our highly qualified teachers accelerates student achievement.	\$17,000.00	33%	
	Contracted Serv	05-01	52170 (Other)	Allocated supplemental funds to support attendance to field trips for students pre-k through fifth grade (\$5 per 500 students)	Provide additional experiences through field trip attendance to increase students' background knowledge and experiences.	\$2,500.00	5%	
			52205 (Consultant)			\$0.00	0%	
			52300 (Buses)	Transportation for one supplemental field trip per grade level for students pre-k through fifth grade. (7 field trips x \$380 per trip = estimated \$2,660)	Afford students the opportunity to take educational field trips to expand their knowledge and experiences.	\$2,660.00	5%	
	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, math units and reading units) to include multiple informational reading level text and hands on materials to support science concepts. \$ amounts will be determined by grade-level needs throughout the year. (Total of \$7,243.80)	Provide additional, supplemental materials to increase student achievement.	\$7,643.30	15%	
	Other	05-01	54170 (Other)	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. (6 grade levels x \$800 = \$4,800)	Recognizing students for PBIS positive behaviors (responsibility, respect, perseverance, encouragement, and cooperation) establishes pride in their school and reduces the distractions in learning resulting in increased academic achievement.	\$4,800.00	9%	
			54720 (Mileage)			\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-01	55170 (Other)			\$0.00	0%	\$34,603.30

Staff Development	Salary	03-09	51170 (Other)	Provide funds to pay substitutes to allow for quarterly opportunities for grade level teams to engage in professional development in reading and mathematics and additional planning for teams. (23 teachers x 4 days = 88 days x \$87 (average cost of a substitute)= \$8,004)	Teachers will provide students with high quality instruction using the knowledge and strategies gained through professional development resulting in increased student achievement.	\$8,004.00	16%	
	Supplies	04-09	53170 (Other)	Provide teachers with resources to implement the professional development. (4 days x \$500 = \$2,000)	Provide the needed materials to implement high quality professional development.	\$2,000.00	4%	
	Other	05-09	54170 (Other)			\$0.00	0%	
			54750 (Conferences - must be approved first)	Title I National Conf. (2 attendees) - Flight \$2,000.00 , Hotel \$1,600, Registration - \$1,100, per diem \$300	Will increase teacher and administrator capacity through staff development outlined in SIP.	\$5,000.00	10%	\$15,004.00
Fixed Costs						\$1,997.82	4%	\$1,997.82
Total							100%	\$51,605.12
					Difference	\$0.00		

Parent Involvement Allocation = **\$20,703.01**

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. (In-school PI support = \$10,703.00; Home support = \$5,000.01)	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	\$15,703.01	76%																																														
	Other	05-01	54170 (Other)	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendee</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Pre-K Transition to Kindergarten Evening</td> <td>200</td> <td>\$5.50</td> <td>1</td> <td>\$1,100.00</td> </tr> <tr> <td>FIT Quarterly Meetings (AM/PM)</td> <td>30</td> <td>\$3.00</td> <td>4</td> <td>\$360.00</td> </tr> <tr> <td>Math/Reading Field Day</td> <td>250</td> <td>\$3.00</td> <td>1</td> <td>\$750.00</td> </tr> <tr> <td>Spring Reading Family Event</td> <td>175</td> <td>\$3.00</td> <td>1</td> <td>\$525.00</td> </tr> <tr> <td>Spring Math Family Event</td> <td>150</td> <td>\$5.50</td> <td>1</td> <td>\$825.00</td> </tr> <tr> <td>Academic Achievement Event</td> <td>160</td> <td>\$3.00</td> <td>3</td> <td>\$1,440.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$5,000.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendee	Times per Year	Cost	Pre-K Transition to Kindergarten Evening	200	\$5.50	1	\$1,100.00	FIT Quarterly Meetings (AM/PM)	30	\$3.00	4	\$360.00	Math/Reading Field Day	250	\$3.00	1	\$750.00	Spring Reading Family Event	175	\$3.00	1	\$525.00	Spring Math Family Event	150	\$5.50	1	\$825.00	Academic Achievement Event	160	\$3.00	3	\$1,440.00	Total				\$5,000.00	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, and the benefits of attending a Title 1 school.	\$5,000.00	24%	
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Received via email: 7/24/2013 by Brad Palmer, Supervisor of Title 1

Brad Palmer

7/29/2013

Approval Signature of Title 1
Supervisor - Brad Palmer

Date

FY '14 Regular Title 1 Allocation - School-based Budget Narrative

School: Hall's Crossroads Elementary School

Title 1 FY '14 Allotment: \$59,690.39

as of July 2013

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	Supplemental Before and After-school Academic Interventions for selected/qualified students. (570 hours total)	Students will have the opportunity to participate and enhance their academic skills through meaningful and well planned activities within the intervention programs. Goal for the programs is to increase student	\$20,000.00	34%	
	Contracted Serv	05-01	52170 (Other)	Supplemental Intervention Supports: AG-Lab(13-14), Dreambox, Successmaker, First in Math, Discovery Education, and StarFall (Kindergarten) (6 interventions x license cost of \$1,100 each est)	Students will increase their knowledge through the use of approved technology programs for interventions and/or enrichments for before, after or during school.	\$6,600.00	11%	
			52205 (Consultant)	Supplemental Educational Field Trips for Grades Pre-Kindergarten through Grade 5, Grade 5 trip to Harford Community College and Biz Town. (2 field trip admission for all students x \$1,600) Assemblies in mathematics, reading and character education (PBIS). (3 assemblies x \$1,100 est)	Students will have the opportunity to have a varied amount of experiences to increase their background knowledge for educational purposes.	\$6,500.00	11%	\$13,100.00
			52300 (Buses)	Supplemental After school programs for students, mentoring program for boys (Youth Empowering to Succeed- Y.E.S.) Math Lego League, Destination Imagination, Educational Field trips for Pre-K through Grade 5, Harford Community College and Biz Town for Grade 5. (4 events x \$1,250)	Extended opportunities for students to enhance core subject areas of reading, math and science, while addressing PBIS school-wide goals.	\$5,000.00	8%	
	Supplies	04-01	53170 (Other)	Supplemental Materials and supplies that will enhance and provide additional support such as content focused reading materials in the area of science, materials that will enhance the implementation of arts integration and materials and resources that will assist in STEM.	Increased opportunities and experiences in reading, math, science and technology.	\$4,400.00	7%	
	Other	05-01	54170 (Other)	Supplemental Materials for Academic Excellence (3X's), Incentives for the PBIS 4 Core School Rules, Reading Materials/Books for Reading Strategies Sessions with Moms and Dads (1x per month), and Materials to support the initiatives in the school improvement plan as it to pertains to reading and math.	Purchase supplementary materials for daily instruction, in-school/after school intervention programs, curriculum materials for all content areas, incentives for students, staff members, and parents/family members to improve academic achievement	\$3,000.00	5%	
			54720 (Mileage)			\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-01	55170 (Other)			\$0.00	0%	\$45,500.00

Staff Development	Salary	03-09	51170 (Other)	Supplemental/Additional professional development after school, summer (14) and additional Classroom Focused Improvement Process- CFIP after school. New Teacher Professional Development related to first, second and third year teachers (before and/or afterschool) (115 total hours est.)	Increase the opportunities to participate in quality professional development to enhance knowledge with the goal of impacting student achievement.	\$4,000.00	7%	
	Supplies	04-09	53170 (Other)	Provide teachers supplemental supplies to support the professional development in science, nonfiction reading and mathematics. Supplemental materials may consist of professional reading books, magazines and videos.	Increase teacher capacity to grow professionally.	\$3,272.79	5%	
	Other	05-09	54170 (Other)			\$0.00	0%	
			54750 (Conferences - must be approved first)	Title 1 Conference for principal (\$2,500), MEASP Annual Conference for Administrators (principal and AP) (\$1,250 x2)	Increased personal growth opportunities will enhance content knowledge, build capacity and increase student achievement school-wide. Participants will choose sessions that align with SIP goals and relevant Title I initiatives where possible.	\$5,000.00	8%	\$12,272.79
Fixed Costs						\$1,917.60	3%	\$1,917.60
Total							100%	\$59,690.39
Difference						\$0.00		

Parent Involvement Allocation = \$15,848.54

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																																												
Reg Programs	Supplies	04-01	53170 (Other)	Continue to help parents build their home libraries with quality reading materials, to provide parents with resource materials from professional development sessions and to provide intervention/enrichment games for students to use to increase their high level thinking skills.	Help build parent capacity and knowledge through academic materials and resources.	\$6,872.00	43%																																																													
	Other	05-01	54170 (Other)	Newsletter for character education building and agendas for effective communication	Parents and students will receive newsletter inserts for character education, reading and math. Agendas will also be provided.	\$5,348.54	34%																																																													
			54735 (Refreshments - Parent Support ONLY 25% Maximum)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th>Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Honor Math/Reading Event</td> <td>25</td> <td>\$5.25</td> <td>4</td> <td>\$525.00</td> </tr> <tr> <td>Grade Level Academic Day (6 grades)</td> <td>60</td> <td>\$5.25</td> <td>2</td> <td>\$630.00</td> </tr> <tr> <td>Academic Sessions with Principals</td> <td>19</td> <td>\$3.00</td> <td>4</td> <td>\$228.00</td> </tr> <tr> <td>PBIS Assemblies</td> <td>25</td> <td>\$5.25</td> <td>4</td> <td>\$625.00</td> </tr> <tr> <td>Reading Parent Night</td> <td>90</td> <td>\$5.75</td> <td>1</td> <td>\$617.50</td> </tr> <tr> <td>Math Parent Night</td> <td>90</td> <td>\$5.75</td> <td>1</td> <td>\$617.50</td> </tr> <tr> <td>Reading Book Night</td> <td>80</td> <td>\$5.75</td> <td>1</td> <td>\$460.00</td> </tr> <tr> <td>First In Math Day</td> <td>25</td> <td>\$3.00</td> <td>1</td> <td>\$75.00</td> </tr> <tr> <td>First and Fifth Grade Academic Day</td> <td>50</td> <td>\$3.00</td> <td>1</td> <td>\$150.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$3,628.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	Attendees	\$ per Attendees	Times per Year	Cost	Honor Math/Reading Event	25	\$5.25	4	\$525.00	Grade Level Academic Day (6 grades)	60	\$5.25	2	\$630.00	Academic Sessions with Principals	19	\$3.00	4	\$228.00	PBIS Assemblies	25	\$5.25	4	\$625.00	Reading Parent Night	90	\$5.75	1	\$617.50	Math Parent Night	90	\$5.75	1	\$617.50	Reading Book Night	80	\$5.75	1	\$460.00	First In Math Day	25	\$3.00	1	\$75.00	First and Fifth Grade Academic Day	50	\$3.00	1	\$150.00	Total				\$3,628.00	Help build strong school community relationships	\$3,628.00	23%	\$8,976.54
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Received via email: 7/24/2013 by Brad Palmer, Supervisor of Title 1

Brad Palmer

Approval Signature of Title 1
Supervisor - Brad Palmer

7/29/2013

Date

FY '14 Regular Title 1 Allocation - School-based Budget Narrative

School: George D. Lisby Elementary School

Title 1 FY '14 Allotment: \$74,944.12

as of July 2013

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 participating in professional development opportunities, School Improvement activities, and other learning experiences and are not present to support daily classroom instruction. (230 hours est total)	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. 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.	\$8,000.00	11%	
	Contracted Serv	05-01	52170 (Other)	Funds to supplement PTA and grant money to fund instructional class field trips admission costs (see list of fieldtrips in "buses" section). (\$3,000) These funds will also pay for Student Intervention Licenses for intervention programs to support student achievement in language arts and math. (First in Math, FUNdations, SuccessMaker, Imagination Station, Read About, and Dream Box. (\$3,500) Assemblies- Project Playfit (anti bullying/PBIS), Hoppin Hawks (wellness and health/PBIS),-Steel Drum band (Integrated Arts/Math), Magician Joe Romano (reading, math, science), Antbullying-Prismatic Magic (anti bullying/PBIS). (\$3,500)	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.	\$10,000.00	13%	
			52205 (Consultant)	Funds to provide supplemental professional development opportunities for our school staff. (total of \$6,000)	To fund professional development presentations on a variety of topics for our school staff. Topics may include differentiation, increasing rigor in instruction, Danielson Framework, New teacher evaluation system, Technology, classroom management, PBIS, co-teaching, co-planning, time management/organization, classroom meetings/the responsive classroom, inquiry based learning, 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.	\$6,000.00	8%	

		52300 (Buses)	Funds to supplement PTA and grant money to fund transportation for class field trips: Brad's Produce (science), Walnut Springs Farm-(science), Maryland Zoo-(science), Goucher College Theatre Works (arts integration/ reading), Anita C. Leight's estuary (science), Port Discovery (science and math), Ripken Stadium-kid's day (reading, math, science, character education/PBIS). (Total est cost of \$6,000 for all fieldtrips)	Provide academic, cultural enrichment and real-life/hands on learning 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.	\$6,000.00	8%	
Supplies	04-01	53170 (Other)	Funds to purchase supplemental/additional materials to support daily PBIS goals of: behavior management, attendance, character education, health and wellness. School related activities that support student achievement across all content areas within classroom instruction and intervention programs. (total combined amount of \$14,505.92)	Purchase supplementary materials for daily instruction, in-school/after school intervention programs, curriculum materials for all content areas, incentives for students, staff members, and parents/family members to improve academic achievement (attendance, FISH Store PBIS materials, Celebrate Good Times certificates, non-red book signers, MSA incentives, instructional field day, 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.	\$14,505.92	19%	
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%	\$44,505.92
Staff Development			Supplemental 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. (est 500 total hours)	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, co-planning, Four Blocks, EDM, Writing Fundamentals, Social Studies/Science, Special Areas, SIPPS, I-Station, Success Maker, Foundations, Do the Math, Knowing Math, Math Recovery) or analyze data for interventions and/or academic achievement, attendance. Supports Goal #1 All students will achieve at high standards, as established by the HCPS and state performance level standards, in all content areas.	\$10,000.00	13%	

	Supplies	04-09	53170 (Other)	Supplemental funds to purchase additional materials to support weekly professional development activities, classroom management, time management and organization, instructional planning, staff and student attendance, co-planning, intervention programs, leadership development, etc. of our staff.	Purchase supplementary materials to support 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.	\$5,000.00	7%	
	Other	05-09	54170 (Other)			\$0.00	0%	
			54750 (Conferences - must be approved first)	Payment for registration fees, airfare, and other appropriate expenses for staff members to attend approved professional development conferences.	Payment for registration fees, airfare, and other appropriate expenses for staff members to attend approved professional development conferences to improve classroom management, organization, instruction, leadership, content knowledge, 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, SoMIRAC, Ron Clark Academy, 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.	\$14,000.00	19%	\$29,000.00
Fixed Costs						\$1,438.20	2%	\$1,438.20
Total							100%	\$74,944.12
						Difference	\$0.00	

Parent Involvement Allocation = **\$14,901.54**

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.	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 performance level standards, in all content areas.	\$11,331.54	76%																																																								
	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 Attendee</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Parent/Student Book Breakfast</td> <td>40</td> <td>\$3.00</td> <td>5</td> <td>\$600.00</td> </tr> <tr> <td>FIT Parent Training Meetings</td> <td>25</td> <td>\$5.50</td> <td>6</td> <td>\$825.00</td> </tr> <tr> <td>Math with Muffins</td> <td>35</td> <td>\$3.00</td> <td>4</td> <td>\$420.00</td> </tr> <tr> <td>Reading Parent Night</td> <td>80</td> <td>\$5.50</td> <td>1</td> <td>\$440.00</td> </tr> <tr> <td>Math Parent Night</td> <td>100</td> <td>\$5.50</td> <td>1</td> <td>\$550.00</td> </tr> <tr> <td>MSA Parent Night</td> <td>100</td> <td>\$5.50</td> <td>1</td> <td>\$550.00</td> </tr> <tr> <td>End of Year Instructional Volunteer Debrief</td> <td>25</td> <td>\$3.00</td> <td>1</td> <td>\$75.00</td> </tr> <tr> <td>Parent Conference Day (Info table)</td> <td>100</td> <td>\$1.10</td> <td>1</td> <td>\$110.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$3,570.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendee	\$ per Attendees	Times per Year	Cost	Parent/Student Book Breakfast	40	\$3.00	5	\$600.00	FIT Parent Training Meetings	25	\$5.50	6	\$825.00	Math with Muffins	35	\$3.00	4	\$420.00	Reading Parent Night	80	\$5.50	1	\$440.00	Math Parent Night	100	\$5.50	1	\$550.00	MSA Parent Night	100	\$5.50	1	\$550.00	End of Year Instructional Volunteer Debrief	25	\$3.00	1	\$75.00	Parent Conference Day (Info table)	100	\$1.10	1	\$110.00	Total				\$3,570.00	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. **Parent Conference Day includes distribution of Parent Compact, PI Parent Friendly Plan, and SIP-at-A-Glance	\$3,570.00	24%	
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Received via email: 7/24/2013 by Brad Palmer, Supervisor of Title 1

Brad Palmer

7/29/2013

Date

Approval Signature of Title 1 Supervisor - Brad Palmer

FY '14 Regular Title 1 Allocation - School-based Budget Narrative

School: Wm Paca Elementary School

Title 1 FY '14 Allotment: \$77,033.51

as of July 2013

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 -	Will support additional/supplemental requirements for Title I maintenance of fiscal and student records and maintenance of Title I regulatory requirements.	\$15,000.00	19%	
	Contracted Serv	05-01	52170 (Other)	RAZ Kids License for Supplemental Reading Intervention Support (on-line leveled book library) - \$500.00; First In Math Licences for Supplemental Intervention Support (Gr. 2-5) 520 @ \$7.00 - \$3,640.00. Dream Box Licenses for Supplemental Reading Support 50 seat licenses @ \$59.00 - \$2,950.00. Supplemental student Educational Assemblies - AG Lab to support Science Curriculum (5 days/Kdg.-Gr. 5) - \$2,000.00, Ace Your Test to support MSA test preparation (Gr, 3-5) - \$1000.00 ,	RAZ license,First in Math Licenses, and I-Station will provide daily intervention for students. Student educational assemblies will provide our students with enhanced cultural, academic and enrichment opportunities.	\$10,090.00	13%	
			52205 (Consultant)			\$0.00	0%	
			52300 (Buses)			\$0.00	0%	
	Supplies	04-01	53170 (Other)	Math Facts Initiative - \$250.00 each building - \$500.00, Reading Incentives - \$250.00 each building - \$500.00, AVI poster paper - \$1000.00, student classroom supplies - 800 students @ \$5.00 - \$4000.00, classroom supplies - 35 classrooms @ \$204.43 - \$7155.19, binders for student agenda books - 383 @ \$4.00 - \$1532.00, Cartridges for Perfecta Plus Package - \$739.45.	Will support school improvement goals and initiatives focused on student achievement.	\$15,426.64	20%	
	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)	Perfecta Plus Package (full color poster maker/design center/scanner) - \$4,995.00. The Perfecta Plus Package Color Poster Maker, Design Center, and Scanner will enhance parental involvement through color magnified posters advertising parent workshops, parent/teacher conference day, classroom visitations, etc. In addition, parents will utilize larger templates for parent training during Math/Reading Nights, Reading "Bookfast", and other parent workshops. It will provide educators opportunities to incorporate web based pictures/materials/information in a larger format to increase student engagement and achievement. Attendance and behavior celebratory banners and posters presented at monthly good news assemblies will highlight student and classroom successes and will support school-wide PBIS initiative.	Will support school improvement goals and initiatives related to instruction and parent involvement.	\$4,995.00	6%	\$45,511.64

Staff Development	Salary	03-09	51170 (Other)	SIT Meeting Subs (7) X 5 mtgs. @ \$92.00 - \$3,220.00, Subs for Student Achievement Progress Meetings - 2 subs per month X 10 months - \$2,000.00, Supported Grade-level Planning Sessions - 7 subs OPR/6 subs WP X 8 sessions - \$11,040.00	Will provide professional development opportunities for staff to achieve and support school goals and initiatives.	\$14,260.00	19%	
	Supplies	04-09	53170 (Other)			\$0.00	0%	
	Other	05-09	54170 (Other)			\$0.00	0%	
			54750 (Conferences - must be approved first)	Title I National Conf. (2 attendees) - Flight \$1,000.00 each/\$2000.00, Hotel (4 nights ea. @ \$300.00) \$2,400.00, Registration - \$549.00 each/\$1098.00, Meals per diem - 2 travel days each - \$30.00 X 4 - \$120.00, 3 full days each @ \$60.00 each - \$360.00; MAESP (2 attendees) Reg. 2 @ \$190.00 - \$380.00, Meals (2 travel @ \$30.00/1 full day @ \$60.00) - \$240.00, mileage (306 miles @ \$.565 - 2 attendees) - \$346.00; SoMIRAC - 3 Registrations @ \$160.00 - \$480.00; Ron Clark Academy (5 attendees including reg./flight/meals @ \$1,500.00) - \$7,500.00	Will increase teacher and administrator capacity through staff development outlined in SIP.	\$14,924.00	19%	\$29,184.00
Fixed Costs						\$2,337.87	3%	\$2,337.87
Total							100%	\$77,033.51
					Difference	\$0.00		

Parent Involvement Allocation = **\$24,804.43**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																																																						
Reg Programs	Supplies	04-01	53170 (Other)	Supplies for FAT Quarterly Meetings (4 mtgs. @ \$75.00) - \$300.00, Pocket Calendars/supplies for R.O.C.K.E.T.S. orientation - \$100.00, Math & Reading Night - \$200.00 to purchase bags and STEM educational materials for parents, Breakfast with Books- \$250.00 per building to purchase books for classroom libraries and stickers, Science Night/Fair - \$200.00 per building for materials to use with parents at home, End of Year Instructional Volunteer Debriefing - Materials for Young Audience Artist demonstration of working at home strategies - \$200.00, PK Academic Achievement Event - \$1500.00 for materials to use with parents at home, Parent Math Academies (2) - supplies and educational materials - \$200.00 per event - \$400.00, Intermediate Grade Level "Bookfast" - books to be used with parents and students - \$400.00, Back to School Night - materials & magnets with school website - \$200.00, Student Agenda Books/Parent Compacts - 900 @ \$4.00 - \$3600.00, binders for Student Agenda Books - 517 @ \$4.00 - \$2069.43	Will support families and school initiatives as outlined in SIP, school-level Parent Involvement Plan and the Parent Compact.	\$9,869.43	40%																																																																							
	Other	05-01	54170 (Other)	At-home Writing materials - 800 students @ \$6.00 - \$4,800.00, Math Facts Manipulatives for parents for use at home (800 students @ \$5.00) - \$4,000.00	Will support families and school initiatives as outlined in SIP, school-level Parent Involvement Plan and the Parent Compact.	\$8,800.00	35%																																																																							
			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 Action Team (FAT)</td> <td>80</td> <td>\$5.00</td> <td>5</td> <td>\$2,000.00</td> </tr> <tr> <td>R.O.C.K.E.T.S. Orientation</td> <td>200</td> <td>\$4.00</td> <td>1</td> <td>\$800.00</td> </tr> <tr> <td>Parent Classroom Visitations K-5</td> <td>25</td> <td>\$3.00</td> <td>6</td> <td>\$450.00</td> </tr> <tr> <td>Math & Reading Night</td> <td>300</td> <td>\$5.00</td> <td>1</td> <td>\$1,500.00</td> </tr> <tr> <td>Breakfast with Reading Books</td> <td>125</td> <td>\$3.00</td> <td>1</td> <td>\$375.00</td> </tr> <tr> <td>Instructional Parent Workshops</td> <td>25</td> <td>\$3.00</td> <td>3</td> <td>\$225.00</td> </tr> <tr> <td>End of Year Instructional Volunteer Debriefing</td> <td>40</td> <td>\$3.00</td> <td>1</td> <td>\$120.00</td> </tr> <tr> <td>PK Academic Achievement Event</td> <td>35</td> <td>\$5.00</td> <td>2</td> <td>\$350.00</td> </tr> <tr> <td>Amer. Ed. Wk. - Instructional/Title I Table</td> <td>300</td> <td>\$0.50</td> <td>1</td> <td>\$150.00</td> </tr> <tr> <td>Parent Volunteer Instructional Orientation</td> <td>30</td> <td>\$3.00</td> <td>1</td> <td>\$90.00</td> </tr> <tr> <td>Science Curriculum Night</td> <td>100</td> <td>\$0.75</td> <td>1</td> <td>\$75.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$6,135.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Family Action Team (FAT)	80	\$5.00	5	\$2,000.00	R.O.C.K.E.T.S. Orientation	200	\$4.00	1	\$800.00	Parent Classroom Visitations K-5	25	\$3.00	6	\$450.00	Math & Reading Night	300	\$5.00	1	\$1,500.00	Breakfast with Reading Books	125	\$3.00	1	\$375.00	Instructional Parent Workshops	25	\$3.00	3	\$225.00	End of Year Instructional Volunteer Debriefing	40	\$3.00	1	\$120.00	PK Academic Achievement Event	35	\$5.00	2	\$350.00	Amer. Ed. Wk. - Instructional/Title I Table	300	\$0.50	1	\$150.00	Parent Volunteer Instructional Orientation	30	\$3.00	1	\$90.00	Science Curriculum Night	100	\$0.75	1	\$75.00	Total				\$6,135.00	Will support families and school initiatives as outlined in SIP, school-level Parent Involvement Plan and the Parent Compact.	\$6,135.00	25%	
Parent Involvement Events																																																																														
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Difference						\$0.00																																																																								

Received via email: **7/24/2013** by Brad Palmer, Supervisor of Title 1

Brad Palmer

7/29/2013

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

FY '14 Regular Title 1 Allocation - School-based Budget Narrative

School: Havre de Grace Elementary School
 Title 1 FY '14 A \$127,928.67 as of July 2013

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	<p>Before School Intervention Program Salary: 3 staff members serving 30 at risk students in reading or mathematics using Dream Box or Imagine Learning. Program will run for 5 weeks (3 x per week; 2 hours per session). 30 hours total per staff x 3 staff x \$40 per hour (est) = \$3,600.</p> <p>After school intervention Programs Salaries: chess problem solving/, homework-reading/math, Lego engineering, reading book group = \$3400.</p>	Reading and mathematics interventions will help close the achievement gaps in our special education subgroup. This subgroup will be targeted for both programs.	\$7,000.00	5%	
	Contracted Serv	05-01	52170 (Other)	<p>Supplemental Intervention Programs: First in Math Program: \$5,000; Imagine Learning Intervention: \$1,500. I-Station unlimited site license access = \$6,500.</p> <p>Supplemental, curriculum connected field trip admission for each grade level \$800 per K-5 and \$400 per pre-k = \$5,200</p> <p>Field Trip to Towson University for all students pre k - 5 to see Alexander and the Terrible, Horrible, No Good, Very Bad Day. =\$4,860</p>	First in Math at home computer resource will increase student achievement and build number sense. The field trips are aligned to specific units of study and will provide the students with a learning opportunity that contributes to a deeper understanding of the concepts. The Towson University Fieldtrip has an Instructional connection with school wide book club using that title - with a focus on reading strategies, questioning and constructing meaning/main idea.	\$23,060.00	18%	
			52205 (Consultant)	Full Day of Reading Professional Development with Tanny McGregor on genre connections = \$3,000.	The reading professional development will build capacity in teachers with regards to reading instruction, therefore, improving student reading ability.	\$3,000.00	2%	
			52300 (Buses)	Individual grade level field trip buses: \$300 per bus, 14 busses total = \$4200. 10 Buses for the Towson play for all students in the school = \$4000.	Trips are aligned to specific units of study and provide students with a learning opportunity that contributes to a deeper understanding of concepts.	\$8,200.00	6%	
	Supplies	04-01	53170 (Other)	School-wide book study: Alexander books - \$5 ea =\$2500. School supplies for all students = \$10,000. Small group book titles to match thematic units = \$3,000. Storyworks Magazine subscriptions for all students k-5 = 2935.80 @ 6.99 per student	All materials and resources will support and enhance the instructional program and boost student achievement. Purchasing school supplies will alleviate the expense from families and ensure all students come to school prepared.	\$18,435.80	14%	
	Other	05-01	54170 (Other)	Perfect Attendance Incentives = \$1500 Take home academic materials for quarterly academic achievement events @ \$5000. MSA incentives = \$4000. PBIS Incentives for behavior = \$5,000. Student theme shirts = \$6000.	Student incentives will enhance student achievement and motivate students to want to learn. Positive attitudes about school increase student performance. Student shirts support the Ron Clark School initiative (included in the SIP), a four year long initiative linked to school climate and academics.	\$21,500.00	17%	
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-01	55170 (Other)			\$0.00	0%	\$81,195.80

Staff Development	Salary	03-09	51170 (Other)	School Improvement Meetings @ \$11,084.47 (5 full days and 5 half days) Three 3 hour arts integration planning sessions with all grade levels = \$6,000 Long range planning sessions (for 24 teachers 7 half days) = \$6000. Co-teaching planning sessions (sp ed and classroom) = 15 hours per team = 3600. Paraeducator afterschool trainings for reading/math @ 2 three hour sessions at \$15 per hour = \$855 PBIS Team Planning = \$3000.	Ongoing, job-embedded professional development opportunities for faculty and staff will build capacity and increase student achievement. These planning sessions and work sessions align with SIP initiatives: Rigor, Differentiation, Arts Integration & Climate	\$30,539.47	24%	
	Supplies	04-09	53170 (Other)	PD Book Study for Staff: Teaching Student Centered Mathematics; 60 books x \$42 = \$2,520	Professional reading in the area of mathematics will enhance teacher understandings and support student achievement. Our focus will be on rigor and critical thinking.	\$2,520.00	2%	
	Other	05-09	54170 (Other)			\$0.00	0%	
			54750 (Conferences - must be approved first)	MAG for two staff members = \$400 SOMIRAC for 4 staff members = \$500. National Title 1 Conference for principal = \$2,324. Ron Clark Academy Visit for 5 staff members = \$6,250. MAESP for admin = \$1,200	Increased personal growth opportunities will enhance content knowledge, build capacity and increase student achievement school-wide. Participants will choose sessions that align with SIP goals and relevant Title I initiatives where possible.	\$10,674.00	8%	\$43,733.47
Fixed Costs						\$2,999.40	2%	\$2,999.40
Total							100%	\$127,928.67
					Difference	\$0.00		

Attachment 4

School Level Budget Summary

Fiscal Year 2014

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
Magnolia Elementary (SW)	0131	84.68%	\$675,768.00						
Center for Educational Opportunity	0292	75.58%	\$0.00						
Halls Cross Roads Elementary (SW)	0230	74.51%	\$514,374.00						
G. Lisby Elementary at Hillsdale (SW)	0211	73.73%	\$483,622.56						
William Paca/Old Post Road Elementary (SW)	0140	72.06%	\$804,989.76						
Havre de Grace Elementary (SW)	0632	69.36%	\$420,024.00						
Deerfield Elementary	0120	65.83%							
Edgewood Elementary	0115	65.26%							
Bakerfield Elementary	0212	64.30%							
Riverside Elementary	0143	58.42%							
Magnolia Middle	0184	56.10%							
Edgewood Middle	0177	55.93%							
Aberdeen Middle	0265	52.22%							
Joppatowne High	0181	50.24%							
Roye-Williams Elementary	0639	44.51%							
Edgewood High	0176	44.17%							
Dublin Elementary	0522	40.47%							
Havre de Grace Middle	0679	39.10%							
Aberdeen High	0270	38.98%							
Joppatowne Elementary	0137	37.20%							
John Archer School	0391	34.40%							
Church Creek Elementary	0125	31.68%							
Darlington Elementary	0518	31.30%							
Havre de Grace High	0678	30.12%							

Meadowvale Elementary	0638	26.36%							
Patterson Mill Middle School	0188	25.57%							
Bel Air Elementary	0314	22.73%							
North Harford Elementary	0544	22.22%							
William S. James Elementary	0113	21.73%							
Abingdon Elementary	0123	20.86%							
Prospect Mill Elementary	0329	19.44%							
Harford Technical High	0304	19.01%							
North Harford Middle	0583	17.86%							
Churchville Elementary	0316	16.71%							
North Bend Elementary	0447	15.87%							
Norrisville Elementary	0441	14.52%							
North Harford High	0580	14.01%							
Bel Air Middle	0372	13.77%							
Hickory Elementary	0333	12.48%							
Southampton Middle	0374	12.47%							
Red Pump Elementary School	0349	12.11%							
Ring Factory Elementary	0345	12.02%							
Bel Air High	0373	11.90%							
Homestead/Wakefield Elementary	0335	10.93%							
C. Milton Wright High	0385	10.78%							
Forest Lakes Elementary	0328	10.77%							
Jarrettsville Elementary	0436	10.00%							
Emmorton Elementary	0121	9.70%							
Fountain Green Elementary	0327	9.36%							
Fallston Middle School	0386	8.19%							
Forest Hill Elementary	0326	8.09%							
Youths Benefit Elementary	0348	7.91%							
Fallston High	0382	6.20%							
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.)									\$2,898,778.32
School System Administration (For Title I, Use # on Table 7-8 LINE 5)									\$615,454.11
System-wide Programs and School System Support to Schools (For Title I, Use # on Table 7-8 LINE 12)									\$745,242.28
Nonpublic Costs (For Title I, Table 7-10 LINE 7)									\$196,672.29
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)									\$4,456,147.00

Attachment 5A

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

Fiscal Year 2014

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 2014 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 2014

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 2014
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. Margaret's School 141 N. Hickory Avenue Bel Air, MD 21014	Private School	18	18**	18**				**18 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. Joan of Arc 230 S. Law Street Aberdeen, MD 21001	Private School	30	30**	30**				**30 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	33	33**	33**				**33 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	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							
Mountain Christian School 1824 Mountain Road Joppa, MD 21085	Private School	13	13**	13**				**13 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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- *YAMD Scope of Work* **Page 124**

August 26, 2013

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
Interim Superintendent of Schools

26 de Agosto de 2013

Estimados Padres:

Como padres de niños/niñas en escuelas de Titulo 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
Interim Superintendent of Schools

**Harford County Public Schools
Component 1 – Highly Qualified (HQ) 2013-2014**

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
1 New Hires	Initial Interview of potential New Title 1 Educator (teacher or paraprofessional)	Title 1 Principals	Principals will interview candidates supplied by the Office of Human Resources (HR) for any openings. If the principal chooses to hire the candidate, then Debbie Cannon and Brad Palmer will verify HQ status. If the principal does not want to hire the candidate, no further action is taken.	June – August and/or through-out the school year	
	New Title 1 Educator is Selected for Hire	Debbie Cannon, HR Brad Palmer, Title 1	Once a new candidate is selected by the principal, Debbie Cannon and Brad Palmer will verify HQ status. If the candidate meets HQ status, a hiring offer will be communicated by HR. If the candidate is not HQ, the candidate and the principal will be notified, and the selection process will continue until an HQ candidate is hired.	June – August and/or through-out the school year	
2 HQ Monitoring Teachers/Para	Verification of HQ by Principals	Title 1 Principals Brad Palmer, Title 1	The Verification Attestation Form will be completed by Title 1 Principals confirming that all teachers within their building are HQ.	Beginning of the school year and on-going	
	On-going Review of HQ status of new and existing educators	Title 1 Principals Debbie Cannon, HR Brad Palmer, Title 1	An HR/Title 1 mtg will be held at the beginning of the year and on an as needed basis throughout the year. The purpose of each mtg is to review the teacher and paraprofessionals Master List of Title 1 HQ to verify and confirm the HQ status of all Title 1 educators. Sample records will be reviewed for HQ document support, including school-based staff/faculty rosters. Educators found to be Non-HQ will begin the process established for addressing Non-HQ educators. Educators found to be HQ will be monitored next quarter. Grade/position assignments will also be reviewed quarterly to ensure that teachers are not moved to a non-HQ position.	Beginning of the year and throughout the year.	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
	Process for Addressing Non-HQ Educators in Title 1 Schools	Title 1 Principals Title 1 Educator Debbie Cannon, HR Brad Palmer, Title 1	<ol style="list-style-type: none"> 1. The Non-HQ educator and their principal will be notified of the Non-HQ status and the reason for being Non-HQ via letter from Debbie Cannon, HR. 2. A meeting will be held immediately with the educator, the principal and the Supervisor of Title 1. The HQ Verification Form will be completed. 3. Principal will send a Parent Letter within 4 weeks of the date that the educator was determined to be Non-HQ. A copy of the letter will be sent to Brad Palmer, Title 1 and Debbie Cannon. 4. The Executive Director of Elementary Schools will be notified of the Non-HQ determination. 5. If an educator is determined to be Non-HQ, the Executive Director of Elementary Schools will take appropriate action to have an HQ educator reassigned. 	On-going on a case by case basis throughout the year.	
	Process for Monitoring and Communicating with Educators	Debbie Cannon, HR Brad Palmer, Title 1	<ol style="list-style-type: none"> 1. During the on-going reviews, teachers' certification expiration dates will be examined and email notification will be sent as a reminder to teachers whose certification expires within a 6 month period. 2. All Title 1 teachers will be notified at the beginning & middle of each year (via email) of the importance and possible consequences for not maintaining proper certification. HR will send specific letters to identified non-HQ teachers specifically outlining their status and outlining their needs. The central Title 1 Office and the HR Office will be responsible for communicating to teachers all information related to HQ status. 	July and Jan	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
3 HQ Monitoring- Long term Substitutes	Process for Maintaining HQ 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 HQ substitutes for the vacancy. 4. Brad Palmer-Title 1 will research and communicate a list of viable HQ substitutes to the principals for interviewing. 5. The principal will interview and make an offer for hiring, or will reject the candidate. 6. The process will continue until an HQ substitute is hired or there are no more HQ substitutes available. 7. If there are no HQ substitutes available, then a Non-HQ substitute will fill the vacancy. 8. The principal and Brad Palmer-Title 1 will continue to search for HQ substitutes to replace the Non-HQ substitute. 9. As a double check, the staffing list for Title 1 schools will be reviewed throughout the year to monitor 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 HQ classroom teacher (plans, work, grading, etc).</p>		
<p>4 HQ Monitoring- Private School & Charter School</p>	<p>Process for Maintaining HQ Status of Private School and Charter School Teachers Servicing Title 1 Students</p>	<p>Debbie Cannon, HR Brad Palmer, Title 1</p>	<ol style="list-style-type: none"> 1. Private School or Charter School tutors will be selected based on their HQ status. 2. Brad Palmer-Title 1 will work with the Private Schools and the Charter Schools to find HQ tutors to hire, including HQ educators working for HCPS. 3. Brad Palmer-Title 1, along with Debbie Cannon-HR, will review each tutors HQ qualifications and make the final HQ determination. 4. The HQ tutor will sign a contract with HCPS and will confirm that they remain HQ as a condition of their employment. <p style="text-align: center;">Or</p> <ol style="list-style-type: none"> 1. A Private Vendor will be contracted to provide Title 1 services to qualifying Title 1 or Charter School students, and will verify and maintain HQ status of their employees who work with Title 1 students. Teachers who work for a third-party vendor are not required to be HQ. However, it is recommended. <u>For SY 2013-2014, Catapult Learning will again provide Title services to participating non-public students.</u> 	<p>Beginning of the School Year</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 HQ 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	On-going	

Harford County Public Schools Component 6 – School-wide 2013-2014

Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Appropriation of Title I Funds	Title I Office, 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		
Appropriation of Title I Funds	Title I Office, Office of Finance	Title I Office and Office of Finance communicate regularly to ensure the coordination of funds.	Ongoing		
Staff development – 10 School-wide components	Title I Office	Title I Office provides continuous staff development, on all 10 School-wide components, to Title I Teacher Specialists	Ongoing		
Staff development – 10 School-wide components	Title I Teacher Specialists	Schools receive staff development from Title I Teacher Specialists, embedded within these staff development sessions are the 10 components of a School-Wide program	Ongoing		
School-wide component checklist incorporated SIP	Title I School Improvement Teams	The School-Wide Component Matrix is incorporated into each school’s Title I SIP (School Improvement Plan), The Schoolwide Component Matrix details each of the 10 Schoolwide Components and on which page they are found. The School wide component checklist is essentially included in each School’s SIP.	Ongoing		
Peer Review Process	Title I School Improvement Teams	During the Peer Reviews, each school is assigned a partner school. 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 School wide Component Checklist, will be checked to ensure that all 10 components are in each school’s plan. Each SIT member will provide specific feedback on the School wide component checklist. William Paca/Old Post Road ES will be paired with another school to specifically address their status as a “FOCUS” school.	Mid - September		

Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Peer Review Process	Title I Teacher Specialists	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 10 School-Wide components are not adequately addressed, these components will be addressed in the feedback first, suggestions about the SIP will come second.	Mid October		
Peer Review Process	Title I School Improvement Teams	After the Title I SIP Peer Review, the Title I 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 and Assistant Supervisor.	Late October		
Peer Review Process	Title I Supervisor, Title I Assistant Supervisor	<p>After the Title I SIP Peer Review, Title I Supervisor and Assistant Supervisor will review all School Improvement Plans and Peer Review School wide component checklist feedback to ensure completion of Title I School Wide components, completed by November 15.</p> <p>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 ILT and SIT to ensure the components are addressed.</p>	Mid November		
Ongoing Review of 10 School-wide Components	Title I School Improvement Teams	Monthly School Improvement Teams review 10 components to ensure implementation.	Ongoing		

Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Ongoing Review of 10 School-wide Components	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. The Title I supervisor monitors and reviews all evidence on a quarterly basis. Title I principals meet monthly to discuss progress and student needs. Title I Teacher Specialists meet with Title I Supervisor on a monthly basis to discuss additional support, if needed.	Ongoing		
Ongoing Review of 10 School-wide Components	Title I Office, Title I School Improvement Teams	For the 2013-2014 School Year, the Title I Office will conduct Mock Program Reviews for each of the Title I Schools in the Fall of 2013. 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		
Ongoing Review of 10 School-wide 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 10 components.	Ongoing		

TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA*

*Students meeting at least two criteria will be targeted for interventions.

