

Master Plan - A State Requirement

The State of Maryland Bridge to Excellence legislation mandates that each school system develop a comprehensive five-year plan to describe how the Board of Education intends to make improvements in achievement for every student. The plan must describe the goals, objectives, and strategies that will be used to improve student achievement and meet state and local performance standards for all students. While the Master Plan is a separate document in its own right, it must describe specifically how Harford County Public Schools will improve student achievement for Special Education students, students with limited English proficiency, prekindergarten students, kindergarten students, gifted and talented students, and students enrolled in career and technology courses.

Fundamental changes in funding for education at the federal and state levels have resulted in new requirements for HCPS. Fortunately, changes in educational standards mandated by the federal and state governments align well with the Board Goals. Harford County Public Schools has been proactive in developing the FY 2014 Operating Budget in conjunction with the Master Plan. The development of the Master Plan concurrently with the Operating Budget demonstrates the critical link between the budget and the Master Plan. The budget represents the operational plan, stated in financial terms, for carrying out the goals of the school system.

The Bridge to Excellence Act also requires that the budget be aligned with the Master Plan and show specifically how the use of resources will address the goals and objectives of the plan. This budget represents one aspect of compliance with the new regulations.

The Maryland State Department of Education approved the Harford County Public Schools 2012 Master Plan Update on December 18, 2012.

Development and Implementation of the 2012 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 Citizen Advisory Committees;
- Harford County Business Roundtable;
- Harford County Council of PTA presentations;
- Harford County Council of PTA monthly meetings with Superintendent;
- Superintendent's meetings with Harford County Education Association;
- Superintendent's 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.

No Child Left Behind

In January 2002, the federal government enacted the No Child Left Behind Act (NCLB). This law reauthorized the former Elementary and Secondary Education Act of 1965 (ESEA). The legislation significantly changed the role of the federal government in education, introducing more accountability and requiring schools to meet specific standards for student achievement. With standards put in place, states must test individual student progress toward meeting those standards. Since FY 2006, individual tests for reading and mathematics are administered annually in grades 3 through 8. Science is administered for grades 4 through 8.

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As part of the NCLB, the U.S. Department of Education established, and the State of Maryland adopted, the following goals:

1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
2. All limited English proficient students will become proficient in English and reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

As part of the Master Plan, HCPS must show how these goals will be reached.

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

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

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

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

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

For 2012, the review of the local Scope of Work, which must align with Maryland's RTTT application, will focus on the approval of the narrative, action plan and budget for Year 3. Each local Master Plan and integrated Scope of Work will be unique based on the needs of the local school system.

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Foundation of Budget Development

Board Goals – The Master Plan Foundation

The vision, mission, and goals established by the Board of Education align well with the policies and objectives of the federal No Child Left Behind and the Maryland Bridge to Excellence. The broadest foundation for budget development is couched in the Vision and Mission of the Harford County Public Schools.

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.

Harford County Board of Education 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.*

Executive Summary

Harford County Public Schools (HCPS) is a diverse jurisdiction serving approximately 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

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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 is a fiscally dependent school system with an actual enrollment of 38,437 students in Fiscal Year (FY) 2012. HCPS is the 140th largest school system of the 17,735 regular school districts in the country when ranked by enrollment. 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 5,370.0 FTE faculty and staff positions for FY 2013.

Harford County has 54 public schools along with 47 non-public schools located within the county. Citizens in the County have a choice of public or private schools. Approximately 39,000 students attend HCPS, while the number of students attending private schools is unknown. The 2010 population of Harford County was 246,433 and is projected to increase to 252,477 by 2015. According to the Bureau of Census, the school age population in 2000 was 45,189, of which 39,540 or 87.5% attended public schools. School enrollment was 35,963 in 1994 and reached a peak in 2006 of 40,294 and has declined slightly to 38,437.

