

Bridge to Excellence

Harford County Public Schools

Master Plan

2014 Annual Update



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

November 18, 2014

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
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
2014-2015**

Nancy Reynolds, *President*
Francis F. Grambo, III, *Vice President*
Alysson L. Krchnavy
Joseph A. Hau
James D. Thornton
Thomas Fitzpatrick
Arthur F. Kaff
Robert L. Frisch
Cassandra R. Beverly, *Esquire*
Benjamin C. Barsam, *Student Representative*

Barbara P. Canavan
SUPERINTENDENT OF SCHOOLS
102 S. Hickory Avenue
Bel Air, Maryland 21014

Harford County Public Schools Bridge to Excellence Master Plan

Strategies to Manage the Master Plan

Development and Implementation of the Master Plan

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

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

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

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

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

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

Acknowledgements

Tammy Abbate

Assistant Supervisor of Reading, English, and Language Arts

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Supervisor of Foreign Language and ESOL

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Supervisor of Music

Cornell Brown, Jr.

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Budget Specialist

Edward Fields

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George Toepfer

Supervisor of Social Studies

Thomas Webber

Assistant Supervisor, Office of Compensatory Education/Title I

Renee Villareal

Coordinator of School Improvement

**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

2014 Master Plan Annual Update

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

Master Plan Annual Update Part I

Due: November 18, 2014

Local Education Agency Submitting this Report:

Harford County Public Schools

Address:

**102 South Hickory Avenue
Bel Air, MD 21014**

Local Point of Contact:

Renee Villareal

Telephone:

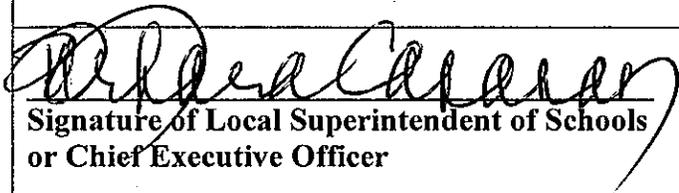
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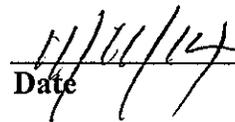
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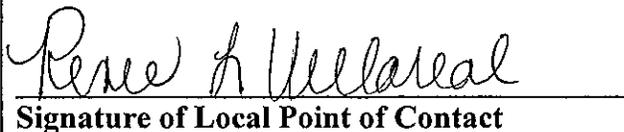
Renee.Villareal@hcps.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2014 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

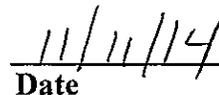

Date

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Local Planning Team Members

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.

Name	Affiliation/Title
Susan Austin	Director of Special Education
Kimberly Banks	Supervisor of World Languages and ESOL
James Boord, III	Supervisor of Music
Susan Brown, Ed. D.	Executive Director of Curriculum
Barbara P. Canavan	Superintendent of Harford County Public Schools
Peter Carpenter, Ed. D.	Coordinator of Accelerated Learning and Intervention Programs
Eric Clark	Grants Accountant
Mary Edmunds	Budget Specialist
Edward Fields	Director of Budget
Susan Garrett	Supervisor of Career Programs and Art
Kathy Griffin	Coordinator of Early Childhood
Howard Kutcher, Ed. D.	Senior Manager – Human Resources
Laurie Namey	Supervisor of Equity and Cultural Proficiency
Steve Lentowski	Director of Student Services
Jean Mantegna	Assistant Superintendent for Human Resources
Sarah Morris	Supervisor of Mathematics
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Jeannine Ravenscraft	Budget Analyst
Andrew Renzulli	Supervisor of Science
Kristine Scarry	Supervisor of English, Reading, and Language Arts
Joseph Schmitz	Executive Director of Secondary Education
Phillip Snyder	Supervisor of Accountability
Mary Beth Stapleton	Coordinator of Grants
Jacqueline Tarbert	Coordinator of Curriculum & Professional Development
George Toepfer	Supervisor of Social Studies
Renee Villareal	Coordinator of School Improvement

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. Beginning 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

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 37,842 students in fiscal 2014. HCPS is the 149th largest school system of the 13,588 regular school districts in the country when ranked by enrollment¹. This places HCPS in the top one percent of school districts by size. HCPS is ranked 8th of the 24 school districts in the State of Maryland. The student body will be served by a projected 5,261 FTE teaching and staff positions for fiscal 2015. The enrollment for FY 2015 is projected to continue to decline. The expected decrease in enrollment will have minimal impact when spread over the 54 schools in the system and will not impact the master plan implantation.