*Some students may be monitored due to lack of formal assessment data.

Kindergarten

Mathematics

Instrument	Criteria
1. SNAP	Student fails to meet minimum proficiency in three or more of the following subtests: forward number word sequence (1-10),finger patterns and spatial patterns, number identification (1-10), addition and subtraction (counting items)
2. Teacher Observation Class Profile for mathematics or grouping card teacher ranking.	Teacher indicates student is below grade level in math.
3. Pre-K Skills Checklist (Spring)	Student identifies less than 10 numbers up to 30.
4. Pre-K Skills Checklist (Spring)	Student identifies less than 3 of the 4 sets on the "Identification of Sets" subtest.
5. Pre-K Skills Checklist (Spring)	Student makes less than 2 of the 3 sets on the "Makes Set" subtest.

Reading

Instrument	Criteria
1. TPRI-(Phonemic Awareness)	Student scores less than 4 on Task 3 (Rhyming)
2. TPRI- (Graphophonemic Knowledge)	Student scores less than 8 on Task 7 (Letters to Sound Linking).
3. Pre-K Skills Checklist(Spring)	Student identifies less than 9 of 12 sight words
4. Teacher Observation Class Profile for reading or grouping card teacher ranking.	Teacher indicates student is below grade level.

TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA

- *Students meeting at least two criteria will be targeted for interventions.
- *Some students may be monitored due to lack of formal assessment data.

First Grade
Mathematics

Instrument	Criteria
1. Snap Assessment	Student fails to meet Kindergarten end-of-year proficiency rates on 3 or more of the following subtests: forward number word sequence (1-100), number identification (1-100), addition and subtraction, number patterns, backward number word sequence.
2. Math Unit Assessments	Student has a cumulative average of less than 70% on EDM Part A unit assessments.
3. Everyday Math Cumulative Strand Report	Student scores less than 50% on Number Relationships and Computation (NRC).
4. Teacher Observation Class Profile for mathematic or grouping card teacher ranking.	Teacher indicates student is below grade level.
5. Everyday Math diagnostic assessments for beginning, middle or end of the year.	Student scores less than 70%.

First Grade
Reading

Instrument	Criteria
1. TPRI	On End of Year Kindergarten Screening, student scores: <ul style="list-style-type: none"> • less than 8 on Screening 3 (graphophonemic knowledge, letter sound)
2. TPRI	On End of Year Kindergarten Screening, student scores: <ul style="list-style-type: none"> • Less than 6 on Screening 4 (phonemic awareness, blending onset rhymes and phonemes)
3. Running Record	Student scores below instructional level on appropriate first grade benchmark text
4. Harcourt Benchmark Assessment	Student scores less than 50%.
5. Teacher Observation Class Profile for reading or grouping card teacher ranking.	Teacher indicates student is below grade level.
6. QRI (Qualitative Reading Inventory)	Student scores below grade level on QRI assessment.
7. Harcourt Kindergarten sight word list	Student scores less than 80% .

TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA

- *Students meeting at least two criteria will be targeted for interventions.
- *Some students may be monitored due to lack of formal assessment data.

Second Grade
Mathematics

Instrument	Criteria
1. Everyday Math Cumulative Mathematics Strand Report	Student scores less than 50% on number relationships and computation (NRC).
2. Math Unit Assessments	Student has a cumulative average less than 70% on math part A unit assessments.
3. Teacher Observation Class Profile for Mathematics or grouping card teacher ranking.	Teacher indicates student is below grade level.
4. Everyday Math diagnostic assessments for beginning, middle, or end-of year	Student scores less than 70%.
6. Grade 2 Scholastic Math Inventory (SMI) Winter and Fall	Student scores “well below” on Winter or Spring Grade2 SMI assessment.

Second Grade
Reading

Instrument	Criteria
1. Running Record	Student scores below instructional level on appropriate second grade benchmark text.
2. QRI (Qualitative Reading Inventory)	Student scores below grade level on QRI assessment.
3. Harcourt Benchmark Assessments	Student scores less than 50%.
4. Teacher Observation Class Profile or grouping card teacher ranking.	Teacher indicates student is below grade level.
5. Harcourt first grade sight word list	Student scores less than 80%.

TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA

*Students meeting at least two criteria will be targeted for interventions.

*Some students may be monitored due to lack of formal assessment data.

Third Grade**Mathematics**

Instrument	Criteria
1. Everyday Math Cumulative Mathematics Strand Report	Student scores less 50% on number relationships and computation (NRC).
2. Math Unit Assessments	Student has a cumulative average less than 50% on math part A unit assessments.
3. Teacher Observation Class Profile for Mathematics or grouping card teacher ranking.	Teacher indicates student is below grade level.
4. Everyday Math diagnostic assessments for beginning, middle, or end-of year	Student scores less than 70%.
5. Grade 2 Scholastic Math Inventory (SMI)	Student scores “basic” or “well below” on the end of year Grade 2 SMI assessment.
6. Grade 3 Scholastic Math Inventory (SMI) Winter and Fall	Student scores “well below” on Winter or Spring Grade 3 SMI assessment.

Third Grade**Reading**

Instrument	Criteria
1. SRI	Student has a lexile score of less than 450 on the Grade 2 SRI.
2. Running Record	Student scores below instructional level on appropriate third grade benchmark text.
3. QRI (Qualitative Reading Inventory)	Student scores below grade level on QRI assessment.
4. Harcourt Benchmark Assessments	Student scores less than 50%.
5. Teacher Observation Class Profile for reading or grouping card teacher ranking.	Teacher indicates student is below grade level.
6. Harcourt second grade sight word list	Student scores less than 80%.

TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA

*Students meeting at least two criteria will be targeted for interventions.

*Some students may be monitored due to lack of formal assessment data.

Fourth Grade**Mathematics**

Instrument	Criteria
1. Maryland School Assessment	Student scores "Basic."
2. Maryland School Assessment (subtest scores)	Student with overall proficient score in MSA math scores basic on 3 of 5 math subtests.
3. Everyday Math Cumulative Mathematics Strand Report	Student scores less than 50% on number relationships and computation (NRC).
4. Math Unit Assessments	Student has a cumulative average less than 50% on math part A unit assessments
5. Teacher Observation Class Profile for Mathematics or grouping card teacher ranking.	Teacher indicates student is below grade level.
6 .Everyday Math diagnostic assessments for beginning, middle, or end-of year	Student scores less than 70%
5. Grade 3 Scholastic Math Inventory (SMI)	Student scores "basic" or "well below" on the end of year Grade 3 SMI assessment.
6. Grade 4 Scholastic Math Inventory (SMI) Winter and Fall	Student scores "well below" on Winter or Spring Grade 4 SMI assessment.

Fourth Grade**Reading**

Instrument	Criteria
1. Maryland School Assessment	Student scores "Basic."
2. Maryland School Assessment (subtest scores)	Student with overall proficient score in MSA reading scores basic on 2 of 3 reading subtests.
3. Running Record	Student scores below instructional level on end-of-third-grade running record.
4. Harcourt Benchmark Assessment	Student scores less than 50%.
5. QRI (Qualitative Reading Inventory)	Student scores below grade level on QRI assessment.
6. Teacher Observation Class Profile for reading or grouping card teacher ranking.	Teacher indicates student is below grade level.
7 .SRI	Student has a lexile score of less than 600 on the grade 3SRI.
6. Harcourt second grade sight word list	Student scores less than 80%.

TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA

*Students meeting at least two criteria will be targeted for interventions.

*Some students may be monitored due to lack of formal assessment data.

Fifth Grade
Mathematics

Instrument	Criteria
1. Maryland School Assessment	Student scores "Basic."
2. Maryland School Assessment (subtest scores)	Student with overall proficient score in MSA math scores basic on 3 of 5 math subtests.
3. Everyday Math Cumulative Mathematics Strand Report	Student scores less than 50% on number relationships and computation (NRC).
4. Math Unit Assessments	Student has a cumulative average less than 50% on math part A unit assessments.
5. Teacher Observation Class Profile for Mathematics or grouping card teacher ranking.	Teacher indicates student is below grade level.
6. Everyday Math diagnostic assessments for beginning, middle, or end-of year	Student scores less than 70%.
5. Grade 4 Scholastic Math Inventory (SMI)	Student scores "basic" or "well below" on the end of year Grade 4 SMI assessment.
6. Grade 5 Scholastic Math Inventory (SMI) Winter and Fall	Student scores "well below" on Winter or Spring Grade 5 SMI assessment.

Fifth Grade
Reading

Instrument	Criteria
1. Maryland School Assessment	Student scores "Basic."
2. Maryland School Assessment (subtest scores)	Student with overall proficient score in MSA reading scores basic on 2 of 3 reading subtests.
3. QRI (Qualitative Reading Inventory)	Student scores below grade level on QRI assessment.
4. Harcourt Benchmark Assessment	Student scores less than 50%.
5. SRI	Student has a lexile score of less than 750 on the grade 4 SRI.
6. Teacher Observation Class Profile for reading or grouping card teacher ranking.	Teacher indicates student is below grade level.
7. Harcourt second grade sight word list	Student scores less than 80%.

Note: If the above criteria for grades K-5 do not identify enough students to sustain the program, a decision will be made by the Title I office to adjust criteria or to use an alternative instrument.

PROCEDURE

PROCEDURE TITLE: Title 1 Parent Involvement		
ADOPTION/EFFECTIVE DATE: 5/1/09	MOST RECENTLY AMENDED: 7/1/13	MOST RECENTLY REAFFIRMED: 7/1/13
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Stakeholders		

I. Purpose

The purpose of this procedure is to affirm the Board's Parent/Community Involvement Policy with a specific focus on Title 1 parent involvement. The Title 1 Parent Involvement Procedures will be implemented to establish a strong and effective system of parent involvement within the Title 1 schools, and to establish standards and criteria thereto. The school district agrees to implement the following statutory requirements:

- A. The school district will plan and put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
- B. The school district will incorporate this district wide parental involvement plan into its LEA plan developed under section 1112 of the ESEA.
- C. In carrying out the Title I, Part A parental involvement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of students deemed homeless and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA through streamline communication to ensure the connection between school and parent.
- D. If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- E. The school district will involve the parents of participating children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds set aside for parental involvement is spent, and will ensure that not less than 95 percent of the one percent set aside goes directly to the schools.

II. Scope

This procedure applies to all identified Title 1 schools (school-wide or targeted assistance status) and students deemed homeless within Harford County Public Schools.

III. Definition(s)

The school district will be governed by the following statutory definition of parental involvement, and expects that it's Title I schools will carry out programs, activities and procedures in accordance with this definition:

- A. **Parental Involvement:** The participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:
1. That parents play an integral role in assisting their child's learning.
 2. That parents are encouraged to be actively involved in their child's education at school.
 3. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
 4. The carrying out of other activities, such as those described in section 1118 of the ESEA

IV. Procedures

A. **Description of how the school district will implement required district-wide parent involvement plan components.**

1. The school district will provide multiple communications to disseminate information to parents including county and state Parental Information. Annual input from parents will be solicited on the HCPS Website (Title I link) pertaining to the HCPS Master Plan.
2. The school district will invite Title I parents on a bi-annual basis to develop and revise the HCPS Master Plan to ensure joint development of the district-wide parental involvement policy under section 1112 of the ESEA. Additionally, parents will be invited to assist in an annual revision of the Home/School Compact.
3. The school district will invite Title I parents from each school in the district to serve on the school improvement team with the task of developing Title I school improvement plans and parent involvement procedures as well as convey to the parents their right to be involved.
4. The school district will provide technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

5. The school district's central Title 1 Office will:
 - a. Enhance awareness of faculty and staff at each school site on (1) how to involve the parents in a way that makes the parent feel as an equal partner in their child's academic success and (2) the significance of parents' influence on their child's academic success.
 - b. Enhance awareness of faculty and staff at each school site on the importance of streamlining communication between home and school, ensuring, to the extent possible, that the information sent home is in a language and form that parents can understand.
 - c. Provide materials and training to help parents with their child's academic achievement.
 - d. Schedule regular meetings with parents at each school site, encouraging participation to become an active participant in their child's learning process.
 - e. Visit the school sites regularly to assure the policies and plans are being implemented.
 - f. Develop and disseminate a district-wide and school-wide calendar of Parental Involvement activities.

6. The school district will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies with the School Readiness programs supported by the Pre-Kindergarten Program, the Full-Day Kindergarten Program, the Maryland State Curriculum, the Pre-Kindergarten programs for children with disabilities and other programs/ activities to encourage and support parents in participating in the education of their children.

7. The school district will conduct, with the involvement of parents, an ongoing evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) by:
 - a. Conducting an annual Regional Title 1 Parent Survey Evaluation from each Title 1 school, which is compiled at the Central Title 1 Office and the Office of Accountability (See Appendix A). Data from the survey will be provided to schools for review and will be disseminated to school communities. As a result of the survey data, changes will be instituted.
 - b. Assisting in the growth and development of parent groups at each school site.
 - c. Providing copies of the Title I Parent Involvement Procedure at each school and on each school's web page for parents' to view.

8. The school district will use the findings of the evaluation regarding its parental involvement procedure and activities to design strategies for more effective parental involvement, and to revise, if necessary (with parent involvement) its district parental involvement policy to:
 - a. Make recommendations to each participating school to integrate the changes in their respective school level parent involvement plans.
 - b. Provide suggestions for incorporating parent involvement as they relate to school improvement.

B. Capacity Building

The school district will build the schools' and parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school, involved parents, and the community to improve student academic achievement through the following activities.

1. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, to develop better understanding through parent workshops, conferences and classes. HCPS will hold an annual meeting for Title 1 parents to provide information on:
 - a. the State's academic content standards
 - b. the State's student academic achievement standards
 - c. the State and local academic assessments including alternate assessments
 - d. the requirements of Title 1, Part A
 - e. how to monitor their child's progress
 - f. how to work with educators
2. The school district's central Title 1 Office provides assistance, funding, and materials for parents in the following areas:
 - a. Maryland State Department of Education/NCLB sponsored workshops
 - b. MSA scoring/data meetings/workshops
 - c. Training on progress monitoring and assessments for their child.
 - d. The role of the Title 1 Family Liaison
 - e. Parental Rights Booklets
3. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, to foster parental involvement. Support will be provided in the following areas:
 - a. The school district's central Title I Office provides funding for materials to help parents work with their children in the following programs:
 - 1) SIPPS – Reading Intervention
 - 2) Success Maker – Math Intervention
 - 3) I Station – Reading Intervention
 - 4) Harcourt – HCPS Reading Core Curriculum
 - 5) Everyday Math – HCPS Math Core Curriculum
 - 6) Technology – Use of computer programs
 - 7) Educate Online
 - 8) Summer Jumpstart program

4. The school district will educate the entire school staff on how to communicate and work with parents as equal partners and how to coordinate parent programs between parents and schools, by:
 - a. Coordinating in-service at each school site
 - b. Meeting regularly with Family Involvement Team (FIT) at each school site
 - c. Meeting with School Improvement Team (SIT) at each school site
 - d. Meeting with Principals and Instructional Facilitators at each school site
 - e. Meeting with Family Liaisons and Title 1 Teacher Specialists at each school site
 - f. Providing input at school improvement team meetings on professional development for staff
 - g. Providing opportunities on a quarterly basis (or bi-annually) for parents to have input on Principal meetings, New Teacher Orientation, Title 1 Parent Conference, etc
 - h. Planning and implementing the Annual Parent Involvement Training for parents and staff which will be held in the fall of the each year

5. The school district will take the following actions to ensure that information related to the school/parent programs, meetings, and other activities is sent to the parents of children in an understandable format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand.
 - a. The school district's central Title I Office will provide school related documents, to the extent possible, for parents in a language and form they can understand by sending press releases, newsletters, and systematic calendars to parents.
 - b. The school district's central Title I Office will provide translation for documents, to the extent possible, for parents. Interpreters at parent meetings will be provided, if needed.
 - c. The school district's central Title I Office supports the efforts of the ELL Office throughout the county.

C. Discretionary LEA Title 1 Parent Involvement Plan Components

The school district, in consultation with its parents, may choose to undertake to build parents' capacity for involvement in the school and school system, and to support their children's academic achievement, through the following discretionary activities listed under section 1118(e) of the ESEA.

1. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.

2. Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding.

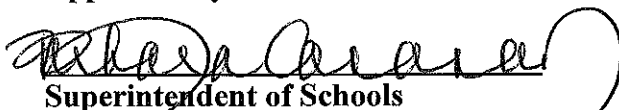
3. Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
4. Training parents to enhance the involvement of other parents.
5. Maximizing parental involvement in their children's education by arranging school meetings at a variety of times (evenings, weekends, daytime) and locations (off-site in the community), or conducting in-home conferences between teachers who work directly with participating children and parents who are unable to attend conferences at school.
6. Adopting and implementing model approaches to improving parental involvement.
 - a. GED program for parents – partnership with Harford Community College
7. Continuing a district wide parent advisory council to provide advice on all matters including those related to parental involvement in Title I, Part A programs.
8. Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
 - a. Hold annual meeting to convey components of Title I
 - b. Meet quarterly with non-public schools to monitor Title I schools
9. Providing other reasonable support for parental involvement activities under section 1118 as parents may request.
10. Maintain PIRCs at each Title I school site with flexible hours of operation for parent use.

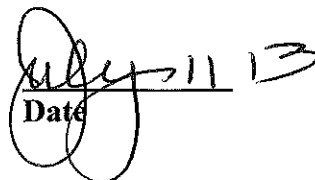
D. Adoption

The Harford County Public Schools' Title I Parent Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by sign-in sheets, agendas, and written comments and evaluations.

This plan was originally adopted by the Harford County Public Schools on May 1, 2009 and was revised/reviewed on May 1, 2011. Harford County Public Schools will make this document available (hard copy, website posting) to all parents of participating Title I, Part A children before the beginning of each schools year.

Approved By:


Superintendent of Schools


Date

Revised: 7/11/13

Procedure Number:

APPENDIX A

PROCEDURE

Harford County Public Schools

Procedure Action Dates		
ACTION DATE	ACTION DATE	ACTION DATE
Revised 5/1/11		
Revised 7/11/13		

Responsibility for Procedure Maintenance & References		
LAST EDITOR/DRAFTER NAME: Palmer, Brad		JOB POSITION OF LAST EDITOR/DRAFTER: Supervisor - HCPS Title I Office
PERSON RESPONSIBLE: Little, Jacob		JOB POSITION OF PERSON RESPONSIBLE: Coordinator - HCPS Title I Office
DESIGNEE NAME:		DESIGNEE POSITION:
REFERENCE 1 TYPE:	REFERENCE 1 NO.	REFERENCE 1 DESCRIPTION:
REFERENCE 2 TYPE:	REFERENCE 2 NO.	REFERENCE 2 DESCRIPTION:
REFERENCE 3 TYPE:	REFERENCE 3 NO.	REFERENCE 3 DESCRIPTION:
REFERENCE 4 TYPE:	REFERENCE 4 NO.	REFERENCE 4 DESCRIPTION:
REFERENCE 5 TYPE:	REFERENCE 5 NO.	REFERENCE 5 DESCRIPTION:
PROCEDURE NUMBER PRIOR TO NOVEMBER 1, 2005:		

TÍTULO DEL PROCEDIMIENTO: Título 1 Participación de Padres		
ADOPCIÓN/FECHA DE ENTRADA EN VIGENCIA: 1-may-09	ÚLTIMA ENMIENDA: 1-jul-13	ÚLTIMA RATIFICACIÓN: 1-jul-13
CATEGORÍA DE RESUMEN DEL MANUAL DE POLÍTICAS/PROCEDIMIENTOS: Personas involucradas		

I. **Objetivo**

El objetivo de este procedimiento es ratificar la Política de Participación de Padres/la Comunidad del Consejo, prestando especial atención al Título 1 sobre participación de los padres. Se implementarán los Procedimientos de Participación de Padres previstos en el Título 1 para establecer un sistema sólido y efectivo de participación de los padres dentro de las escuelas del Título 1, y para fijar las normas y los criterios de dicho sistema. El distrito escolar acepta implementar los siguientes requisitos establecidos por la ley:

- A. El distrito escolar planificará y pondrá en práctica programas, actividades y procedimientos para lograr la participación de los padres en todas sus escuelas que cuenten con los programas del Título I, Parte A, de conformidad con la sección 1118 de la Ley de Educación Primaria y Secundaria (ESEA, por sus siglas en inglés).
- B. El distrito escolar incorporará este plan de participación de padres de todo el distrito al plan de su agencia educativa local (LEA, por sus siglas en inglés) elaborado según la sección 1112 de la ESEA.
- C. Al implementar los requisitos de participación de padres previstos en el Título I, Parte A, en la medida posible, el distrito escolar y sus escuelas ofrecerán plenas oportunidades para la participación de padres con dominio limitado del inglés, padres con discapacidades, padres de estudiantes que se reputen sin techo y padres de menores que, por la naturaleza de su empleo, migren de un lugar a otro, lo que incluirá proporcionar información y reportes escolares según prevé la sección 1111 de la ESEA mediante una comunicación fluida para garantizar la conexión entre escuela y padres.
- D. Si el plan de la LEA para el Título I, Parte A, elaborado según la sección 1112 de la ESEA, no resulta satisfactorio a los padres de los niños participantes, el distrito escolar presentará, junto con el plan, los comentarios de los padres cuando la escuela presente el plan ante el Departamento de Educación del estado.
- E. El distrito escolar involucrará a los padres de los niños participantes que pertenezcan a las escuelas del Título I, Parte A, en las decisiones relativas a cómo se gasta el 1% de los fondos previstos en el Título I, Parte A, reservados para la participación de los padres, y se asegurará de que no menos del 95% de la reserva del 1% vaya directamente a las escuelas.

II. **Alcance**

Este procedimiento se aplica a todas las escuelas identificadas en el Título 1 (que implementan programas escolares generales o específicos) y a los estudiantes que se reputen sin techo dentro de las Escuelas Públicas del Condado de Harford (HCPS, por sus siglas en inglés).

Revisado: 11-jul-13

Número de procedimiento:

Página 1 de 9

Page: 27

III. Definiciones

El distrito escolar se regirá por la siguiente definición legal de participación de padres y espera que sus escuelas del Título I implementen sus programas, sus actividades y sus procedimientos según esta definición:

- A. **Participación de Padres:** La participación de los padres en una comunicación regular, bidireccional y significativa que involucre el aprendizaje académico de los estudiantes y otras actividades, de modo de garantizar:
1. que los padres jueguen un rol integral en la contribución con el aprendizaje de sus hijos;
 2. que los padres se sientan motivados a participar activamente en la educación de sus hijos en la escuela;
 3. que los padres sean verdaderos socios en la educación de sus hijos y que se los incluya, según corresponda, en la toma de decisiones y en comités consultivos para contribuir con la educación de su hijo.
 4. La realización de otras actividades, como las que se describen en la sección 1118 de la ESEA.

IV. Procedimientos

A. **Descripción de cómo el distrito escolar implementará los componentes pertinentes del plan de participación de padres para todo el distrito.**

1. El distrito escolar enviará varias comunicaciones con el fin de difundir información a los padres, lo cual incluirá Información para Padres sobre el condado y el estado. Se solicitará el aporte anual de los padres en el sitio web de las HCPS (enlace al Título 1) en relación con el Plan Maestro de las HCPS.
2. El distrito escolar invitará semestralmente a los padres del Título I a desarrollar y revisar el Plan Maestro de las HCPS para garantizar el desarrollo conjunto de la política de participación de padres para todo el distrito según la sección 1112 de la ESEA. Asimismo, se invitará a los padres a colaborar con una revisión anual del Acuerdo entre Hogares y Escuela.
3. El distrito escolar invitará a los padres del Título I de todas las escuelas del distrito a formar parte del equipo de mejora escolar con la tarea de elaborar los planes de mejora escolar y los procedimientos de participación de padres previstos en el Título I, y a su vez transmitirá a los padres su derecho de participar.
4. El distrito escolar proporcionará asistencia técnica y de otro tipo para ayudar a las escuelas del Título I, Parte A, a planificar e implementar actividades efectivas de participación de padres para mejorar los logros académicos de los estudiantes y el desempeño de la escuela.
5. La Oficina Central del distrito escolar del Título 1:
 - a. generará una mayor conciencia, por parte del cuerpo docente y el personal de cada establecimiento escolar, sobre (1) cómo involucrar a los padres de

- manera tal que se sientan un factor igualmente importante en el éxito académico de sus hijos y (2) la mayor importancia de la influencia de los padres sobre el éxito académico de sus hijos;
- b. generará una mayor conciencia, por parte del cuerpo docente y el personal de cada establecimiento escolar, sobre la importancia de que haya una comunicación fluida entre la casa y la escuela, de modo de garantizar, en la medida posible, que la información que se envíe a la casa utilice un lenguaje y una forma que los padres puedan entender;
 - c. proporcionará material y capacitación para ayudar a los padres con los logros académicos de sus hijos;
 - d. programará regularmente reuniones de padres en cada establecimiento escolar, mediante las cuales se los alentará a participar para convertirse en participantes activos del proceso de aprendizaje de sus hijos;
 - e. visitará los establecimientos escolares para asegurarse de que se estén implementando las políticas y los planes;
 - f. elaborará y difundirá un calendario para toda la escuela y para todo el distrito de actividades de Participación de Padres.
6. El distrito escolar coordinará e incorporará las estrategias de participación de padres previstas en el Título I, Parte A, a los programas de Preparación Escolar respaldados por el Programa de Prejardín, Programa de Jardín de Jornada Completa, el Programa de Contenidos del Estado de Maryland, los programas Prejardín para niños con discapacidades y otros programas/actividades orientados a alentar y apoyar a los padres a participar en la educación de sus hijos.
7. El distrito escolar llevará a cabo, con la participación de los padres, una evaluación constante del contenido y la efectividad de este plan de participación de padres en cuanto a la mejora de la calidad de sus escuelas del Título I, Parte A. La evaluación incluirá la identificación de obstáculos para lograr una mayor participación de los padres en las actividades de participación de padres (prestando particular atención a los padres que se encuentren en una situación económica desventajosa, sufran de alguna discapacidad, tengan un dominio limitado del inglés, tengan un bajo nivel de alfabetización o provengan de una minoría racial o étnica) mediante las siguientes acciones:
- a. Realización de una Evaluación Regional Anual de Encuesta a Padres del Título I en cada escuela del Título I, la cual se compilará en la Oficina Central del Título I y la Oficina Contable (consulte el Anexo A). Los datos de la encuesta se suministrarán a las escuelas para su revisión y se difundirán a las comunidades escolares. A partir de los datos de la encuesta, se implementarán los cambios pertinentes.
 - b. Asistencia en el crecimiento y el desarrollo de grupos de padres en cada establecimiento escolar.
 - c. Suministro de copias del Procedimiento de Participación de Padres del Título I en cada escuela y en la página web de cada escuela para que puedan verlo los padres.

8. El distrito escolar utilizará los hallazgos de la evaluación relativos a las actividades y al procedimiento de participación de padres para diseñar estrategias con la finalidad de lograr una participación de padres más efectiva, y para revisar, de ser necesario (con la participación de los padres), la política de participación de padres de su distrito para:
 - a. realizar recomendaciones a cada una de las escuelas participantes para que incorporen los cambios a sus respectivos planes de participación de padres a nivel escolar;
 - b. ofrecer sugerencias para incorporar la participación de los padres en lo que respecta a la mejora escolar.

B. Desarrollo de Capacidades

El distrito escolar desarrollará la capacidad de la escuela y de los padres de lograr una sólida participación de los padres con el fin de garantizar su efectiva participación y apoyar la creación de una sociedad entre la escuela, los padres involucrados y la comunidad para mejorar los logros académicos de los estudiantes mediante las siguientes actividades.

1. El distrito escolar, con la colaboración de sus escuelas del Título I, Parte A, ayudará a los padres de los niños que pertenezcan al distrito escolar o la escuela a lograr un mayor entendimiento mediante talleres, conferencias y clases para padres. Las HCPS llevarán a cabo una reunión anual para los padres del Título 1 a fin de proporcionarles información sobre:
 - a. los estándares de contenidos académicos del estado;
 - b. los estándares de logros académicos de los estudiantes del estado;
 - c. las evaluaciones académicas locales y estatales, incluidas evaluaciones alternativas;
 - d. los requisitos del Título 1, Parte A;
 - e. cómo supervisar el progreso de su hijo;
 - f. cómo trabajar con los educadores.
2. La Oficina Central del distrito escolar del Título 1 brinda asistencia, financiamiento y material para padres en las siguientes áreas:
 - a. talleres patrocinados por el Departamento de Educación del Estado de Maryland/Ley de Educación Igualitaria (NCLB, por sus siglas en inglés);
 - b. talleres/reuniones sobre datos/puntuación de la Evaluación Escolar de Maryland (MSA, por sus siglas en inglés);
 - c. capacitación sobre supervisión y evaluaciones del progreso de su hijo;
 - d. el rol del Vínculo con la Familia del Título 1;
 - e. Cuadernillos de Derechos de los Padres.
3. El distrito escolar, con la colaboración de sus escuelas, proporcionará material y capacitación para ayudar a los padres a trabajar con sus hijos con la finalidad de mejorar sus logros académicos, como por ejemplo capacitación de alfabetización y uso de tecnología, para promover la participación de los padres. Se ofrecerá apoyo en las siguientes áreas:

- a. La Oficina Central del distrito escolar del Título I proporciona financiamiento del material para ayudar a los padres a trabajar con sus hijos en los siguientes programas:
 - 1) SIPPS (instrucción sistemática de consciencia fonémica, fónica, y palabras visuales) – Intervención de lectura;
 - 2) Success Maker (programa para lograr el éxito) – Intervención de matemáticas;
 - 3) I Station (puesto de instrucción)– Intervención de lectura;
 - 4) Harcourt – Programa de Contenidos Principales de Lectura de las HCPS;
 - 5) Everyday Math (matemática cotidiana) – Programa de Contenidos Principales de Matemáticas de las HCPS;
 - 6) Technology (tecnología) – Uso de programas informáticos;
 - 7) Educate Online (educación en línea);
 - 8) Programa Summer Jumpstart (programa de ingreso de verano).

4. El distrito escolar enseñará a todo el personal de la escuela cómo comunicarse y trabajar con los padres como socios igualitarios y cómo coordinar programas para padres entre las escuelas y los padres, mediante las siguientes acciones:
 - a. coordinación de un servicio interno en cada establecimiento escolar;
 - b. reuniones regulares con el Equipo de Participación Familiar (FIT, por sus siglas en inglés) en cada establecimiento escolar;
 - c. reuniones con el Equipo de Mejora Escolar (SIT, por sus siglas en inglés) en cada establecimiento escolar;
 - d. reuniones con los Directores e Instructores Facilitadores de cada establecimiento escolar;
 - e. reuniones con los Docentes Especialistas en el Título 1 y Vínculos con las Familias en cada establecimiento escolar;
 - f. aportes en las reuniones del equipo de mejora escolar sobre el desarrollo profesional del personal;
 - g. creación de oportunidades trimestralmente (o semestralmente) para que los padres puedan brindar su aporte en las reuniones con el Director, Orientación para Nuevos Docentes, Conferencia con Padres del Título 1, etc.;
 - h. planificación e implementación de la Capacitación Anual sobre Participación de Padres para los padres y el personal, la cual se llevará a cabo todos los años en otoño.

5. El distrito escolar tomará las siguientes medidas para garantizar que la información relativa a los programas escolares/para padres, reuniones y otras actividades se envíe a los padres de los niños en un formato inteligible, incluidos formatos alternativos cuando se los solicite, y, en la medida posible, utilizando un lenguaje que los padres puedan entender.
 - a. La Oficina Central del distrito escolar del Título I proporcionará a los padres, en la medida posible, documentos para padres relativos a la escuela, los cuales tendrán un lenguaje y una forma que estos puedan entender, mediante comunicados de prensa, boletines informativos y calendarios sistemáticos.

- b. La Oficina Central del distrito escolar del Título I proporcionará, en la medida posible, los documentos traducidos para los padres. Si ello fuera necesario, habrá intérpretes en las reuniones de padres.
- c. La Oficina Central del distrito escolar del Título I apoya las iniciativas de la Oficina de Estudiantes de Inglés (ELL, por sus siglas en inglés) en todo el condado.

C. Componentes Discrecionales del Plan de Participación de Padres del Título 1 Relativos a LEA

El distrito escolar, mediante consulta con los padres, puede optar por comprometerse a desarrollar la capacidad de los padres de involucrarse con la escuela y el sistema escolar, y a apoyar los logros académicos de los niños, mediante las siguientes actividades discrecionales que se enumeran en la sección 1118(e) de la ESEA.

1. Involucrar a los padres en el desarrollo de capacitaciones para docentes, directores y otros educadores para aumentar la efectividad de dichas capacitaciones.
2. Proporcionar las alfabetizaciones necesarias para padres utilizando los fondos previstos en el Título I, Parte A, si el distrito escolar hubiera agotado toda otra fuente razonable de financiamiento.
3. Pagar los gastos razonables y necesarios asociados a las actividades de participación de padres, incluidos gastos de transporte y cuidado de niños, para que los padres puedan participar en reuniones y capacitaciones relativas a la escuela.
4. Capacitar a los padres para aumentar la participación de otros padres.
5. Maximizar la participación de los padres en la educación de sus hijos organizando reuniones escolares en distintos momentos (al final del día, los fines de semana, durante el día) y lugares (fuera del establecimiento, en la comunidad), o llevando a cabo conferencias en casas entre docentes que trabajen directamente con niños y padres participantes que no puedan asistir a las conferencias en la escuela.
6. Adoptar e implementar enfoques modelo para aumentar la participación de los padres.
 - a. Programa GED para padres – en colaboración con Harford Community College.
7. Dar continuidad a un comité consultor para padres de todo el distrito para brindar asesoramiento sobre todo tipo de asuntos, incluidos los relativos a la participación de padres en los programas del Título I, Parte A.
8. Desarrollar los roles pertinentes para organizaciones y empresas de la comunidad, incluidas las organizaciones religiosas, en actividades de participación de padres.
 - a. Celebrar una reunión anual para informar los componentes del Título 1.

PROCEDIMIENTO

- b. Reunirse trimestralmente con escuelas no públicas para supervisar las escuelas del Título 1.
- 9. Ofrecer otro tipo de apoyo que resulte razonable a las actividades de participación de padres según la sección 1118 a pedido de los padres.
- 10. Mantener Centros de Recursos e Información para Padres (PIRC, por sus siglas en inglés) en cada establecimiento escolar del Título 1 con un horario de atención flexible para uso de los padres.

D. Adopción

La Política de Participación de Padres del Título I de las Escuelas Públicas del Condado de Harford ha sido elaborada y acordada con los padres de niños que participan en los programas del Título I, Parte A, según consta en las planillas de asistencia, órdenes del día y evaluaciones y comentarios escritos.

Este plan fue adoptado inicialmente por las Escuelas Públicas del Condado de Harford el 1 de mayo de 2009 y fue revisado/modificado el 1 de mayo de 2011. Las Escuelas Públicas del Condado de Harford pondrán este documento a disposición (mediante copia en papel, publicación en el sitio web) de todos los padres de niños participantes del Título I, Parte A, antes del comienzo de cada ciclo lectivo.