The Harford County Board of Education adopted FY 2013 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 school systems 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 \$48.6 million. In the same time period, revenue has decreased \$6.0 million for a net budgetary shortfall of 54.6 million. The primary increase in expenditures represented costs deemed necessary to provide mandated services, meet contractual obligations, and to maintain the integrity of instructional programs. In FY 2013, HCPS employees received their first salary increase since July 1, 2008. With decreasing revenue, the Unrestricted Fund budget required innovative thinking in order to cover the

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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 2013 budget includes a \$10 million wage package, the first wage increase for HCPS employees since July 2008, a \$5.5 million increase in teacher pension cost, and other cost of doing business expenses of \$0.8 million. Combined with a decrease in revenue of \$7.1 million, HCPS was faced with a budgetary shortfall of \$23.4 million. The shortfall was absorbed via employee turnover savings of \$2.9 million, position reductions through attrition of \$3.9 million, operating cost reductions of \$9.2 million, and elimination of non-recurring costs of \$8.1 million. These difficult decisions were part of the Board of Education's goal of maintaining a competitive salary structure for all HCPS employees. The negotiated wage package was accepted by the five employee bargaining units effective July 1, 2012 for FY 2013.

Every effort was made to be fiscally conservative in preparing the FY 2013 Budget. This budget required difficult decisions in order to align projected expenditures with projected revenue. The FY 2013 approved Unrestricted Operating, Restricted, and Capital budgets are \$427.8 million, \$26.5 million and \$14.9 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.

Review of 2011-2012 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 2012 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 2011 to 2012.

Maryland State Assessment – Reading

In the elementary grades, approximately 92% of students scored proficient or advanced in reading. The largest gains were shown by American Indian students (increase of 10 points) and Hawaiian/Pacific Islander students (increase of 25 points). The lowest performing subgroup at this level was ELL, and 83% of these students scored proficient or advanced. At the middle school level, nearly 87% of students scored proficient or advanced in reading. Subgroup performance stayed relatively the same as 2011, except for ELL students. The proficiency rate for ELL students declined from 65% to 30%; however, only 30 ELL students were assessed in 2012.

Maryland State Assessment – Mathematics

Approximately 91% of elementary students scored proficient or advanced in mathematics, up nearly two points from 2011. American Indian and Hawaiian/Pacific Islander students also showed the greatest increase from 2011 of 10 points and 12 points, respectively. The lowest performing subgroup at this level was students with disabilities with a proficiency rate of 63%. At the middle school level, nearly 82% of the students scored proficient or advanced. This is an increase of three points from 2011 and an increase of 5 points from 2010. 94% of Asian students scored proficient or advanced, which makes them the highest performing subgroup. The students with disabilities subgroup was the lowest performing subgroup, with a proficiency rate of 45%. However, this subgroup showed an increase of 11 points from 2011.

Maryland State Assessment – Science

In science, fifth grade performance in the aggregate stayed relatively the same as 2011. Approximately 77% of students scored proficient or advanced in 2012. This is approximately a five point increase from 2009. Students with disabilities, ELL, and FARMS proficiency stayed relatively the same as 2011. ELL proficiency increased 20 points compared to 2010, and FARMS proficiency increased by three points. The lowest performing subgroups at this level were students with disabilities and ELL subgroups, with proficiency rates of 41% and 39%, respectively. Eighth grade performance in science also stayed relatively the same as 2011. The most significant gain in proficiency occurred with Asian students, with an increase of seven points. Students with disabilities performance in eighth grade increased over two points. The lowest performing subgroup was ELL students with a 20% proficiency rate.

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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 90% for all grades at the elementary and middle school levels. Overall trends data for this assessment reflect increases in and/or maintenance of the number of students scoring advanced and proficient as they move through the grades.

Rates for students achieving advanced or proficient on the Alt-MSA mathematics measure exceeded 90% for all grades at the elementary and middle school levels with the exception of eighth grade. Overall trends data for this assessment reflect increases in and/or maintenance of the number of students scoring advanced and proficient as they move through the grades.

Rates for students achieving advanced or proficient on the Alt-MSA science measure exceeded 90% for eighth and tenth graders.

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 2011. Nearly 83% passed this assessment by the end of their sophomore year. Approximately 84% passed this assessment by the end of their senior year.

In 2012, the highest performing subgroup for this assessment was American Indian students with a 93% proficiency rate. Students with disabilities achieved the lowest performance with a proficiency rate of 44%. This subgroup dropped three points from 2011.

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 2012 for all students was identical to 2011, with a proficiency rate of 89%. Approximately 88% of high school students passed this assessment by the end of their tenth grade year.

In 2012, the highest performing subgroup for this assessment was the Asian population with a proficiency rate of 97%. Students with disabilities scored the lowest with a proficiency rate of 53%. However, this subgroup gained over two points from 2011.