Harford County has 54 public schools along with 45 nonpublic schools² located within the County. Citizens in the County have a choice of public or private schools. Approximately 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 52,171 of which 38,637 or 74% attended public schools. School enrollment was 35,963 in 1994 and reached a peak in 2004 of 40,294 and has declined to 37,842 in 2014.

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

² Maryland State Department of Education Fact Book for the Fiscal Year 2012-2013, page 7.

³ www.harfordbusiness.org

The Fiscal Year 2015 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.

The primary increase in expenditures of the Unrestricted fund between budgetary years 2009 to 2015 are costs deemed necessary to provide mandated services, meet contractual obligations and to maintain the integrity of the instructional programs. Significant cost factors during this period include, but are not limited to, \$16.0 million to maintain employee/retiree health and dental benefits, \$9.0 million increase in employee pension cost, \$2.4 million increase to provide mandated special education services and \$1.7 million increase for transportation services. For five of the last six years, HCPS employees have not received step increases or Cost of Living Adjustments. HCPS employees received their only salary/wage increase during this period in fiscal year 2013 which totaled \$10.0 million.

With limited new revenue, the Unrestricted Fund budget required innovative thinking in order to cover the additional costs. In response to this challenge, all areas of the budget were examined with an emphasis on preserving critical programs related to student achievement, creating greater efficiencies in all operating areas, and making difficult decisions on cost reductions that would least impact students. The budget shortfall during fiscal years 2010 to 2015 was resolved, in part, by:

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

Even with the implementation of these cost saving measures, an additional \$4.4 million of fund balance was required to balance the Unrestricted Operating Budget since fiscal year 2009. In fiscal year 2014, a total of \$5.5 million of fund balance was required to support ongoing operating expenditures.

The fiscal year 2015 budget includes the following increased costs: \$.4 million in teacher pension costs, other cost of doing business expenses of \$2.7 million and health/dental insurance increase of \$3.1 million. Combined with a decrease in revenue of \$.5 million, HCPS faced a budgetary shortfall of \$6.7 million. The budgetary shortfall was absorbed via employee turnover savings of \$2.8 million, \$1.2 million of operating cost reductions and the elimination of non-recurring costs of \$2.7 million. It is important to note that HCPS employees did not receive a wage increase during five of the last six fiscal years. An additional 7.0 FTE positions are included in the fiscal 2015 operating budget. 5.0 FTE were positions formerly funded under the Race to the Top grant.

Every effort was made to be fiscally conservative in preparing the 2015 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 \$427.0 million, \$29.3 million and \$33.6 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.

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 2014 revenue meet expectations as anticipated in the Master Plan Update for 2013? 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 FY 2014 was \$387,611 or .09% variance from the budget of \$452,434,493.

- 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

- 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. Are there unclaimed balances 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 liquidate the balance, including a date by which the expenditures will be claimed.**

All RTTT funds distributed to HCPS will be fully expended by project end dates.

- 1. 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.

- 2. For each project, identify the current expenditures, encumbrances and balance available.**

Not Applicable

- 3. For any unobligated balances, please provide the plans for obligating the balance, including expected time of the obligation and the amount**

Not Applicable

- 4. Does the LEA anticipate any challenges in implementing the activities included in the No Cost Extension Request? If so, please identify the challenges at the project level and activity, if applicable.**

Not Applicable

MSDE LEA 2014 Race to the Top Close Out Planning Tool Report

*Please complete these critical reflection questions for those projects that will be completed and finalized by **September 23, 2014**.*

LEA:	Harford County Public Schools
LEA Point of Contact:	Susan P. Brown, Ed. D.

All information in this MSDE LEA 2014 Race to the Top Close Out Planning Tool reflects work from the entire Race to the Top Grant period. If you do not have a project in an Assurance Area, please mark it “N/A.” IF a project applies to multiple Assurance Areas, please select one and make a note of explanation in the “Rationale” column. Pleaser create additional lines if you need them.

Assurance Area A: Executive Summary

In the 2010-2011 school year, Harford County Public Schools (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, Dr. Susan Brown, to monitor HCPS progress toward achieving the goals and activities outlined in the RTTT application. Dr. Brown sat on the Superintendent’s Leadership Team and dedicated 75% of her work to oversee RTTT and 25% of her work overseeing all HCPS intervention services. Additionally, Dr. Brown 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 emerged in HCPS. Under the direction of the new Superintendent, Dr. Brown serves as the Executive Director for Curriculum, Instruction, and Assessment for the school system and is no longer paid through RTTT funds. The Executive Director remains the Project Manager and oversees all the RTTT projects, as well as completes all reports associated with the RTTT grant.