Aprobado por:

Superintendente de Escuelas

Fecha

ANEXO A

PROCEDIMIENTO

Fechas de acciones relativas al procedimiento					
ACCIÓN	FECHA	ACCIÓN	FECHA	ACCIÓN	FECHA
Revisado el	1-may-1				
Revisado el	11-jul-13				

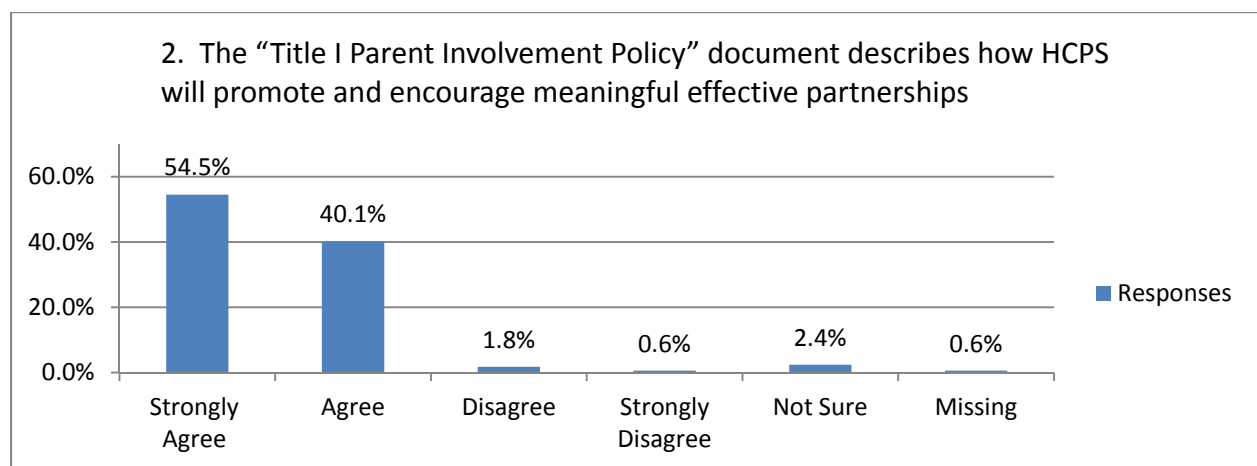
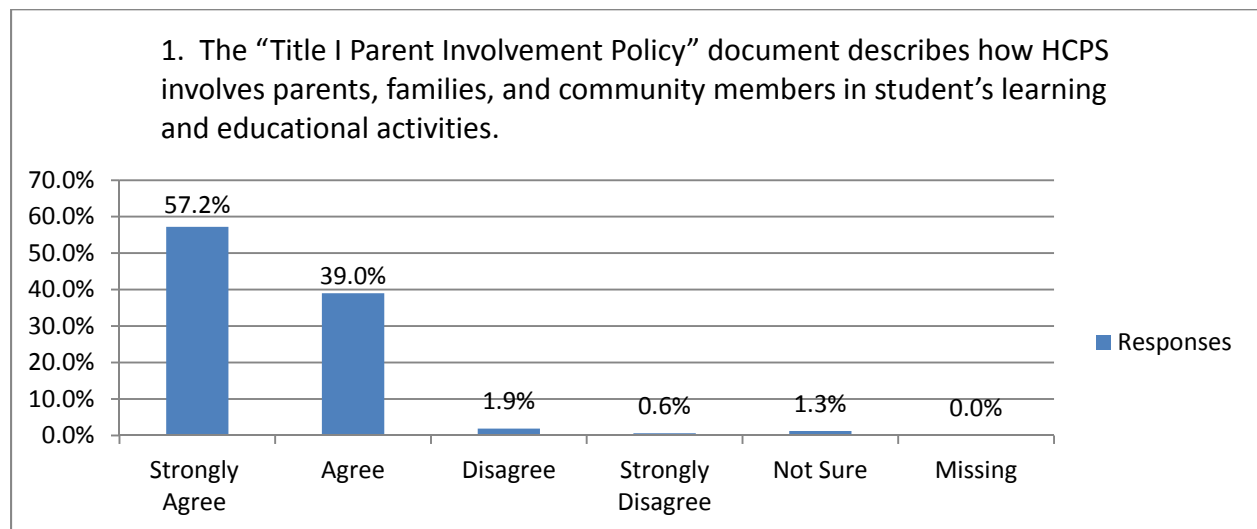
Responsables del mantenimiento del procedimiento y referencias		
NOMBRE DEL ÚLTIMO EDITOR/REDACTOR: Palmer, Brad	CARGO DEL ÚLTIMO EDITOR/REDACTOR: Supervisor - Oficina del Título I de las HCPS	
RESPONSABLE: Little, Jacob	CARGO DE LA PERSONA RESPONSABLE: Coordinador - Oficina del Título I de las HCPS	
NOMBRE DE LA PERSONA DESIGNADA:	CARGO DE LA PERSONA DESIGNADA:	
TIPO DE REFERENCIA 1:	N.º DE REFERENCIA 1	DESCRIPCIÓN DE REFERENCIA 1:
TIPO DE REFERENCIA 2:	N.º DE REFERENCIA 2	DESCRIPCIÓN DE REFERENCIA 2:
TIPO DE REFERENCIA 3:	N.º DE REFERENCIA 3	DESCRIPCIÓN DE REFERENCIA 3:
TIPO DE REFERENCIA 4:	N.º DE REFERENCIA 4	DESCRIPCIÓN DE REFERENCIA 4:
TIPO DE REFERENCIA 5:	N.º DE REFERENCIA 5	DESCRIPCIÓN DE REFERENCIA 5:
NÚMERO DE PROCEDIMIENTO ANTERIOR AL 1 DE NOVIEMBRE DE 2005:		

Harford County Public Schools Title I Parent Involvement Policy & Title I Parent Involvement Procedures Survey Results 2012-2013

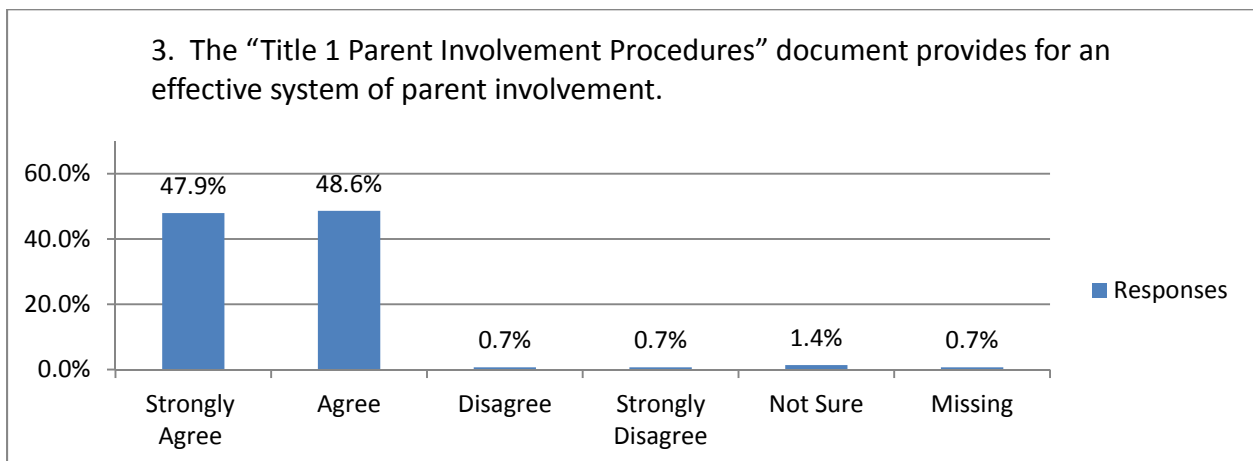
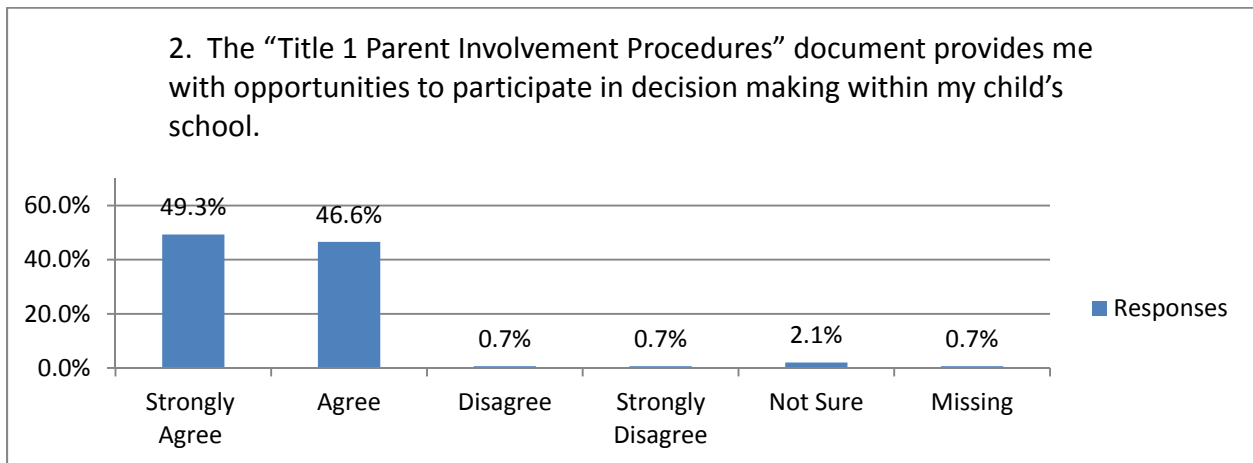
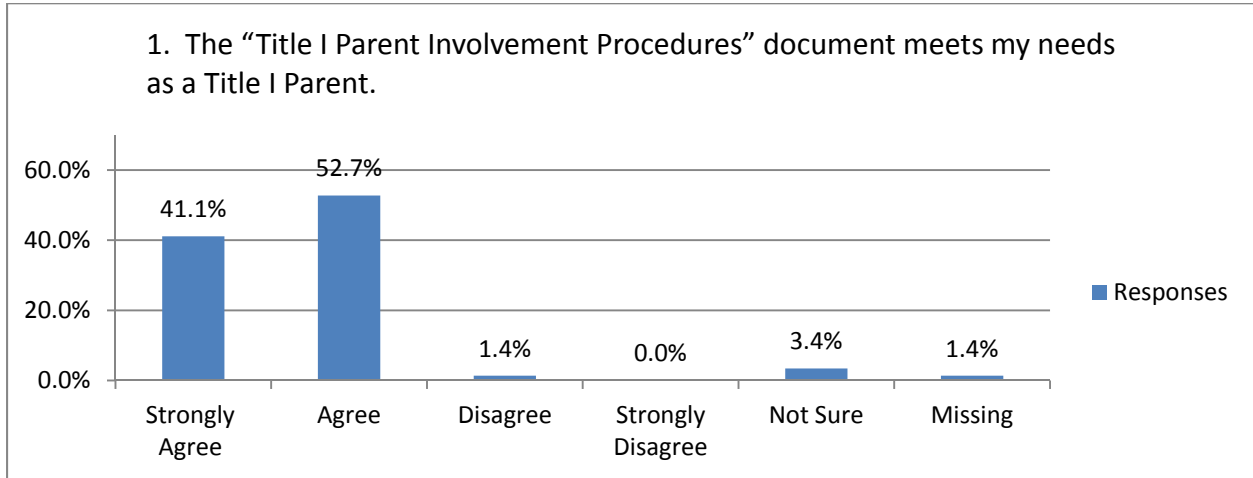
During recent Family Involvement Team meetings the HCPS Parent Involvement Policy and the HCPS Title I Parent Involvement Procedures were reviewed. Each person attending the Family Involvement Team meeting was given the survey to fill out.

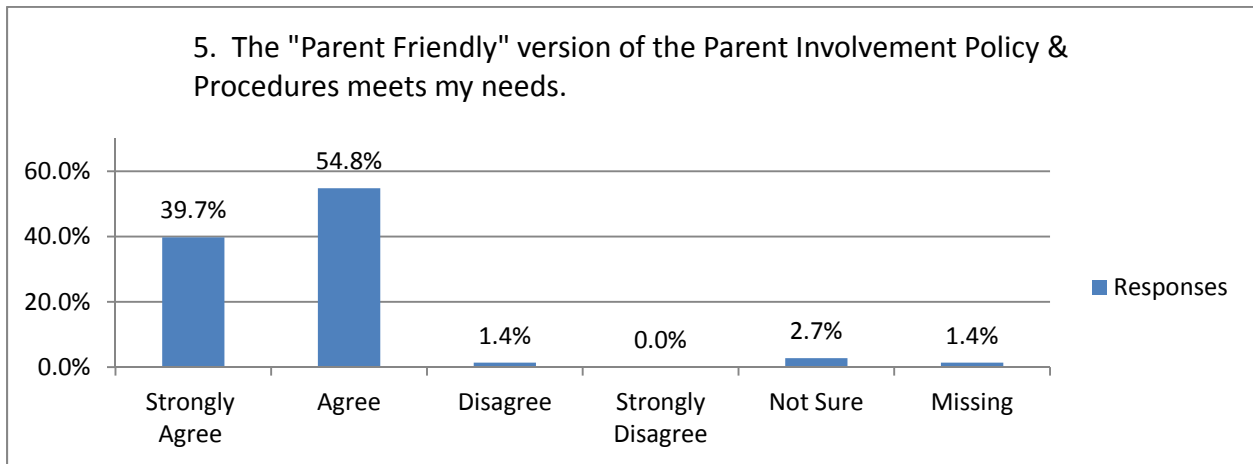
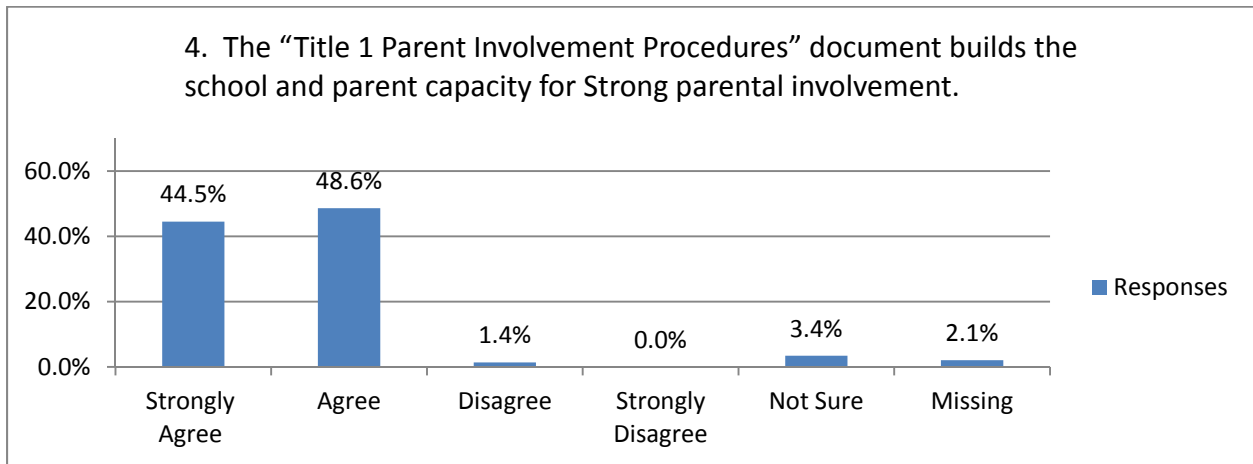
To date we have received 159 survey responses.

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, (97.1% strongly agreed or agreed). They felt the document describes how HCPS will promote and encourage meaningful effective partnerships (95.6%).



The survey respondents felt that the current HCPS Title I Parent Involvement Procedures met their needs as a Title I parent, (93.4% agreed or disagreed) and provided them with opportunities to participate in decision making within their child’s school, (95.6%). The survey respondents felt the HCPS Title I Parent Involvement Procedures provided for an effective system of parent involvement, 2012-2013 (96.3%) compared to 2011-2012 (88.2%). They felt the document itself builds the school and parent capacity for strong parental involvement, (92.7%). The respondents felt that the “Parent Friendly” version of the parent involvement policy and procedure meets their needs (94.2%).





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:

- The document does not state how the parents are involved or how they can become involved or who to contact if there are any questions.
- Explain more help/information with special needs kids.
- Having parents sit-in with the class.
- Math and reading night was exciting and helpful.
- It may involve meeting minute e-mails for parents that are not able to make the meetings.
- I'm pleased with the HCPS policy.

- Mrs. Spigalmire is going to get out child the help that is available, and this is great that the school provides any help needed to help your child excel.
- Doing great.
- I like it the way it is.
- Yes, thank you.
- Just keep up the good work.
- Who to contact if questions arise.
- I was a parent who complained last year about the wordiness of the document and the use of educational jargon. Thank you for these improvements. :)
- Send them out to parents in folders that the kids take home.
- Keeping parents involved, more they are involved with the children, the more successful they will be.
- I know that the team is working very hard to make suggestions for the pamphlet.
- Strongly encourage at least one parent of each child to volunteer in their classroom at least once per school year.
- Creating a website (inter-active).
- Satisfied, no complaints. The faculty and administration within the school do a wonderful job keeping parents involved.
- More information about programs in Spanish especially for ones that they don't speak any English - translate people.
- Why don't HCPS have a program for kids with ADD?
- The PIP is very "wordy". The document is more of a statement than a procedure/process by which parent involvement will/can occur.

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

Title 1 Parent Involvement Procedures comments / suggestions:

- There is no information on anything other than the policy and what they hope to accomplish.
- Provide more information with other resources for anything for family and special needs kids.

- Have more parent teacher meetings.
- Not have all events on the same day of the week.
- You guys are doing a great job! No complaints.
- I like it the way it is.
- We think the program is excellent. No need for change.
- No comments at this time. The program seems like a very put together program. Something that kids really need and also parents. Thanks.
- Maybe the addition of specific examples – which I know is in the full plan. But a brief example (like _____) would further explain.
- I-Pads – I saw a show where they gave kids that couldn't read or write (5-10 years old) in a county (not sure which) with no instruction and the kids were able to turn on, use and learn the alphabet on their own.
- You cannot please everyone but we are working hard to try.
- We really enjoy being at Magnolia Elementary.
- None :)
- The PIP brochure explains Title I PIP much more clearly than the long document.
- The document is fine, it's implementing the policy that is the problem. There should be more programs to help and encourage children of low income families. There should be programs or other ways for teachers and parents to communicate with each other besides the internet, that some of us cannot afford.
- The statements are vague and ambiguous. They don't have any clear methods of how the goals will be accomplished.
- I feel you should always keep the parents involved in whatever is going on in the school. Because make a difference in school suggestion and also concerns. Parents being involved can get matters accomplished for the school and other concerns too.

**Harford County Public Schools
Action Plan for Component II – Parent Involvement 2013-2014**

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
Req. 1, 5, 6	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little, Coordinator of Title I	PI Policy and Procedures will be shared via LEA website. LEA will post PI Policy and Procedures on Website. LEA will utilize Title 1 District level parent involvement policy/plan requirements checklist .	August	
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little, Coordinator 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, Coordinator 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, Coordinator 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, Coordinator 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	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
Req. 1, 5, 6 (cont)	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little, Coordinator 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, Coordinator of Title I	LEA will share PI Policy and Procedure survey results with Director or Associate Superintendent.	March	
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little, Coordinator of Title I	Meet with Steve Richards to determine plan of action to reach all homeless students.	November	
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little, Coordinator of Title I	LEA will work with PPWs to distribute the Policy and Procedure survey and cover letter to Homeless Students.	January	
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little, Coordinator of Title I	LEA will review & write up Survey results of PI Policy for Homeless students.	March	

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

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
Req 4	LEA coordinates parental involvement strategies.	Jake Little, Coordinator of Title I	LEA will develop a generic MOA to be used with various groups.	May	
	LEA coordinates parental involvement strategies.	Jake Little, Coordinator of Title I	LEA will develop partnership with Mountain Christian and with the Blessing in a Backpack National Organization.	May	

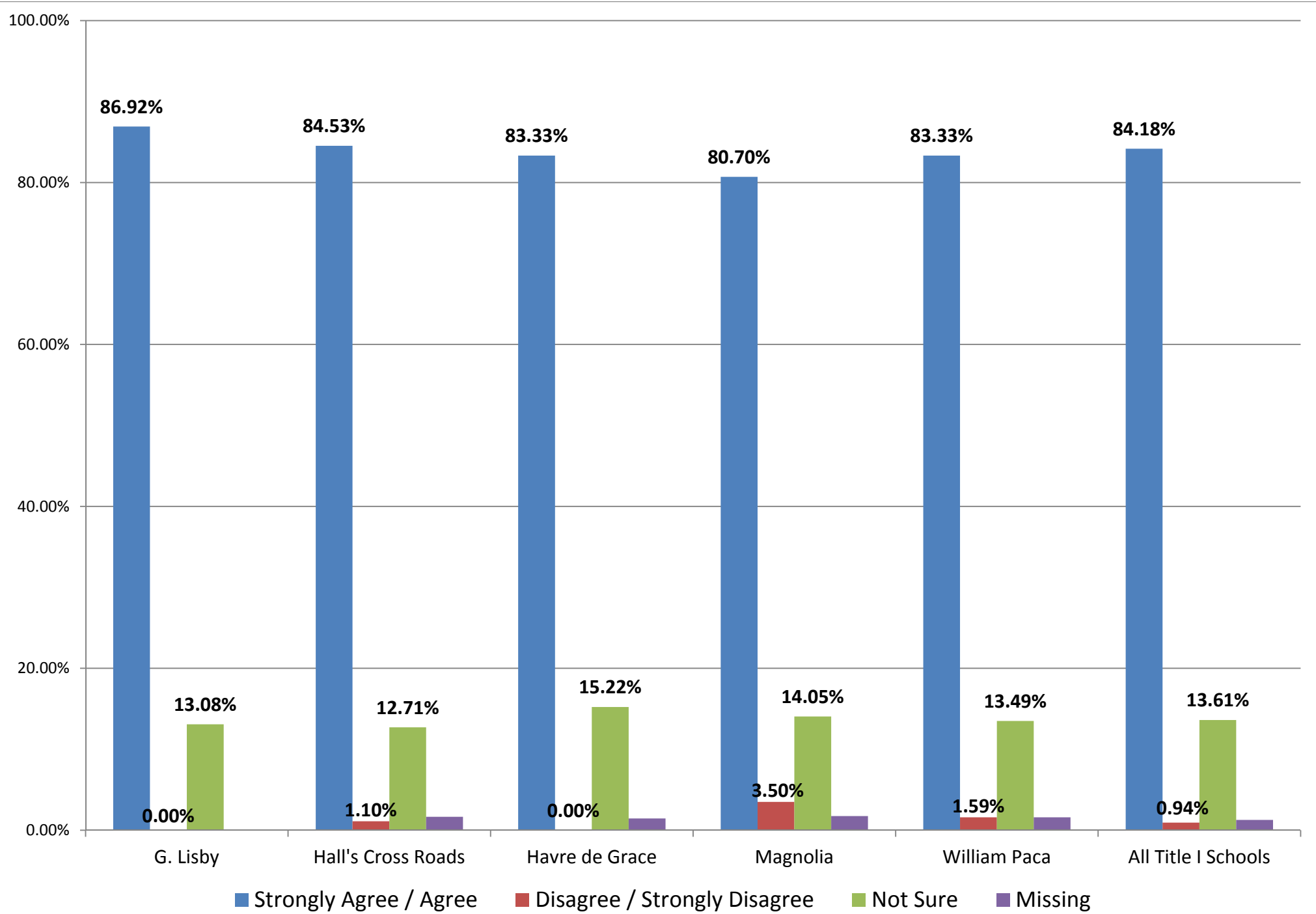
Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
Req 7	Distribution of Funds at LEA Level	Jake Little, Coordinator of Title I	LEA will distribute the Title I Satisfaction Survey (Question 39) and add the following questions to the survey.	April	
	Distribution of Funds at LEA Level	Jake Little, Coordinator of Title I	LEA will meet with FIT teams to discuss Distribution of Funds at LEA level. Survey will be distributed at FIT meeting.	April	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
Req 8		Jake Little, Coordinator of Title I	School Level Parent Involvement Plan is jointly developed with parents . 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 9		Jake Little, Coordinator 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, Coordinator 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 12		Jake Little, Coordinator of Title I	Records that all 2011-2012 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	
Req 13a		Jake Little, Coordinator 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 - State Curriculum Tri-Fold per grade level will be distributed at the first conference day at the end of 1st Marking period. -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	Actual Date / Notes
Req 13a		Jake Little, Coordinator 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	
Req 13a		Jake Little, Coordinator of Title I	Coordinator of Parent Involvement attends FIT meetings and coordinates Professional Development on content specific standards for Reading and Math	Ongoing	
Req 13c		Jake Little, Coordinator of Title I	Coordinator will meet with MSDE to develop next steps for phase II of Educator training for Parent Involvement	August	
Req 13e		Jake Little, Coordinator of Title I	LEA will meet with Supervisor of Foreign Language to determine the best way to reach parents in languages other than spanish. Language Line and / or interpreter network .	May	
Req 13f		Jake Little, Coordinator of Title I	LEA will monitor schools through mock program review to ensure requests by parents are met, accommodated, and there is adherence.	Sept.-Oct.	
Req 14		Jake Little, Coordinator of Title I	LEA will coordinate MOU with Director of Student Services (Steve Richards) .	December	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
Req 15a		Jake Little, Coordinator 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 15b		Jake Little, Coordinator of Title I	LEA will develop feedback sheet to be utilized by Title 1 teachers during parent-teacher conferences.	September	
Reg Q 5		Jake Little, Coordinator 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 meetings .	April	
Reg Q 7		Jake Little, Coordinator 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		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	
Req		Brad Palmer, Supervisor of Title I	Attach a list of Title I schools' individual parent involvement allocations.	July/August	

100% of the Title 1 Parent Involvement funds (1% of Total Allocation) should be allocated directly to the Title 1 schools.



TITLE I FY '14 PARENT INVOLVEMENT ALLOCATION CALCULATION (as of 7-8-13)

FY '13 Parent Involvement Allocation Amount \$89,122.94 0.02 x \$4,456,147.00

PUBLIC School Name HARFORD COUNTY PUBLIC SCHOOLS	Public School Grade Span	10/31/2012 Percent of Poverty	Total Enrollment 9/31/2012	Students Low Income October 10/31/2012	Total Low Income FTE 10/31/2012	Per Pupil	Parent Involvement
						Allocation (PPA)	Allocation *
MAGNOLIA ELEMENTARY	PREK-5	84.68%	470	398	380.5	\$54.41	\$20,703.01
CEO	6-12	75.58%	86	65	65.0	\$0.00	\$0.00
HALLS CROSS ROADS ELEMENTARY	PREK-5	74.51%	463	345	331.0	\$47.88	\$15,848.54
GEORGE D LISBY ELEM AT HILLSDALE	PREK-5	73.73%	434	320	313.0	\$47.61	\$14,901.54
WM PACA/OLD POST RD ELEM	PREK-5	72.06%	766	552	524.0	\$47.34	\$24,804.43
HAVRE DE GRACE ELEMENTARY	PREK-5	69.36%	421	292	275.0	\$46.79	\$12,865.42
			2640	1972	1888.5		\$89,122.94
						Difference	\$0.00

PPA Calculation follow same % calculation as main PPA

\$54.41	100.00%
\$47.88	88.00%
\$47.61	87.50%
\$47.34	87.00%
\$47.06	86.50%
\$46.79	86.00%

February 11, 2013

«School_Name»
Attn: School Principal
«Address»
«City», «State» «Zip»

Dear Sir/Madam:

The Harford County Public School System will begin the process of developing grant funded activities for Title I, Part A: Improving Basic Programs; Title II, Part A: Preparing Training, and Recruiting High Quality Teachers; and Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement.

In order to offer your school the opportunity to consult with Harford County Public Schools, share information regarding the federal grant proposals, and discuss issues and specific needs of non-public school students and teachers, a meeting will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2014/School Year 2013-2014, please plan to attend the meeting or send a representative from your school.

Date: Friday, March 22, 2013
Time: 10:00 a.m. – 11:30 a.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Curriculum Conference Room 215 – 2nd Floor

Your school is not required to attend the meeting to participate in federal grants. However, in order to include your school in available federal grant funded programs, you must complete the attached *Federal Education Programs Intent to Participate Form* and submit by March 8, 2013. (Please see Attachment B for detailed instructions).

In addition, regarding Title I funding, the federally-funded No Child Left Behind Act of 2001 provides supplementary educational services for educationally disadvantaged children residing in economically deprived areas. With these funds under this program, Harford County Public Schools may provide individual/small group instruction and supplies/materials that will improve student performance.

This letter has two purposes: (1) to determine if your institution is interested in participating in Title I, and (2) to determine if there is a sufficient number of eligible children enrolled to include your institution in the Harford County Public Schools Title I project.

Obviously, a communication of this nature cannot begin to describe the scope of the No Child Left Behind Act of 2001, Maryland State Department of Education Guidelines, and the Harford County Public Schools project. However, some essential points are as follows:

1. All participating students must reside in the area of a public Title I funded school.

2. The measure of poverty shall be measured by applying the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area; (proportionality).
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 2013-2014 school year, the following elementary schools will be eligible for Title I funding:

Havre de Grace Elementary	Hall's Cross Roads Elementary
George D. Lisby Elementary at Hillsdale	Magnolia Elementary
William Paca/Old Post Road Elementary	
9. Scheduled consultation sessions with Harford County Public School's Title I office are a required component of Title I, Part A.

If your institution would like to pursue inclusion in the Harford County Public Schools 2013-2014 Title I program, please complete and sign the attached information form (Attachment A) and return it to Mrs. Barbara Wieczynski no later than March 8, 2013.

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 Friday, March 8, 2013.

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 eligible students by grade residing in these attendance areas:

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

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

(over...)

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

	Instrument Used to Determine Below Grade Level Performance	Average Grade Level Performance For All Students	Cut-off Score Indicating below Grade Level Performance
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

3. Needs of Students

Reading: Number _____

Math: Number _____

Both: Number _____

4. Principal/Director:

Signature

Date

Attachment B

**Harford County Public Schools
Federal Education Programs Intent to Participate Form
2013-2014 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 Friday, March 22, 2013.

_____ I am unable to attend the HCPS meeting on Friday, March 22, 2013. However, my school plans to participate in federal grants during the 2013-14 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 2013-2014 school year.

Please return this form to:

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 Friday, March 8th, indicates that your school does not want to participate in the federal grants program for the 2013-14 School Year.

Administrator's Name
(printed or typed)

Administrator's Signature

Date

Harford County Public Schools
Component VIII: 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 Mrs. Peggy Messaris, Principal Designee, St. Margaret’s School Patti Ree, Administrator, Trinity Lutheran School Millie Flosser, Administrator, Bethel Christian Academy John Petrey, Administrator, Mountain Christian Academy Rick Frank, 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 2013 School Year	various	5/31 – St. Margaret 6/4 – St. Joan 6/4 – Bethel 6/4 – Trinity 6/4 – Villa Maria 6/5 – Mountain Christian
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 2013		

Review / Revise HCPS Title I generated annual progress rubric	Thomas Webber	Revise HCPS Title I generated annual progress rubric, used by third party vendor to create Initial Management Plan	Late August		
Check on Status of Program	Mrs. Virginia Behr, Principal, St. Joan of Arc School Mrs. Peggy Messaris, Principal Designee, St. Margaret's School Patti Ree, Administrator, Trinity Lutheran School Millie Flosser, Administrator, Bethel Christian Academy John Petrey, Administrator, Mountain Christian Academy Rick Frank, Administrator, 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.		
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.	Late September, 2013		
Meet with Third Party vendor to develop the management plan.	Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	The Third Party Vendor In consultation with HCPS, will implement the management plan that was developed for their program. The required elements of the initial plan include: A. Holding an Affirmation of Consultation meeting and follow-up monitoring throughout the school year. Minutes of the meetings will be kept to document attendees, such as non-public officials, classroom teachers, Catapult personnel and HCPS Title I personnel and will be distributed the same day as the meeting. B. Consulting with the HCPS Title I Office before proceeding with any changes to the program.	Late September, 2013		

		<p>C. A discussion of methods of quality control for products and 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 its initial 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 			
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		<p>administered by the CONTRACTOR, and</p> <ul style="list-style-type: none"> other indicators to determine the effectiveness of the Title I program in meeting student academic achievement standards. 			
Identify students who will generate the funds	Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor	Private Schools will identify which students for the 2013-2014 School Year will generate the funding for the 2014-2014 School Year.	September, 30		
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, 2013	October 1, 2013		
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, 2013	October 1, 2013		
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, 2013	October 1, 2013		
Exchange Funds for out of county students	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 who need to be serviced, will be serviced while fund exchange is worked on.)	October / November		
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. (Out-of-State students who need to be serviced will not be serviced until the other state makes contact. We are unsure if child is living in a Title I Attendance area.)	October / November		
Fall Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Attending Quarterly meeting at Private Schools Monitor Student Progress, Receive updates on Parent Involvement, Professional Development, Management Plan, Review sample Correspondence between Private Schools and Families. Assess student progress and evaluate program compliance	Mid/Late October 2013		
RFP	Thomas Webber,	Start RFP process for third party contractor when applicable	October/		

	Title I Assistant Supervisor		November		
Winter Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Attending Quarterly meeting at Private Schools Monitor Student Progress, Receive updates on Parent Involvement, Professional Development, Management Plan, Review sample Correspondence between Private Schools and Families. Assess student progress and evaluate program compliance Discuss poverty data results with private school officials and estimated instructional funds generated	Dec 2013 / Jan 2014		
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	January 2014/ February 2014		
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 2014 / March 2014		
Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor	Exchange Funds for out of county students	February 2014 / March 2014		
Meet with New, Interested Private Schools	Thomas Webber, Title I Assistant Supervisor	Identify private schools that indicated intent to participate in the program for the upcoming year	March 2014 / April 2014		
Spring Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Attending Quarterly meeting at Private Schools Monitor Student Progress, Receive updates on Parent Involvement, Professional Development, Management Plan, Review sample Correspondence between Private Schools and Families. Assess student progress and evaluate program compliance	March 2014 /April 2014		
RFP	Thomas Webber, Title I Assistant Supervisor	Complete procurement process for contracting with third-party contractor when applicable	May 2014		

<p>End of School year Meeting with Private Schools</p>	<p>Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning</p>	<p>Attending Quarterly meeting at Private Schools Monitor Student Progress, Receive updates on Parent Involvement, Professional Development, Management Plan, Review sample Correspondence between Private Schools and Families. Assess student progress and evaluate program compliance</p>	<p>June 2014</p>		
<p>End of Year Evaluation</p>	<p>Ms. Lisa Kriss, Catapult Learning</p>	<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 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>Mid-July, 2014</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 	<p>Late July, 2014</p>		

		administered by the CONTRACTOR, and <ul style="list-style-type: none">• other indicators to determine the effectiveness of the Title I program in meeting student academic achievement standards.			
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Title I/St. Margaret School
 May 31, 2013
 12:30 p.m.
 Agenda

St. Margaret School

I. Review Implementation of Services

- Review of Progress Reports
- Update of Student Academic Achievement Goals

II. Review Parent Involvement Plan

- Catapult Parent Involvement session
- Did the HCPS Title I / Catapult PI events meet your needs?

Evidence Requested

- June 3rd – HCPS Title I Parent / Teacher Night Out - Bullying

III. Review Professional Development Plan

- Did the HCPS Title I / Catapult PI events meet your needs?

Evidence Requested

- April 17th Tanny McGregor PD Workshop
- June 3rd – HCPS Title I Parent / Teacher Night Out – Bullying

IV. Final list of students served, (Name, Address, Grade, DOB, Ethnicity, Race, Gender, Subject Areas)

V. Review Student Assessments/Calendar for 2012-13

VI. Affirmation of Consultation for 2013-2014 School Year

SIGN IN

Printed Name	Signature
Ms. Peggy Messaris	
Mr. Thomas Webber	
Ms. Lisa Kriss	



Title I/St. Joan of Arc
June 4, 2013
1:00 p.m.
Agenda



I. Affirmation of Consultation for 2013-2014 School Year

The Affirmation of Consultation was reviewed and signed. The complaint procedure was handed out and reviewed

SIGN IN

Printed Name	Signature
Ms. Virginia Bahr	<i>Ms. Virginia Bob</i>
Mr. Thomas Webber	<i>TWebber</i>
Ms. Lisa Kriss	<i>Lisa Kriss</i>



I. Affirmation of Consultation for 2013-2014 School Year

The Affirmation of Consultation was reviewed and signed
The Complaint procedures were reviewed and handed out.

SIGN IN

Printed Name	Signature
Mrs. Millie Flosser	<i>Millie Flosser</i>
Mr. Thomas Webber	<i>Tom Webber</i>
Mrs. Lisa Kriss	<i>Lisa Kriss</i>



I. Affirmation of Consultation for 2013-2014 School Year

The Affirmation of Consultation was reviewed and signed. The complaint procedure was handed out + explained.

SIGN IN

Printed Name	Signature
Ms. Bridget Kurcoba	<i>Bridget Kurcoba</i>
Ms. Patti Ree	<i>Patty Ree</i>
Mr. Thomas Webber	<i>Tom Webber</i>
Ms. Lisa Kriss	<i>Lisa Kriss</i>



Title I / Villa Maria Academy
of Harford County

June 4, 2013

3:00 p.m.

Agenda

I. Affirmation of Consultation for 2013-2014

The Affirmation of Consultation was reviewed and signed as was the ~~affirmation~~ complaint
SIGN IN

Procedures

Printed Name	Signature
Mr. Rick Frank	
Ms. Lisa Kriss	
Mr. Thomas Webber	



Title I/Mountain Christian School

June 5, 2013

10:00 a.m.

Agenda

I. Affirmation of Consultation for 2013-2014

The Affirmation of consultation was reviewed and signed, as was the complaint procedure

SIGN IN

Printed Name	Signature
Mr. John Petrey	
Ms. Lisa Kriss	
Mr. Thomas Webber	

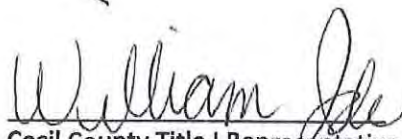
July 25, 2013

During the 2012-2013 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 2013-2014 school year. During the 2012-2013 school year, no funds were generated for any Title I eligible Harford County students attending a Cecil County Public Schools' Title I serviced private school for the 2013-2014 school year.

As the 2013-2014 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 2014-2015 school year.



Harford County Title I Representative



Cecil County Title I Representative

7/25/13

Date

7/25/13

Date

Webber, Thomas

From: Webber, Thomas
Sent: Wednesday, July 24, 2013 11:18 AM
To: Wilhelm, Paige M. (pwilhelm@bcps.org); jcolbert@bcps.org
Subject: RE: Per Pupil Allocations

Hi Paige and Joyce,

I just wanted to give you a breakdown on the funds for the 2 Magnolia ES students who generated funds for the 2013-2014 School Year.

\$3,552.00 Magnolia ES PPA of 1,776.00 X 2 students
\$3,552.00 Funds Generated
+ \$85.94 Parent Involvement PPA of \$42.97 X 2 students
+ \$572.84 Total Equitable Share (Instructional)
+ \$56.98 Total Equitable Share (PD)
\$4,267.76 Total transfer amount from HCPS to BCPS

If you could let me know when the MOU is ready, we would like to review it and sign in.

Please let me know if you have any questions,
Thomas

Thomas Webber

*Assistant Supervisor Title 1 Office
Curriculum, Instruction, and Assessment*



Inspire • Prepare • Achieve

A.A. Roberty Building
102 S. Hickory Avenue
Bel Air, MD 21014
Phone: 410-809-6062
Fax: 410-588-5349
www.HCPS.org

From: Wilhelm, Paige M. [<mailto:pwilhelm@bcps.org>]
Sent: Monday, July 15, 2013 2:34 PM
To: Webber, Thomas
Subject: RE: Per Pupil Allocations

I have attached the list of fund generators for you to review and verify as correct. I do not yet have your PPA attached to the sheet so you please send that to me.

Thanks,
Paige

**CONTRACT AGREEMENT
BETWEEN
THE HARFORD COUNTY PUBLIC SCHOOLS
AND
THIRD PARTY CONTRACTOR**

This agreement is entered into to specify the terms and conditions under which the Harford County Public Schools and third party provider – Catapult Learning, LLC will cooperate under the Title I, Part A Grant awarded to HCPS. THIS AGREEMENT, made this 26th day of August, 2013 by and between the **HARFORD COUNTY BOARD OF EDUCATION**, hereinafter referred to as the "BOARD", and the **Catapult Learning, LLC** hereinafter referred to as "CONTRACTOR".

The terms of this Agreement are intended to set forth the obligations of for CONTRACTOR working under Federal Title I mandates and requirements in the performance of this project.

This contract may be modified in the event of the reauthorization of ESEA during the performance period of the contract in the event the reauthorization results in changes in the ESEA which are material to this agreement.

I. STATEMENT OF AGREEMENT

A. AGREEMENT DOCUMENTS.

This agreement consists of the following documents:

1. Contract Agreement
2. Title I Educational Services for Eligible Non-Public School Students HCPS RFP -#12-SCZ-007 (Exhibit I)
3. Statement of Work (Exhibit II)
4. FY 2014 Fees and Payment Table (Exhibit III)
5. Affirmation of Consultation (Exhibit IV)
6. Complaint Procedures (Exhibit V)

B. SCOPE OF WORK. The CONTRACTOR agrees to perform services as set forth in this agreement herein including all exhibits hereto. The CONTRACTOR shall outline technical descriptions of the Title I services it will provide in sufficient detail to enable the Board to determine that the Title I statutory and regulatory requirements will be met as required by Section 9306. In addition, CONTRACTOR must ensure that all contract requirements outlined therein are followed to ensure compliance with procurement rules as described in EDGAR, Section 80.36. CONTRACTOR shall furnish efficient business administration and shall use its best efforts to insure that such services being performed under this Agreement are completed in the best way and in the most expeditious and economical manner consistent with the BOARD'S best interests. CONTRACTOR shall provide all the necessary personnel and facilities to conduct the work of this agreement.

KEY PERSONNEL -The following person is considered to be essential to the work performed hereunder: Lisa Kriss, Regional Director

In the event that the Key Person becomes unable or unwilling to continue the project,

CONTRACTOR shall notify HCPS in writing to propose an individual to replace such Key Person. Any replacement of a Key Person must be approved, in writing, by the Title I Department. In the event a mutually acceptable replacement is not available, HCPS shall have the option to terminate the project.

- C. **CONTRACTOR.** CONTRACTOR shall not subcontract for any of the services to be performed under this Agreement without the prior written consent of HCPS.
- D. **EQUIPMENT.** In accordance with the funding agency requirements, HCPS will be accountable for and hold title to all equipment purchased under this Agreement and will be responsible for employing it for the overall purpose of the project. CONTRACTOR agrees to maintain sufficient records to enable HCPS to fulfill its accountability to the Funding Agency. All materials and equipment purchased with Title I funds must remain under the control and ownership of the Title I Department and Harford County Public Schools (HCPS). HCPS will maintain control over equipment through a compliant inventory management system - Sec. 80.83 (c) of EDGAR. Elements of a complaint management system include:
1. Property records (description, serial number or other ID, title information, acquisition date, cost, percent of Federal participation, location, use and condition, and ultimate disposition)
 2. Control system to prevent loss, damage, theft (all must be investigated)
 3. Physical inventories (at least every two years)
 4. Adequate maintenance of equipment
 5. Disposition of equipment
- E. **RIGHT TO AUDIT.** The CONTRACTOR agrees that the work and records covered by this Agreement will be subject to review, at any time, by representatives of the BOARD. The CONTRACTOR agrees to comply with the requirements of OMB Circular A-133 as appropriate. The CONTRACTOR agrees to provide HCPS with copies of any of the independent auditors' reports presenting instances of noncompliance with federal laws and regulations that directly affect the performance or administration of this agreement. In cases of noncompliance CONTRACTOR will provide copies of responses to audit reports and plan for corrective action. The CONTRACTOR shall be responsible for any audit exceptions that may occur. HCPS, and any of their duly authorized representatives, shall have access to all records for audit purposes.
- F. **EQUAL EMPLOYMENT OPPORTUNITY.** During the performance of this Agreement, the CONTRACTOR agrees that he will comply with all applicable federal, state and local laws relating to discrimination in employment.
- G. **INDEMNIFICATION.** The CONTRACTOR agrees to indemnify and hold harmless the BOARD against any liability, claim, demand for personal injury or property damage, and other expenses or losses suffered or arising out of or caused by any negligent act or omission of the CONTRACTOR, servants, agents or employees incurred in the performance of the Agreement.
- H. **PERIOD OF PERFORMANCE.** This agreement shall begin on 8 / 26 / 13 and shall not extend beyond 6 / 18 / 14 unless the period is extended by modification of this Agreement. The CONTRACTOR acknowledges that time is of the essence in providing the services under this Agreement and agrees to assign adequate personnel sufficient to complete the required service. This agreement shall begin on the date it is signed by all parties and shall continue through June 18, 2014.