High School Assessment – Biology

In 2012, the majority of students completed Biology in their tenth grade year. Proficiency dropped two points from 2011 at the aggregate level. Asian students performed the highest, with a proficiency rate of 95%. Students with disabilities performed the lowest, with a proficiency rate of 48%. This subgroup dropped three points from 2011.

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 93.8% for 2012. This is a slight decrease from 94.9% in 2011. The high school attendance rate in 2012 was 93.4%. This was a slight increase from 2011 from 93.2%. Elementary students have the highest attendance rate by level – 95.8%.

Graduation Rate

HCPS students exceeded the 2012 AMO for the four-year cohort graduation rate which is based upon the class of 2011. The 2012 graduation rate was 87.4%, an increase of 1.7 points from 2011. By 2020, the AMO increases to 90.3%. The subgroup with the lowest graduation rate is students with disabilities. The 2012 graduation rate for this subgroup is 63.3%, an increase of over six points from 2011. By 2020, the AMO for this subgroup is 76%. The graduation rate for African-American students increased nearly six points from 74.7% in 2011 to 80.4% in 2012. The FARMS graduation rate increased three points from 73.1% in 2011 to 76.7% in 2012.

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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. Three elementary schools failed to achieve the 2012 AMO in this subgroup for reading performance. All middle schools achieved their 2012 AMO for their students with disabilities. However, an achievement gap exists between this subgroup and all students. In reading at the middle school level, 56% of students with disabilities achieved proficiency compared to 87% at the aggregate level. At the high school level, 44% of students with disabilities achieved proficiency compared to 84% at the aggregate level.

Annual Measurable Objectives

System-wide data for the 2012 AMOs are not yet available. However, HCPS has been provided AMOs based upon 2011 baseline data. The 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.

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| 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 |

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LEA Level AMO Analysis for Reading and Mathematics

SY 2011-12 data reflect that thirty elementary schools out of thirty-four schools (91.1%) met all English/Language Arts AMOs. In SY 2010-11, twenty-four of the thirty-three elementary schools made AYP (72.7%).

The SY 2011-12 data indicates that five out of nine (55.5%) of the district's middle schools met all English/Language Arts AMOs. In SY 2010-11, two out of nine (22.2%) of the district's middle schools met AYP.

Although Harford County Public School is pleased with the improvements in meeting AMOs 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.

| Number and Percentage of all HCPS Schools Making Adequate Yearly Progress (Reading and Mathematics) | | | | | | | | | |
|--|--------------------|----------------------|-------|--------------------|----------------------|-------|--------------------|----------------------|------|
| Year | Elementary | | | Middle | | | High | | |
| | Total # of Schools | Schools Making AYP | | Total # of Schools | Schools Making AYP | | Total # of Schools | Schools Making AYP | |
| | | # | % | | # | % | | # | % |
| 2004 | 33 | 33 | 100 | 8 | 5 | 62.5 | 10 | 8 | 80 |
| 2005 | 33 | 32 | 96.9 | 8 | 7 | 87.5 | 10 | 6 | 60 |
| 2006 | 33 | 31 | 93.9 | 8 | 7 | 87.5 | 10 | 8 | 80 |
| 2007 | 33 | 31 | 93.9 | 8 | 5 | 62.5 | 10 | 6 | 60 |
| 2008 | 33 | 30 | 90.9 | 9 | 3 | 33.3 | 10 | 9 | 90 |
| 2009 | 33 | 29 | 87.8 | 9 | 3 | 33.3 | 10 | 7 | 70 |
| 2010 | 33 | 28 | 84.8 | 9 | 4 | 44.4 | 11 | 5 | 45.4 |
| 2011 | 33 | 24 | 72.7 | 9 | 2 | 22.2 | 11 | 6 | 54.5 |
| Number and Percentage of all HCPS Schools Meeting AMOs in Reading/Language Arts | | | | | | | | | |
| Year | Elementary | | | Middle | | | High | | |
| | Total # of Schools | Schools Meeting AMOs | | Total # of Schools | Schools Meeting AMOs | | Total # of Schools | Schools Meeting AMOs | |
| | | # | % | | # | % | | # | % |
| 2012 | 34 | 31 | 91.1% | 9 | 5 | 55.5% | 10 | TBD | TBD |

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Listed below are changes and/or adjustments that Harford County Public Schools will make to ensure student progress.

| HCPS School Improvement Measures 2012-2013 | | |
|---|-------------------------|--|
| 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. • Provide parents and school staff the opportunity to participate in the development of the SIP. • Submit SIP to the Executive Director of Elementary/Middle/High School Performance and Coordinator of School Improvement. • Conduct weekly ILT meetings to analyze student achievement data, identify students and staff needs, and plan professional development activities. • Conduct monthly/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. |

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SY 2011-12 data reflect that thirty-three elementary schools out of thirty-four schools (97%) met all Mathematics AMOs. In SY 2010-11, twenty-four of the thirty-three elementary schools made AYP (72.7%).