The Coordinator of Grants, the Grants Accountant, and the RTTT Project Manager worked together to ensure all current and future funding streams and expenditures are aligned with RTTT Scopes of Work, including the *Master Plan 2014 Update*, and worked in concert with Maryland State Department of Education’s RTTT evaluator. Finally, the RTTT Project Monitor closely monitored the implementation of the K-12 STEM Education Strategy to ensure that progress is achieved and aligned with all RTTT initiatives.

HCPS benefited greatly by the RTTT grant. Through the RTTT grant, HCPS was able to support Dr. Brown's work as she oversaw and managed the entire RTTT grant. This allowed for consistency with all managerial tasks and program implementation. This project was implemented at the highest quality, and even though Dr. Brown's salary has been sustained through operating funds, she is still the project manager for the RTTT grant.

What is your sustainability plan for your work in Assurance Area A? Identify the resources you will be using to sustain this work.

Since the Executive Director for Curriculum, Instruction, and Assessment continues to manage all aspects of the RTTT grant, as well as the implementation of Common Core State Standards, MD College and Career Ready Standards, K-12 STEM initiatives, and the transition to PARCC, sustaining all assurance areas of the RTTT grant.

Project #	Summary of Work & Implemented Activities, including Quality of Implementation	Rationale/Obstacles (related to amendments, activities, timeline, and/or funding)
1	<p>Projects and tasks accomplished during RTTT implementation. (Some projects and tasks were implemented over the entire course of the RTTT grant; Year 4 accomplishments are noted.):</p> <ul style="list-style-type: none"> • 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 EEAs. • Organized the College Board pre-AP workshops for middle school teachers. • Organized and facilitated the follow-up professional development to the EEAs provided by HCPS. • Prepared, organized, implemented, and facilitated the <i>Shifts in Education Conference</i>, 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, Charlotte Danielson's, Framework for Teaching, and Student Learning Objectives. 	<p>These projects and accomplishments afforded HCPS the opportunity to build teachers' and administrators' capacity throughout the four-year period of the RTTT grant. Even though Dr. Brown was no longer paid through the RTTT grant in years 3 and 4, she continued to provide leadership, oversight, and continuity to all the RTTT initiatives and projects.</p> <p>Through the availability of RTTT grant funds, HCPS was able to provide large scale professional development to administrators and teachers with regard to Common Core State Standards, MD College and Career Ready Standards, K-12 STEM initiatives, the transition to PARCC, School Improvement initiatives, as well as Teacher and Principal Evaluation. Evidence includes teacher observation/evaluation, agendas, and feedback tools such as surveys and school</p>

	<ul style="list-style-type: none"> • Prepared, organized, implemented, and facilitated the <i>Curriculum Development Institute (CDI)</i> for teacher leaders in all content areas with regard to Common Core State Standards, Maryland College and Career Ready Standards, PARCC, Assessment, Special Education, Professional Development, and Technology. Additionally, teacher leaders who attended the CDI were invited to attend a two-day follow-up session on assessment with Jay McTighe as a consultant. (Year 4; June-July 2014) • Supported the <i>School Improvement Conference</i> as school improvement initiatives relate to Common Core State Standards, MD College and Career Ready Standards, PARCC, and accountability. (Year 4; July 2014) • Co-chaired the Harford County Educator Effectiveness Council sub-committee on teacher evaluation. • Worked with the Harford County Education Association to determine the model for teacher evaluation. (Year 4; Entire SY13-14) • 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. <p>*See each assurance area for projects and tasks accomplished throughout the four years of the RTTT grant. All were overseen by the RTTT Project Manager.</p>	visits.
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Assurance Area B: Standards and Assessments

Harford County Public Schools (HCPS) committed to working with the Maryland State Department of Education (MSDE) in the alignment of curriculum, instruction, and assessment with regard to the Maryland College and Career Ready Standards (MDCCRS) to ensure academic rigor for all students

since 2003. In the past, HCPS devoted time and resources regarding the development and implementation of the State Curriculum, as well as the vital instructional tools currently located on the Online Instructional Toolkit through multiple professional development opportunities with teachers. As MSDE transitions to the Common Core State Standards, HCPS 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 worked with MSDE on the Gap Analysis alignment between the State Curriculum and the Common Core State Standards (CCSS). This curriculum development was adopted by the State Board of Education in June 2011, and it is essential for HCPS administrators and supervisors to ensure all teachers fully embrace the 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 2 of RTTT and sustained in years 3 and 4 of the RTTT grant, as well as beyond the grant period.