- I. **TERMINATION FOR CONVENIENCE.** The BOARD may terminate this Agreement for convenience by giving written notice to the CONTRACTOR of such termination and specifying the effective date thereof, at least five (5) days before the effective date of such termination. If the Agreement is terminated by the BOARD as provided in this Section the CONTRACTOR will be paid on a pro-rata basis for work performed.
- J. **TERMINATION FOR CAUSE.** If through any cause, the CONTRACTOR shall fail to fulfill in a timely and proper manner his obligation under this Agreement, or if the CONTRACTOR shall violate any of the covenants, agreements, or stipulations of this Agreement, the BOARD shall thereupon have the right to terminate this Agreement by giving written notice to the CONTRACTOR of such termination and specifying the effective date thereof, at least five (5) days before the effective date of such termination. If the Agreement is terminated by the BOARD as provided in this Section the CONTRACTOR will be paid an amount based on the number of hours actually worked at the hourly rates set forth herein, or if no hourly rate is set forth, CONTRACTOR shall be paid on a pro-rata basis for work performed. Notwithstanding the above, the CONTRACTOR shall not be relieved of liability to the BOARD for damages sustained by the BOARD by virtue of any breach of the Agreement by the CONTRACTOR, and the BOARD may withhold any payments due the CONTRACTOR up to the full amount of the CONTRACTOR fee, until such a time as the exact amount of damages due the BOARD from the CONTRACTOR is determined by any Court of Competent Jurisdiction.
- K. **MODIFICATIONS.** Modifications to this Agreement may be made only in writing signed by authorized representatives by both parties.
- L. **COMPLIANCE WITH LAWS.** The CONTRACTOR provider will comply with all statutory and regulatory requirements under Title I, Part A. CONTRACTOR providers must meet all applicable federal, state, and local health, safety, and civil rights laws. The CONTRACTOR shall observe and comply with federal, state, county and local laws, ordinances and regulations that affect the work to be done herein, and shall indemnify and hold the BOARD harmless, and all of its officers, agents and servants against any claim or liability from or based on the violation of any such law, ordinance or regulation, whether by the CONTRACTOR or the CONTRACTOR agent. Notwithstanding the foregoing, in the event that the CONTRACTOR determines that a conflict exists between any applicable law, ordinance and/or regulation, the CONTRACTOR will so advise the BOARD and the BOARD shall decide which law, ordinance and/or regulation shall be followed.
- M. **ASSIGNMENT.** The CONTRACTOR shall not assign or transfer any interest in this Agreement without the prior written approval of the BOARD.
- N. **INSURANCE.** The CONTRACTOR shall carry workers' compensation insurance as prescribed by law which shall insure to the benefit of CONTRACTOR's personnel, as well as comprehensive general liability and employee fidelity bond insurance in such amounts as the Board deems appropriate and shall provide to the BOARD a certificate evidencing the same.
- O. **CONFLICTS OF INTEREST.** The CONTRACTOR covenants that it presently has no interest and shall not acquire any interest, direct or indirect, which would conflict in any manner or degree with the performance or services required to be performed under this Agreement. The CONTRACTOR further covenants that in the performance of this Agreement no person having any such interest shall be employed.

- P. **GOVERNING LAW.** This agreement is executed in the State of Maryland and shall be governed by Maryland law. The CONTRACTOR, by execution of this Agreement, consents to the jurisdiction of the Maryland state courts with respect to any dispute arising out of this agreement and further consents to venue in Harford County, Maryland.
- Q. **SUCCESSORS AND ASSIGNS.** This Agreement shall be binding and inure to the benefit of all successors and assigns of the parties hereto. Notwithstanding the foregoing, the CONTRACTOR shall not assign any right or obligation under this Agreement without the BOARD'S express written consent, which may be withheld in the BOARD'S sole and absolute discretion.
- R. **INDEPENDENT CONTRACTOR.** The CONTRACTOR shall perform this Agreement as an independent CONTRACTOR and shall not be considered an agent of the BOARD, nor shall any of the CONTRACTOR's employees or agents be subagents of the BOARD.
- S. **PAYMENT AND CONSIDERATION TERMS.** The costs associated with this contract shall be expended in accordance with the budget as provided in the FY2014 Fees and Payment Table for Services to HCPS Title I Private School Students (Exhibit III). This is a cost-reimbursement type Subcontract Agreement. Serially numbered monthly invoices from CONTRACTOR shall be sent to the Title I Office for Harford County Public Schools, 102 South Hickory Street, Bel Air, MD 21014. Payment will be made monthly for services performed. The invoices shall contain sufficient detail, by line item budgeted, to enable review and approve them. Invoices that are for more than one type of service, for example, for services for private school students as well as parental involvement activities for their parents must break out the charges for instruction and parental involvement. HCPS has the authority under the GEPA to require documentation from the third party provider to support requested expenditures. Compensation shall be made by the BOARD to the CONTRACTOR. Payments shall be made upon receipt of proper invoices. Payment terms are net thirty (30) days after receipt of invoice.
- T. **INVOICING.** Invoices for payment shall include a complete description of the services rendered and date of services. Invoices submitted by third party providers must list on their invoice expenditures the instructional activities and administrative costs incurred. Within each category, the CONTRACTOR must provide details such as: name and salary of each teacher, the instructional materials purchased specific administrative costs, and fees. All invoices shall be submitted to the Title I Department for Harford County Public Schools by the 15th day of each month of service. All invoices shall be submitted to the Title I Office for Harford County Public Schools.
- U. **ENTIRE AGREEMENT.** This agreement, including the exhibits attached hereto, constitutes the entire agreement between the BOARD and the CONTRACTOR, and the parties shall not be bound by any prior negotiation, representations or promises, not contained herein.
- V. **REPORTING REQUIREMENTS.** CONTRACTOR shall render to HCPS technical progress reports and a final technical report on work performed under this Agreement as required by HCPS.


W. DEBARMENT SUSPENSION. CONTRACTOR hereby represents and certifies that neither it nor its principals is:

1. presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this transaction by any Federal department or agency;
2. have within a 3-year period preceding this subcontract been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining,
3. attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
4. are presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in (b) above; and
5. have within a 3-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause of default.


IN WITNESS WHEREOF, the parties have set their hands and seals hereto on the date written above.

Harford County Public Schools

Catapult Learning, LLC.



Barbara P. Canavan
Interim Superintendent of Schools
Harford County Public Schools



Kathy Donovan
CFO
Catapult Learning, LLC.

Date

9/18/13

Date

8-30-13

EXHIBIT I

Title I Educational Services for Eligible Non-Public School Students HCPS RFP -#12-SCZ-007

Title I of the Elementary and Secondary Education Act (ESEA), as amended by the *No Child Left Behind Act* of 2001, provides federal financial assistance to local educational agencies (LEAs) to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging academic standards. Accordingly, Title I requires each participating LEA to provide Title I services to eligible non-public school children. These services must be equitable to those provided to public school children in each LEA.

The purpose of this contract is to ensure that eligible children attending non-public schools receive equitable Title I services. This procurement is made pursuant to Sections 1120(e) and 9504 of the ESEA. A portion of the Title I LEA allocation shall be withheld and shall be used in this procurement to provide Title I services to eligible non-public school children.

The target population is non-public school children identified as failing or most at risk of failing to meet challenging content and student achievement standards, and who live in a Title I participating public school attendance area of the LEA, and who are enrolled in participating non-public school.

Services provided to Harford County Public Schools by the CONTRACTOR pursuant to agreement are based on the general Terms and Agreements in the **Harford County Public Schools RFP # 12-SCZ-007** by and between HCPS and CONTRACTOR (hereinafter referred to as "the HCPS RFP"). In the event the terms of the HCPS RFP and any other term or provision of this agreement, the latter shall control.

EXHIBIT II STATEMENT OF WORK

I. SCOPE OF WORK

Catapult Learning, LLC hereinafter referred to as “CONTRACTOR” will provide professional services for eligible Title I students attending participating non-public schools. The following describes how services will assist eligible non-public school children in acquiring the knowledge and skills to meet challenging State academic content and student achievement standards.

- A. Provide eligible non-public school children enrolled in participating schools with after-school day services, such as reading/language arts, writing, mathematics, and other benefits on an equitable basis to those provided to public school students.
- B. Use program resources to help participating students to meet the challenging student academic standards expected of all children.
- C. Use effective methods and instructional strategies that are based on scientifically based research, that provide an accelerated, high quality curriculum and that give consideration to extended learning time.
- D. Coordinate with and support the educational program in the classroom by conferencing with the classroom teacher to meet individual student needs.
- E. Provide a Complaint Procedure Process (same as Title I Public School Complaint Procedure) for non-public parents and non-public school officials. (Exhibit V)
- F. Provide non-public school teachers of participating children an equitable opportunity to participate in allowable professional development activities.
- G. Provide strategies to increase parental (family and community) involvement; affording parents meaningful opportunities to participate in the education of their children at home and at school; engaging family and community resources to provide the support needed to foster school success (for example, efforts to encourage attendance, promote socio-emotional well being that will allow academic achievement, ensure that physical needs are being met).
- H. Review, on quarterly basis, the progress of participating children and revise the program and services, if necessary, to provide more effective services.
- I. The CONTRACTOR will provide services to eligible students in Kindergarten through Grade 5 in participating non-public schools. Instructional services will begin on or before August 26, 2013, and extend until June 18, 2014. The CONTRACTOR will provide 120 minutes per week of instruction that students will receive in reading/language arts, writing, and mathematics. Students with the greatest need may receive additional services. Safeguards, such as, quarterly monitoring and on-going communication with the HCPS Title I Office and non-public schools will ensure that the program is not supplanting the private school regular program.
- J. The HCPS Title I Office will meet with the non-public officials for an Affirmation of Consultation meeting to set the foundation and guidelines for further communication to ensure alignment with the schools' academic standards/curriculum and Title I services.
- K. The CONTRACTOR will notify the HCPS Title I Office of any complaints from private school parents and non-public school officials. The complaint procedure for non-public schools is commensurate with the HCPS Title I Complaint procedure for public schools.

II. STUDENT SELECTION

Under that section, certain children would be eligible by virtue of their status: for example, homeless children and children who in the preceding two years participated in a Title I preschool. However, the criterion that a student failing, or most at risk of failing, to meet student achievement standards is, for the majority on non-public school children, to be the criterion by which eligibility for Title I services shall be determined.

Using the list of address eligible students provided by the Title I Department, HCPS, in consultation with private school officials will identify students most at risk of failing to meet student achievement standards. The following criterion for selecting eligible students to receive Title I services are as follows:

- Grades K through 2 – selected solely on the basis of teacher judgment, interviews with parents, developmentally-appropriate criteria and grade level assessments.
- Grades 3 through 5 – selected using multiple selection criteria (one measure shall be a nationally norm-referenced test. Student test score must be at 49 percent or below).

The Title I Office, in consultation with private school officials will complete the Teacher Student Referral Form for Title I– *Kindergarten through Grade 5* for reading/language arts and/or mathematics to identify eligible students for Title I services in participating non-public schools. The Title I Office will confirm identified students are address eligible.

Title I funds may not be used to identify those non-public school children that are eligible to participate. Title I funds, however, may be used to select participants from those who are eligible and to determine the specific educational needs of participating children.

III. DELIVERY OF SERVICES

A. Instructional Program

The CONTRACTOR will implement services, including hourly rate and other associated cost to be delivered at contractually assigned non-public schools, including alternatives to direct teacher-student instruction, if any. The services will occur at the non-public schools' site (classrooms).

The CONTRACTOR will implement instructional programs implemented at schools, including the number of hours of instruction that will be provided each week to participating private school children. The program provided to non-public school children shall be based on effective methods and instructional strategies for improving achievement that are based on scientifically based research, give primary consideration to providing after-school learning time, and provide an accelerated, high-quality curriculum. Based on the needs of the children to be served, the CONTRACTOR shall implement the CONTRACTOR instructional program, including subject areas, assessment instruments, content of curriculum, teaching methods, and types of equipment and materials that was approved by Harford County Public Schools. The instructional program developed by the CONTRACTOR shall not only supplement but also coordinate with the instruction that the non-public school children are receiving in their regular classrooms.

Instructional costs are defined as:

- Teachers salaries
- Instructional materials, including such items as books, computers and software for student use, workbooks, and supplies

B. Parental Involvement

Section 1120(a)(1) of the ESEA requires that families of participating non-public school children participate, on an equitable basis, in parental involvement activities under Section 1118 of the ESEA. The CONTRACTOR shall assess the needs of the parents of private school students. The CONTRACTOR will implement this process to develop a plan to provide parental involvement activities. This plan will be due to Harford County Public Schools by October 1, 2013. Harford County Public Schools will review the plan for approval. The plan must include specific topics, dates and budget.

The public Title I schools in Harford County will partner with the identified non-public schools with the intent to notify/invite non-public Title I parents to all Title I Public School parent events, such as Family Curriculum Nights, Family Involvement Meetings and the Title I Parent Conference.

Parents are viewed as valuable stakeholders and provide feedback on the annual Title I Satisfaction Survey and Title I Parent Conference Feedback Form.

Parental involvement costs are defined as:

- Costs the CONTRACTOR incurs to provide parental involvement activities to parents of participating private school children.

C. Professional Development

Section 1120(a)(1) of the ESEA requires that non-public school teachers of participating Title I students receive professional development. The CONTRACTOR shall assess the needs of the teachers of private school students to help them better meet the needs of the Title I students. The CONTRACTOR will implement this process to develop a plan to provide professional development activities. This plan will be due to Harford County Public Schools by October 1, 2013. Harford County Public Schools will review the plan for approval. The plan must include specific topics, dates and budget.

The public Title I schools in Harford County will partner with the identified non-public schools with the intent to provide professional development activities to non-public Title I teachers (teachers who instruct Title I students before, during or after school).

Professional development costs are defined as:

- Costs the CONTRACTOR incurs to provide professional development activities to private school teachers of participating private school children.

D. Administrative Costs

The CONTRACTOR will indicate in the budget narrative the percentage of administrative cost from instructional funds needed to administer services in participating private schools.

Administrative costs are defined as:

- Costs the CONTRACTOR incurs to administer the program, including but not limited to salaries and fringe benefits of the Director, computer assistants (if needed), supervisors and support staff, office rent and utilities, office equipment and supplies, postage and mailings, telephone, travel, special capital expenses, professional development for Title I teachers and supervisors who are employees of the CONTRACTOR, and the CONTRACTOR fee (profit).

IV. INITIAL MANAGEMENT PLAN

The CONTRACTOR, in consultation with HCPS, shall implement the management plan that was developed for their program. The required elements of the initial plan include:

- A. Holding an Affirmation of Consultation meeting and follow-up monitoring throughout the school year. Minutes of the meetings will be kept to document attendees, such as non-public officials, classroom teachers, Catapult personnel and HCPS Title I personnel and will be distributed the same day as the meeting.
- B. Consulting with the HCPS Title I Office before proceeding with any changes to the program.
- C. A discussion of methods of quality control for products and general operational performance.
- D. A discussion of proposed lines of authority, coordination and communication among sub CONTRACTOR, (if applicable), field based staff (if any), and the management staff.
- E. An indication of time commitments of key personnel, by task or activity, and for the project as a whole, expressed in person days. A chart shall be included, which summarizes this information.
- F. A chart showing task and subtasks, deadlines, decision points, and deliverables over the duration of the contract. The expected ending date for each task and subtask, in calendar weeks from the implementation of the contract, shall be indicated. The individual(s) to be involved or consulted for each decision point shall also be included.
- G. Submission of a plan to assess annual progress using a HCPS generated rubric.
- H. A list of materials or services the CONTRACTOR expects Harford County Public Schools or participating non-public schools to provide.
- I. Time for required Harford County Public Schools approval before initiating work on key events or tasks.

As indicated above, this requirement shall not alter the terms of the contract or the proposed design of the contract, but is designed to provide better management information for use by both the CONTRACTOR and Harford County Public Schools in monitoring the work to be performed, the time of performance, and the resources to be utilized.

V. MANAGEMENT REPORT

By October 1, 2013, the CONTRACTOR shall prepare and submit an Initial Management Report for the accomplishments of the tasks, subtasks, key events, deadlines, and deliverables.

The CONTRACTOR shall update the Management Report developed for this contract and approved by Harford County Public Schools for the school year under contract. The CONTRACTOR shall implement its program and submit an updated Management Report to Harford County Public School by October 1, 2013 of the contracted year. Harford County Public Schools may seek clarifications or updates on information submitted in the October Management Report as the contract year proceeds. The October report will also include information on the following items:

- A. CONTRACTOR Employees: The CONTRACTOR shall submit information about the qualifications and criminal background checks of persons serving Title I students. Background information for staff serving Title I students include the Criminal Justice Information Services, state and FBI Fingerprinting criminal background check. The CONTRACTOR shall be responsible for conducting or collecting criminal background checks for all employees including persons not employed at the private schools serviced by Title I.
- B. Results of student assessments.
- C. Eligibility Reports: Reports must contain complete and accurate demographic information, eligibility criterion, Title I ranked need and an indication of subject areas addressed in the Title I program for each student being served. Reports must contain current school enrollment information and an assurance from participating schools that all participating students live in a Title I attendance area, with parental consent for participation in the Title I program.
- D. Eligibility Report must indicate service to students in greatest need, so no student with lower Title I ranked need will be served until all students with higher ranked need are being served.
- E. Delivery of Services.
- F. Program Goals/Objectives: Describe instructional program implemented at schools including subject areas, assessment instruments, content of curriculum, teaching methods, types of equipment and materials, and coordination of instruction with regular classroom teachers.
- G. Parental Involvement activities.
- H. Professional Development for the private school classroom teacher of participating Title I students.

VI. INSTRUCTIONAL MATERIALS

The CONTRACTOR shall provide instructional materials to be used in the delivery of Title I services to Title I participants in accordance with the description provided in the Management Plan. The Management Plan will describe the selection and distribution of materials and shall ensure the educational appropriateness of the materials for the children to be served and convenient access to the materials by teachers and students. Materials purchased with Title I funds remain the property of Harford County Public Schools Title I Office and should be labeled and inventoried as they are purchased and deployed.

VII. INSTRUCTIONAL FACILITIES

The CONTRACTOR shall obtain facilities, which should be limited to space in the participating non-public school, for providing Title I services to selected non-public school students. The facilities shall be suitable for

Title I instruction. While it is not necessary to ensure that all religious imagery associated with the non-public school program is absent in the Title I instructional space, a valid program must contain safeguards to ensure that public employees do not promote religion in the course of carrying out their Title I duties. These facilities should be a location in the non-public school. Title I services must be provided consistent with the Department's October 2003 Guidance on the Supreme Court's Decision in *Agostini v. Felton* and Title I (Part A) of the ESEA.

Facilities may be leased without charge or for a reasonable charge. Selection and leasing of facilities shall be governed by the following minimum criteria:

- A. Facilities comply with all health, safety and other municipal building codes, including those for housing and instructing children.
- B. Children, teachers and staff, the public, the Federal Government, and property are protected by quality personal injury, liability, and property damage insurance obtained at competitive premiums.
- C. The environment in and surrounding the facility is safe and socially appropriate.
- D. In cooperation with non-public school officials, the CONTRACTOR develops a schedule of services that is compatible with the availability of facilities and with the regular school schedule and that contributes to the total instructional needs of students.
- E. Reasonable accommodation is made for students with disabilities.

VII. PROGRESS REPORTING

A. ASSESSMENTS

The CONTRACTOR will administer a pre-assessment to each student entering the program. After analysis of the pre-assessments, student academic achievement goals will be established and a student academic plan will be written for each student. Student academic achievement standards will be determined through consultation between HCPS and private school officials. The CONTRACTOR will be responsible for assessing students on a regular basis throughout the year. Quarterly reports and student attendance reports will be submitted by the CONTRACTOR to school/classroom teacher, parents and Harford County Public Schools Title I Office. The HCPS Title I Office will use the results of the assessments to determine progress in meeting the stated academic goals. HCPS Title I Office will consult with the CONTRACTOR to differentiate instruction to meet the needs of the students being serviced. A post test will be administered by the CONTRACTOR to all participating students and results will be reported to the HCPS Title I Office which will be used to determine effectiveness of the program towards meeting academic standards. All reports, minutes, letters, and agendas will be maintained by the HCPS Title I Office.

The CONTRACTOR shall submit its plan to assess annual progress to Harford County Public Schools for review and approval with its initial October Management Plan.

B. STUDENT & ATTENDANCE LIST

The CONTRACTOR shall submit an electronic copy of an up-to-date list of an attendance list reflecting the eligible students who received services, the type of service, and date of service with detailed documentation. This report shall be submitted 3 times during the school year and

for the end of year final reporting. The during the school year reports due are; October 15, 2013, January 15, 2014, and April 15, 2014.

VIII. END OF YEAR EVALUATION

HCPS will complete an annual evaluation of the Title I nonpublic program. Criteria for the annual evaluation will be established through the consultation process between HCPS and private school officials. The annual evaluation report will include results from surveys of teachers and parents of participating students, as well as input from students receiving services; quantitative and qualitative results from assessments administered by the CONTRACTOR, and other indicators to determine the effectiveness of the Title I program in meeting student academic achievement standards.

Within one month of the end of each contract year, the CONTRACTOR shall prepare and submit an end of year evaluation report which includes:

- A. The results of the assessment of the Title I programs the CONTRACTOR is providing, demonstrating whether participating children are meeting, or making annual yearly progress toward meeting the student academic achievement standards or the alternative standards.
- B. A description of program services and activities, especially new services, activities, methods, etc. and the results of their use.
- C. An evaluation of the parental involvement activities to determine the effectiveness of the activities in increasing the participation of parents, to identify barriers to greater participation of parents in activities, and to use the findings to improve the strategies for program improvement and parental involvement.
- D. An evaluation of professional development activities conducted for eligible non-public school staff members.
- E. Special problems encountered and solutions applied or anticipated.

IX. RIGHT TO DISMISS

If a teacher referred by the CONTRACTOR is in the professional judgment of Harford County Public School Administration found to be incompetent, negligent, or has engaged in misconduct, the teacher will be asked to leave the premises and the CONTRACTOR will be informed of this action immediately. Compensation for the teacher's services shall be limited to the hours actually worked by such teacher.

**EXHIBIT III
Catapult Learning, Inc
FY 2014 Fees and Payment Table for
Services Provided to HCPS Title I Private School Students**

The following pages include the FY 2014 Fees and Payment Table for Services Provided to HCPS Title I Private School Students and any additional updates to these Fees. Factors that could impact the FY 2014 Fees and Payments include but are not limited to; Additional Carry-over funds, HCPS Title I Overall Adjusted Allocations changes by MSDE.)

Exhibit III

Catapult Learning, Inc.

FY 2014 Fees and Payment Table for Services Provided to HCPS Title I Private School Students

FY'14 Regular Allocation to Catapult Learning, LLC for Harford County Students: SY 2013-2014

School	# of Title I Students	Total Instructional Allocation (PPA)	Equitable Share (Instructional)	Equitable Share (PD)	Total
Bethel Christian Academy	3	\$4,857.36	\$859.26	\$85.47	\$5,802.09
Trinity Lutheran School	33	\$51,921.36	\$9,451.82	\$940.14	\$62,313.32
St. Margaret's School	18	\$27,865.44	\$5,155.54	\$512.81	\$33,533.79
St. Joan of Arc School	30	\$46,424.64	\$8,592.56	\$854.68	\$55,871.88
Villa Maria School	3	\$4,866.24	\$859.26	\$85.47	\$5,810.97
Mountain Christian School	13	\$20,681.52	\$3,723.44	\$370.36	\$24,775.32
Subtotal	100	\$156,616.56	\$28,641.88	\$2,848.93	\$188,107.37
Combined / Shared Amounts					
Parent Involvement		N/A	N/A	N/A	\$4,297.16
Administrative Costs		N/A	N/A	N/A	\$32,033.71
TOTAL					\$224,438.24

FY'13 Carryover Allocation to Catapult Learning, LLC for Harford County Students***

School	# of Title I Students	Total Instructional Allocation (PPA)	Equitable Share (Instructional)	Equitable Share (PD)	Total
Bethel Christian Academy	3	\$0.00	\$0.00	\$0.00	\$0.00
Trinity Lutheran School	33	\$0.00	\$0.00	\$0.00	\$0.00
St. Margaret's School	18	\$0.00	\$0.00	\$0.00	\$0.00
St. Joan of Arc School	30	\$0.00	\$0.00	\$0.00	\$0.00
Villa Maria School	3	\$0.00	\$0.00	\$0.00	\$0.00
Mountain Christian School	13	\$0.00	\$0.00	\$0.00	\$0.00
Subtotal	100	\$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	\$0.00
TOTAL					\$0.00

*** '13 Carryover PPA will be determined around November 15, 2013 when the Carryover amount is known

Total Allocation to Catapult Learning, LLC for Harford County Students: SY 2013-2014

School	# of Title I Students	Total Instructional Allocation (PPA)	Equitable Share (Instructional)	Equitable Share (PD)	Total
Bethel Christian Academy	3	\$4,857.36	\$859.26	\$85.47	\$5,802.09
Trinity Lutheran School	33	\$51,921.36	\$9,451.82	\$940.14	\$62,313.32
St. Margaret's School	18	\$27,865.44	\$5,155.54	\$512.81	\$33,533.79
St. Joan of Arc School	30	\$46,424.64	\$8,592.56	\$854.68	\$55,871.88
Villa Maria School	3	\$4,866.24	\$859.26	\$85.47	\$5,810.97
Mountain Christian School	13	\$20,681.52	\$3,723.44	\$370.36	\$24,775.32
Subtotal	100	\$156,616.56	\$28,641.88	\$2,848.93	\$188,107.37
Combined / Shared Amounts					
Parent Involvement		N/A	N/A	N/A	\$4,297.16
Administrative Costs		N/A	N/A	N/A	\$32,033.71
TOTAL					\$224,438.24

**EXHIBIT IV
Office of Title I
Affirmation of Consultation &
Affirmation of Consultation - Topics Discussed**

The following pages include the Title I Office / Private School signed Affirmation of Consultation & Affirmation of Consultation - Topics Discussed.

Private School Affirmation of Consultations included:

- Bethel Christian Academy
- Mountain Christian School
- St. Margaret's School
- St. Joan of Arc
- Trinity Lutheran School
- Villa Maria School of Harford County

AFFIRMATION OF CONSULTATION

I am the administrator of Bethel Christian Academy, a private school with students living in an eligible Title I attendance area of Harford County Public Schools (HCPS). The following topics, requiring collaborative decisions about Title I services for 2013-2014, were discussed on 06/04/2013.

TOPICS DISCUSSED

How HCPS will identify students' needs:

- Title I referral form
- Stanford test scores grade 3-5
- Teacher judgment/observation and evaluation
- Report cards
- Multiple selection process

What services HCPS will offer:

- Small group (6 to 1 ratio) through Catapult Learning in a during school or after school K-5 tutoring program.
- Services will be offered at the school site either afterschool or during school based upon the current year's school schedule. A calendar will be created, if during school pull-out groups are utilized.
- The pull-out groups will not occur during direct instructional time. HCPS will monitor these pull-out groups to ensure students do not miss direct instructional time.
- After school services will be provided to eligible students for 120 minutes per week in the content areas of need.

How and when HCPS will make decisions about the delivery of services:

- At quarterly meetings with private school administration and Catapult Learning, the Title I Assistant Supervisor will review and analyze recent student data for instructional implications.
- Coordination by conferencing with the classroom teacher will support the comprehensive education program for the participating students.
- Delivery of services from Catapult will meet student needs.
- HCPS may perform unannounced visits, to ensure pull-out students are not missing direct instructional time.

How, where, and by whom HCPS will provide services, including whether a third party will provide them?

Catapult Learning will employ certified teachers. The after school tutoring service will be provided at Bethel Christian Academy, two days a week for an hour, days will vary, 120 minutes per week per subject. The during school tutoring service will be provided at Bethel Christian Academy, two days a week for an hour, days will vary, 120 minutes per week per subject. Once created, a calendar for delivery of service for the 2013-2014 school year will be provided.



How HCPS will academically assess the services and how HCPS will use the results of that assessment to improve Title I services.

Grades K-5

- The Title I Assistant Supervisor along with the private school administration and Catapult Learning will meet quarterly during the school year. Lesson tracking sheets will be reviewed to assess program. Classroom teacher feedback/evaluation will determine adjustments to individual student plans.
- An annual evaluation will be completed by the HCPS Title I Office. The report will include teacher/parent survey, assessments, conducted by Catapult, as well as, other school assessment/reports for the private school.

The size and scope of the services HCPS will provide, and the proportion of funds that HCPS will allocate for those services:

The number of groups served will be determined by Title I funding. The proportion of funds allocated to Bethel Christian Academy will be determined and available by August 15, 2013. These funds will support teacher salaries for during school or after school or services.

How HCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:

HCPS will use proportionality, by applying 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.

The services HCPS will give teachers and families of participating students:

Private school Title I parents are provided all parent workshops, conferences, and family night opportunities. Communications about parent involvement activity are sent via courier/email from the public school to the private school. Catapult Learning will offer additional parent involvement nights. Professional development will be offered by Catapult Learning and the HCPS Title I Office/schools. Title I public schools will notify participating private schools of all parent involvement and professional development opportunities.

How HCPS will respond to complaints from the Private School

The HCPS Title I, Part A – Complaint procedures were adopted on July 1, 2011. These complain procedures ensure the prompt resolution of complaints of violations of Title I, Part A, NCLB Section 9304. The Complaint Process for participation of Private School children is the same process as the HCPS Title I, Part A – Complaint procedures.

The Private School will receive of copy of the HCPS Title I, Part A – Complaint procedures.



COOPERATION BY SCHOOL

By choosing to participate in Title I, Part A of NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the HCPS, Cecil County Public Schools (CCPS), and Baltimore County Public Schools (BCPS) boundaries. I agree to develop such plans and give such other reports as mandated by the program in which we will participate. I also agree to furnish, upon request; copies of announcements, sign-in sheets, agendas and notes, pertaining to school hosted events with Title I Families.

SIGNATURE OF AUTHORIZED OFFICIAL

Millie Flosser

Signature of Authorized Private School Official

Millie Flosser

Name of Private School Official

6/4/2013

Date

Bethel Christian Academy

Name of School

410-939-4060

Telephone Number

AFFIRMATION OF CONSULTATION

I am the administrator of Mountain Christian School, a private school with students living in an eligible Title I attendance area of Harford County Public Schools (HCPS). The following topics, requiring collaborative decisions about Title I services for 2013-2014, were discussed on 06/05/2013.

TOPICS DISCUSSED

How HCPS will identify students' needs:

- Title I referral form
- Stanford test scores grade 3-5
- Teacher judgment/observation and evaluation
- Report cards
- Multiple selection process

What services HCPS will offer:

- Small group (6 to 1 ratio) through Catapult Learning in a during school or after school K-5 tutoring program.
- Services will be offered at the school site either afterschool or during school based upon the current year's school schedule. A calendar will be created, if during school pull-out groups are utilized.
- The pull-out groups will not occur during direct instructional time. HCPS will monitor these pull-out groups to ensure students do not miss direct instructional time.
- After school services will be provided to eligible students for 120 minutes per week in the content areas of need.

How and when HCPS will make decisions about the delivery of services:

- At quarterly meetings with private school administration and Catapult Learning, the Title I Assistant Supervisor will review and analyze recent student data for instructional implications.
- Coordination by conferencing with the classroom teacher will support the comprehensive education program for the participating students.
- Delivery of services from Catapult will meet student needs.
- HCPS may perform unannounced visits, to ensure pull-out students are not missing direct instructional time.

How, where, and by whom HCPS will provide services, including whether a third party will provide them?

Catapult Learning will employ certified teachers. The after school tutoring service will be provided at Mountain Christian School, two days a week for an hour, days will vary, 120 minutes per week per subject. The during school tutoring service will be provided at Mountain Christian School, two days a week for an hour, days will vary, 120 minutes per week per subject. Once created, a calendar for delivery of service for the 2013-2014 school year will be provided.

How HCPS will academically assess the services and how HCPS will use the results of that assessment to improve Title I services.

Grades K-5

- The Title I Assistant Supervisor along with the private school administration and Catapult Learning will meet quarterly during the school year. Lesson tracking sheets will be reviewed to assess program. Classroom teacher feedback/evaluation will determine adjustments to individual student plans.
- An annual evaluation will be completed by the HCPS Title I Office. The report will include teacher/parent survey, assessments, conducted by Catapult, as well as, other school assessment/reports for the private school.

The size and scope of the services HCPS will provide, and the proportion of funds that HCPS will allocate for those services:

The number of groups served will be determined by Title I funding. The proportion of funds allocated to Mountain Christian School will be determined and available by August 15, 2013. These funds will support teacher salaries for during school or after school or services.

How HCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:

HCPS will use proportionality, by applying 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.

The services HCPS will give teachers and families of participating students:

Private school Title I parents are provided all parent workshops, conferences, and family night opportunities. Communications about parent involvement activity are sent via courier/email from the public school to the private school. Catapult Learning will offer additional parent involvement nights. Professional development will be offered by Catapult Learning and the HCPS Title I Office/schools. Title I public schools will notify participating private schools of all parent involvement and professional development opportunities.

How HCPS will respond to complaints from the Private School

The HCPS Title I, Part A – Complaint procedures were adopted on July 1, 2011. These complain procedures ensure the prompt resolution of complaints of violations of Title I, Part A, NCLB Section 9304. The Complaint Process for participation of Private School children is the same process as the HCPS Title I, Part A – Complaint procedures.

The Private School will receive of copy of the HCPS Title I, Part A – Complaint procedures.



COOPERATION BY SCHOOL

By choosing to participate in Title I, Part A of NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the HCPS, Cecil County Public Schools (CCPS), and Baltimore County Public Schools (BCPS) boundaries. I agree to develop such plans and give such other reports as mandated by the program in which we will participate. I also agree to furnish, upon request; copies of announcements, sign-in sheets, agendas and notes, pertaining to school hosted events with Title I Families.

SIGNATURE OF AUTHORIZED OFFICIAL

John C. Petrey

Signature of Authorized Private School Official

John C Petrey Head of School

Name of Private School Official

6-5-13

Date

Mountain Christian School

Name of School

(410)-877-7333

Telephone Number

AFFIRMATION OF CONSULTATION

I am the administrator of St. Margaret School, a private school with students living in an eligible Title I attendance area of Harford County Public Schools (HCPS). The following topics, requiring collaborative decisions about Title I services for 2013-2014, were discussed on 05/31/2013.

TOPICS DISCUSSED

How HCPS will identify students' needs:

- Title I referral form
- Stanford test scores grade 3-5
- Teacher judgment/observation and evaluation
- Report cards
- Multiple selection process

What services HCPS will offer:

- Small group (6 to 1 ratio) through Catapult Learning in a during school or after school K-5 tutoring program.
- Services will be offered at the school site either afterschool or during school based upon the current year's school schedule. A calendar will be created, if during school pull-out groups are utilized.
- The pull-out groups will not occur during direct instructional time. HCPS will monitor these pull-out groups to ensure students do not miss direct instructional time.
- After school services will be provided to eligible students for 120 minutes per week in the content areas of need.

How and when HCPS will make decisions about the delivery of services:

- At quarterly meetings with private school administration and Catapult Learning, the Title I Assistant Supervisor will review and analyze recent student data for instructional implications.
- Coordination by conferencing with the classroom teacher will support the comprehensive education program for the participating students.
- Delivery of services from Catapult will meet student needs.
- HCPS may perform unannounced visits, to ensure pull-out students are not missing direct instructional time.

How, where, and by whom HCPS will provide services, including whether a third party will provide them?

Catapult Learning will employ certified teachers. The after school tutoring service will be provided at St. Margaret School, two days a week for an hour, days will vary, 120 minutes per week per subject. The during school tutoring service will be provided at St. Margaret School, two days a week for an hour, days will vary, 120 minutes per week per subject. Once created, a calendar for delivery of service for the 2013-2014 school year will be provided.

How HCPS will academically assess the services and how HCPS will use the results of that assessment to improve Title I services.

Grades K-5

- The Title I Assistant Supervisor along with the private school administration and Catapult Learning will meet quarterly during the school year. Lesson tracking sheets will be reviewed to assess program. Classroom teacher feedback/evaluation will determine adjustments to individual student plans.
- An annual evaluation will be completed by the HCPS Title I Office. The report will include teacher/parent survey, assessments, conducted by Catapult, as well as, other school assessment/reports for the private school.

The size and scope of the services HCPS will provide, and the proportion of funds that HCPS will allocate for those services:

The number of groups served will be determined by Title I funding. The proportion of funds allocated to St. Margaret School will be determined and available by August 15, 2013. These funds will support teacher salaries for during school or after school or services.

How HCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:

HCPS will use proportionality, by applying 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.

The services HCPS will give teachers and families of participating students:

Private school Title I parents are provided all parent workshops, conferences, and family night opportunities. Communications about parent involvement activity are sent via courier/email from the public school to the private school. Catapult Learning will offer additional parent involvement nights. Professional development will be offered by Catapult Learning and the HCPS Title I Office/schools. Title I public schools will notify participating private schools of all parent involvement and professional development opportunities.

How HCPS will respond to complaints from the Private School

The HCPS Title I, Part A – Complaint procedures were adopted on July 1, 2011. These complain procedures ensure the prompt resolution of complaints of violations of Title I, Part A, NCLB Section 9304. The Complaint Process for participation of Private School children is the same process as the HCPS Title I, Part A – Complaint procedures.
The Private School will receive of copy of the HCPS Title I, Part A – Complaint procedures.



COOPERATION BY SCHOOL

By choosing to participate in Title I, Part A of NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the HCPS, Cecil County Public Schools (CCPS), and Baltimore County Public Schools (BCPS) boundaries. I agree to develop such plans and give such other reports as mandated by the program in which we will participate. I also agree to furnish, upon request; copies of announcements, sign-in sheets, agendas and notes, pertaining to school hosted events with Title I Families.

SIGNATURE OF AUTHORIZED OFFICIAL

[Handwritten Signature]

Signature of Authorized Private School Official

Peggy A Messaris

Name of Private School Official

5/3/13

Date

Saint Margaret School

Name of School

~~410-893-1113~~ *410-893-1113 ext. 148*

Telephone Number

AFFIRMATION OF CONSULTATION

I am the administrator of St. Joan of Arc, a private school with students living in an eligible Title I attendance area of Harford County Public Schools (HCPS). The following topics, requiring collaborative decisions about Title I services for 2013-2014, were discussed on 06/04/2013.

TOPICS DISCUSSED

How HCPS will identify students' needs:

- Title I referral form
- Stanford test scores grade 3-5
- Teacher judgment/observation and evaluation
- Report cards
- Multiple selection process

What services HCPS will offer:

- Small group (6 to 1 ratio) through Catapult Learning in a during school or after school K-5 tutoring program.
- Services will be offered at the school site either afterschool or during school based upon the current year's school schedule. A calendar will be created, if during school pull-out groups are utilized.
- The pull-out groups will not occur during direct instructional time. HCPS will monitor these pull-out groups to ensure students do not miss direct instructional time. *Reading/Math*
- After school services will be provided to eligible students for 120 minutes per week in the content areas of need.

How and when HCPS will make decisions about the delivery of services:

- At quarterly meetings with private school administration and Catapult Learning, the Title I Assistant Supervisor will review and analyze recent student data for instructional implications.
- Coordination by conferencing with the classroom teacher will support the comprehensive education program for the participating students.
- Delivery of services from Catapult will meet student needs.
- HCPS may perform unannounced visits, to ensure pull-out students are not missing direct instructional time.

How, where, and by whom HCPS will provide services, including whether a third party will provide them?

Catapult Learning will employ certified teachers. The after school tutoring service will be provided at St. Joan of Arc, two days a week for an hour, days will vary, 120 minutes per week per subject. The during school tutoring service will be provided at St. Joan of Arc, two days a week for an hour, days will vary, 120 minutes per week per subject. Once created, a calendar for delivery of service for the 2013-2014 school year will be provided.



How HCPS will academically assess the services and how HCPS will use the results of that assessment to improve Title I services.

Grades K-5

- The Title I Assistant Supervisor along with the private school administration and Catapult Learning will meet quarterly during the school year. Lesson tracking sheets will be reviewed to assess program.
- Classroom teacher feedback/evaluation will determine adjustments to individual student plans.
- An annual evaluation will be completed by the HCPS Title I Office. The report will include teacher/parent survey, assessments, conducted by Catapult, as well as, other school assessment/reports for the private school.

The size and scope of the services HCPS will provide, and the proportion of funds that HCPS will allocate for those services:

The number of groups served will be determined by Title I funding. The proportion of funds allocated to St. Joan of Arc will be determined and available by August 15, 2012. These funds will support teacher salaries for during school or after school or services.

How HCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:

HCPS will use proportionality, by applying 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.

The services HCPS will give teachers and families of participating students:

Private school Title I parents are provided all parent workshops, conferences, and family night opportunities. Communications about parent involvement activity are sent via courier/email from the public school to the private school. Catapult Learning will offer additional parent involvement nights. Professional development will be offered by Catapult Learning and the HCPS Title I Office/schools. Title I public schools will notify participating private schools of all parent involvement and professional development opportunities.

How HCPS will respond to complaints from the Private School

The HCPS Title I, Part A – Complaint procedures were adopted on July 1, 2011. These complain procedures ensure the prompt resolution of complaints of violations of Title I, Part A, NCLB Section 9304. The Complaint Process for participation of Private School children is the same process as the HCPS Title I, Part A – Complaint procedures.