The SY 2011-12 data indicates that all (100%) of the district's middle schools met all Mathematics AMOs. In SY 2010-11, two out of nine (22.2%) of the district's middle schools met AYP.

Although Harford County Public School is pleased with the improvements in meeting AMOs 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 Mathematics.

| Number and Percentage of all HCPS Schools Making Adequate Yearly Progress (Reading and Mathematics) | | | | | | | | | |
|--|-----------------------|----------------------------|------|-----------------------|----------------------------|------|-----------------------|----------------------------|------|
| Year | Elementary | | | Middle | | | High | | |
| | Total # of Schools | Schools Making AYP | | Total # of Schools | Schools Making AYP | | Total # of Schools | Schools Making AYP | |
| | | # | % | | # | % | | # | % |
| 2004 | 33 | 33 | 100 | 8 | 5 | 62.5 | 10 | 8 | 80 |
| 2005 | 33 | 32 | 96.9 | 8 | 7 | 87.5 | 10 | 6 | 60 |
| 2006 | 33 | 31 | 93.9 | 8 | 7 | 87.5 | 10 | 8 | 80 |
| 2007 | 33 | 31 | 93.9 | 8 | 5 | 62.5 | 10 | 6 | 60 |
| 2008 | 33 | 30 | 90.9 | 9 | 3 | 33.3 | 10 | 9 | 90 |
| 2009 | 33 | 29 | 87.8 | 9 | 3 | 33.3 | 10 | 7 | 70 |
| 2010 | 33 | 28 | 84.8 | 9 | 4 | 44.4 | 11 | 5 | 45.4 |
| 2011 | 33 | 24 | 72.7 | 9 | 2 | 22.2 | 11 | 6 | 54.5 |
| Number and Percentage of all HCPS Schools Meeting AMOs in Mathematics | | | | | | | | | |
| Year | Elementary | | | Middle | | | High | | |
| | Total # of Schools | Schools Meeting AMOs | | Total # of Schools | Schools Meeting AMOs | | Total # of Schools | Schools Meeting AMOs | |
| | | # | % | | # | % | | # | % |
| 2012 | 34 | 33 | 97% | 9 | 9 | 100% | 10 | TBD | TBD |

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Listed below are changes and/or adjustments that Harford County Public Schools will make to ensure student progress.

| HCPS School Improvement Measures 2012-2013 | | |
|---|-------------------------|--|
| 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. • Provide parents and school staff the opportunity to participate in the development of the SIP. • Submit SIP to the Executive Director of Elementary/Middle/High School Performance and Coordinator of School Improvement. • Conduct weekly ILT meetings to analyze student achievement data, identify students and staff needs, and plan professional development activities. • Conduct monthly/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. |

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Special Education

HCPS is committed to providing a full continuum of supports, resources and services enabling all students the opportunity to achieve to their full potential in instructional environments that acknowledge and respond to individual needs. Students with disabilities receive supports and services by means of specialized instruction as determined by the Individualized Educational Plan/Individualized Family Service Plan (IEP/IFSP) Team process. The goal of the IEP /IFSP process is the provision of services in least restrictive environment; ensuring that students with disabilities are educated to the maximum extent appropriate with children who are nondisabled. Students with disabilities ages 3 through 21 years represented 13.8% of the total student population during SY 2011 – 12. HCPS also served as the lead agency for the provision of special education services for an additional 467 children with disabilities, birth to age 4, and their families.