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 continues to investigate how Science, Technology, Engineering and Mathematics (STEM) education is provided to students. The Harford County Board of Education, the Superintendent, industry partners, parents, and school-based leadership agree to increase the number of HCPS students fully prepared to pursue successful STEM related careers. To that end, HCPS is in the process of developing a K-12 STEM Education Strategy that infuses the work accomplished at the State regarding interdisciplinary STEM-based curriculum. HCPS continues to work to identify specific curricular connections and opportunities and change current course offerings as needed.

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

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

Professional Development

HCPS participated in all professional development in order to ensure all teachers are trained and knowledgeable about the CCSS, PARCC, and Teacher/Principal Evaluation, including 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 four 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.

HCPS benefited greatly by the RTTT grant. Through the RTTT grant, HCPS hired Model Department Chairpersons in Mathematics, English, Science and Social Studies. HCPS requested the mathematics, science, and English chairpersons be supported by RTTT as they played a key role in the creation and implementation of the HCPS STEM initiative and content delivery, including transition to CCSS, MDCCRS, and PARCC, as well as provided invaluable support related to teacher observation/evaluation. In addition to the working with middle and high schools, the Model Department Chairperson collaborated 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. This support assisted with the transition to the Department Chair model at secondary schools. While this project was implemented at the highest quality and impacted all secondary schools, operating budget constraints impacted the Department Chair model at the secondary schools.

Additionally, the RTTT funds enabled HCPS to contract with College Board to increase the strategies currently offered in our schools regarding college preparedness, including parental outreach, SAT/ACT preparation and successful student completion of AP exams. This project was implemented with high quality; however, feedback from teachers and content supervisors regarding the professional development for middle school strategies were negative. Due to this feedback, the funds were restructured and amended to support other projects. HCPS was able to continue to support schools regarding college preparedness through the operating budget.

What is your sustainability plan for your work in Assurance Area B? Identify the resources you will be using to sustain this work.

Since the Executive Director for Curriculum, Instruction, and Assessment continues to manage all aspects of the RTTT grant, as well as the implementation of Common Core State Standards, MD College and Career Ready Standards, K-12 STEM initiatives, and the transition to PARCC, sustaining all assurance areas of the RTTT grant.

Additionally, the Model Department Chair position was reorganized to create an 11-month Teacher Specialist position in the four core content areas. These positions continue the work of the Model Department Chairs and report to the Content Supervisor and the Coordinator of Leadership and Professional Development.

Fiscal resources from the operating budget will continue to support curriculum and assessment writing, as well as professional learning to sustain the Common Core State Standards, MD College and Career Ready Standards, K-12 STEM initiatives, and the transition to PARCC, as well as sustaining all assurance areas of the RTTT grant.

NOTE: If you have received a No Cost Extension, please identify the project(s) and funding for Year 5 and itemize the goals and activities in the attached Action Plan Template

Project #	Summary of Work & Implemented Activities, including Quality of Implementation	Rationale/Obstacles (related to amendments, activities, timeline, and/or funding)
2 and 3	<p>Projects and tasks accomplished during RTTT implementation. (Some projects and tasks were implemented over the entire course of the RTTT grant; Year 4 accomplishments are noted)</p> <ul style="list-style-type: none"> • Identified the principal and three teacher leaders from all 54 schools who participated in the EEA. • Hosted, assisted, and participated in the 2011, 2012, and 2013 EEAs. • Provided follow-up professional development for administrators and teachers unable to attend the EEA. • Hired Model English, Mathematics and Science Department Chairpersons. (Year 4; Entire SY13-14) • Developed a plan and activities to partner with the College Board to expand programs designed to increase student achievement and college readiness. • Facilitated professional development workshops through the College Board for middle school teachers with 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 and Common Core State Standards, MD College and Career Ready 	<p>RTTT funds were provided for Project #3: AP/SAT College Board. These funds were used to contract with College Board to build teacher and administrator capacity to increase college readiness opportunities for students. This line item was completed in year 1 of the grant and was subsumed by operating funds.</p> <p>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 schools 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</p>