The Private School will receive of copy of the HCPS Title I, Part A – Complaint procedures.



COOPERATION BY SCHOOL

By choosing to participate in Title I, Part A of NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the HCPS, Cecil County Public Schools (CCPS), and Baltimore County Public Schools (BCPS) boundaries. I agree to develop such plans and give such other reports as mandated by the program in which we will participate. I also agree to furnish, upon request; copies of announcements, sign-in sheets, agendas and notes, pertaining to school hosted events with Title I Families.

SIGNATURE OF AUTHORIZED OFFICIAL

Virginia P. Bahr

Signature of Authorized Private School Official

Virginia P. Bahr

Name of Private School Official

6/4/2013

Date

St. Joan of Arc School

Name of School

410-272-1387

Telephone Number

AFFIRMATION OF CONSULTATION

I am the administrator of Trinity Lutheran School, a private school with students living in an eligible Title I attendance area of Harford County Public Schools (HCPS). The following topics, requiring collaborative decisions about Title I services for 2013-2014, were discussed on 06/04/2013.

TOPICS DISCUSSED

How HCPS will identify students' needs:

- Title I referral form
- Stanford test scores grade 3-5
- Teacher judgment/observation and evaluation
- Report cards
- Multiple selection process

What services HCPS will offer:

- Small group (6 to 1 ratio) through Catapult Learning in a during school or after school K-5 tutoring program.
- Services will be offered at the school site either afterschool or during school based upon the current year's school schedule. A calendar will be created, if during school pull-out groups are utilized.
- The pull-out groups will not occur during direct instructional time. HCPS will monitor these pull-out groups to ensure students do not miss direct instructional time.
- After school services will be provided to eligible students for 120 minutes per week in the content areas of need.

How and when HCPS will make decisions about the delivery of services:

- At quarterly meetings with private school administration and Catapult Learning, the Title I Assistant Supervisor will review and analyze recent student data for instructional implications.
- Coordination by conferencing with the classroom teacher will support the comprehensive education program for the participating students.
- Delivery of services from Catapult will meet student needs.
- HCPS may perform unannounced visits, to ensure pull-out students are not missing direct instructional time.

How, where, and by whom HCPS will provide services, including whether a third party will provide them?

Catapult Learning will employ certified teachers. The after school tutoring service will be provided at Trinity Lutheran School, two days a week for an hour, days will vary, 120 minutes per week per subject. The during school tutoring service will be provided at Trinity Lutheran School, two days a week for an hour, days will vary, 120 minutes per week per subject. Once created, a calendar for delivery of service for the 2013-2014 school year will be provided.



How HCPS will academically assess the services and how HCPS will use the results of that assessment to improve Title I services.

Grades K-5

- The Title I Assistant Supervisor along with the private school administration and Catapult Learning will meet quarterly during the school year. Lesson tracking sheets will be reviewed to assess program. Classroom teacher feedback/evaluation will determine adjustments to individual student plans.
- An annual evaluation will be completed by the HCPS Title I Office. The report will include teacher/parent survey, assessments, conducted by Catapult, as well as, other school assessment/reports for the private school.

The size and scope of the services HCPS will provide, and the proportion of funds that HCPS will allocate for those services:

The number of groups served will be determined by Title I funding. The proportion of funds allocated to Trinity Lutheran School will be determined and available by August 15, 2013. These funds will support teacher salaries for during school or after school or services.

How HCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:

HCPS will use proportionality, by applying 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.

The services HCPS will give teachers and families of participating students:

Private school Title I parents are provided all parent workshops, conferences, and family night opportunities. Communications about parent involvement activity are sent via courier/email from the public school to the private school. Catapult Learning will offer additional parent involvement nights. Professional development will be offered by Catapult Learning and the HCPS Title I Office/schools. Title I public schools will notify participating private schools of all parent involvement and professional development opportunities.

How HCPS will respond to complaints from the Private School

The HCPS Title I, Part A – Complaint procedures were adopted on July 1, 2011. These complain procedures ensure the prompt resolution of complaints of violations of Title I, Part A, NCLB Section 9304. The Complaint Process for participation of Private School children is the same process as the HCPS Title I, Part A – Complaint procedures.

The Private School will receive of copy of the HCPS Title I, Part A – Complaint procedures.



COOPERATION BY SCHOOL

By choosing to participate in Title I, Part A of NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the HCPS, Cecil County Public Schools (CCPS), and Baltimore County Public Schools (BCPS) boundaries. I agree to develop such plans and give such other reports as mandated by the program in which we will participate. I also agree to furnish, upon request; copies of announcements, sign-in sheets, agendas and notes, pertaining to school hosted events with Title I Families.

SIGNATURE OF AUTHORIZED OFFICIAL

Patricia Ree

Signature of Authorized Private School Official

Patricia Ree

Name of Private School Official

June 4, 2013

Date

Trinity Lutheran School

Name of School

410-679-4000

Telephone Number



AFFIRMATION OF CONSULTATION

I am the administrator of Villa Maria Academy of Harford County, a private school with students living in an eligible Title I attendance area of Harford County Public Schools (HCPS). The following topics, requiring collaborative decisions about Title I services for 2013-2014, were discussed on 06/04/2013.

TOPICS DISCUSSED

How HCPS will identify students' needs:

- Title I referral form
- Stanford test scores grade 3-5
- Teacher judgment/observation and evaluation
- Report cards
- Multiple selection process

What services HCPS will offer:

- Small group (6 to 1 ratio) through Catapult Learning in a during school or after school K-5 tutoring program.
- Services will be offered at the school site either afterschool or during school based upon the current year's school schedule. A calendar will be created, if during school pull-out groups are utilized.
- The pull-out groups will not occur during direct instructional time. HCPS will monitor these pull-out groups to ensure students do not miss direct instructional time.
- After school services will be provided to eligible students for 120 minutes per week in the content areas of need.

How and when HCPS will make decisions about the delivery of services:

- At quarterly meetings with private school administration and Catapult Learning, the Title I Assistant Supervisor will review and analyze recent student data for instructional implications.
- Coordination by conferencing with the classroom teacher will support the comprehensive education program for the participating students.
- Delivery of services from Catapult will meet student needs.
- HCPS may perform unannounced visits, to ensure pull-out students are not missing direct instructional time.

How, where, and by whom HCPS will provide services, including whether a third party will provide them?

Catapult Learning will employ certified teachers. The after school tutoring service will be provided at Villa Maria Academy of Harford County, two days a week for an hour, days will vary, 120 minutes per week per subject. The during school tutoring service will be provided at Villa Maria Academy of Harford County, two days a week for an hour, days will vary, 120 minutes per week per subject. Once created, a calendar for delivery of service for the 2013-2014 school year will be provided.

How HCPS will academically assess the services and how HCPS will use the results of that assessment to improve Title I services.

Grades K-5

- The Title I Assistant Supervisor along with the private school administration and Catapult Learning will meet quarterly during the school year. Lesson tracking sheets will be reviewed to assess program. Classroom teacher feedback/evaluation will determine adjustments to individual student plans.
- An annual evaluation will be completed by the HCPS Title I Office. The report will include teacher/parent survey, assessments, conducted by Catapult, as well as, other school assessment/reports for the private school.

The size and scope of the services HCPS will provide, and the proportion of funds that HCPS will allocate for those services:

The number of groups served will be determined by Title I funding. The proportion of funds allocated to Villa Maria Academy of Harford County will be determined and available by August 15, 2013. These funds will support teacher salaries for during school or after school or services.

How HCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:

HCPS will use proportionality, by applying 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.

The services HCPS will give teachers and families of participating students:

Private school Title I parents are provided all parent workshops, conferences, and family night opportunities. Communications about parent involvement activity are sent via courier/email from the public school to the private school. Catapult Learning will offer additional parent involvement nights. Professional development will be offered by Catapult Learning and the HCPS Title I Office/schools. Title I public schools will notify participating private schools of all parent involvement and professional development opportunities.

How HCPS will respond to complaints from the Private School

The HCPS Title I, Part A – Complaint procedures were adopted on July 1, 2011. These complain procedures ensure the prompt resolution of complaints of violations of Title I, Part A, NCLB Section 9304. The Complaint Process for participation of Private School children is the same process as the HCPS Title I, Part A – Complaint procedures.

The Private School will receive of copy of the HCPS Title I, Part A – Complaint procedures.



COOPERATION BY SCHOOL

By choosing to participate in Title I, Part A of NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the HCPS, Cecil County Public Schools (CCPS), and Baltimore County Public Schools (BCPS) boundaries. I agree to develop such plans and give such other reports as mandated by the program in which we will participate. I also agree to furnish, upon request; copies of announcements, sign-in sheets, agendas and notes, pertaining to school hosted events with Title I Families.

SIGNATURE OF AUTHORIZED OFFICIAL

Will R Frank III

Signature of Authorized Private School Official

WILLIAM R. FRANK III

Name of Private School Official

JUNE 4, 2013

Date

VILLA MARIA SCHOOL OF HARFORD COUNTY

Name of School

410-297-4100 (DIRECT = 4101)

Telephone Number

EXHIBIT V COMPLAINT PROCEDURES

The HCPS Title I, Part A – Complaint procedures were adopted on July 1, 2011. These complain procedures ensure the prompt resolution of complaints of violations of Title I, Part A, NCLB Section 9304. The Complaint Process for participation of Private School children is the same process as the HCPS Title I, Part A – Complaint procedures. All participating Private Schools received a copy of the HCPS Title I, Part A – Complaint procedures during the Affirmation of Consultation.

The following pages include the HCPS Title I, Part A – Complaint procedures.

PROCEDURE TITLE: Title I, Part A - Complaint Procedures		
ADOPTION/EFFECTIVE DATE: July 1, 2011	MOST RECENTLY AMENDED::	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Stakeholders		

HCPS PROCEDURE FOR ENSURING PROMPT RESOLUTION OF COMPLAINTS OF VIOLATIONS OF TITLE I, PART A NCLB Section 9304

Summary

NCLB requires the adoption of a written procedure for the receipt and resolution of complaints alleging violations of Title I, Part A in the administration of the program.

District Complaint Procedures

1. The complaint must be in writing and addressed to the HCPS Title I Supervisor.
 - a. The complaint must contain the following:
 - The name of the complainant and contact information
 - The nature of the complaint (the specific violation of the administration of the Title I, Part A program).
2. The HCPS Title I Supervisor must maintain a complaint log. The log must include the following:
 - a. The name of the complainant
 - b. The receipt date of the complaint
 - c. The log-in number assigned to the complaint for tracking purposes
 - d. The name of the staff member to whom the complaint will be referred (if applicable).
 - e. The date of the response to the complaint.
3. The HCPS Title I Supervisor must respond to the complaint within thirty (30) working days upon receipt of the complaint.
4. The HCPS Title I Supervisor must maintain a copy of the complaint, log, and response on file in the district office.

Filing an Appeal with HCPS

1. Individuals not satisfied with the written decision of the HCPS Title I Supervisor or who have not received a reply to their formal complaint within the specified time period may appeal the complaint in writing to the HCPS Associate Superintendent of Curriculum, Instruction and Assessment. The appeal must be filed in writing and received within fifteen (15) calendar days of the HCPS Title I Supervisor's decision or the date when a response was to have been made.

2. The HCPS Associate Superintendent of Curriculum, Instruction and Assessment will respond to the appeal using a timeline and procedures similar to the procedures followed by the HCPS Title I Supervisor including: (a) the option of arranging a hearing within ten (10) business days of receipt of the appeal; and (b) providing a written decision within ten (10) business days following the appeal hearing, if held. When the issue appealed is unusually complicated, an additional twenty (20) business days may be taken by the HCPS Associate Superintendent of Curriculum, Instruction and Assessment in order to fully investigate the matter. Upon reaching a decision, the HCPS Associate Superintendent of Curriculum, Instruction and Assessment will provide a written response to the complainant.
3. Individuals not satisfied with the written decision of the HCPS Associate Superintendent of Curriculum, Instruction and Assessment may further appeal the complaint to the ombudsman in the Office of the Superintendent. Once the decision of the HCPS Associate Superintendent of Curriculum, Instruction and Assessment has been received, the appeal must be filed in writing and received within fifteen (15) calendar days of that decision. The ombudsman in the Office of the Superintendent will research and evaluate the appeal and issue a written decision on behalf of the Superintendent within twenty (20) business days.
4. Individuals not satisfied with the written decision of the Superintendent may further appeal the complaint to the Harford County Board of Education. The appeal must be filed in writing and received within thirty (30) calendar days of the Superintendent's decision.

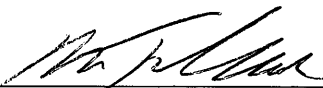
Filing a Complaint with the Federal Government

1. Anyone who believes that an educational institution that received federal financial assistance has discriminated against someone on the basis of race, color, national origin, sex, disability, or age may file a complaint. The person or organization filing the complaint need not be a victim of the alleged discrimination, but may complain on behalf of another person or group. Complainants may file a complaint with the Office of Civil Rights (OCR) online at the following website:

<http://www.ed.gov/ocr/complaintprocess.html>.

Complaint Procedures for Private Schools Participating in Title I, Part A
The Complaint Process for Participation of Private School children is the same process as listed above.

Approved By:



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

PROCEDURE

Procedure Action Dates		
ACTION DATE	ACTION DATE	ACTION DATE

Responsibility for Procedure Maintenance & References		
LAST EDITOR/DRAFTER NAME: Brad Palmer	JOB POSITION OF LAST EDITOR/DRAFTER: Supervisor - Title I, Part A	
PERSON RESPONSIBLE: Brad Palmer	JOB POSITION OF PERSON RESPONSIBLE: Supervisor - Title I, Part A	
DESIGNEE NAME: Thomas Webber	DESIGNEE POSITION: Assistant Supervisor - Title I, Part A	
REFERENCE 1 TYPE:	REFERENCE 1 NO.	REFERENCE 1 DESCRIPTION:
REFERENCE 2 TYPE:	REFERENCE 2 NO.	REFERENCE 2 DESCRIPTION:
REFERENCE 3 TYPE:	REFERENCE 3 NO.	REFERENCE 3 DESCRIPTION:
REFERENCE 4 TYPE:	REFERENCE 4 NO.	REFERENCE 4 DESCRIPTION:
REFERENCE 5 TYPE:	REFERENCE 5 NO.	REFERENCE 5 DESCRIPTION:
PROCEDURE NUMBER PRIOR TO NOVEMBER 1, 2005:		

Procedimiento Escuelas Públicas del Condado de Harford

TÍTULO DEL PROCEDIMIENTO: Título I, Parte A - Procedimientos de denuncias		
FECHA EFECTIVA DE ADOPCIÓN: 1.º de julio de 2011	ENMIENDA MÁS RECIENTE:	REAFIRMACIÓN MÁS RECIENTE:
POLÍTICA/PROCEDIMIENTO MANUAL RESUMEN CATEGORÍA: Interesados		

PROCEDIMIENTO DE HCPS PARA GARANTIZAR UNA PRONTA SOLUCIÓN DE LAS DENUNCIAS DE VIOLACIONES DEL TÍTULO I, PARTE A NCLB Sección 9304

Resumen

NCLB requiere la adopción de un procedimiento escrito para la recepción y resolución de denuncias que aleguen violaciones del Título I, Parte A en la administración del programa.

Procedimientos de denuncias del distrito

1. La denuncia debe ser por escrito y dirigida al Supervisor del Título I de HCPS.
 - a. La denuncia debe contener la siguiente información:
 - Nombre del denunciante e información de contacto
 - La naturaleza de la denuncia (la violación específica de la administración del programa Título I, Parte A).
2. El Supervisor del Título I de HCPS debe mantener un registro de la denuncia. El registro debe incluir lo siguiente:
 - a. Nombre del denunciante
 - b. El recibo de la denuncia
 - c. El número de registro asignado a la denuncia para poder rastrearla.
 - d. El nombre del miembro del personal a quien se le derivará la denuncia (si corresponde)
 - e. La fecha de respuesta a la denuncia.
3. El Supervisor del Título I de HCPS debe responder la denuncia dentro de treinta (30) días laborales siguientes a la fecha de recepción de la denuncia.
4. El Supervisor del Título I de HCPS debe mantener una copia archivada de la denuncia, del registro y de la respuesta en la oficina de distrito.

Presentar una apelación ante HCPS

1. Las personas que no estén satisfechas con la decisión escrita del Supervisor del Título I de HCPS o que no hayan recibido una respuesta a su denuncia formal dentro del período de tiempo especificado pueden apelar la denuncia por escrito ante el Superintendente Adjunto de HCPS encargado de los Planes de Estudio, la Instrucción y las Evaluaciones. La apelación debe ser presentada por escrito y recibida dentro de los quince (15) días calendario siguientes a la fecha en la que el Supervisor del Título I de HCPS tomó la decisión o a la fecha en la que debería haberse preparado una respuesta.

Procedimiento Escuelas Públicas del Condado de Harford

2. El Superintendente Adjunto de HCPS encargado de los Planes de Estudio, la Instrucción y las Evaluaciones responderá la apelación utilizando un plazo y procedimientos similares a aquellos utilizados por el Supervisor del Título I de HCPS, los cuales incluyen: (a) la opción de programar una audiencia dentro de los diez (10) días hábiles siguientes a la recepción de la apelación y (b) proporcionar una decisión escrita dentro de los diez (10) días hábiles siguientes a la audiencia de apelación, si se llevara a cabo. Cuando el problema apelado sea inusualmente complicado, el Superintendente Adjunto de HCPS encargado de los Planes de Estudio, la Instrucción y las Evaluaciones podrá tomarse veinte (20) días hábiles adicionales para poder investigar a fondo el asunto. Una vez que llegue a una decisión, el Superintendente Adjunto de HCPS encargado de los Planes de Estudio, la Instrucción y las Evaluaciones proporcionará una respuesta escrita de su decisión sobre la denuncia.
3. Las personas que no estén satisfechas con la decisión escrita del Superintendente Adjunto de HCPS encargado de los Planes de Estudio, la Instrucción y las Evaluaciones podrán apelar la denuncia ante el defensor del pueblo de la Oficina del Superintendente. Una vez recibida la decisión del Superintendente Adjunto de HCPS encargado de los Planes de Estudio, la Instrucción y las Evaluaciones, la apelación debe presentarse por escrito y recibirse dentro de los quince (15) días calendario siguientes a la fecha de esa decisión. El defensor del pueblo de la Oficina del Superintendente investigará y evaluará la apelación y emitirá una decisión por escrito en nombre del Superintendente dentro de los veinte (20) días hábiles siguientes.
4. Las personas que no estén satisfechas con la decisión escrita del Superintendente Adjunto de HCPS encargado de los Planes de Estudio, la Instrucción y las Evaluaciones podrán volver a apelar la denuncia ante la Junta de Educación del Condado de Harford. La apelación debe presentarse por escrito y debe recibirse dentro de los treinta (30) días calendario siguientes a la fecha de la decisión del Superintendente.

Presentar una denuncia ante el gobierno federal

1. Aquellas personas que crean que una institución educativa que recibe asistencia económica federal ha discriminado a alguien por razones de raza, color, nación de origen, sexo, discapacidad o edad podrán presentar una denuncia. La persona u organización que presente la denuncia no podrá ser la víctima de la presunta discriminación, pero podrá denunciar en nombre de otra persona o grupo. Los denunciantes deberán presentar la denuncia ante la Oficina de Derechos Civiles (OCR, por sus siglas en inglés) en línea en el siguiente sitio web:

<http://www.ed.gov/ocr/complaintprocess.html>.

Procedimientos de denuncia para escuelas privadas que participan del Título I.

Parte A. El procedimiento de denuncia para la participación de niños de escuelas privadas es el mismo que aquel mencionado anteriormente.

Aprobado por:



Robert M. Tomback, Ph.D.
Superintendente de Escuelas

Procedimiento Escuelas Públicas del Condado de Harford

Procedimiento Acción Fechas					
ACCIÓN	FECHA	ACCIÓN	FECHA	ACCIÓN	FECHA

Responsabilidad del mantenimiento y referencias del procedimiento		
NOMBRE DEL ÚLTIMO EDITOR/REDACTOR: Brad Palmer		PUESTO DE TRABAJO DEL ÚLTIMO EDITOR/REDACTOR: Supervisor – Título I, Parte A
PERSONA RESPONSABLE: Brad Palmer		PUESTO DE TRABAJO DE LA PERSONA RESPONSABLE: Supervisor – Título I, Parte A
NOMBRE DE LA PERSONA DESIGNADA: Thomas Webber		PUESTO DE LA PERSONA DESIGNADA: Supervisor Asistente – Título I, Parte A
REFERENCIA 1 TIPO:	REFERENCIA N.º 1	REFERENCIA 1 DESCRIPCIÓN:
REFERENCIA 2 TIPO:	REFERENCIA N.º 2	REFERENCIA 2 DESCRIPCIÓN:
REFERENCIA 3 TIPO:	REFERENCIA N.º 3	REFERENCIA 3 DESCRIPCIÓN:
REFERENCIA 4 TIPO:	REFERENCIA N.º 4	REFERENCIA 4 DESCRIPCIÓN:
REFERENCIA 5 TIPO:	REFERENCIA N.º 5	REFERENCIA 5 DESCRIPCIÓN:
NÚMERO DE PROCEDIMIENTO ANTERIOR AL 1º DE NOVIEMBRE DE 2005:		

March 22, 2013

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 2013-2014 school-year. The CEO meets the Federal 75% poverty rate Title I eligibility based upon the Fall 2012 FaRMS data. The CEO’s FaRMS rate from the Fall 2012 of 75.58% (65 FaRMS students from a total enrollment of 86) would make the school an eligible Targeted Assistance Title I school for the 2013-2014 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 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 2013-2014 school-year with a 75.58% FaRMS rate, the average FaRMS rate for the CEO over the past eight years is 62.83%. 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 2013-2014 school-year as a Title I Targeted Assistance School is **\$71,500.00** (65 FaRMS students x \$1,100 est. PPA)

HCPS will provide supplemental local funds to the CEO for the 2013-2014 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 three years and total annual costs (salaries and bus transportation) exceed the estimated Title I Targeted Assistance School PPA of \$71,500.00 for the 2013-2014 school-year. The HCPS local budget includes full funding of the supplemental local funds to support the Twilight Program at the CEO for the 2013-2014 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 three years, supplemental local funds to the CEO for the Twilight program exceeded the estimated Title I Targeted Assistance School PPA of \$71,500 for 2013-2014 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 \$105,000.00 (\$70,000.00 salary costs and \$35,000.00 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 2013-2014 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 - Title 1 Office
Curriculum, Instruction, and Assessment
Phone: 410-638-4618

Twilight Program at the CEO 2012-2013

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?

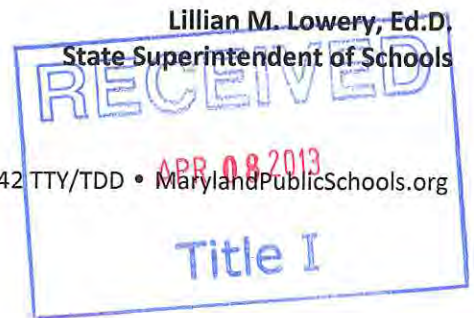
Since the program is held after regular school hours, bus transportation is provided for all program participants.

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 • MarylandPublicSchools.org

April 2, 2013

Mr. Bradley Palmer
Supervisor, Title I Office,
Curriculum, Instruction and Assessment
Harford County Public Schools
102 South Hickory Avenue
Bel Air, Maryland 21014

Dear Mr. Palmer:

Thank you for your letter, dated March 22, 2013 detailing the school that Harford County Public Schools will designate as a “skipped school” for Title I purposes.

Your letter indicated the Center for Educational Opportunity has a poverty rate higher than 75% and will be skipped in accordance with Section 1113 (1)(D) of Title I, Part A.

Harford County Public Schools has conditional approval to skip the school listed above. Full approval will be granted upon approval of the Title I Attachment 7 Addendum for Skipped Schools. This addendum will require Harford County Public Schools to submit evidence that the conditions set forth in Section 1113(1)(D) have been satisfied.

If you have any questions, please contact Tina McKnight at tmcknight@msde.state.md.us or call 410.767.0277. Ms. McKnight will be pleased to assist you.

Sincerely,

Maria E. Lamb, Director
Program Improvement and Family Support Branch
Division of Student, Family, and School Support

c: Ann Chafin, MSDE
Tina McKnight, MSDE

EXHIBIT II STATEMENT OF WORK

I. SCOPE OF WORK

Catapult Learning, LLC hereinafter referred to as “CONTRACTOR” will provide professional services for eligible Title I students attending participating non-public schools. The following describes how services will assist eligible non-public school children in acquiring the knowledge and skills to meet challenging State academic content and student achievement standards.

- A. Provide eligible non-public school children enrolled in participating schools with after-school day services, such as reading/language arts, writing, mathematics, and other benefits on an equitable basis to those provided to public school students.
- B. Use program resources to help participating students to meet the challenging student academic standards expected of all children.
- C. Use effective methods and instructional strategies that are based on scientifically based research, that provide an accelerated, high quality curriculum and that give consideration to extended learning time.
- D. Coordinate with and support the educational program in the classroom by conferencing with the classroom teacher to meet individual student needs.
- E. Provide a Complaint Procedure Process (same as Title I Public School Complaint Procedure) for non-public parents and non-public school officials. (Exhibit V)
- F. Provide non-public school teachers of participating children an equitable opportunity to participate in allowable professional development activities.
- G. Provide strategies to increase parental (family and community) involvement; affording parents meaningful opportunities to participate in the education of their children at home and at school; engaging family and community resources to provide the support needed to foster school success (for example, efforts to encourage attendance, promote socio-emotional well being that will allow academic achievement, ensure that physical needs are being met).
- H. Review, on quarterly basis, the progress of participating children and revise the program and services, if necessary, to provide more effective services.
- I. The CONTRACTOR will provide services to eligible students in Kindergarten through Grade 5 in participating non-public schools. Instructional services will begin on or before August 26, 2013, and extend until June 18, 2014. The CONTRACTOR will provide 120 minutes per week of instruction that students will receive in reading/language arts, writing, and mathematics. Students with the greatest need may receive additional services. Safeguards, such as, quarterly monitoring and on-going communication with the HCPS Title I Office and non-public schools will ensure that the program is not supplanting the private school regular program.
- J. The HCPS Title I Office will meet with the non-public officials for an Affirmation of Consultation meeting to set the foundation and guidelines for further communication to ensure alignment with the schools' academic standards/curriculum and Title I services.
- K. The CONTRACTOR will notify the HCPS Title I Office of any complaints from private school parents and non-public school officials. The complaint procedure for non-public schools is commensurate with the HCPS Title I Complaint procedure for public schools.

II. STUDENT SELECTION

Under that section, certain children would be eligible by virtue of their status: for example, homeless children and children who in the preceding two years participated in a Title I preschool. However, the criterion that a student failing, or most at risk of failing, to meet student achievement standards is, for the majority on non-public school children, to be the criterion by which eligibility for Title I services shall be determined.

Using the list of address eligible students provided by the Title I Department, HCPS, in consultation with private school officials will identify students most at risk of failing to meet student achievement standards. The following criterion for selecting eligible students to receive Title I services are as follows:

- Grades K through 2 – selected solely on the basis of teacher judgment, interviews with parents, developmentally-appropriate criteria and grade level assessments.
- Grades 3 through 5 – selected using multiple selection criteria (one measure shall be a nationally norm-referenced test. Student test score must be at 49 percent or below).

The Title I Office, in consultation with private school officials will complete the Teacher Student Referral Form for Title I– *Kindergarten through Grade 5* for reading/language arts and/or mathematics to identify eligible students for Title I services in participating non-public schools. The Title I Office will confirm identified students are address eligible.

Title I funds may not be used to identify those non-public school children that are eligible to participate. Title I funds, however, may be used to select participants from those who are eligible and to determine the specific educational needs of participating children.

III. DELIVERY OF SERVICES

A. Instructional Program

The CONTRACTOR will implement services, including hourly rate and other associated cost to be delivered at contractually assigned non-public schools, including alternatives to direct teacher-student instruction, if any. The services will occur at the non-public schools' site (classrooms).

The CONTRACTOR will implement instructional programs implemented at schools, including the number of hours of instruction that will be provided each week to participating private school children. The program provided to non-public school children shall be based on effective methods and instructional strategies for improving achievement that are based on scientifically based research, give primary consideration to providing after-school learning time, and provide an accelerated, high-quality curriculum. Based on the needs of the children to be served, the CONTRACTOR shall implement the CONTRACTOR instructional program, including subject areas, assessment instruments, content of curriculum, teaching methods, and types of equipment and materials that was approved by Harford County Public Schools. The instructional program developed by the CONTRACTOR shall not only supplement but also coordinate with the instruction that the non-public school children are receiving in their regular classrooms.

Instructional costs are defined as:

- Teachers salaries
- Instructional materials, including such items as books, computers and software for student use, workbooks, and supplies

B. Parental Involvement

Section 1120(a)(1) of the ESEA requires that families of participating non-public school children participate, on an equitable basis, in parental involvement activities under Section 1118 of the ESEA. The CONTRACTOR shall assess the needs of the parents of private school students. The CONTRACTOR will implement this process to develop a plan to provide parental involvement activities. This plan will be due to Harford County Public Schools by October 1, 2013. Harford County Public Schools will review the plan for approval. The plan must include specific topics, dates and budget.

The public Title I schools in Harford County will partner with the identified non-public schools with the intent to notify/invite non-public Title I parents to all Title I Public School parent events, such as Family Curriculum Nights, Family Involvement Meetings and the Title I Parent Conference.

Parents are viewed as valuable stakeholders and provide feedback on the annual Title I Satisfaction Survey and Title I Parent Conference Feedback Form.

Parental involvement costs are defined as:

- Costs the CONTRACTOR incurs to provide parental involvement activities to parents of participating private school children.

C. Professional Development

Section 1120(a)(1) of the ESEA requires that non-public school teachers of participating Title I students receive professional development. The CONTRACTOR shall assess the needs of the teachers of private school students to help them better meet the needs of the Title I students. The CONTRACTOR will implement this process to develop a plan to provide professional development activities. This plan will be due to Harford County Public Schools by October 1, 2013. Harford County Public Schools will review the plan for approval. The plan must include specific topics, dates and budget.

The public Title I schools in Harford County will partner with the identified non-public schools with the intent to provide professional development activities to non-public Title I teachers (teachers who instruct Title I students before, during or after school).

Professional development costs are defined as:

- Costs the CONTRACTOR incurs to provide professional development activities to private school teachers of participating private school children.

D. Administrative Costs

The CONTRACTOR will indicate in the budget narrative the percentage of administrative cost from instructional funds needed to administer services in participating private schools.

Administrative costs are defined as:

- Costs the CONTRACTOR incurs to administer the program, including but not limited to salaries and fringe benefits of the Director, computer assistants (if needed), supervisors and support staff, office rent and utilities, office equipment and supplies, postage and mailings, telephone, travel, special capital expenses, professional development for Title I teachers and supervisors who are employees of the CONTRACTOR, and the CONTRACTOR fee (profit).

IV. INITIAL MANAGEMENT PLAN

The CONTRACTOR, in consultation with HCPS, shall implement the management plan that was developed for their program. The required elements of the initial plan include:

- A. Holding an Affirmation of Consultation meeting and follow-up monitoring throughout the school year. Minutes of the meetings will be kept to document attendees, such as non-public officials, classroom teachers, Catapult personnel and HCPS Title I personnel and will be distributed the same day as the meeting.
- B. Consulting with the HCPS Title I Office before proceeding with any changes to the program.
- C. A discussion of methods of quality control for products and general operational performance.
- D. A discussion of proposed lines of authority, coordination and communication among sub CONTRACTOR, (if applicable), field based staff (if any), and the management staff.
- E. An indication of time commitments of key personnel, by task or activity, and for the project as a whole, expressed in person days. A chart shall be included, which summarizes this information.
- F. A chart showing task and subtasks, deadlines, decision points, and deliverables over the duration of the contract. The expected ending date for each task and subtask, in calendar weeks from the implementation of the contract, shall be indicated. The individual(s) to be involved or consulted for each decision point shall also be included.
- G. Submission of a plan to assess annual progress using a HCPS generated rubric.
- H. A list of materials or services the CONTRACTOR expects Harford County Public Schools or participating non-public schools to provide.
- I. Time for required Harford County Public Schools approval before initiating work on key events or tasks.

As indicated above, this requirement shall not alter the terms of the contract or the proposed design of the contract, but is designed to provide better management information for use by both the CONTRACTOR and Harford County Public Schools in monitoring the work to be performed, the time of performance, and the resources to be utilized.

V. MANAGEMENT REPORT

By October 1, 2013, the CONTRACTOR shall prepare and submit an Initial Management Report for the accomplishments of the tasks, subtasks, key events, deadlines, and deliverables.

The CONTRACTOR shall update the Management Report developed for this contract and approved by Harford County Public Schools for the school year under contract. The CONTRACTOR shall implement its program and submit an updated Management Report to Harford County Public School by October 1, 2013 of the contracted year. Harford County Public Schools may seek clarifications or updates on information submitted in the October Management Report as the contract year proceeds. The October report will also include information on the following items:

- A. CONTRACTOR Employees: The CONTRACTOR shall submit information about the qualifications and criminal background checks of persons serving Title I students. Background information for staff serving Title I students include the Criminal Justice Information Services, state and FBI Fingerprinting criminal background check. The CONTRACTOR shall be responsible for conducting or collecting criminal background checks for all employees including persons not employed at the private schools serviced by Title I.
- B. Results of student assessments.
- C. Eligibility Reports: Reports must contain complete and accurate demographic information, eligibility criterion, Title I ranked need and an indication of subject areas addressed in the Title I program for each student being served. Reports must contain current school enrollment information and an assurance from participating schools that all participating students live in a Title I attendance area, with parental consent for participation in the Title I program.
- D. Eligibility Report must indicate service to students in greatest need, so no student with lower Title I ranked need will be served until all students with higher ranked need are being served.
- E. Delivery of Services.
- F. Program Goals/Objectives: Describe instructional program implemented at schools including subject areas, assessment instruments, content of curriculum, teaching methods, types of equipment and materials, and coordination of instruction with regular classroom teachers.
- G. Parental Involvement activities.
- H. Professional Development for the private school classroom teacher of participating Title I students.

VI. INSTRUCTIONAL MATERIALS

The CONTRACTOR shall provide instructional materials to be used in the delivery of Title I services to Title I participants in accordance with the description provided in the Management Plan. The Management Plan will describe the selection and distribution of materials and shall ensure the educational appropriateness of the materials for the children to be served and convenient access to the materials by teachers and students. Materials purchased with Title I funds remain the property of Harford County Public Schools Title I Office and should be labeled and inventoried as they are purchased and deployed.

VII. INSTRUCTIONAL FACILITIES

The CONTRACTOR shall obtain facilities, which should be limited to space in the participating non-public school, for providing Title I services to selected non-public school students. The facilities shall be suitable for

Title I instruction. While it is not necessary to ensure that all religious imagery associated with the non-public school program is absent in the Title I instructional space, a valid program must contain safeguards to ensure that public employees do not promote religion in the course of carrying out their Title I duties. These facilities should be a location in the non-public school. Title I services must be provided consistent with the Department's October 2003 Guidance on the Supreme Court's Decision in *Agostini v. Felton* and Title I (Part A) of the ESEA.

Facilities may be leased without charge or for a reasonable charge. Selection and leasing of facilities shall be governed by the following minimum criteria:

- A. Facilities comply with all health, safety and other municipal building codes, including those for housing and instructing children.
- B. Children, teachers and staff, the public, the Federal Government, and property are protected by quality personal injury, liability, and property damage insurance obtained at competitive premiums.
- C. The environment in and surrounding the facility is safe and socially appropriate.
- D. In cooperation with non-public school officials, the CONTRACTOR develops a schedule of services that is compatible with the availability of facilities and with the regular school schedule and that contributes to the total instructional needs of students.
- E. Reasonable accommodation is made for students with disabilities.

VII. PROGRESS REPORTING

A. ASSESSMENTS

The CONTRACTOR will administer a pre-assessment to each student entering the program. After analysis of the pre-assessments, student academic achievement goals will be established and a student academic plan will be written for each student. Student academic achievement standards will be determined through consultation between HCPS and private school officials. The CONTRACTOR will be responsible for assessing students on a regular basis throughout the year. Quarterly reports and student attendance reports will be submitted by the CONTRACTOR to school/classroom teacher, parents and Harford County Public Schools Title I Office. The HCPS Title I Office will use the results of the assessments to determine progress in meeting the stated academic goals. HCPS Title I Office will consult with the CONTRACTOR to differentiate instruction to meet the needs of the students being serviced. A post test will be administered by the CONTRACTOR to all participating students and results will be reported to the HCPS Title I Office which will be used to determine effectiveness of the program towards meeting academic standards. All reports, minutes, letters, and agendas will be maintained by the HCPS Title I Office.

The CONTRACTOR shall submit its plan to assess annual progress to Harford County Public Schools for review and approval with its initial October Management Plan.

B. STUDENT & ATTENDANCE LIST

The CONTRACTOR shall submit an electronic copy of an up-to-date list of an attendance list reflecting the eligible students who received services, the type of service, and date of service with detailed documentation. This report shall be submitted 3 times during the school year and for the end of year final reporting. The during the school year reports due are; October 15,

2013, January 15, 2014, and April 15, 2014.

VIII. END OF YEAR EVALUATION

HCPS will complete an annual evaluation of the Title I nonpublic program. Criteria for the annual evaluation will be established through the consultation process between HCPS and private school officials. The annual evaluation report will include results from surveys of teachers and parents of participating students, as well as input from students receiving services; quantitative and qualitative results from assessments administered by the CONTRACTOR, and other indicators to determine the effectiveness of the Title I program in meeting student academic achievement standards.

Within one month of the end of each contract year, the CONTRACTOR shall prepare and submit an end of year evaluation report which includes:

- A. The results of the assessment of the Title I programs the CONTRACTOR is providing, demonstrating whether participating children are meeting, or making annual yearly progress toward meeting the student academic achievement standards or the alternative standards.
- B. A description of program services and activities, especially new services, activities, methods, etc. and the results of their use.
- C. An evaluation of the parental involvement activities to determine the effectiveness of the activities in increasing the participation of parents, to identify barriers to greater participation of parents in activities, and to use the findings to improve the strategies for program improvement and parental involvement.
- D. An evaluation of professional development activities conducted for eligible non-public school staff members.
- E. Special problems encountered and solutions applied or anticipated.

IX. RIGHT TO DISMISS

If a teacher referred by the CONTRACTOR is in the professional judgment of Harford County Public School Administration found to be incompetent, negligent, or has engaged in misconduct, the teacher will be asked to leave the premises and the CONTRACTOR will be informed of this action immediately. Compensation for the teacher's services shall be limited to the hours actually worked by such teacher.

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EXHIBIT I

STATEMENT OF WORK

I. SCOPE OF WORK

Young Audiences of Maryland, INC. hereinafter referred to as “CONTRACTOR” will provide professional services for Title I students and staff at five elementary schools: Halls Crossroads Elementary, George D. Lisby Elementary, Havre de Grace Elementary, Magnolia Elementary School, and William Paca/Old Post Road Elementary School. The following describes how services will assist public school children in acquiring the knowledge and skills to meet challenging State academic content and student achievement standards in reading and math.

- A. Work with administrators, teachers, and parents to develop an action plan to improve reading and math scores by at least 10% on MSA tests in Title I schools by Spring 2013. This action plan will include a professional program that is aligned with Maryland State Professional Development Standards.
- B. Work with school principals to identify and coordinate an Academic Achievement Leadership Team which will include special area teachers, reading and math specialists, as well as parent advisor(s), and an arts integration consultant from YOUNG AUDIENCES OF MARYLAND, INC.
- C. Utilize teaching and planning strategies from “Understanding by Design” By Wiggins and McTighe, “The Brain Targeted Teaching Model” developed by Dr. Mariale Hardiman of Johns Hopkins University and the “Artful Teaching and Learning Handbook – Student Achievement through the Arts,” a joint project by Minneapolis Public Schools and the Perpich Center for Arts Education as resources in facilitating the development and implementation of an arts action plan.
- D. Work with Leadership Team to analyze data to identify student needs
- E. Work with HARFORD COUNTY PUBLIC SCHOOLS Title 1 personnel to develop an evaluation plan to monitor progress.
- F. Provide arts integrated artist in residence programs for each grade level (grades K-5) in each school that will equip teachers and students with strategies for addressing reading and math skills through the arts.
- G. Provide strategies to increase parental (family and community) involvement; affording parents meaningful opportunities to participate in the education of their children at home and at school; engaging family and community resources to provide the support needed to foster school success (for example, invite parents to participate in artist in residence workshops, invite community and family members to residency culminating student performance event, highlight various cultures within the community through arts integrated lessons/projects that involve researching students’ cultural heritage).
- H. Master teaching artists will plan, coordinate with, and support the educational program in the classroom by conferencing with the classroom teacher to meet individual student needs to develop, implement, and assess model lessons.
- I. Facilitate partnership and resource sharing with other educational arts organizations such as The Walters Art Museum. Provide at least one field trip per school where students will learn reading or math skills through the arts.
- J. YOUNG AUDIENCES OF MARYLAND, INC. will provide an “Arts Integration Team” consisting of highly qualified educators and professional teaching artists who have extensive experience in arts integration implementation and assessment. This staff includes professors from Towson University’s Arts Integration Institute and teaching artists who provide exemplary statewide as well as national professional development programs on arts integration.