| HCPS LRE DATA PLACEMENT DATA – OCTOBER 28, 2011 | | | | | | | | | |
|---|--------|---------------------------|--|---|---|----------------|--|---|--|
| 3-5 yrs | Home | Service Provider Location | Regular Early Childhood Program at least 49% | Regular Early Childhood Program – at least 10 hours | Regular Early Childhood Program – at least 10 hours – Extended IFSP | Separate Class | Regular Early Childhood Program 40-70% | Regular Early Childhood Program – Extended IFSP 40-70 % | Regular Early Childhood Program less than 10 hours |
| 686 | 0.15 % | 21.15 % | 2.19 % | 33.24 % | 20.70 % | 16.00 % | 1.17 % | 0.59 % | 1.90 % |

| HCPS LRE DATA PLACEMENT DATA – OCTOBER 28, 2011 | | | | | | | | | | | |
|---|---|---|--|--------|----------|--------|---------|-------------|---------|-------------------------|-------------------|
| 6-21 yrs | Inside Regular Education Program at 80% or more | Inside Regular Education Program 79 – 49% | Inside Regular Education less than 40% | Home | Hospital | Day | | Residential | | Correctional Facilities | Parentally Placed |
| | | | | | | Public | Private | Public | Private | | |
| 4,605 | 84 % | 3.97 % | 2.78 % | 0.56 % | 0.02 % | 2.61 % | 3.97 % | 0.00 % | 0.07 % | 0% | 2.0 % |

Initial analysis of data related to HCPS students with disabilities reflect the following needs:

- Increase the percent of children with disabilities birth to age 5 receiving IFSP/IEP supports and services in the natural environment with typical peers; and
- Reduce the percent of school-age children with disabilities referred and placed in more restrictive environments (>LRE C).

Approximately, 33.9% of HCPS students with disabilities are students in grades prekindergarten through 3. Of the total number of children receiving Part C special education services, 68.4% are ages 2 to 4 years. An examination of local data specific to early access in the LRE indicates a need for targeted actions to increase opportunities for children with disabilities birth to age 5.

During the SY 2011-12, 66% of HCPS preschool children with disabilities received IEP supports and services in a self-contained special education setting (MDOIEP, January 2012). It is important to note that this data factors out students receiving speech-only services. Similarly, 80% of all IFSP services for children ages 2 to 4 years received supports and services in the home setting as compared to the 18% of all IFSP services provided in a community

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setting (MDOIFSP, January 2012). 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.

In Harford County, 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 3.97% of students participating in the regular class setting for 40% or more of the school day (LRE B) (MSDE Census, 2012). Despite increased access to the general education setting in grades kindergarten through 12, school-age children 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.

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.

2011-2012 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 2 of RTTT:

- Attended all MSDE meetings associated with teacher and principal effectiveness, Common Core State Standards, and the Educator Effectiveness Academies (EEA).
- Assisted MSDE with the set-up and implementation of the EEA.
- Organized and facilitated the follow-up professional development to the EEA provided by HCPS.
- Organized the College Board pre-AP workshops for middle school teachers.
- Co-chaired the Harford County Educator Effectiveness Council sub-committee on teacher evaluation.
- Organized and facilitated RTTT Work Group meetings including all stakeholders identified in the Communication Chart.

Section B: Standards and Assessments

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

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

Projects and tasks accomplished during Year 2 of RTTT:

- Identified the principal and three teacher leaders from all 54 schools who participated in the EEA.
- Hosted, assisted, and participated in the 2012 EEA.
- Provided follow-up professional development for administrators and teachers unable to attend the EEA.
- Facilitated professional development workshops through the College Board for middle school teachers with

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regard to Pre-AP Effective Thinking Strategies and Pre-AP Argumentation and the Writing Process for middle school teachers.

- Facilitated professional development to other department chairs in the school system regarding the teacher appraisal process.
- Facilitated professional development using MSDE Universal Design for Learning course to all administrators.

Section C: Data Systems to Improve Instruction

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

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

Projects and tasks accomplished during Year 2 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.
- Hosted and coordinated HCPS participation in the Educator Effectiveness Academies.
- 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.
- Purchased eSchoolPlus upgrade.

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

Projects and tasks accomplished during Year 2 of RTTT:

- Created the Harford County Educator Effectiveness Council.
- Implemented the teacher and principal evaluation pilots.
- Identified the principal and three teacher leaders from all 54 schools who participated in the EEA.
- Organized and facilitated the follow-up professional development to the EEA provided by HCPS.
- 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.

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Section E: Turning Around Lowest Performing Schools

The RTTT Project Manager, Executive Directors of Secondary School Performance, the Executive Director of Community Engagement and Cultural Proficiency, and the Coordinator of School Improvement 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), and Universal Design for Learning (UDL), and Common Core State Standards.

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 Framework for SY 2012-13 instructional planning.