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- K. Collaborative planning, implementation, and assessment of brain targeted/arts integrated lesson plans.
- L. Observation, feedback, and support to revise and adapt lessons to better meet student needs in reading and math
- M. Review, on a quarterly basis, the progress of participating children and revise the program and services, if necessary, to provide more effective services.
- N. The CONTRACTOR will provide services to eligible students and teachers in Pre-Kindergarten through Grade 5. Instructional services will begin on or before September 1, 2012, and extend until September 1, 2013. The CONTRACTOR will provide over 380 hours (per school) of professional development, coordination, planning, and assessment.

II. DELIVERY OF SERVICES

A. Instructional Program

The CONTRACTOR will implement services, including hourly rate and other associated cost to be delivered at contractually assigned public schools, including alternatives to direct teacher-student instruction, if any. The services will occur at Halls Crossroads Elementary, George D. Lisby Elementary, Havre de Grace Elementary, Magnolia Elementary School, and William Paca/Old Post Road Elementary School. sites (classrooms).

The CONTRACTOR will implement professional development and instructional programs at schools, including the number of hours of instruction that will be provided to teachers and students. The program provided to teachers and students shall be based on effective methods and instructional strategies for improving achievement that are based on scientifically based research, give primary consideration to providing during-school learning time, and provide an arts integrated, high-quality curriculum. Based on the needs of the teachers and children to be served, the CONTRACTOR shall coordinate, facilitate, and implement the instructional program, arts integrated lessons, assessment instruments, teaching methods, and types of equipment and materials that are approved by Harford County Public Schools. The instructional program developed by the CONTRACTOR shall not only supplement but also align with the instruction that the students are receiving in their regular classrooms.

Instructional costs are defined as:

- Administration: full time administrative assistant
- On-site management and facilitation and support and Consultation & Planning: Education Director of YOUNG AUDIENCES OF MARYLAND, INC. three days a week or 1,152 hours.
- Teaching Staff: master teaching artists will provide over 280 hours or 40 total professional development days per school. Arts Integration Specialists will provide 1,260 hours or 36 total professional development days per school.
- Mileage for staff and administrators.
- Artist In residence programs – one per grade level for K-5 grades in each school.
- Instructional materials, including such items as books, instruments, and materials for student use, workbooks, and art supplies

B. Parental Involvement

The CONTRACTOR will partner with Halls Crossroads Elementary, George D. Lisby Elementary, Havre de Grace Elementary, Magnolia Elementary School, and William Paca/Old Post Road Elementary School to communicate with parents regarding events, such as Artists in Residence Programs, Family Involvement Meetings and encouraging individual parent volunteers to participate as a consultant on the Academic Achievement Leadership Team. Parents are viewed as valuable stakeholders and provide feedback on the pre- and post- Satisfaction Survey.

C. Professional Development

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The CONTRACTOR shall assess the needs of the teachers of school students to help them better meet the needs of the Title I students. The CONTRACTOR will work with Leadership teams from Halls Crossroads Elementary, George D. Lisby Elementary, Havre de Grace Elementary, Magnolia Elementary School, and William Paca/Old Post Road Elementary Schools to develop and implement a plan to provide professional development activities. This plan will be due to Harford County Public Schools by November 1, 2012. Harford County Public Schools will review the plan for approval. The plan must include specific topics, dates and budget.

D. Administrative Costs

The CONTRACTOR will indicate in the budget narrative the percentage of administrative cost from instructional funds needed to administer services in Halls Crossroads Elementary, George D. Lisby Elementary, Havre de Grace Elementary, Magnolia Elementary School, and William Paca/Old Post Road Elementary School.

Administrative costs are defined as:

- Costs the CONTRACTOR incurs to administer the program, including but not limited to salaries and fringe benefits of the Education Director, administrative assistants (if needed), arts integration specialists and support staff, office equipment and supplies, postage and mailings, travel, special capital expenses, professional development for teaching artists and other staff contracted through the CONTRACTOR.

III. INITIAL MANAGEMENT PLAN

The CONTRACTOR, in consultation with HARFORD COUNTY PUBLIC SCHOOLS, shall implement the management plan that was developed for their program. The required elements of the initial plan include:

- A. Holding a Consultation meeting and follow-up monitoring throughout the school year. Minutes of the meetings will be kept to document attendees, such as public officials, classroom teachers, Young Audiences personnel and HARFORD COUNTY PUBLIC SCHOOLS Title I personnel and will be distributed the same day as the meeting.
- B. Consulting with the HARFORD COUNTY PUBLIC SCHOOLS Title I Department before proceeding with any changes to the program.
- C. A discussion of methods of quality control for products and general operational performance.
- D. A discussion of proposed lines of authority, coordination and communication among CONTRACTOR, field based staff (if any), and the management staff.
- E. An indication of time commitments of key personnel, by task or activity, and for the project as a whole, expressed in person days. A chart shall be included, which summarizes this information.
- F. A chart showing task and subtasks, deadlines, decision points, and deliverables over the duration of the contract. The expected ending date for each task and subtask, in calendar weeks from the implementation of the contract, shall be indicated. The individual(s) to be involved or consulted for each decision point shall also be included.
- G. Submission of a plan to assess annual progress using a HARFORD COUNTY PUBLIC SCHOOLS generated rubric.
- H. A list of materials or services the CONTRACTOR expects Harford County Public Schools or participating non-public schools to provide.
- I. Time for required Harford County Public Schools approval before initiating work on key events or tasks.

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As indicated above, this requirement shall not alter the terms of the contract, but is designed to provide better management information for use by both the CONTRACTOR and Harford County Public Schools in monitoring the work to be performed, the time of performance, and the resources to be utilized.

IV. MANAGEMENT REPORT

By December 1, 2012, the CONTRACTOR shall prepare and submit an Initial Management Report for the accomplishments of the tasks, subtasks, key events, deadlines, and deliverables.

The CONTRACTOR shall update the Management Report developed for this contract and approved by Harford County Public Schools for the school year under contract. The CONTRACTOR shall implement its program and submit an updated Management Report to Harford County Public School by May 1, 2013 of the contracted year. Harford County Public Schools may seek clarifications or updates on information submitted in the December Management Report as the contract year proceeds. The December report will also include information on the following items:

- A. Results of student assessments.
- B. Delivery of Services.
- C. Program Goals/Objectives: Describe instructional program implemented at schools including subject areas, assessment instruments, content of curriculum, teaching methods, types of equipment and materials, and coordination of instruction with regular classroom teachers.
- D. Parental Involvement activities.
- E. Professional Development for the private school classroom teacher of participating Title I students.

VI. INSTRUCTIONAL MATERIALS

The CONTRACTOR shall provide instructional materials to be used in the delivery of Title I services to Title I participants in accordance with the description provided in the Management Plan. The Management Plan will describe the selection and distribution of materials and shall ensure the educational appropriateness of the materials for the children to be served and convenient access to the materials by teachers and students. Materials purchased with Title I funds remain the property of Harford County Public Schools Title I Office and should be labeled and inventoried as they are purchased and deployed.

VII. ASSESSMENT & PROGRESS REPORTING

The CONTRACTOR will administer a pre-assessment to each teacher participating in the program. After analysis of the pre-assessments, and analysis of Reading Quarterly Benchmark and Scholastic Mathematics Inventory student academic achievement goals will be established and academic achievement action plan will be developed. Student academic achievement standards will be determined through consultation between HARFORD COUNTY PUBLIC SCHOOLS and school officials. Quarterly reports and student attendance reports will be submitted by the CONTRACTOR to school/classroom teacher, parents and Harford County Public Schools Title I Office. The HARFORD COUNTY PUBLIC SCHOOLS Title I Office will use the results of the assessments to determine progress in meeting the stated academic goals. HARFORD COUNTY PUBLIC SCHOOLS Title I Office will consult with the CONTRACTOR to differentiate instruction to meet the needs of the teachers and students being serviced. A post survey will be administered by the CONTRACTOR to all participating teachers and results will be reported to the HARFORD COUNTY PUBLIC SCHOOLS Title I Department which will be used to determine effectiveness of the program towards meeting academic

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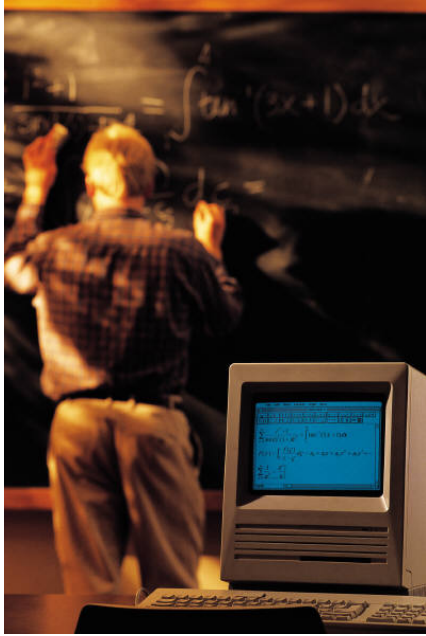
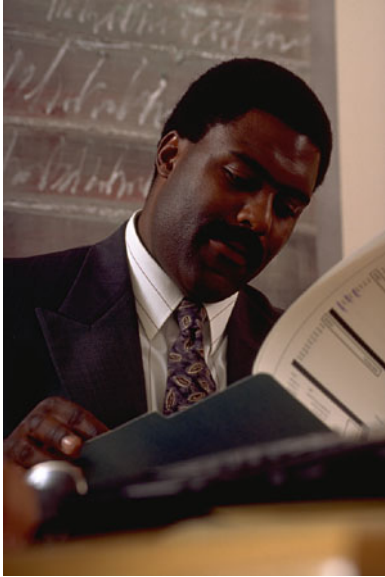
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standards. All reports, minutes, letters, and agendas will be maintained by the HARFORD COUNTY PUBLIC SCHOOLS Title I Department.

The CONTRACTOR shall submit its plan to assess annual progress to Harford County Public Schools for review and approval with its initial November Management Plan.

FINAL

Attachment 8



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

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2014
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- 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* and the BOE plans will ensure that all HCPS students can meet high standards. To that end, HCPS commits to the following elements of the State's reform plan as described in the *American Recovery and Reinvestment Act (ARRA)*:

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

HCPS has been, and continues to prepare for the shift to the Common Core Standards. Priorities and initiatives identified by HCPS are as follows:

- Educator Effectiveness Academy
- County-wide professional development
- Specific content area professional development

In the summer of 2011, HCPS identified school based teams to participate in the Educator Effectiveness Academies. HCPS identified professional development days throughout the 2011-2012 school year to ensure classroom teachers receive intensive professional development on the implementation of the plans developed at the summer 2011 academies.

In the summer of 2012, the teams participated in a second educator effectiveness academy. The teams worked on reviewing final versions of Reading/English Language Arts and Mathematics Frameworks; developing knowledge of the Maryland STEM Standards of Practice and Frameworks; developing knowledge of the format, lessons and media resources in the Reading/English Language Arts and Mathematics; and developing knowledge of STEM unit components and resources. Staff members attending the academies with their principal agreed to plan and organize, in collaboration with the principal, professional development activities during the 2012-2013 school year, assisting all staff members in developing a working knowledge of the Maryland Common Core State Curriculum Framework. In the summer of 2013, teams continued to participate in the educator effectiveness academies. In addition, HCPS sponsored a summer "Shifts in Education Conference" and over 2,000 teachers participated.

**TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: Harford County Public Schools

Fiscal Year 2014

New Teacher Induction: The Coordinator of Teacher Induction who has been charged with participating in the State’s Induction Program Academies and sending HCPS mentors as allowable by the state; overseeing a comprehensive teacher induction program based on the model shared at the Teacher Induction Academies; supervising the continuation of the mentor teacher program; evaluating mentor teachers in collaboration with school administrators; collaborating with the Office of Education Services to assess school needs and to assign mentor teachers as appropriate; and serving as a liaison with MSDE. This position provides focused professional development for new teachers including, professional development orientation conference; three hour after school workshops throughout the year; opportunities to observe a model classroom and teacher; and job embedded professional development. The creation of the position, Coordinator of Teacher Induction, will enhance the work of the mentor teachers and will allow for additional supports provided for new teachers.

In preparation for the 2014 implementation of Common Core State Standards (CCSS) and Partnership for Assessments of Readiness for College and Careers (PARCC) assessments, the Offices of Professional Development, Reading/English/Language Arts, and Mathematics have established a transition plan for curriculum and assessments. Key to this plan is the consideration of how to best support instruction through professional development opportunities for teachers. Based on information and training that Local Educational Agencies (LEA) receive through Maryland State Department of Education (MSDE) briefings and workshops, Harford County Public Schools (HCPS) has been able to utilize county-wide professional development days to work with all instructional administrators, elementary teachers and secondary English and Mathematics teachers to provide overviews and updates regarding CCSS. Both the Office of Reading, English, and Language Arts and the Office of Mathematics established a two-year calendar for working with secondary department chairs and elementary reading specialists and mathematics facilitators in order to serve as a trainer of trainer models so information can be shared at the school level.

TITLE II, PART A
 PREPARING, TRAINING AND RECRUITING
 HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2014
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IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS		
Table 8-1	Performance Indicators	Performance Targets
Performance Goal	Performance Indicators	Performance Targets
<p>Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.</p>	<p>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>	<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: 2011-2013 = 95.8%</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-thereafterTarget: 100 2010-2011 = 91.6% 2011-2012 = 93.73%</p>

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B. ALLOWABLE ACTIVITIES [Section 2123]. For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals		
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and 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 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><u>REDUCING CLASS SIZE</u> Classroom teachers will continue to be employed under Title II, Part A funding to reduce class size. According to the National Education Association, “Teachers with small classes can spend time and energy helping each child to succeed. Smaller classes also enhance safety, discipline and order in the classroom. Its common sense and the research prove that it works to increase student achievement.” The HCPS system teachers are placed in schools with class sizes that exceed the county averages to provide more individualized instruction. Smaller class sizes should afford every student the opportunity to receive the individual attention necessary to assist him or her in being successful. Class size reduction efforts will support the goals and activities identified in Section D: Great Teachers and Great Leaders.</p>	<p>FUNDING FOR SERVICES:</p> <ul style="list-style-type: none"> • 13 teachers @ an average of \$46,629 per teacher = \$606,177 • Fixed Costs – As required by law, fixed costs @ 44.87204% per average teacher = \$272,004 <p style="text-align: right;"><u>Reducing Class Size: \$878,181</u></p> <p style="text-align: right;"><u>ACTIVITY 1.2 TOTAL BUDGET: \$878,181</u></p>

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	<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 9/1/13-6/30/14. • Recruitment of highly-qualified teachers – ongoing. 	
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)].	(see above)	

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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
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)].	HCPS will use the Maryland Teacher Professional Planning Guide to design professional learning for all teachers as they transition to using Common Core Standards (CCSS) and the Next Generation Science Standards in the classroom. 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 and substitute teachers will be used to address to individual teachers' professional learning needs as identified through Professional Development Plans.	716 teachers @ \$120/per 6 hr. day = \$85,920 400 teacher sub days @ \$92/day = \$36,800 FICA = \$122,720 x .0831 = \$10,198 <u>ACTIVITY 2.1 TOTAL BUDGET: \$132,918</u>

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2.1 continued	<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 2.2 TOTAL BUDGET: \$12,269</u></p>
	Public School Costs	1,011,099
	Nonpublic School Costs	12,269
	Subtotal	1,023,368
	Indirect Costs @ 2.21%	22,616
	TOTAL TITLE II-A FUNDING AMOUNT	\$1,045,984

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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 School (HCPS) system, home to more than 38,000 students, is privileged to employ and maintain qualified, motivated and successful teachers, focusing each day on connecting with every one of their students. Assessment of the current status of teacher capacity and quality for the HCPS system and for each elementary, middle and high school relative to the hiring, recruiting, and retaining of highly-qualified teachers occurs on a continuous basis. In 2012-2013, 95.8% of over 3,500 HCPS teachers were highly qualified, a 21% increase over the 2002-2003 school year. Of those classes not taught by Highly-Qualified Teachers, the two major reasons cited are that the Testing Requirements have not been met or the teacher holds a Conditional Certificate. System-wide strategies are in place to ensure highly qualified teachers in core academic subject areas are attracted and retained. Additionally, as principals determine a need for specific professional development for their instructional staff, the HCPS teacher calendar designates 5 teacher days for the implementation of targeted professional development at the school level.

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.

Recruitment: HCPS continues to see a steady increase in the number of applications for employment. In 2013, over 160 new teachers were hired. HCPS recently converted fully to an electronic web-based application process for all positions. Including current teachers and content specialists in “hard to staff” disciplines (math, chemistry, physics) has provided an immediate connection for prospective staff members. Utilizing the evaluation from job fairs, 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 (e.g. Michigan, Illinois). 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).

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Recruiters are now nominated by the appropriate Executive Director with returning recruiters and new recruiters attending separate training sessions which are focused on their specific needs.

Retention: The importance of recruiting and retaining a highly qualified and diverse workforce is illustrated in the HCPS BOE’s Strategic Plan: Goal 3: “To hire and support skilled staff who are committed to increasing student achievement.” With the introduction of *RTTT* New Teacher Induction Coordinator, this position is building quality HCPS professional development for new teachers including, professional development orientation conference; after school workshops throughout the year; opportunities to observe a model classroom and teacher; and job embedded professional development. The creation of the new position, Coordinator of Teacher Induction, is continuing to enhance the work of the mentor teachers and allowing for additional supports provided for new teachers. The New Teacher Induction Coordinator is working to implement best practices provided by the MSDE sponsored New Teacher Center. The following is a list of activities available system-wide designed to support new teachers:

- Teacher Mentors – work directly in schools to teach demonstration lessons, assist in daily and unit planning and organization, provide guidance in addressing classroom behavior management, guide the use of curricula and provide assistance on the many topics facing new teachers such as grading assessment and special education issues.
- Instructional Facilitators – engage in the informal and formal observation and evaluation process and guide the use of curricula and materials of instruction including supporting the small percentage of teachers who are Not Highly-Qualified in Core Content to pursue required certification.
- Content Supervisors – provide curriculum guides, contact specific professional development, and work with secondary Department Chairpersons to support teachers.
- Professional Development – offered at the beginning of the school year via HCPS Orientation Conference, technology workshops, specific curriculum content and the end of year June professional conference; evening professional development sessions including content specific teaching techniques and attendance at state-of-the-art conferences and trainings outside of Harford County.
- Professional learning communities and College Board training for new hires responsible for teaching AP courses.
- Throughout the school year, a Title I Saturday Professional Lab is offered to first and second year teachers.

In addition to the HCPS system-wide structure designed to support the retention of teachers, Harford County provides all professional development based on Maryland Teacher Professional Development Standards. Using the context for High-Quality Teacher Professional Development, HCPS leadership supports:

- The use of Professional Learning Communities.
- Leaders who are committed to high quality Professional Development and encourage teacher participation.
- Infusion of clear expectations of what teachers need to know in order to help students learn through performance appraisal and design/content of teacher professional development.

HCPS has institutionalized Professional Learning Communities (PLCs) in all schools and the district’s central office. The Instructional Leadership Team comprised of school administrators, instructional facilitators, and teacher mentors, engage in training sessions annually to focus on professional learning communities, group effectiveness, change, research-based best practices, and job-embedded professional development. This training supports

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the cultivation of PLC’s within the school community. Teachers have opportunities to engage in PLC’s during faculty meetings, team planning periods, duty periods, and/or during the designated countywide professional development days. Professional learning communities consistently operate along five dimensions: (1) supportive and shared leadership, (2) shared values and vision, (3) collective learning and application of learning (formerly identified as collective creativity), (4) supportive conditions, and (5) shared personal practice.

Second year teachers who are surveyed consistently cite the support of the Teacher Mentors and assistance of Instructional Facilitators as reasons for choosing to return to HCPS. HCPS is committed to providing teachers with access to high-quality professional development opportunities designed to enhance teaching skills and to accelerate student learning.

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2. If applicable, describe how these strategies and activities will contribute to reducing the gap between high poverty schools and low poverty schools with respect to the percentage of core academic classes taught by highly qualified teachers.

By the end of the school year 2012-2013, Title I HCPS were staffed 100% with Highly-Qualified Teachers. Intensive professional development activities have been designed for these schools including the implementation of Classroom Learning Systems and other high-quality teacher trainings. Retaining highly-qualified teachers in Title I schools will be promoted through additional professional development activities with stipends and MSDE credit, co-teaching opportunities, and mentoring support (after school/weekends).

There are three schools in the HCPS System that are listed as high poverty, Magnolia Elementary School (MES) and Hall's Cross Roads Elementary School (HXES), and the secondary school, Alternative Education Center (CEO). In FY 2013, both MES and HXES achieved 100% Highly-Qualified Teaching (HQT) staff. In addition to hiring only teachers with HQT status, staff has participated in intensive professional development with resources provided through Title I and the HCPS Central Office. Grade-level and special area teachers meet in Professional Learning Communities (PLC) to identify common goals and develop professional development plans to meet those goals. Professional Development Academy sessions were conducted throughout the year that provided teachers and paraprofessionals the opportunity to learn strategies that would impact student achievement. In addition, Title I staff provided professional development to School Improvement Team (SIT) members on creating quality School Improvement Plans and data assessment.

The ALT/CEO is also listed as a high poverty school and serves students who may have experienced a crisis or have not been successful in a traditional school environment. The ALT/CEO has been identified for restructuring because of graduation rates. As outlined in the Alternative Governance Board Plan, the ALT/CEO will continue to work toward achieving 100% highly qualified teacher status. As with all schools, the ALT/CEO strives to achieve 100% in highly qualified teacher. One challenge faced by the ALT/CEO is the transiency of the students. With such a large number of students moving in and out of the school, it is difficult to staff in September not knowing what needs will be later in the year.

To address the gap between high poverty schools and lower poverty schools with respect to the percentage of core academic classes taught by highly qualified teacher, the HCPS system is continuing its effort to employ only highly qualified teachers. Additionally, the supports offered new teachers, specifically in the form of new teacher induction sessions and consistent effective mentoring for all teachers, especially those non-tenured, prepares the non-highly qualified teacher to have a similar positive impact on student achievement as highly qualified teacher. As noted above, extra support is provided for teachers in high poverty schools so that all HCPS students have potential for improving achievement and reaching a high level of success. HCPS Title I schools have been improving in school performance and this is a reflection upon the direct intention to provide assistance through ensuring in-depth content knowledge and improved teaching skills of new and non-highly qualified teacher.

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D. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]:

- 1. Participating Private Schools and Services: Complete information in Attachment 6 regarding the names of participating private schools and the number of private school staff that will benefit from the Title II-A services.**

ATTACHED

- 2. Describe the school system's process for providing equitable participation to students in private schools:**

- a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-A services. Also, if your non-public schools did not respond to your initial invitation, please describe your follow-up procedures;**

Non-public schools were invited to participate along with the HCPS System in using funding to improve student achievement and better prepare the professional staff for their role in achieving excellence in instruction. A letter was sent inviting non-public representatives to participate in consultations. Non-public schools in Harford County were identified using the lists of eligible non-public schools provided by the Maryland State Department of Education. Only schools with students 5 years of age or older were contacted and included. These schools were forwarded a certified letter requesting their participation in a planning and consultation meeting. At that meeting factors affecting funding were discussed, possible programs outlined and discussed, and comments and questions addressed. The meeting occurred prior to the development of the Title II program. (See meeting agenda, sign-in sheet, and signed affirmation of consultation on the following pages.) During April, May, and early June several non-public schools were again contacted via email and the telephone to encourage their participation in grant-funded activities. Additionally, throughout the school year, as needed, nonpublic schools are contacted either via email and or telephone calls to discuss program and funding issues.

- 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.

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- 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.

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.**

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.**

ATTACHED BUDGET NARRATIVE

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

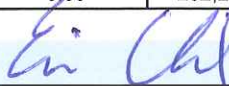

Attachment 6-A: Nonpublic School Information for ESEA Programs

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

ORIGINAL GRANT BUDGET	\$1,045,984	AMENDED BUDGET #		REQUEST DATE	10/08/13
GRANT NAME	Title II Part A Highly Effective Teachers	GRANT RECIPIENT NAME	Harford County Public Schools		
M SDE GRANT #		RECIPIENT GRANT #	22424		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2013	6/30/2015	

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						22,616.00	22,616.00
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.	606,177.00						606,177.00
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.	122,720.00						122,720.00
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				282,202.00			282,202.00
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	728,897.00	0.00	0.00	282,202.00	0.00	34,885.00	1,045,984.00

Finance Official Approval	Eric Clark		10/8/2013	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Barbara Canavan		10/8/2013	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

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2. BUDGET NARRATIVE**1.2: REDUCING CLASS SIZE**

Category/Object	Line Item	Calculation	Cost	Total
		SALARY AND WAGES		
Regular Programs/ Salaries & Wages	Teachers	13 teachers @ an average of \$46,629/teacher = \$606,177 MSDE Performance Goal 3	606,177	606,177
		TOTAL SALARIES AND WAGES	606,177	606,177
		OTHER CHARGES		
Regular Programs/ Fixed Charges	Fixed Costs	As required by law, fixed costs @ 44.87204% per teacher = \$272,004 MSDE Performance Goal 3	272,004	272,004
		TOTAL OTHER CHARGES		
TOTAL MSDE PERFORMANCE GOAL 3		ACTIVITY 1.2 Reducing Class Size TOTAL BUDGET	878,181	878,181

ACTIVITY 2.1: TEACHER TRAINING ACTIVITIES

Category/Object	Line Item	Calculation	Cost	Total
		SALARY AND WAGES		
Instructional Staff Development/ Salaries & Wages	Teacher Training	As schools transition to using new Common Core Standards, Next Generation Science Standards and STEM Standards, school-based and county-wide professional development for elementary and secondary teachers after school and during the summer will be needed. Teacher stipends and new teacher stipends 716 teachers @ \$120/per 6 hr. day.	85,920	85,920
		As schools transition to using new Common Core Standards, Next Generation Science Standards and STEM Standards, school-based and county-wide professional development for elementary and secondary teachers during the school day will be covered through use of substitute teachers. 400 sub days @ \$92/day = \$36,800	36,800	36,800
		TOTAL SALARIES AND WAGES	122,720	122,720

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		OTHER (Fixed) CHARGES		
Fixed Charges	Teacher Training	Fringe benefits for experienced teacher stipends and sub days = \$122,720 x .0831 = \$10,198	10,198	10,198
TOTAL FIXED CHARGES			10,198	10,198
ACTIVITY 2.1 Teacher Training Activities TOTAL BUDGET			132,918	132,918

NON-PUBLIC SCHOOL BUDGET

Category/Object	Line Item	Calculation	Cost	Total
NON-PUBLIC SCHOOL PARTICIPATION				
Nonpublic Transfers	Nonpublic School Participation*	<i>John Carroll:</i> <ul style="list-style-type: none"> • Training/professional development activities; convention and workshop attendance; professional development supplies and materials 	4,148	4,148
		<i>Mountain Christian:</i> <ul style="list-style-type: none"> • Training/professional development activities; convention and workshop attendance; professional development supplies and materials 	1,566	1,566
		<i>Oak Grove:</i> <ul style="list-style-type: none"> • Training/professional development activities; convention and workshop attendance; professional development supplies and materials 	655	655
		<i>St. Joan of Arc:</i> <ul style="list-style-type: none"> • Training/professional development activities; convention and workshop attendance; professional development supplies and materials 	1,103	1,103
		<i>St. Margaret School:</i> <ul style="list-style-type: none"> • Training/professional development activities; convention and workshop attendance; professional development supplies and materials 	4,009	4,009
		<i>Trinity Lutheran:</i> <ul style="list-style-type: none"> • Training/professional development activities; convention and workshop attendance; professional development supplies and materials 	788	788
TOTAL TRANSFERS NON-PUBLIC SCHOOL PARTICIPATION			12,269	12,269

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BUSINESS SUPPORT

		BUSINESS SUPPORT		
Administrative Business Support Services/Transfers	Administrative Indirect Costs	2.21% of grant funds. Indirect cost for business support of grant. $\$1,023,368 \times .0221 = \$22,616$	22,616	22,616
TOTAL BUSINESS SUPPORT			22,616	22,616
TOTAL MSDE TITLE II, PART A GRANT FUNDING			\$1,045,984	\$1,045,984

**ATTACHMENT 6-A
NONPUBLIC SCHOOL INFORMATION
FOR ESEA PROGRAMS**

Fiscal Year 2014

Local School System: Harford County Public Schools

Enter the complete information for each **participating** nonpublic school, including mailing address. Use the optional “Comments” area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under “Comments.” NOTE: Complete Attachment 6-A for Title I-A, Title II-A, and Title III services. *Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						
	Title I-A			Title II-A	Title III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
The John Carroll School 703 E. Churchville Road Bel Air, MD 21014	Private School		-	-	115	655	115
	Public School						
	Neutral Site						
Mountain Christian School 1824 Mountain Road Joppa, MD 21085	Private School	13			31	247	31
	Public School		13	13			
	Neutral Site						
Oak Grove Classical Christian School 2106 E. Churchville Road Bel Air, MD 21015	Private School		-	-	18	103	18
	Public School						
	Neutral Site						

St. Joan of Arc 230 Law Street Aberdeen, MD 21001	Private School	30	30	30	20	174	20	
	Public School							
	Neutral Site							
St. Margaret School 205 N. Hickory Avenue Bel Air, MD 21014	Private School	18	18	18	86	633	86	
	Public School							
	Neutral Site							
Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085	Private School	33	33	33	19	124	19	
	Public School							
	Neutral Site							
Bethel Christian Academy 21 N. Earlton Road Ext. Havre de Grace, MD 21078	Private School	3	3	3	-	-	-	
Villa Maria School of Harford County 1370 Brass Mill Road Belcamp, MD 21017	Private School	3	3	3	-	-	-	

ATTACHMENT 7

NON-PUBLIC DOCUMENTATION

February 11, 2013

«School_Name»
Attn: School Principal
«Address»
«City», «State» «Zip»

Dear Sir/Madam:

The Harford County Public School System will begin the process of developing grant funded activities for Title I, Part A: Improving Basic Programs; Title II, Part A: Preparing Training, and Recruiting High Quality Teachers; and Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement.

In order to offer your school the opportunity to consult with Harford County Public Schools, share information regarding the federal grant proposals, and discuss issues and specific needs of non-public school students and teachers, a meeting will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2014/School Year 2013-2014, please plan to attend the meeting or send a representative from your school.

Date: Friday, March 22, 2013
Time: 10:00 a.m. – 11:30 a.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Curriculum Conference Room 215 – 2nd Floor

Your school is not required to attend the meeting to participate in federal grants. However, in order to include your school in available federal grant funded programs, you must complete the attached *Federal Education Programs Intent to Participate Form* and submit by March 8, 2013. (Please see Attachment B for detailed instructions).

In addition, regarding Title I funding, the federally-funded No Child Left Behind Act of 2001 provides supplementary educational services for educationally disadvantaged children residing in economically deprived areas. With these funds under this program, Harford County Public Schools may provide individual/small group instruction and supplies/materials that will improve student performance.

This letter has two purposes: (1) to determine if your institution is interested in participating in Title I, and (2) to determine if there is a sufficient number of eligible children enrolled to include your institution in the Harford County Public Schools Title I project.

Obviously, a communication of this nature cannot begin to describe the scope of the No Child Left Behind Act of 2001, Maryland State Department of Education Guidelines, and the Harford County Public Schools project. However, some essential points are as follows:

1. All participating students must reside in the area of a public Title I funded school.

(over...)

2. The measure of poverty shall be measured by applying the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area; (proportionality).
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 2013-2014 school year, the following elementary schools will be eligible for Title I funding:

Havre de Grace Elementary	Hall's Cross Roads Elementary
George D. Lisby Elementary at Hillsdale	Magnolia Elementary
William Paca/Old Post Road Elementary	
9. Scheduled consultation sessions with Harford County Public School's Title I office are a required component of Title I, Part A.

If your institution would like to pursue inclusion in the Harford County Public Schools 2013-2014 Title I program, please complete and sign the attached information form (Attachment A) and return it to Mrs. Barbara Wieczynski no later than March 8, 2013.

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 Friday, March 8, 2013.

Sincerely,

Mary Beth Stapleton

Mary Beth Stapleton
Coordinator of Grants

Thomas Webber

Thomas Webber
Assistant Supervisor of Title I

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 eligible students by grade residing in these attendance areas:

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

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

(over...)

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

	Instrument Used to Determine Below Grade Level Performance	Average Grade Level Performance For All Students	Cut-off Score Indicating below Grade Level Performance
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

3. Needs of Students

Reading: Number _____

Math: Number _____

Both: Number _____

4. Principal/Director:

Signature

Date

Attachment B

**Harford County Public Schools
Federal Education Programs Intent to Participate Form
2013-2014 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 Friday, March 22, 2013.

_____ I am unable to attend the HCPS meeting on Friday, March 22, 2013. However, my school plans to participate in federal grants during the 2013-14 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 2013-2014 school year.

Please return this form to:

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 Friday, March 8th, indicates that your school does not want to participate in the federal grants program for the 2013-14 School Year.

Administrator's Name
(printed or typed)

Administrator's Signature

Date

	School Name	Address	City	State	Zip	Note	Date Letter Mailed	Rec. return receipt	Accept	Accept/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
Private School	BelAir North Child Care and Montessori School	2529 Conowingo Road	Bel Air	MD	21015		2/11/2013	✓			✓				
Church-Exempts	Bel Forest Christian Academy	603 Vale Road	Bel Air	MD	21014		2/11/2013	✓							
Church-Exempts	Bethel Christian Academy *	21 North Earleton Road	Havre de Grace	MD	21078		2/11/2013	✓							
Church-Exempts	Christ Our King Coop Nursery	10 Lexington Road	Bel Air	MD	21014		2/11/2013	✓							
Church-Exempts	Emmorton Baptist Academy	106 Plumtree Road	Bel Air	MD	21015		2/11/2013	✓							
Church-Exempts	First Presbyterian Preschool	224 North Main Street	Bel Air	MD	21014		2/11/2013	✓							
Church-Exempts	Good Shepherd Lutheran Preschool	1515 Emmorton Road	Bel Air	MD	21014		2/11/2013	✓							
Church-Exempts	Good Shepherd's Children's Center	622 Joppa Farm Road	Joppa	MD	21085		2/11/2013	✓							
Church-Exempts	Grace Baptist Christian Academy	1501 Stockton Road	Joppa	MD	21085		2/11/2013	✓							
Church-Exempts	Grace Cooperative Nursery	110 West Bel Air Avenue	Aberdeen	MD	21001		2/11/2013	✓							
Church-Exempts	Harford Christian School	1736 Whiteford Road	Darlington	MD	21034		2/11/2013	✓							
Private School	Harford Day School *	715 Moores Mill Road	Bel Air	MD	21014		2/11/2013	✓	✓				✓		
Private School	Harford Friends School	2230 Rock Spring Road	Forest Hill	MD	21050		2/11/2013	✓							
Church-Exempts	Harford Jewish Center Pre-School	8 North Earleton Road	Havre de Grace	MD	21078		2/11/2013	✓							
Church-Exempts	Helping Hands Child Development Academy *	3237 Level Road	Churchville	MD	21028		2/11/2013	✓	✓				✓		✓
Church-Exempts	Hickory Child Development Center	2430 Conowingo Road	Bel Air	MD	21014		2/11/2013	✓							
Private School	John Carroll School, Inc., The	703 Churchville Road	Bel Air	MD	21014	Not Title I/for Mary Beth	2/11/2013	✓	✓				✓	✓	✓
Private School	Legacy High School	603 Vale Road	Bel Air	MD	21014	Not Title I/for Mary Beth	2/11/2013	✓							
Private School	Monarch Montessori School	6 Asbury Road	Churchville	MD	21028		2/11/2013	✓							
Church-Exempts	Mountain Christian School	1824 Mountain Road	Joppa	MD	21085		2/11/2013	✓							
Church-Exempts	New Covenant Christian School	128 St. Mary's Church Road	Abingdon	MD	21009		2/11/2013	✓			✓				
Private School	Oak Grove Classical Christian School *	2106 East Churchville Road	Bel Air	MD	21015		2/11/2013	✓							
Church-Exempts	St. Francis de Sales Preschool	1450 Abingdon Road	Abingdon	MD	21009		2/11/2013	✓							
Church-Exempts	St. Joan of Arc School *	230 S. Law Street	Aberdeen	MD	21001		2/11/2013	✓	✓			✓	✓	✓	✓
Church-Exempts	St. Margaret School	205 North Hickory Avenue	Bel Air	MD	21014		2/11/2013	✓	✓			✓	✓	✓	✓
Church-Exempts	St. Matthew Cooperative Nursery	1200 Churchville Road	Bel Air	MD	21014		2/11/2013	✓							
Private School	The Children's Center of North Harford	708 Highland Road	Street	MD	21154		2/11/2013	✓							
Private School	The Highlands School	2409 Creswell Road	Bel Air	MD	21015		2/11/2013	✓							
Church-Exempts	Tiny Tot School	21 Linwood Avenue	Bel Air	MD	21014		2/11/2013	✓							
Private School	Trinity Lutheran School *	1100 Philadelphia Road	Joppa	MD	21085		2/11/2013	✓	✓			✓	✓		✓
Publically Funded	Villa Maria School of Harford County	1370 Brass Mill Road	Belcamp	MD	21017		2/11/2013	✓	✓			✓			✓
Publically Funded	The Arrow Center for Education Fair Meadows Campus	2416 Creswell Road	Bel Air	MD	21015	Not Title I/for Mary Beth	2/11/2013	✓							
Publically Funded	Villa Maria at Edgewood Middle School	2311 Willoughby Beach Road	Edgewood	MD	21041	Not Title I/for Mary Beth	2/11/2013	✓							

Villa Maria at EDMS is not applicable for Title I because they are grades 6-8.

RECEIVED

FEB 20 2013

Title I

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2013-2014 School Year

Please type or print all information.

School: Bel Air North Child Care & Montessa
Address: 2529 Conowingo Rd
Bel Air MD 21015
Contact Person: J. Bridges
Telephone Number: 410836 0833 Fax Number: _____
E-mail Address: belairnorthchild@comcast.net

Check (✓) the appropriate line.

_____ Either I or a representative will attend the HCPS meeting on Friday, March 22, 2013.

_____ I am unable to attend the HCPS meeting on Friday, March 22, 2013. However, my school plans to participate in federal grants during the 2013-14 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 2013-2014 school year.

Please return this form to:

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 Friday, March 8th, indicates that your school does not want to participate in the federal grants program for the 2013-14 School Year.

J. Bridges

Administrator's Name
(printed or typed)

[Signature]

Administrator's Signature

2/13/11

Date

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2013-2014 School Year

Please type or print all information.

School: Bethel Christian Academy
Address: 21 N. Earleton Rd
Harve de Grace, MD ~~21078~~
Contact Person: Mrs. Heather Flosser
Telephone Number: (410) 939-4060 Fax Number: _____
E-mail Address: chedshappy@aol.com ; bcaflosser@yahoo.com

Check (✓) the appropriate line.

- Either I or a representative will attend the HCPS meeting on Friday, March 22, 2013.
- I am unable to attend the HCPS meeting on Friday, March 22, 2013. However, my school plans to participate in federal grants during the 2013-14 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 2013-2014 school year.

Please return this form to:

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 Friday, March 8th, indicates that your school does not want to participate in the federal grants program for the 2013-14 School Year.

Mrs. Millie Flosser

Administrator's Name
(printed or typed)



Administrator's Signature

March 22, 2013

Date

RECEIVED

FEB 19 2013

Title I



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2013-2014 School Year

Please type or print all information.

School: Harford Day School

Address: 715 Moores Mill Rd.

Bel Air, MD 21014

Contact Person: Susan G. Harris

Telephone Number: 410-838-4848 Fax Number: 410-836-5918

E-mail Address: sharris@harfordday.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Friday, March 22, 2013.

TBW I am unable to attend the HCPS meeting on Friday, March 22, 2013. However, my school plans to participate in federal grants during the 2013-14 school year.
called Susan and checked this

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 2013-2014 school year.

Please return this form to:

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 Friday, March 8th, indicates that your school does not want to participate in the federal grants program for the 2013-14 School Year.

SUSAN G. HARRIS

Administrator's Name
(printed or typed)

Susan G. Harris

Administrator's Signature

Feb. 13, 2013

Date

RECEIVED

MAR 11 2013

Title I

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2013-2014 School Year

Please type or print all information.

School: Helping Hands Ministries CDC Academy
Address: 3237 Level Road
Churchville, Maryland 21028
Contact Person: Jewel Tatuem-Lyles / Woodrow Grant
Telephone Number: (410) 734-4006 Fax Number: (410) 734-0303
E-mail Address: hmcddcacademy@comcast.net

Check (✓) the appropriate line.

- Either I or a representative will attend the HCPS meeting on Friday, March 22, 2013.
- I am unable to attend the HCPS meeting on Friday, March 22, 2013. However, my school plans to participate in federal grants during the 2013-14 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 2013-2014 school year.

Please return this form to:

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 Friday, March 8th, indicates that your school does not want to participate in the federal grants program for the 2013-14 School Year.

Jewel Tatum Lyles
Administrator's Name
(printed or typed)

Jewel Tatum Lyles
Administrator's Signature

3-5-13
Date

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2013-2014 School Year

RECEIVED

FEB 19 2013

Title I

Please type or print all information.

School: The John Carroll School

Address: 703 E. Churchville Rd.
Bel Air, MD 21015

Contact Person: Madelyn Ball

Telephone Number: 410-879-2480 x2525 Fax Number: 410-836-8514

E-mail Address: mball@johncarroll.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Friday, March 22, 2013.

I am unable to attend the HCPS meeting on Friday, March 22, 2013. However, my school plans to participate in federal grants during the 2013-14 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 2013-2014 school year.

Please return this form to:

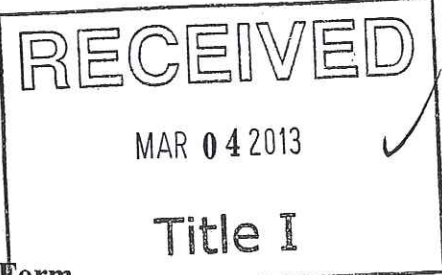
Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 8th, indicates that your school does not want to participate in the federal grants program for the 2013-14 School Year.

Madelyn Ball
Administrator's Name
(printed or typed)

Madelyn Ball
Administrator's Signature

2/15/13
Date



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2013-2014 School Year

Please type or print all information.

School: New Covenant Christian School
Address: 128 St. Mary's Church Road
Abingdon, MD 21009
Contact Person: Kathy Heeter
Telephone Number: 443-512-0771 Fax Number: 410-569-3846
E-mail Address: Kathy.heeter@ncpres.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Friday, March 22, 2013.

I am unable to attend the HCPS meeting on Friday, March 22, 2013. However, my school plans to participate in federal grants during the 2013-14 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 2013-2014 school year.

Please return this form to:

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 Friday, March 8th, indicates that your school does not want to participate in the federal grants program for the 2013-14 School Year.

E. Armstrong
Administrator's Name
(printed or typed)

Armstrong
Administrator's Signature

2/19/13
Date

RECEIVED

MAR 04 2013

Title I ✓

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2013-2014 School Year

Please type or print all information.

School: St. Joan of Arc School

Address: 230 South Law St.

Aberdeen, MD. 21001

Contact Person: Mrs. Virginia Bahr, Principal

Telephone Number: 410-272-1387 Fax Number: 410-272-1959

E-mail Address: vbahr@stjoanarc.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Friday, March 22, 2013.

I am unable to attend the HCPS meeting on Friday, March 22, 2013. However, my school plans to participate in federal grants during the 2013-14 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 2013-2014 school year.

Please return this form to:

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 Friday, March 8th, indicates that your school does not want to participate in the federal grants program for the 2013-14 School Year.

Mrs. Virginia Baker

Administrator's Name
(printed or typed)

Mrs. Virginia P. Baker

Administrator's Signature

2/25/2013

Date

Attachment B

**Harford County Public Schools
Federal Education Programs Intent to Participate Form
2013-2014 School Year**

Please type or print all information.

School: Saint Margaret Elementary School
 Address: 205 N. Hickory Avenue
 Bel Air MD 21004
 Contact Person: Peggy Messaris
 Telephone Number: 410-879-1113 ext 148 Fax Number: 410-858-5875
 E-mail Address: Pmessaris@smhsch.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Friday, March 22, 2013.

I am unable to attend the HCPS meeting on Friday, March 22, 2013. However, my school plans to participate in federal grants during the 2013-14 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 2013-2014 school year.

Please return this form to:

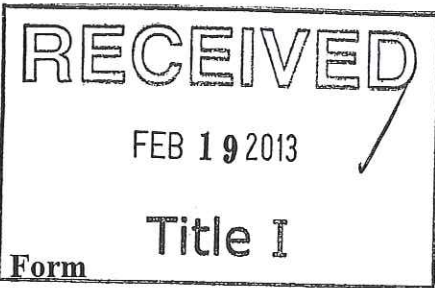
Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 8th, indicates that your school does not want to participate in the federal grants program for the 2013-14 School Year.

Peggy Messeri
Administrator's Name
(printed or typed)

[Signature]
Administrator's Signature

3/8/13
Date



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2013-2014 School Year

Please type or print all information.

School: Trinity Lutheran School
Address: 1100 Philadelphia Rd.
Joppa, MD 21085
Contact Person: Bridget Kurcoba | Patricia Ree
Telephone Number: 410-679-4000 Fax Number: 410-679-3472
Bridget ext. 180 Patty ext. 119
E-mail Address: bkurcoba@tlsonline.org
Check (✓) the appropriate line. Pree@tlsonline.org

Either I or a representative will attend the HCPS meeting on Friday, March 22, 2013.
 I am unable to attend the HCPS meeting on Friday, March 22, 2013. However, my school plans to participate in federal grants during the 2013-14 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 2013-2014 school year.

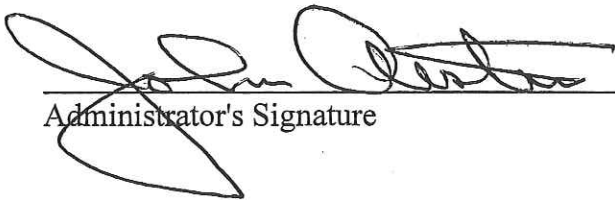
Please return this form to:

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 Friday, March 8th, indicates that your school does not want to participate in the federal grants program for the 2013-14 School Year.

John H.S. Austin

Administrator's Name
(printed or typed)



Administrator's Signature

2-14-13

Date



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2013-2014 School Year

Please type or print all information.

School: VINEY MARK SCHOOL OF HARFORD COUNTY
 Address: 1370 BRASS MILL RD
BELCAMP MD 21017
 Contact Person: KICK FRANK
 Telephone Number: 410-297-4100 Fax Number: 410-273-9555
 E-mail Address: rfrank@cc-md.org

Check (✓) the appropriate line.

- Either I or a representative will attend the HCPS meeting on Friday, March 22, 2013.
- I am unable to attend the HCPS meeting on Friday, March 22, 2013. However, my school plans to participate in federal grants during the 2013-14 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 2013-2014 school year.

Please return this form to:

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 Friday, March 8th, indicates that your school does not want to participate in the federal grants program for the 2013-14 School Year.

RICK FRANK

Administrator's Name
(printed or typed)

Rick Frank

Administrator's Signature

2/28/13

Date

Non-Public School Meeting

Friday, March 22, 2013

10:00 – 11:30 a.m.

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

Printed Name	Office	Job Title	Signature
Harford County Public Schools			
Mary Beth Stapleton	Central	Coordinator of Grants	
Kimberly Banks	Central	Supervisor of Foreign Language/ESOL	<i>Kimberly A Banks</i>
Thomas Webber	Central	Title I Assistant Supervisor	<i>T Webber</i>
Printed Name	School	Job Title	Signature
Non-Public Schools			
	Helping Hands Child Development Academy		
<i>Madelyn Ball</i>	The John Carroll School	<i>Principal</i>	<i>Madelyn Ball</i>
<i>Kurt Sudbrink</i>		<i>Vice President</i>	<i>Kurt Sudbrink</i>
<i>Peggy Messoris</i>	St. Margaret School	<i>SMS Counselor</i>	<i>Peggy Messoris</i>
<i>RICK FRANK</i>	Villa Maria School of Harford County	<i>ED DIR / PRINCIPAL</i>	<i>Rick Frank</i>

Affirmation of Consultation

I am an administrator/representative of The John Carroll School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on March 22, 2013, the HCPS System and The John Carroll School School engaged in consultation about the following federally funded programs for the 2013-2014 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

3/22/13
Date

410-879-2480
Telephone Number

Affirmation of Consultation

I am an administrator/representative of Saint Margaret School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on March 22, 2013, the HCPS System and Saint Margaret School School engaged in consultation about the following federally funded programs for the 2013-2014 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, Saint 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

3/22/13
Date

410-879-1113
Telephone Number

Affirmation of Consultation

I am an administrator/representative of VILLA MARIA 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 22, 2013, the HCPS System and VILLA MARIA School engaged in consultation about the following federally funded programs for the 2013-2014 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 MARIA 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.

Rick F. L.

Signature of Non-Public School Representative

3/22/13

Date

410-297-4100

Telephone Number

FEDERAL EDUCATION PROGRAMS MEETING

March 22, 2013, 10:00 a.m. - 11:30 a.m.

Harford County Public Schools
102 S. Hickory Avenue
2nd Floor, Curriculum Conference Room
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	

Jablecki, Joyce

From: Jablecki, Joyce
Sent: Tuesday, April 09, 2013 2:28 PM
To: Bethel Christian Academy (Heather Flosser); 'bcaflosser@yahoo.com'; 'bkurcoba@tsonline.org'; 'pree@tsonline.org'; Kristy Grantland (kgrantland@tsonline.org); Mountain Christian School (kkick@mountaincs.org); 'druff@mountaincs.org'; Oak Grove Classical Christian School (jhutcheson11705@comcast.net); St. Joan of Arc School (Virginia Bahr); 'suharris@harfordday.org'; 'hhmcdacademy@comcast.net'
Cc: Banks, Kimberly; Webber, Thomas; Stapleton, Mary
Subject: Non-Public School Federal Grant Meeting
Attachments: Common Ground 2013 Program.pdf
Importance: High

Dear Non-Public School Official,

In February, Harford County Public Schools (HCPS) had sent a letter inviting your school to attend a meeting regarding federal grants on Friday, March 22nd at the Central Office of Harford County Public Schools.

Your school had sent back to HCPS the Intent to Participate Form indicating an interest in federal grant programs. However, your school was not represented at the March meeting.

Although the letter indicated that attendance at the meeting was not required, it is vital that HCPS Federal Grant Program Managers are able to share updated information with your school regarding these federal grants.

Therefore, we are holding another Federal Education Program Meeting on Wednesday, April 17, 2013 from 9:30 am – 10:30 am at the Harford County Public Schools AA Roberty Building.

Our address is 102 S. Hickory Avenue, Bel Air, Maryland 21014 and the meeting will be held in the Curriculum Conference Room 215 – 2nd floor.

Please respond to let us know if you or a designee will be in attendance.

Thank you, Mary Beth Stapleton

Joyce Jablecki for
Mary Beth Stapleton, Coordinator of Grants

Joyce Jablecki
Administrative Assistant, Grants Office
Curriculum, Instruction, and Assessment
.....

Non-Public School Meeting

Wednesday, April 17, 2013

9:30 – 10:30 a.m.

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

Printed Name	Office	Job Title	Signature
Harford County Public Schools			
Mary Beth Stapleton	Central	Coordinator of Grants	<i>Mary Beth Stapleton</i>
Kimberly Banks	Central	Supervisor of Foreign Language/ESOL	<i>Kimberly Banks</i>
Thomas Webber	Central	Title I Assistant Supervisor	<i>Thomas Webber</i>
Printed Name	School	Job Title	Signature
Non-Public Schools			
Heather Flosser	Bethel Christian Academy	<i>teacher</i>	<i>Heather Flosser</i>
John Petrey	Mountain Christian School	Head of School	<i>John Petrey</i>
Virginia Bahr	St. Joan of Arc School	Principal	<i>Virginia Bahr</i>
Bridget Kurcoba	Trinity Lutheran School	School Counselor	<i>Bridget Kurcoba</i>
	Oak Grove Classical Christian School		

Affirmation of Consultation

I am an administrator/representative of Trinity Lutheran School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on March 22, 2013, the HCPS System and Trinity Lutheran School engaged in consultation about the following federally funded programs for the 2013-2014 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Trinity Lutheran School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Budget K. Kucoba
Signature of Non-Public School Representative

4/17/13
Date

410-679-4000 ext. 180
Telephone Number

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 22, 2013, the HCPS System and Bethel Christian Academy School engaged in consultation about the following federally funded programs for the 2013-2014 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

4/17/13

Date

(410) 939-0174

Telephone Number

Affirmation of Consultation

I am an administrator/representative of Mountain Christian School
School, a non-public school within attendance area boundaries of the Harford County Public
School (HCPS) System. I hereby affirm that in a meeting on March 22, 2013, the HCPS System
and Mountain Christian School engaged in
consultation about the following federally funded programs for the 2013-2014 school year.
(Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Mountain Christian School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

[Signature]
Signature of Non-Public School Representative

4-17-13
Date

(410) 877-7333
Telephone Number

Affirmation of Consultation

I am an administrator/representative of St. Joan of Arc School
School, a non-public school within attendance area boundaries of the Harford County Public
School (HCPS) System. I hereby affirm that in a meeting on March 22, 2013, the HCPS System
and St. Joan of Arc School engaged in
consultation about the following federally funded programs for the 2013-2014 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.

Virginia P. Bohm
Signature of Non-Public School Representative

April 19, 2013
Date

410-272-1387
Telephone Number

**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

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

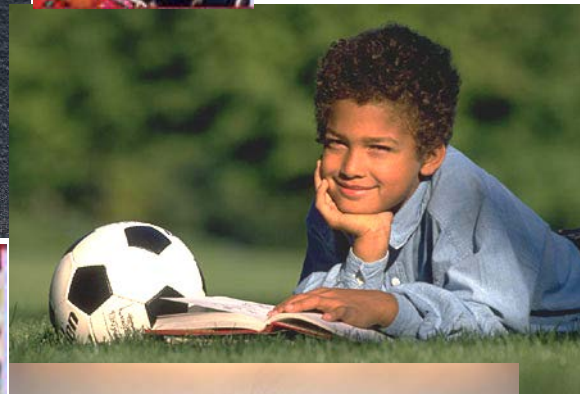
Strategies and Activities to Improve the Quality of the Teaching Force
<p>1. Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <p>(a) <i>Content knowledge</i>. Providing training in one or more of 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>
<p>2. 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>
<p>3. 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;

- (vii) advance teacher understanding of effective instructional strategies that are
 - (I) based on scientifically based research (except that this sub-clause shall not apply to activities carried out under part D of title II); and
 - (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
 - (viii) are aligned with and directly related to -
 - (I) State academic content standards, student academic achievement standards, and assessments; and
 - (II) the curricula and programs tied to the standards described in sub-clause (I) except that this sub-clause shall not apply to activities described in clauses (ii) and (iii) of Section 2123(3) (B);
 - (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
 - (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
 - (xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
 - (xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
 - (xiii) provide instruction in methods of teaching children with special needs;
 - (xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
 - (xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- (B) may include activities that -
- (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
 - (ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
 - (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

Attachment 10



Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement

ATTACHMENT 10 TITLE III, PART A
 ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Harford County Public Schools	Fiscal Year 2014
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SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

A. REQUIRED ACTIVITIES [Section 3115 (c)]: For all required activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 2013 Bridge to Excellence Master Plan, (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115(c)(1)]			
Authorized Activities	Descriptions Please address each item (a-d) in your activity descriptions. a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2014 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Cost
1.1 Upgrading program objectives and effective instructional strategies [section 3115(d) (1)].			
1.2 Improving the instruction program for ELL children by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].	<p>Activity1: Requisition supplemental curricular materials to support the content area instruction for ELLs based on individual school needs and requests.</p> <p>Timeline: August, 2013</p> <p>NCLB Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading, writing, and US government. Purchase supplemental sheltered English instructional materials for the ESOL Center.</p>	<p>Funding for Service <i>Supplies & Materials</i> Purchase sheltered English instructional texts for content areas (Reading, Writing, Math, US Government)</p> <p>(Activity 1: \$3,023)</p>	

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

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1.2 continued	<p>Activity 2: Continue to provide supplemental <i>Rosetta Stone</i> educational software for English Learners. This will reflect 50 user licenses.</p> <p>Timeline: Daily access, September 2013 – September 2014</p>	<p><i>Supplies & Materials</i> Rosetta Stone Internet Licensing Individual user access to English language tutorials Rate: 50 licenses/\$109 per license = \$109 x 50</p> <p>(Activity 2: \$5,450)</p>	
1.2 continued	<p>Activity 3: Design and provide 4 experiential learning opportunities for the high school ESOL Center students to support an enhanced understanding of Maryland Core Learning Goals 2: Biology-Concepts of Life Sciences; and Core Learning Goal 3: Social Studies-Government Standards.</p> <p>Timeline: 2013-2014 academic year</p> <ul style="list-style-type: none"> • Provide high school ELLs an opportunity to visit the National Aquarium to further their understanding of the diverse living organisms and their interactions with components of the biosphere. (Expectation 3.5) • Provide high school ELLs with an opportunity to sail aboard the Skipjack Martha Lewis and conduct experiments related to Chesapeake Bay conservation efforts. (Expectations 3.5) • Provide high school ELLs an opportunity to visit Washington, D.C. to promote an improved understanding of this Federal government location and related sites of cultural significance. <p>Provide high school ELLs an opportunity to visit Ellis Island to enhance their understanding of the history of immigration.</p>	<p><i>Transportation Fee</i> Rate: \$400 x 1 bus for roundtrip transportation between Harford Technical High School and Baltimore, MD. =\$400</p> <p>Rate: \$400 x 1 bus for roundtrip transportation between Harford Technical High School and Havre de Grace = \$400</p> <p>Rate: \$2,100 x 1 bus for roundtrip transportation between Harford Technical High School and Washington, D.C. =\$2,100</p> <p>Rate: \$2,100 x 1 bus for roundtrip transportation between Harford Technical High School and New York City, NY = \$2,100</p> <p><i>Materials and Entrance Fees</i> Skipjack, “Martha Lewis” estimated at \$750 for 25 students; a 4 hour “Discovery Bay” studies of the upper Chesapeake Bay= \$750</p>	

ATTACHMENT 10 TITLE III, PART A
 ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

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		National Aquarium Total Experience Package at \$25 per student for 25 students= \$625 New York Ferry and Ellis Island complex Rate: \$15/student x 25 students = \$375 (Activity 3: \$6,750) TOTAL 1.2: \$15,223	
2. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. [section 3115(c)(2)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Cost
Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. High quality professional development shall apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher or the teacher's supervisor based on an assessment of needs of the teacher, supervisor, the students of the teacher, and any school system employing the teacher [section 3115(c)(2)(D)].	Please address each item (a-d) in your activity descriptions. a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2014 Master Plan d) services to nonpublic schools		
2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].			
2.2 Providing for professional development designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for ELL	Activity 1: Provide professional development activities for teachers of ELLs, at Aberdeen Middle and Havre de Grace Middle, through four sequentially-developed training modules.	Funding for Service <i>Salary and Wages</i> Teacher stipends compensated at \$120 per 6 hours	

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

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<p>children [section 3115(c)(2)(B)].</p>	<p>Timeline: September 2013 – June 2014 NCLB Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/writing and mathematics. (Page 45 and #2)</p> <ul style="list-style-type: none"> • Provide an overview of HCPS’s EL Program and Title III funding resources. • Increase teacher understanding of the language acquisition process. • Provide training in the use of strategies that work for ELLs through curriculum integration. • Provide collaborative opportunities for teachers to integrate research-based lesson design models to meet the needs of ELLs. 	<p>Rate: \$20/hr. x 30 teachers x 6 hrs./ea. = \$3,600 <i>Fixed Charges</i> Fringe benefits Rate: 8.31% of salary \$3,600 x 8.31% = \$299 (Activity 1: \$3,899)</p>	
<p>2.2 continued</p>	<p>Activity 2: Provide professional development for classroom teachers through an MSDE approved 1-credit in-service course, “Instructing English Language Learners: Connecting Research to Classroom Practices” through the HCPS-scheduled course offering.</p> <p>NCLB Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/writing and mathematics. (Page 45 and #2)</p> <p>Timeline: Fall 2013</p> <ul style="list-style-type: none"> • Provide an overview of HCPS’s EL Program and Title III funding resources. • Increase teacher understanding of the language acquisition stages and process. • Provide training in the use of research-based strategies that work for ALL children, 	<p><i>Materials and Supplies</i> Purchase Echevarria, Vogt, and Short textbook “The SIOP Model” 4th edition. Rate: \$46.50 /ea., x 4 copies + 10% shipping & handling (text \$46.50 x 4 = \$186) (S/H \$186 x 10% = \$19) (Activity 2: \$205) TOTAL 2.2: \$4,104</p>	

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 ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Harford County Public Schools	Fiscal Year 2014
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	including ELLs, through curriculum integration. <ul style="list-style-type: none"> • Provide collaborative opportunities for teachers to integrate research-based lesson design models to meet the needs of ELLs. 		
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SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

B. ALLOWABLE ACTIVITIES [Section 3115(d)]: An eligible entity receiving funds under section 3114(a) may use the funds to achieve one or more of the following activities:

3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)]			
Authorized Activities	Descriptions Please address each item (a-d) in your activity descriptions.	Public School Costs	Nonpublic Cost
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].	<p>a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2014 Master Plan d) services to nonpublic schools</p> <p>Activity 1: Continue to provide the H.E.L.L.O summer camp (Helping English Language Learners Outreach), an authentic language experience summer camp offering for ELLs to improve and enhance their understanding of the environment and to realize that they are becoming responsible stewards of their community.</p> <p>Timeline: June 22-28, 2014</p> <p>NCLB Goal 2: All limited English proficient students will become proficient in English and</p>	<p>Funding for Service <i>Salaries and Wages</i> Instructor stipend compensated at 75% of daily rate Rate: \$40/hr, 9 teachers, 5 days/8 hours daily (\$40 x 9 x 40 = \$14,400)</p> <p><i>Fixed Charges</i> Fringe Benefits Rate: 8.31% of salary (\$14,400 x 8.31% = \$1,197)</p>	

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	<p>reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. (Page 45 and #2)</p> <ul style="list-style-type: none"> • Enhance students’ use of language in the areas of reading, listening, speaking, and written communication by maintaining a daily reflection journal. • Participate in the Nature Program at Harford Glen to learn about the geography and eco systems of the region as well as conservation efforts. 	<p><i>Consultant Reimbursement Costs</i> Harford County Parks & Recreation “Above & Beyond Low Ropes Course” Rate: \$400 All Inclusive Session (\$400 x 1 = \$400)</p> <p>Susquehannock Wildlife Association Rate: \$250 All Inclusive Session (\$250 x 1 = \$250)</p> <p><i>Stipends for Student Counselors</i> Student counselors compensated at \$7.32 hourly rate Rate: \$7.32/hrs., 9 counselors, 5 days/8 hours daily (\$7.32 x 9 x 40 = \$2,635)</p> <p><i>Fixed Charges</i> Fringe Benefits Rate: 8.31% of salary (\$2,635 x 8.31% = \$219)</p> <p><i>Materials and Supplies</i> Provide water shoes for each HELLO Camp participant Rate: \$5 ea, 50 participants (\$5 x 50 = \$250)</p> <p>Provide team identification scarves for each HELLO Camp participant Rate: \$5 ea., 50 participants (\$5 x 50 = \$250)</p> <p>Provide writing journals for each HELLO Camp participant Rate: \$5ea, 50 participants</p>	
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 ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

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		<p>(\$5 x 50 = \$250)</p> <p><i>Transportation Fee</i> Provide roundtrip bus pickup to/from Harford Glen and six school sites Rate: \$1,200/weekly/per bus, 2 buses (\$1,200 x 2 = \$2,400)</p> <p>(Activity 1: \$22,251)</p> <p style="text-align: right;">TOTAL 3.1: \$22,251</p>	
<p>3.2 Providing programs to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].</p>	<p>Activity 1: Provide translation/interpretation support to the parents of ELLs as they choose to attend Back to School presentations at the beginning of the school year and Teacher Parent Conferences as requested.</p> <p>Timeline: September 2013-June 2014</p> <p>Objective: To promote and encourage parent attendance/ participation at school events.</p> <ul style="list-style-type: none"> • Offer the parents of ELLs the opportunity to collaborate with their school community. 	<p>Funding for Service <i>Salary and Wages</i> Translation/interpretation stipends compensated @\$21.50/hr. x 2 translators/interpreters x 1hr. sessions x 20 sessions (\$21.50 x 2 x 1 x 20 = \$860)</p> <p><i>Fixed Charges</i> Fringe benefits calculated at 8.31% of salary. (\$860 x 8.31% = \$71)</p> <p>(Activity 1: \$931)</p> <p style="text-align: right;">TOTAL 3.2: \$931</p>	

ATTACHMENT 10 TITLE III, PART A
 ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

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4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(3)(4)(7)]			
4.1 Providing tutorials and academic and vocational education for ELL children [section 3115(d)(3)(A)].	<p>Activity 1: Provide additional tutorial intervention services to English Learners.</p> <p>Timeline: September 2013-June 2014</p> <p>NCLB Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. (Page 45 and #2)</p> <ul style="list-style-type: none"> Provide extended day instruction in grade specific content areas with emphasis on language use. 	<p>Funding for Service</p> <p><i>Salary and Wages</i> Teacher stipend for tutorial services compensated at \$22/hr. Rate: \$22/hr. x 800 hourly sessions (\$22 x 800 = \$17,600)</p> <p><i>Fixed Charges</i> Fringe Benefits Rate: 8.31% of Salary (\$17,600 x 8.31% = \$1,463)</p> <p>(Activity 4.1: \$19,063)</p> <p style="text-align: right;">TOTAL 4.1: \$19,063</p>	

C. ADMINISTRATIVE EXPENSES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may not use more than 2% for the cost of administering this subpart.

6. Administrative Expenses		Public School Costs	Nonpublic Cost
6.1 Each eligible entity receiving funds under section 3114(a) for a fiscal year may use not more than 2 percent of such funds for the cost of administering this subpart [section 3115(b)].	Allowable administrative costs not more than 2%.	<p><i>Administrative costs:</i> Total Direct Costs times 1.96% \$62,803 x 1.96% = \$1,231</p> <p style="text-align: right;">TOTAL 5.1: \$1,231</p>	
TOTAL ELL TITLE III-A (FUNDING) AMOUNT		\$62,803.00	

ATTACHMENT 10 TITLE III, PART A
 ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Harford County Public Schools	Fiscal Year 2014
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SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

D. IMMIGRANT ACTIVITIES [section 3115(e)]: Activities by agencies experiencing substantial increases in immigrant children and youth.

1. An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth. [section 3115(e)(1)]			
Authorized Activities	Descriptions Please address each item (a-d) in your activity descriptions. a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2014 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Cost
1.1 Providing for family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children [section 3115(e)(1)(A)].	<p>Activity 1: Provide a selection of literary texts to EL families in attendance at the Family Welcome Center Quarterly Outreach Meetings</p> <p>Timeline: September 2013-June 2014</p> <p><i>NCLB Goal 2:</i> All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. (Page 45 and #2)</p>	<p>Funding for Source <i>Materials and Supplies</i> Purchase literary texts to assist parents in becoming collaborative learning partners with their children. Estimated Rate: \$1,090 total</p> <p>(Activity 1.1: \$1,090)</p> <p style="text-align: right;">TOTAL 1.1: \$1,090</p>	
1.5 Providing basic instructional services that are directly attributable to the presence in the school district of immigrant children and youth, including the payment of costs of providing additional classroom supplies, cost of transportation or such other costs [section 3115(e)(1)(E)].	<p>Activity 1: Provide transportation (to increase parent involvement) for family outreach to the Family Welcome Center from various school locations.</p> <p>Timeline: Twice/Semester, September 2013-June 2014</p>	<p>Funding for Service <i>Transportation Fee</i> Provide roundtrip bus transportation to/from various school sites to the Family Welcome Center Rate: \$400/ bus/4 trips/3 buses (Total \$400 x 4 x 3 = \$4,800)</p> <p>(Activity 1.5: \$4,800)</p>	

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

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	<p><i>NCLB Goal 2:</i> All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. (Page 45 and #2)</p> <ul style="list-style-type: none"> • Provide English language instruction to families of English Language Learners. • Engage families in the education of their children by providing sessions to familiarize the families with the school system, assessments, and ways in which they can help their children at home. 	TOTAL 1.5: \$4,800	
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E. ADMINISTRATIVE EXPENSES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may not use more than 2% for the cost of administering this subpart.

2. Administrative Expenses		Public School Costs	Nonpublic Cost
2.1 Each eligible entity receiving funds under section 3114(a) for a fiscal year may use not more than 2 percent of such funds for the cost of administering this subpart [section 3115(b)].	Allowable administrative costs not more than 2%.	<p><i>Administrative costs:</i> Total Direct Costs times 1.96% \$6,007 x 1.96% = \$117</p> <p style="text-align: right;">TOTAL 2.1: \$117</p>	
TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT		\$6,007.00	

B. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]:

1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 9 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title III-A services.

Attached

2. Describe the school system's process for providing equitable participation to students in private schools:
 - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title III-A services;

Nonpublic and private school officials were contacted in August 2013 to ascertain the current enrollment of English language learners. These schools have been made aware of the current Title III funding, and the categories of funding services provided. Representatives of the various nonpublic and private schools in Harford County met with HCPS administrative personnel, and are provided an overview of the current grants, including the Title III grant.

- b) The basis for determining the needs of private school children and teachers;

As nonpublic representatives contact HCPS, a sharing of information relevant to the instruction and assessment of English language learners is provided. Should a request be made for a sharing of diagnostic language assessment, professional development, textual support, etc., those requests are honored.

- c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and

Should a nonpublic school request servicing through the use of Title III funding, such a request would be honored based on the location of the school, the identification of an HCPS ESOL staff member, and the amount of time the ELL would be provided additional instructional support.

- d) The differences, if any, between the Title III-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title III-A services the district provides to the public school children.)

The Office of World Languages, upon request, will offer suggestions to nonpublic school officials and teachers as it relates to the instruction of English language learners. Additionally, as professional development sessions are offered throughout the 2013-2014 school year to HCPS personnel, nonpublic 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 nonpublic schools in this geographical area for preview and/or use.

3. ATTACH WRITTEN AFFIRMATION (e.g., meeting dates, agenda, sign-in sheets, letters/forms, etc.) for the school year 2012 – 2013 signed by officials at each participating nonpublic school and/or their designee that **consultation regarding Title III services has occurred**. DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 10.

ATTACHED

C. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Title III-A Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Attachment 10*. 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.

ATTACHED

2. Provide a detailed budget narrative using the attached “Guidance for Completion of the Budget Narrative for Individual Grants” (pp. 11-13 of this guidance document). The accompanying budget narrative should (a) detail how the school system will use Title III-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title III-A program and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

ATTACHED

D. ATTACHMENTS 4-A & B, 5-A & B, and 6-A & B

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

Attachment 7: Affirmation of Consultation (with nonpublic schools) documentation – **ATTACHED**

**ATTACHMENT 6-A
NONPUBLIC SCHOOL INFORMATION
FOR ESEA PROGRAMS**

Fiscal Year 2014

Local School System: Harford County Public Schools

Enter the complete information for each **participating** nonpublic school, including mailing address. Use the optional “Comments” area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under “Comments.” NOTE: Complete Attachment 6-A for Title I-A, Title II-A, and Title III services. *Use separate pages as necessary.*

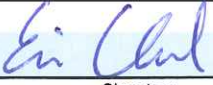

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						
	Title I-A			Title II-A	Title III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
The John Carroll School 703 E. Churchville Road Bel Air, MD 21014	Private School		-	-	115	655	115
	Public School						
	Neutral Site						
Mountain Christian School 1824 Mountain Road Joppa, MD 21085	Private School	13			31	247	31
	Public School		13	13			
	Neutral Site						
Oak Grove Classical Christian School 2106 E. Churchville Road Bel Air, MD 21015	Private School		-	-	18	103	18
	Public School						
	Neutral Site						

St. Joan of Arc 230 Law Street Aberdeen, MD 21001	Private School	30	30	30	20	174	20	
	Public School							
	Neutral Site							
St. Margaret School 205 N. Hickory Avenue Bel Air, MD 21014	Private School	18	18	18	86	633	86	
	Public School							
	Neutral Site							
Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085	Private School	33	33	33	19	124	19	
	Public School							
	Neutral Site							
Bethel Christian Academy 21 N. Earlton Road Ext. Havre deGrace, MD 21078	Private School	3	3	3	-	-	-	
Villa Maria School of Harford County 1370 Brass Mill Road Belcamp, MD 21017	Private School	3	3	3	-	-	-	

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

ORIGINAL GRANT BUDGET	\$62,803	AMENDED BUDGET #		REQUEST DATE	10/08/13
GRANT NAME	English Language Acquisition LEP Portion	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	22874		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2013	9/30/2015	

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						1,231.00	1,231.00
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.	35,495.00	8,050.00	9,428.00	1,750.00			54,723.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	3,600.00						3,600.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				3,249.00			3,249.00
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	39,095.00	8,050.00	9,428.00	4,999.00	0.00	1,231.00	62,803.00

Finance Official Approval	Eric Clark		10/8/2013	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Barbara Canavan		10/8/2013	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

FY 2014

Harford County Public Schools

A10.16

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

ORIGINAL GRANT BUDGET	\$6,007	AMENDED BUDGET #		REQUEST DATE	10/08/13
GRANT NAME	English Language Acquisition Immigrant Portion	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	22874		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2013	9/30/2015	

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						117.00	117.00
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.		4,800.00	1,090.00				5,890.00
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	4,800.00	1,090.00	0.00	0.00	117.00	6,007.00

Finance Official Approval	Eric Clark	<i>Eric Clark</i>	10/8/2013	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Barbara Canavan	<i>Barbara Canavan</i>	10/8/2013	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

FY 2014

Harford County Public Schools

A10.17

Harford County Public Schools FY 2014 Title III ELL Budget Narrative

Category/Object	Line Item	Calculation	Amount	Inkind	Total
Activity 1.2					
Special Programs Contracted Services	Bus transportation service for 4 high school field trips for the high school ESOL Center.	\$400/trip x 2 = \$800 \$2,100/trip x 2 = \$4,200	5,000		5,000
Special Programs Supplies & Materials	Rosetta Stone Licensing to purchase 50 individual licenses for students/parents use.	\$109/ea x 50 = \$5,450	5,450		5,450

Total: 10,450

Activity 1.2					
Special Programs Supplies & Materials	Instructional support materials to support sheltered English language instruction in the core content area for individual school requests	\$3,023/total	3,023		3,023
Special Programs Other Charges	ESOL Center Fieldtrip Entry fees for: National Aquarium Total Experience Package, Skipjack Martha Lewis Discovery Bay Program, New York Ferry and Ellis Island complex.	\$25/per x 25 = \$625 \$750/trip x 1 = \$750 \$15/per x 25 = \$375	1,750		1,750

Total: 4,773

Activity 2.2					
Instructional Staff Development	Provide professional development activities for teachers of ELLs at 2 middle school sites.	\$120/6 hr x 30 teachers = \$3,600	3,600		3,600
Fixed Charges	FICA	8.31% of \$3,600	299		299

Total: 3,899

Category/Object	Line Item	Calculation	Amount	Inkind	Total
Activity 2.2					
Special Programs Supplies & Materials	Purchase textbooks: Echevarria, Vogt, and Short, "The SIOP Model", 4th edition	\$46.50/ea x 4 + 10% s/h=\$205	205		205

Total: 205

Activity 3.1					
Special Programs Salaries & Wages	Student counselor stipend for the H.E.L.L.O summer camp	\$7.32/hr x 9 x 40 hrs = \$2,635	2,635		2,635
Special Programs Salaries & Wages	Instructor stipend for the H.E.L.L.O summer camp	\$40/hr x 9 x 40 hrs = \$14,400	14,400		14,400
Fixed Charges	FICA	8.31% of \$2,635	219		219
Fixed Charges	FICA	8.31% of \$14,400	1,197		1,197

Total: 18,451

Activity 3.1

Harford County Public Schools FY 2014 Title III ELL Budget Narrative

Special Programs Contracted Services	Bus transportation to/from the H.E.L.L.O summer camp	\$1,200/wk/per x 2 = \$2,400	2,400		2,400
Special Programs Contracted Services	Harford County Parks & Recreations "Low Ropes Course" Facilitators, Suquehannock Wildlife Association Consultant	\$400/session x 1 = \$400 \$250/session x 1 = \$250	650		650

Total: 3,050

Activity 3.1

Special Programs Supplies & Materials	Provide items H.E.L.L.O camp: water shoes, team scarves, writing journals	\$5/ea x 50 = \$250 \$5/ea x 50 = \$250 \$5/ea x 50 = \$250	750		750
--	---	---	-----	--	-----

Total: 750

Activity 3.2

Special Programs Salaries & Wages	Provide translation/interpretation services to parents of ELLs	\$21.5/hr x 2 x 20 hrs = \$860	860		860
Fixed Charges	FICA	8.31% of \$860	71		71

Total: 931

Activity 4.1

Special Programs Salaries & Wages	Provide tutorial services to ELLs	\$22/hr x 800 sessions=\$17,600	17,600		17,600
Fixed Charges	FICA	8.31% of \$17,600	1,463		1,463

Total: 19,063

Activity 6.1

Administration	Transfers	1.96% x \$62,803	1,231		1,231
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Total: 1,231

Title III ELL Total: \$ 62,803

Harford County Public Schools FY 2014 Title III Immigrant Funds Budget Narrative

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Activity 1.1					
Special Programs Supplies and Materials	Purchase literary text selections for families attending quarterly meeting at the Family Welcome Center to promote positive learning collaboration with their children	\$1090/total	1,090		1,090

Total: 1,090

Activity 1.5

Special Programs Contracted Services	Bus transportation to/from various school sites to the quarterly meeting held at the Family Welcome Center	\$400/per bus x 3 x 4 meetings = \$4,800	4,800		4,800
---	--	---	-------	--	-------

Total: 4,800

Activity 2.1

Administration	Transfers	1.96% x 6,007	117		117
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Total: 117

Title III Immigrant Total: 6,007

Title III ELL Total: 62,803

FY 2013 TITLE III GRAND TOTAL \$ 68,810

ATTACHMENT 7

NON-PUBLIC DOCUMENTATION

February 11, 2013

«School_Name»
Attn: School Principal
«Address»
«City», «State» «Zip»

Dear Sir/Madam:

The Harford County Public School System will begin the process of developing grant funded activities for Title I, Part A: Improving Basic Programs; Title II, Part A: Preparing Training, and Recruiting High Quality Teachers; and Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement.

In order to offer your school the opportunity to consult with Harford County Public Schools, share information regarding the federal grant proposals, and discuss issues and specific needs of non-public school students and teachers, a meeting will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2014/School Year 2013-2014, please plan to attend the meeting or send a representative from your school.

Date: Friday, March 22, 2013
Time: 10:00 a.m. – 11:30 a.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Curriculum Conference Room 215 – 2nd Floor

Your school is not required to attend the meeting to participate in federal grants. However, in order to include your school in available federal grant funded programs, you must complete the attached *Federal Education Programs Intent to Participate Form* and submit by March 8, 2013. (Please see Attachment B for detailed instructions).

In addition, regarding Title I funding, the federally-funded No Child Left Behind Act of 2001 provides supplementary educational services for educationally disadvantaged children residing in economically deprived areas. With these funds under this program, Harford County Public Schools may provide individual/small group instruction and supplies/materials that will improve student performance.

This letter has two purposes: (1) to determine if your institution is interested in participating in Title I, and (2) to determine if there is a sufficient number of eligible children enrolled to include your institution in the Harford County Public Schools Title I project.

Obviously, a communication of this nature cannot begin to describe the scope of the No Child Left Behind Act of 2001, Maryland State Department of Education Guidelines, and the Harford County Public Schools project. However, some essential points are as follows:

1. All participating students must reside in the area of a public Title I funded school.

2. The measure of poverty shall be measured by applying the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area; (proportionality).
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 2013-2014 school year, the following elementary schools will be eligible for Title I funding:

Havre de Grace Elementary	Hall's Cross Roads Elementary
George D. Lisby Elementary at Hillsdale	Magnolia Elementary
William Paca/Old Post Road Elementary	
9. Scheduled consultation sessions with Harford County Public School's Title I office are a required component of Title I, Part A.

If your institution would like to pursue inclusion in the Harford County Public Schools 2013-2014 Title I program, please complete and sign the attached information form (Attachment A) and return it to Mrs. Barbara Wieczynski no later than March 8, 2013.

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 Friday, March 8, 2013.

Sincerely,

Mary Beth Stapleton

Mary Beth Stapleton
Coordinator of Grants

Thomas Webber

Thomas Webber
Assistant Supervisor of Title I

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 eligible students by grade residing in these attendance areas:

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

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

(over...)

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

	Instrument Used to Determine Below Grade Level Performance	Average Grade Level Performance For All Students	Cut-off Score Indicating below Grade Level Performance
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

3. Needs of Students

Reading: Number _____

Math: Number _____

Both: Number _____

4. Principal/Director:

Signature

Date

Attachment B

**Harford County Public Schools
Federal Education Programs Intent to Participate Form
2013-2014 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 Friday, March 22, 2013.

_____ I am unable to attend the HCPS meeting on Friday, March 22, 2013. However, my school plans to participate in federal grants during the 2013-14 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 2013-2014 school year.

Please return this form to:

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 Friday, March 8th, indicates that your school does not want to participate in the federal grants program for the 2013-14 School Year.

Administrator's Name
(printed or typed)

Administrator's Signature

Date

ATTACHMENT 7

Revised 3/19/2013

	School Name	Address	City	State	Zip	Note	Date Letter Mailed	Rec. return receipt	Accept	Accept/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
Private School	BelAir North Child Care and Montessori School	2529 Conowingo Road	Bel Air	MD	21015		2/11/2013	✓			✓				
Church-Exempts	Bel Forest Christian Academy	603 Vale Road	Bel Air	MD	21014		2/11/2013	✓							
Church-Exempts	Bethel Christian Academy *	21 North Earleton Road	Havre de Grace	MD	21078		2/11/2013	✓							
Church-Exempts	Christ Our King Coop Nursery	10 Lexington Road	Bel Air	MD	21014		2/11/2013	✓							
Church-Exempts	Emmorton Baptist Academy	106 Plumtree Road	Bel Air	MD	21015		2/11/2013	✓							
Church-Exempts	First Presbyterian Preschool	224 North Main Street	Bel Air	MD	21014		2/11/2013	✓							
Church-Exempts	Good Shepherd Lutheran Preschool	1515 Emmorton Road	Bel Air	MD	21014		2/11/2013	✓							
Church-Exempts	Good Shepherd's Children's Center	622 Joppa Farm Road	Joppa	MD	21085		2/11/2013	✓							
Church-Exempts	Grace Baptist Christian Academy	1501 Stockton Road	Joppa	MD	21085		2/11/2013	✓							
Church-Exempts	Grace Cooperative Nursery	110 West Bel Air Avenue	Aberdeen	MD	21001		2/11/2013	✓							
Church-Exempts	Harford Christian School	1736 Whiteford Road	Darlington	MD	21034		2/11/2013	✓							
Private School	Harford Day School *	715 Moores Mill Road	Bel Air	MD	21014		2/11/2013	✓	✓				✓		
Private School	Harford Friends School	2230 Rock Spring Road	Forest Hill	MD	21050		2/11/2013	✓							
Church-Exempts	Harford Jewish Center Pre-School	8 North Earleton Road	Havre de Grace	MD	21078		2/11/2013	✓							
Church-Exempts	Helping Hands Child Development Academy *	3237 Level Road	Churchville	MD	21028		2/11/2013	✓	✓				✓		✓
Church-Exempts	Hickory Child Development Center	2430 Conowingo Road	Bel Air	MD	21014		2/11/2013	✓							
Private School	John Carroll School, Inc., The	703 Churchville Road	Bel Air	MD	21014	Not Title I/for Mary Beth	2/11/2013	✓	✓				✓	✓	✓
Private School	Legacy High School	603 Vale Road	Bel Air	MD	21014	Not Title I/for Mary Beth	2/11/2013	✓							
Private School	Monarch Montessori School	6 Asbury Road	Churchville	MD	21028		2/11/2013	✓							
Church-Exempts	Mountain Christian School	1824 Mountain Road	Joppa	MD	21085		2/11/2013	✓							
Church-Exempts	New Covenant Christian School	128 St. Mary's Church Road	Abingdon	MD	21009		2/11/2013	✓			✓				
Private School	Oak Grove Classical Christian School *	2106 East Churchville Road	Bel Air	MD	21015		2/11/2013	✓							
Church-Exempts	St. Francis de Sales Preschool	1450 Abingdon Road	Abingdon	MD	21009		2/11/2013	✓							
Church-Exempts	St. Joan of Arc School *	230 S. Law Street	Aberdeen	MD	21001		2/11/2013	✓	✓			✓	✓	✓	✓
Church-Exempts	St. Margaret School	205 North Hickory Avenue	Bel Air	MD	21014		2/11/2013	✓	✓			✓	✓	✓	✓
Church-Exempts	St. Matthew Cooperative Nursery	1200 Churchville Road	Bel Air	MD	21014		2/11/2013	✓							
Private School	The Children's Center of North Harford	708 Highland Road	Street	MD	21154		2/11/2013	✓							
Private School	The Highlands School	2409 Creswell Road	Bel Air	MD	21015		2/11/2013	✓							
Church-Exempts	Tiny Tot School	21 Linwood Avenue	Bel Air	MD	21014		2/11/2013	✓							
Private School	Trinity Lutheran School *	1100 Philadelphia Road	Joppa	MD	21085		2/11/2013	✓	✓			✓	✓		✓
Publically Funded	Villa Maria School of Harford County	1370 Brass Mill Road	Belcamp	MD	21017		2/11/2013	✓	✓			✓			✓
Publically Funded	The Arrow Center for Education Fair Meadows Campus	2416 Creswell Road	Bel Air	MD	21015	Not Title I/for Mary Beth	2/11/2013	✓							
Publically Funded	Villa Maria at Edgewood Middle School	2311 Willoughby Beach Road	Edgewood	MD	21041	Not Title I/for Mary Beth	2/11/2013	✓							

Villa Maria at EDMS is not applicable for Title I because they are grades 6-8.

RECEIVED

FEB 20 2013

Title I

Attachment B

Harford County Public Schools
 Federal Education Programs Intent to Participate Form
 2013-2014 School Year

Please type or print all information.

School: Bel Air North Child Care & Montessa
 Address: 2529 Conowingo Rd
Bel Air MD 21015
 Contact Person: J. Bridges
 Telephone Number: 410836 0833 Fax Number: _____
 E-mail Address: belairnorthchild@comcast.net

Check (✓) the appropriate line.

_____ Either I or a representative will attend the HCPS meeting on Friday, March 22, 2013.

_____ I am unable to attend the HCPS meeting on Friday, March 22, 2013. However, my school plans to participate in federal grants during the 2013-14 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 2013-2014 school year.

Please return this form to:

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 Friday, March 8th, indicates that your school does not want to participate in the federal grants program for the 2013-14 School Year.

J. Bridges
Administrator's Name
(printed or typed)

[Signature]
Administrator's Signature

2/13/11
Date

Attachment B

**Harford County Public Schools
Federal Education Programs Intent to Participate Form
2013-2014 School Year**

Please type or print all information.

School: Bethel Christian Academy

Address: 21 N. Earleton Rd
Harve de Grace, MD ~~21078~~

Contact Person: Mrs. Heather Flosser

Telephone Number: (410) 939-4060 Fax Number: _____

E-mail Address: chedshappy@aol.com ; bcafflosser@yahoo.com

Check (✓) the appropriate line.

- Either I or a representative will attend the HCPS meeting on Friday, March 22, 2013.
- I am unable to attend the HCPS meeting on Friday, March 22, 2013. However, my school plans to participate in federal grants during the 2013-14 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 2013-2014 school year.

Please return this form to:

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 Friday, March 8th, indicates that your school does not want to participate in the federal grants program for the 2013-14 School Year.

Mrs. Millie Flosser

Administrator's Name
(printed or typed)

Millie Flosser

Administrator's Signature

March 22, 2013

Date

RECEIVED

FEB 19 2013

Title I ✓

Attachment B

Harford County Public Schools
 Federal Education Programs Intent to Participate Form
 2013-2014 School Year

Please type or print all information.

School:

Harford Day School

Address:

715 Moores Mill Rd.

Bel Air, MD 21014

Contact Person:

Susan G. Harris

Telephone Number:

410-838-4848

Fax Number:

410-836-5918

E-mail Address:

sharris@harfordday.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Friday, March 22, 2013.

TBW I am unable to attend the HCPS meeting on Friday, March 22, 2013. However, my school plans to participate in federal grants during the 2013-14 school year.
called Susan and checked this

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 2013-2014 school year.

Please return this form to:

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 Friday, March 8th, indicates that your school does not want to participate in the federal grants program for the 2013-14 School Year.

SUSAN G. HARRIS

Administrator's Name
(printed or typed)

Susan G. Harris

Administrator's Signature

Feb. 13, 2013

Date

RECEIVED

MAR 11 2013

Title I

Attachment B

**Harford County Public Schools
Federal Education Programs Intent to Participate Form
2013-2014 School Year**

Please type or print all information.

School: Helping Hands Ministries CDC Academy

Address: 3237 Level Road
Churchville, Maryland 21028

Contact Person: Jewel Tatuem-Lyles / Woodrow Grant

Telephone Number: (410) 734-4006 Fax Number: (410) 734-0303

E-mail Address: hmcddcacademy@comcast.net

Check (✓) the appropriate line.

- Either I or a representative will attend the HCPS meeting on Friday, March 22, 2013.
- I am unable to attend the HCPS meeting on Friday, March 22, 2013. However, my school plans to participate in federal grants during the 2013-14 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 2013-2014 school year.

Please return this form to:

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 Friday, March 8th, indicates that your school does not want to participate in the federal grants program for the 2013-14 School Year.

Jewel Tatum Lyles
Administrator's Name
(printed or typed)

Jewel Tatum Lyles
Administrator's Signature

3-5-13
Date

Attachment B

Harford County Public Schools
 Federal Education Programs Intent to Participate Form
 2013-2014 School Year

RECEIVED

FEB 19 2013

Title I ✓

Please type or print all information.

School: The John Carroll School

Address: 703 E. Churchville Rd.
Bel Air, MD 21015

Contact Person: Madelyn Ball

Telephone Number: 410-879-2480 x2525 Fax Number: 410-836-8514

E-mail Address: mball@johncarroll.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Friday, March 22, 2013.

I am unable to attend the HCPS meeting on Friday, March 22, 2013. However, my school plans to participate in federal grants during the 2013-14 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 2013-2014 school year.

Please return this form to:

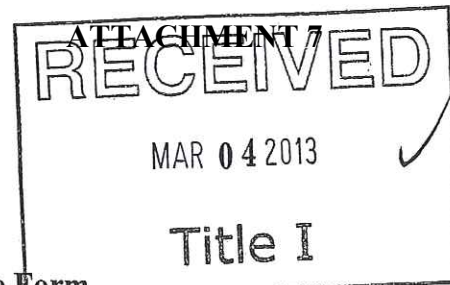
Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 8th, indicates that your school does not want to participate in the federal grants program for the 2013-14 School Year.

Madelyn Ball
Administrator's Name
(printed or typed)

Madelyn Ball
Administrator's Signature

2/15/13
Date



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2013-2014 School Year

Please type or print all information.

School: New Covenant Christian School
Address: 128 St. Mary's Church Road
Abingdon, MD 21009
Contact Person: Kathy Heeter
Telephone Number: 443-512-0771 Fax Number: 410-569-3846
E-mail Address: kathy.heeter@ncpres.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Friday, March 22, 2013.

I am unable to attend the HCPS meeting on Friday, March 22, 2013. However, my school plans to participate in federal grants during the 2013-14 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 2013-2014 school year.

Please return this form to:

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 Friday, March 8th, indicates that your school does not want to participate in the federal grants program for the 2013-14 School Year.

E. Armstrong
Administrator's Name
(printed or typed)

Armstrong
Administrator's Signature

2/19/13
Date

ATTACHMENT 7
RECEIVED

MAR 04 2013

Title I ✓

Attachment B

**Harford County Public Schools
Federal Education Programs Intent to Participate Form
2013-2014 School Year**

Please type or print all information.

School: St. Joan of Arc School
Address: 230 South Law St.
Aberdeen, MD. 21001
Contact Person: Mrs. Virginia Bahr, Principal
Telephone Number: 410-272-1387 Fax Number: 410-272-1959
E-mail Address: vbahr@stjoanarc.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Friday, March 22, 2013.

I am unable to attend the HCPS meeting on Friday, March 22, 2013. However, my school plans to participate in federal grants during the 2013-14 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 2013-2014 school year.

Please return this form to:

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 Friday, March 8th, indicates that your school does not want to participate in the federal grants program for the 2013-14 School Year.

Mrs. Virginia Baker

Administrator's Name
(printed or typed)

Mrs. Virginia P. Baker

Administrator's Signature

2/25/2013

Date

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2013-2014 School Year

Please type or print all information.

School: Saint Margaret Elementary School
Address: 205 N. Hickory Avenue
 Bel Air MD 21004
Contact Person: Peggy Messaris
Telephone Number: 410-879-1113 ext 148 Fax Number: 410-858-5875
E-mail Address: Pmessaris@smesch.org

Check (✓) the appropriate line.

- Either I or a representative will attend the HCPS meeting on Friday, March 22, 2013.
- I am unable to attend the HCPS meeting on Friday, March 22, 2013. However, my school plans to participate in federal grants during the 2013-14 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 2013-2014 school year.

Please return this form to:

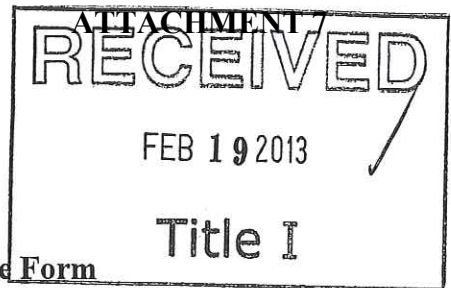
Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 8th, indicates that your school does not want to participate in the federal grants program for the 2013-14 School Year.

Peggy Messeri
Administrator's Name
(printed or typed)

[Signature]
Administrator's Signature

3/8/13
Date



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2013-2014 School Year

Please type or print all information.

School: Trinity Lutheran School
Address: 1100 Philadelphia Rd.
Joppa, MD 21085
Contact Person: Bridget Kurcoba | Patricia Ree
Telephone Number: 410-679-4000 Fax Number: 410-679-3472
Bridget ext. 180 Patty ext. 119
E-mail Address: bkurcoba@tlsonline.org
Check (✓) the appropriate line. Pree@tlsonline.org

Either I or a representative will attend the HCPS meeting on Friday, March 22, 2013.
 I am unable to attend the HCPS meeting on Friday, March 22, 2013. However, my school plans to participate in federal grants during the 2013-14 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.

X

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 2013-2014 school year.

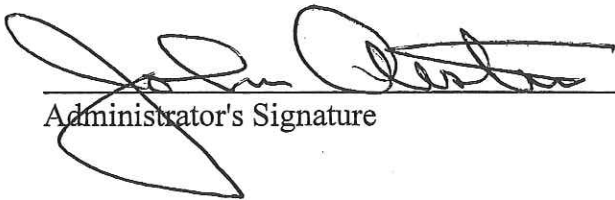
Please return this form to:

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 Friday, March 8th, indicates that your school does not want to participate in the federal grants program for the 2013-14 School Year.

John H.S. Austin

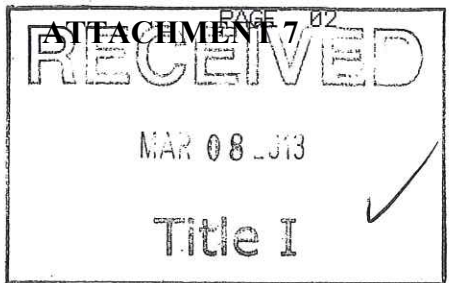
Administrator's Name
(printed or typed)



Administrator's Signature

2-14-13

Date



Attachment B

**Harford County Public Schools
 Federal Education Programs Intent to Participate Form
 2013-2014 School Year**

Please type or print all information.

School: VINEY MARK SCHOOL OF HARFORD COUNTY
 Address: 1370 BRASS MILL RD
BELCAMP MD 21017
 Contact Person: KICK FRANK
 Telephone Number: 410-297-4100 Fax Number: 410-273-9555
 E-mail Address: rfrank@cc-md.org

Check (✓) the appropriate line.

- Either I or a representative will attend the HCPS meeting on Friday, March 22, 2013.
- I am unable to attend the HCPS meeting on Friday, March 22, 2013. However, my school plans to participate in federal grants during the 2013-14 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 2013-2014 school year.

Please return this form to:

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 Friday, March 8th, indicates that your school does not want to participate in the federal grants program for the 2013-14 School Year.

RICK FRANK

Administrator's Name
(printed or typed)

Rick Frank

Administrator's Signature

2/28/13

Date

Non-Public School Meeting

Friday, March 22, 2013

10:00 – 11:30 a.m.

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

Printed Name	Office	Job Title	Signature
Harford County Public Schools			
Mary Beth Stapleton	Central	Coordinator of Grants	
Kimberly Banks	Central	Supervisor of Foreign Language/ESOL	<i>Kimberly A Banks</i>
Thomas Webber	Central	Title I Assistant Supervisor	<i>T Webber</i>
Printed Name	School	Job Title	Signature
Non-Public Schools			
	Helping Hands Child Development Academy		
<i>Madelyn Ball</i>	The John Carroll School	<i>Principal</i>	<i>Madelyn Ball</i>
<i>Kurt Sudbrink</i>		<i>Vice President</i>	<i>Kurt Sudbrink</i>
<i>Peggy Messoris</i>	St. Margaret School	<i>SMS Counselor</i>	<i>Peggy Messoris</i>
<i>RICK FRANK</i>	Villa Maria School of Harford County	<i>ED DIR / PRINCIPAL</i>	<i>Rick Frank</i>

Affirmation of Consultation

I am an administrator/representative of The John Carroll School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on March 22, 2013, the HCPS System and The John Carroll School School engaged in consultation about the following federally funded programs for the 2013-2014 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

3/22/13
Date

410-879-2480
Telephone Number

Affirmation of Consultation

I am an administrator/representative of Saint Margaret School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on March 22, 2013, the HCPS System and Saint Margaret School School engaged in consultation about the following federally funded programs for the 2013-2014 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, Saint 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

3/22/13

 Date

410-879-1113

 Telephone Number

Affirmation of Consultation

I am an administrator/representative of VILLA MARIA 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 22, 2013, the HCPS System and VILLA MARIA School engaged in consultation about the following federally funded programs for the 2013-2014 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 MARIA 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.

Rick F. L.

Signature of Non-Public School Representative

3/22/13

Date

410-297-4100

Telephone Number

FEDERAL EDUCATION PROGRAMS MEETING

March 22, 2013, 10:00 a.m. - 11:30 a.m.

Harford County Public Schools
 102 S. Hickory Avenue
 2nd Floor, Curriculum Conference Room
 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	

Jablecki, Joyce

From: Jablecki, Joyce
Sent: Tuesday, April 09, 2013 2:28 PM
To: Bethel Christian Academy (Heather Flosser); 'bcaflosser@yahoo.com'; 'bkurcoba@tsonline.org'; 'pree@tsonline.org'; Kristy Grantland (kgrantland@tsonline.org); Mountain Christian School (kkick@mountaincs.org); 'druff@mountaincs.org'; Oak Grove Classical Christian School (jhutcheson11705@comcast.net); St. Joan of Arc School (Virginia Bahr); 'suharris@harfordday.org'; 'hhmcdcademy@comcast.net'
Cc: Banks, Kimberly; Webber, Thomas; Stapleton, Mary
Subject: Non-Public School Federal Grant Meeting
Attachments: Common Ground 2013 Program.pdf
Importance: High

Dear Non-Public School Official,

In February, Harford County Public Schools (HCPS) had sent a letter inviting your school to attend a meeting regarding federal grants on Friday, March 22nd at the Central Office of Harford County Public Schools.

Your school had sent back to HCPS the Intent to Participate Form indicating an interest in federal grant programs. However, your school was not represented at the March meeting.

Although the letter indicated that attendance at the meeting was not required, it is vital that HCPS Federal Grant Program Managers are able to share updated information with your school regarding these federal grants.

Therefore, we are holding another Federal Education Program Meeting on Wednesday, April 17, 2013 from 9:30 am – 10:30 am at the Harford County Public Schools AA Roberty Building.

Our address is 102 S. Hickory Avenue, Bel Air, Maryland 21014 and the meeting will be held in the Curriculum Conference Room 215 – 2nd floor.

Please respond to let us know if you or a designee will be in attendance.

Thank you, Mary Beth Stapleton

Joyce Jablecki for
 Mary Beth Stapleton, Coordinator of Grants

Joyce Jablecki
Administrative Assistant, Grants Office
Curriculum, Instruction, and Assessment






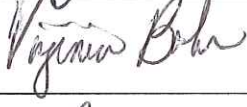

Non-Public School Meeting

Wednesday, April 17, 2013

9:30 – 10:30 a.m.

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

Printed Name	Office	Job Title	Signature
Harford County Public Schools			
Mary Beth Stapleton	Central	Coordinator of Grants	
Kimberly Banks	Central	Supervisor of Foreign Language/ESOL	
Thomas Webber	Central	Title I Assistant Supervisor	
Printed Name	School	Job Title	Signature
Non-Public Schools			
Heather Flosser	Bethel Christian Academy	teacher	
John Petrey	Mountain Christian School	Head of School	
Virginia Bahr	St. Joan of Arc School	Principal	
Bridget Kurcoba	Trinity Lutheran School	School Counselor	
	Oak Grove Classical Christian School		

Affirmation of Consultation

I am an administrator/representative of Trinity Lutheran School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on March 22, 2013, the HCPS System and Trinity Lutheran School engaged in consultation about the following federally funded programs for the 2013-2014 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Trinity Lutheran School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Budget K. Kucoba
Signature of Non-Public School Representative

4/17/13
Date

410-679-4000 ext. 180
Telephone Number

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 22, 2013, the HCPS System and Bethel Christian Academy School engaged in consultation about the following federally funded programs for the 2013-2014 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

4/17/13

 Date

(410) 939-0174

 Telephone Number

Affirmation of Consultation

I am an administrator/representative of Mountain Christian School
 School, a non-public school within attendance area boundaries of the Harford County Public
 School (HCPS) System. I hereby affirm that in a meeting on March 22, 2013, the HCPS System
 and Mountain Christian School engaged in
 consultation about the following federally funded programs for the 2013-2014 school year.
 (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational
 Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and
 Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and
 Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Mountain
Christian School agrees to provide all information necessary to comply with
 program requirements, including program plans along with the method of identifying students'
 and teachers' needs, related to federally funded grant programs. Additionally, the school agrees
 to provide documentation which will enable the HCPS System to distribute federal funds on
 behalf of non-public school students and teachers. The school agrees to provide reports as
 mandated by the programs in which participation occurs.


 Signature of Non-Public School Representative

4-17-13
 Date

(410) 877-7333
 Telephone Number

Affirmation of Consultation

I am an administrator/representative of St. Joan of Arc School
 School, a non-public school within attendance area boundaries of the Harford County Public
 School (HCPS) System. I hereby affirm that in a meeting on March 22, 2013, the HCPS System
 and St. Joan of Arc School engaged in
 consultation about the following federally funded programs for the 2013-2014 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.

Virginia P. Bohm
 Signature of Non-Public School Representative

April 19, 2013
 Date

410-272-1387
 Telephone Number

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

**HARFORD COUNTY PUBLIC SCHOOLS
IS NOT AWARDED TITLE I, PART D FUNDS.**

Attachment 12



**Title I, Part D
Prevention and Intervention Programs for
Children And Youth Who Are
Neglected, Delinquent, or At-Risk**

Attachment 13



Fine Arts

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. The high school students of HCPS have the opportunity to select from a wide variety of fine arts courses to meet graduation requirements. Throughout their school years, students have multiple opportunities to display art productions and to perform musical, drama and dance selections for a wide range of audiences.

The *Fine Arts State Curriculum and Essential Learner Outcomes* documents serve as the guidelines and blueprints for all curriculum development in music, art, drama, and dance. As stated in the document, “...the primary purpose of the fine arts curriculum is to establish a foundation for a life-long relationship with the arts for every student,” and HCPS has supported this concept in the past and will continue to do so in the future. High quality fine arts instruction is an essential part of students’ educational experience in HCPS.

1. Describe the progress that was made in 2012-2013 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the System’s Bridge to Excellence (BTE) Master Plan.

During the 2012-2013 school year, HCPS addressed the majority of the goals pertaining to fine arts outlined in the Bridge to Excellence Master Plan. Progress for each of FY 13’s objectives is listed below:

- a. **Art** – The HCPS Art program continues to move forward, placing an emphasis on training for AP Art History and Art Studio as well as providing appropriate equipment and materials in the classroom. The 2012-2013 Fine Arts Grant helped to fund sets of Scholastic Art to be placed in each of the 10 high schools as well as the alternative school housed at the Center for Educational Opportunity.
- b. **Music** – The HCPS Music program continues to provide students with an exceptional package of opportunities which include All County Band, Orchestra, Chorus and Solo and Ensemble at both middle and high school levels. All County Jazz Band and Choir Continue to give high school students a different type of musical experience working with experts in the field. This year’s grant mainly focused on supply substitute time to allow teachers to participate in each of these valuable experiences. Reference materials continued to be purchased for the HCPS initiative on content literacy.
- c. **Dance** – Three high schools now offer dance programs, Aberdeen High School, Edgewood High School and North Harford High School were able to purchase costumes to enhance their programs.

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2014
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d. **Drama** – The drama program continued to hold its annual drama clinic by contracting a professional acting troop. Schools also received money to purchase needed supplies and materials to enhance instruction.

2. Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.

a. **Art** – The HCPS Master Plan has provided guidance for the art program and is a blueprint for measuring the successes that were achieved in 2012-2013. 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. Local funding was cut slightly for this school year, but even with local budget cuts, funding for the arts has not been effected differently from any of the other subjects. Fine Arts Grant funding continues to make a positive impact on the county-wide art program. AP course offerings in Art History and Art Studio continue to be available in every high school

b. **Music** – The HCPS Master Plan has provided guidance for the music program and is a blueprint for measuring the successes that were achieved in 2012-2013. The county-wide activities associated with the music program remain supported in the school system through the operating budget, but because of a lack of funding the Fine Arts Grant helped pay for the required substitute time for teachers to participate. The Superintendent’s Senior Staff and Board of Education (BOE) members are kept aware of music department activities through invitations to events and awards received by students, staff and the department as a whole. Even with these recent budget cuts, the performance program has grown by almost 2,500 students over the past year. The fine Arts Grant continues to support the purchase of reference materials which have been well received by teachers. Teachers are beginning to utilize materials to develop units that go beyond performance.

c. **Dance** – The HCPS Master Plan has provided guidance for the dance program and a blueprint for measuring successes that were achieved in 2012-2013. 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. Funding from the Fine Arts Initiative (FAI) grant has been allocated for three high schools in the system.

d. **Drama** - The HCPS Master Plan has provided guidance for the drama program and a blueprint for measuring successes that were achieved in 2012-2013. 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 its annual Drama Festival 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 were not attained and where challenges in making progress toward meeting Programs in Fine Arts goals and objectives are evident.

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2014
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- a. **Art** – The Art Program of the HCPS was very productive during 2012-2013, meeting all of the identified goals and objectives. The continued challenge relative to the art program is the fact that the supervisor in charge of the Art Program is also responsible for several curricular areas. It is necessary for her to split her time attending to numerous and extensive duties. Regardless of this obstacle, the Art Program has continued to move forward making remarkable progress with a heightened awareness of goals and standards. The continued cuts in the FAI grant are causing a slowdown of progress. No new sources of funds are available.
- b. **Music** – The Music Program was very productive during 2012-2013. All of the goals were met as outlined in the Master Plan. The continued cuts in the FAI grant are causing a slowdown of progress. No new sources of funds are available.
- c. **Dance** – Dance Program goals for the 2012-2013 school year have been completed. The main challenge continues to be that Dance is under the direction of the Supervisor for FACS/Art and Career Programs. With the demands placed on the supervisor, little time exists to focus on the needs of the Dance Program. The continued cuts in the FAI grant are causing a slowdown of progress. No new sources of funds are available and those we rely on are becoming almost non-existent.
- d. **Drama** – Drama Program goals for the 2012-2013 school year have been completed. The main challenge continues to be that Drama is under the direction of the Supervisor for English/Language Arts. With the demands placed on the supervisor, little time exists to focus on the needs of the Drama Program. The continued cuts in the FAI grant are causing a slowdown of progress. No new sources of funds are available.

4. Describe the goals, objectives, and strategies that will be implemented during 2013-2014 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 the 2013 – 2014 are aligned with transition to the Common Core Standards and implementing the Danielson framework for evaluation.

In the fall of 2011, HCPS BOE developed a new strategic plan. The following BOE goal and supporting objective support implementation of HCPS Fine Arts strategies.

<p>Board of Education: Goal 2: <i>Every Child achieves personal and academic growth.</i> Goal 3: <i>Every child benefits from accountable adults.</i></p>
<p>Supporting Objective:</p> <ul style="list-style-type: none"> ➤ Develop and deliver high quality instruction that elevates each student. ➤ Encourage employee knowledge and creativity to advance learning.

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2014
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- Strategy 1: Music:** During the 2013-2014 school year, the music program will focus funding to develop strategies to incorporate the common core at all levels of instruction. Materials purchased from the FAI Grant will benefit teachers by giving them reference material to develop their lessons.
- Strategy 2: Music:** The Music Program will continue the highly successful All County and Assessment Programs that have been part of the HCPS educational system since 1960, the middle school program which was suspended in 2013 will once again be established in 2014.
- Strategy 3: Art/Dance:** During 2013-2014 school year, funding for the Art/Dance Program will continue to be used to support teachers in the classroom through the purchasing of Scholastic Art sets for 12 HCPS schools as well as equipment to support art/dance classroom activities.
- Strategy 4: Drama:** Drama productions in Harford County Public Schools have grown considerably over the past several years. During the 2013-2014 school year, FAI funds will be allocated to supplement in-kind funding for the purchase of scripts and other supplies related to drama performance.

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 Attachment 13 of the BTE Master Plan.**

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

ORIGINAL GRANT BUDGET	\$25,432	AMENDED BUDGET #		REQUEST DATE	10/08/13
GRANT NAME	Fine Arts	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	24074		
REVENUE SOURCE	State	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2013	6/30/2014	
		FROM		TO	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						548.00	548.00
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.			20,857.00				20,857.00
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.	3,720.00						3,720.00
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				307.00			307.00
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	3,720.00	0.00	20,857.00	307.00	0.00	548.00	25,432.00

Finance Official Approval	Eric Clark	<i>Eric Clark</i>	10/8/2013	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Barbara Canavan	<i>Barbara Canavan</i>	10/8/2013	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

FY 2014

Harford County Public Schools

A13.6

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2014
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HCPS FINE ARTS INITIATIVE GRANT BUDGET NARRATIVE

ART/DANCE

Category/Object	Line Item	Calculation	Cost	Total
		SUPPLIES AND MATERIALS		
Special Programs Supplies and Materials	Supplies and materials of instruction to support Instructional Program	<ul style="list-style-type: none"> • (Art) 12 sets of <i>Scholastic Art</i> \$300 ea. for schools. $300 \times 12 = \mathbf{\\$3,600}$ • 2 document cameras @ \$500/each = \$1,000 • 2 digital cameras @ \$200/each = \$400 • 1 flip camera @ \$220/each = \$220 • 2 light tracers @ \$100/each = \$200 • 7 light boxes @ \$160/each = \$1,120 • 1 etching press/plates/stand = \$1,287 	3,600 1,000 400 220 200 1,120 1,752	8,292
		Total Supplies and Materials	8,292	8,292
		TOTAL ART/DANCE BUDGET	\$8,292	\$8,292

MUSIC

Category/Object	Line Item	Calculation	Cost	Total
		SALARY AND WAGES		
Special Programs Salaries and Wages	Substitute time for high school and middle school Assessments	<ul style="list-style-type: none"> • 40 substitute days for high school and middle school assessments at \$93/day = \$3,720 	3,720	3,720
		Total Salaries and Wages	3,720	3,720
		SUPPLIES AND MATERIALS		
Special Programs Supplies and Materials	Materials to support music in secondary school classrooms	<ul style="list-style-type: none"> • \$8,335 to purchase reference materials for all school to include new <i>Teaching Music Through Performance</i> books and CDs as well as other texts. 53 schools x \$157.26 = \$8,335 	8,335	8,335
		Total Supplies and Materials	8,335	8,335
		TOTAL MUSIC BUDGET	\$12,055	\$12,055

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2014
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DRAMA

Category/Object	Line Item	Calculation	Cost	Total
		SUPPLIES AND MATERIALS		
Special Program Supplies and Materials	Materials for Drama Program support	<ul style="list-style-type: none"> • \$423 each for ten high schools to offset costs for drama productions = \$4,230 	4,230	4,230
		Total Supplies and Materials	4,230	4,230
		TOTAL DRAMA BUDGET	\$4,230	\$4,230

SUMMARY

Category/Object	Line Item	Calculation	Cost	Total
		SALARY AND WAGES		
Instructional Staff Development Salaries and Wages	Substitute Days	Music: 40 days @ \$93 = \$3,720	3,720	3,720
		Total Salaries and Wages	3,720	3,720
		SUPPLIES AND MATERIALS		
Special Programs Supplies and Materials	Materials for professional development and classroom instruct.	Materials of Instruction: Art - \$8,292 Music - \$8,335 Drama - \$4,230	8,292 8,335 4,230	20,857
		Total Supplies and Materials	20,857	20,857
		OTHER CHARGES		
Special Programs Fixed Charges	<i>Fixed Costs</i>	<i>Teacher salary stipends x 8.31% for fixed benefits.</i> Music - \$3,600 * .0831 = \$307 Art - \$0 Drama - \$0	307	307
		Total Other Charges	307	307
		TRANSFERS		
Business Support/Transfers	Administrative Costs	Administrative costs figured at 2.21% total grant funds. Art - \$183 Music - \$272 Drama - \$93	183 272 93	548
		Total Transfers	548	548
		TOTAL HCPS FINE ARTS INITIATIVE GRANT BUDGET	\$25,432	\$25,432

Additional Federal and State Reporting Requirements



Victims of Violent Criminal Offenses (VVCOs) in Schools - SY 2012-13

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							
Arson & attempted arson in the first degree		No violations for the 12-13 Year					
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.

Buzz Williams 7/2/13

**State Fiscal Stabilization Fund Program Requirements – Phase II
Achieving Equity in Teacher Distribution**

Summary

To enable State officials, parents, the Department of Education, local educators and other key stakeholders to measure States' progress towards improving teacher effectiveness and achieving equity in the distribution of teachers and principals, States will need to collect, publish, and analyze basic information about how districts evaluate teacher and principal effectiveness and distribute their highly qualified and effective teachers among schools. The objective is to highlight inequities that result in low-income and minority students being taught by inexperienced, unqualified, out-of-field or ineffective teachers at higher rates than other students. Similarly, because principals play a critical role in teaching and learning, it is important to highlight inequities that result in low-income and minority students being taught in schools overseen by ineffective principals at higher rates than other students.

General Instructions:

- **Please update your school system web site to report required information.**
- **For this reporting year, use 2012-2013 data to update system web site.**

PART I: Teacher and Principal Evaluation Systems

Directions:

Include, **and update**, the following information **for descriptors (a)(1), (a)(2), and indicators (a)(4), (a)(5), (a)(7)** on the local school system's designated website.

Please provide your school system link on the line below:

URL: <http://www.hcps.org/BOE/Default.aspx?tab=4>

Citation	Description	Rationale
Descriptor (a)(1)	Describe, for each local education agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.	Teacher evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective teachers.

HCPS Response: In order to comply with the Maryland Assembly legislation entitled Education Reform Act of 2010, a new teacher evaluation system has been established for school year 2013-14. Evaluation of teachers is based on established professional practice measures which include observation of instruction and criteria identified in Charlotte Danielson's Framework for Teaching. The evaluation process includes development of the individual's professional development goals. Key components of the observation instrument include instructional planning and preparation, classroom environment, Instruction, and professional responsibilities. Indicators within these components are tied to state curriculum outcomes and student achievement. Teachers exhibiting weaknesses in any of the observation components are placed on plans for professional growth accordingly. This professional development allows administrators and supervisors to meet the identified needs of individual teachers directly connected to their instructional practices. Additionally, as principals determine a need for specific professional development for their instructional staffs, the HCPS teacher calendar designates 5 teacher days for the implementation of targeted professional development at the school level. Additionally, teachers write Student Learning Objectives linked to student growth as part of their student growth measures. Currently there is no performance pay or performance compensation for teachers other than

the established salary scale. Promotional opportunities for teachers are advertised as needed and require 3 to 5 years of successful teaching experience in addition to job-specific qualifications. The teacher observation and evaluation process is used to determine retention and dismissal.

Citation	Description	Rationale
Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.	Principal evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective principals.

HCPS Response: In order to comply with the Maryland Education Reform Act of 2010, a new principal evaluation system has been established for school year 2013-14. The evaluation of principals is based on the following professional practice measures: school vision; school culture; curriculum, instruction, and assessment; observation/evaluation of teachers, integration of appropriate assessments; use of technology and data; professional development; stakeholder engagement; school operations and budget; effective communication; influencing the school community; and integrity, fairness, and ethics. Student achievement data are included in the School Improvement Plans, and School Progress Index is used as a factor in the evaluation process. Student Learning Objectives are also tied to student achievement data. Professional development is available for new principals. Additional professional development opportunities are provided per principal or director request relative to performance evaluations. HCPS provides performance adjustment increases for principals linked directly to the evaluation process. Past performance tied to evaluations is a factor when considering principal promotion. The evaluation process includes stipulations for retention and/or removal of any principal not meeting improvement plan requirements.

Citation	Description	Rationale
Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.	Ratings from teacher evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective teachers across districts.

Performance Rating or Level	Number of Teachers	Percentage of Teachers
Satisfactorily	1525	88.7%
Meeting Initial Expectations	102	5.9%
Causing Concern	57	3.3%
Performing Unsatisfactorily	35	2.8%
Total: 1,719		

Citation	Description	Rationale
Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.	To the extent information on the distribution of teacher performance ratings is readily accessible by school; State officials, parents and other key stakeholders can identify and address inequities in the distribution of effective teachers on an ongoing basis.

HCPS Response: The number and percentage of teachers rated at each performance rating or level are not currently publicly reported for each school in the HCPS.

Citation	Description	Rationale
Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level .	Ratings from principal evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective principals across districts.

Performance Rating or Level	Number of Principals	Percentage of Principals
Distinguished	35	66.0%
Highly Proficient	17	32%
Proficient	0	0
Unsuccessful	0	0
New – not yet rated	0	0
Total: 53 (out of 54*)		

*One principal was not evaluated in 2012-2013 because of retirement

PART II: Achievement Outcomes and Evaluation Systems

Directions:

- ✓ Check the appropriate response for questions 1 and 2 to report information for indicators **(a)(3)** and **(a)(6)**.

Citation	Description	Rationale
Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

1. Do your evaluation systems include student achievement outcomes or student growth?
(Mark "Yes" or "No")

- a. X Yes, the systems used to evaluate the performance of **teachers** include student achievement outcomes or student growth as an evaluation criterion.

b. If Yes, please respond (check one):

Student achievement outcomes are included as an evaluation criterion.

Student growth is included as an evaluation criterion.

c. No, the systems used to evaluate the performance of teachers do not include student achievement outcomes or student growth as an evaluation criterion.

Citation	Description	Rationale
Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

2. Do the systems used to evaluate the performance of **principals** include student achievement outcomes or student growth as an evaluation criterion? (Mark "Yes" or "No")

a. Yes, the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion.

b. If Yes, please respond (check one):

Student achievement outcomes are included as an evaluation criterion.

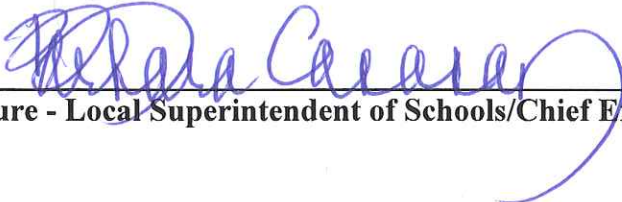
Student growth is included as an evaluation criterion.

c. No, the systems used to evaluate the performance of principals do not include student achievement outcomes or student growth as an evaluation criterion.

**TRANSFER OF EDUCATIONAL RECORDS
CHILDREN IN STATE-SUPERVISED CARE
CERTIFICATION STATEMENT
2013 MASTER PLAN UPDATE**

Local School System: Harford County Public Schools
Point of Contact: Stephen C. Lentowski
Address: 102 S. Hickory Ave.
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 **10/2/13** **Date**

Please complete certification statement and submit as part of your 2013 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
2013 Master Plan Update**

Local School System: Harford County Public Schools
Point of Contact: Stephen C. Lentowski
Address: 102 S. Hickory Ave.
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.)



Signature - Local Superintendent of Schools/Chief Executive Officer **Date** 10/2/13

Please complete certification statement and submit as part of your 2013 Master Plan Annual update. If you have questions, please contact:

John McGinnis
Pupil Personnel and School Social Worker Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

Phone: (410) 767-0295 Fax: (410) 333-8148 Email: jmcginnis@msde.state.md.us