	<p>Standards, and PARCC. (Year 4; Entire SY13-14)</p> <ul style="list-style-type: none"> • Facilitated professional development using MSDE Universal Design for Learning course to all administrators. • resented to the Board of Education and Harford County elected officials with regard to Common Core State Standards and PARCC. 	<p>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.</p> <p>It was uncertain if HCPS would be able to sustain the Model Department Chair positions after the RTTT grant expired. HCPS was able to sustain the position-in the form of a Teacher Specialist. The Teacher Specialist position includes the same job duties as the Model Department Chair, as well as additional duties. Social Studies, which wasn't included in the RTTT grant, has also been sustained.</p> <p>Through the availability of RTTT grant funds, HCPS was able to provide large scale professional development to administrators and teachers with regard to Common Core State Standards, MD College and Career Ready Standards, K-12 STEM initiatives, the transition to PARCC, School Improvement initiatives, as well as Teacher and Principal Evaluation. Evidence includes teacher observation/evaluation, agendas, time and effort sheets, and feedback tools such as surveys and school visits.</p> <p>Having three individuals support the transition to Common Core who worked directly with teachers was paramount to the success of the RTTT grant.</p>
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Assurance Area C: Data Systems to Support Instruction		
OVERVIEW SUMMARY:		
<p>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 <i>Race to the Top</i> (RTTT) plan for strengthening classroom instruction.</p> <p>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.</p> <p>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 was required to support teachers as they accessed the system. RTTT funds have allowed HCPS to hire an Instructional Data Specialist (IDS) who reported 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 worked 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 identified funding through the operating budget to sustain this position after the grant ended as this position continues to identify system needs and provides teachers with timely technical support in the proficient use of the IIS and Performance Matters.</p> <p>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).</p> <p>The IIS became part of school-based and central office professional development activities as follow-up from the Educator Effectiveness Academies (EEA). The technology infrastructure also allowed teachers to participate in independent professional development and HCPS sustained the data integration system and future costs associated with this infrastructure through the operating budget after the RTTT funding ends.</p>		

HCPS has 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 administrators and teachers using data to inform instruction provides a strong foundation needed for the IIS.

HCPS benefited greatly by the RTTT grant. Through the RTTT grant, HCPS was able to create and sustain the IDS position. The IDS is able to work directly with the Performance Matters Liaison in each of the 54 schools, providing a systemic approach to the implementation of Performance Matters in the classroom. Through this work, the IDS has been able to build teacher capacity through professional development regarding utilizing data in instruction, as well technical expertise on the Performance Matters scanners. Additionally, the IDS created an Intervention Module that all schools use to track intervention, as well as a 6th grade data sheet that all schools use to appropriately place students as they transition from elementary school to middle school. Without this position, this work would either not be accomplished or not be accomplished in a timely manner. This project was implemented at the highest quality.

Additionally, the RTTT funds enabled HCPS to identify and address the gaps in current HCPS data system and technological infrastructure, to support efforts in the successful development and eventual HCPS transition to the IIS and purchase eSchoolPlus upgrade. This project was implemented at the highest quality and impacted all 54 schools. Without these funds, this project may have taken longer to implement, as well as had an infrastructure impact on schools.

What is your sustainability plan for your work in Assurance Area C? Identify the resources you will be using to sustain this work.

Since the Executive Director for Curriculum, Instruction, and Assessment continues to manage all aspects of the RTTT grant, as well as the implementation of Common Core State Standards, MD College and Career Ready Standards, K-12 STEM initiatives, and the transition to PARCC, sustaining all assurance areas of the RTTT grant.

Additionally, the Instructional Data Specialist position was sustained in whole under the operating budget and resides in the Office of Accountability. The IDS continues the work set forth in the RTTT grant, supporting administrator and teacher learning.

The upgrade to eSchoolPlus has been sustained through the operating budget.

NOTE: If you have received a No Cost Extension, please identify the project(s) and funding for Year 5 and itemize the goals and activities in the attached Action Plan Template

Project #	Summary of Work & Implemented Activities, including Quality of Implementation	Rationale/Obstacles (related to amendments, activities, timeline, and/or funding)
4 and 5	Projects and tasks accomplished during RTTT implementation:	It was uncertain if HCPS would be able to sustain the

	<ul style="list-style-type: none"> • Identified and addressed 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. • Hired an Instructional Data Specialist (IDS) to provide immediate support for all HCPS teachers currently learning to analyze assessment data to inform instructional practice. (Year 4; Entire SY13-14). • Planned and facilitated the Charlotte Danielson's, <i>Framework for Learning Self-assessment</i> session at the <i>Shifts in Education Conference</i>, where close to 1400 teachers participated in professional learning. • Assisted with the implementation of Performance Matters FASTe Observer. (Year 4; Fall 2014) 	<p>Instructional Data Specialist position after the RTTT grant expired. HCPS was able to sustain the position. The IDS continues to perform the same job duties as he did during the RTTT grant period.</p> <p>Through the availability of RTTT grant funds, HCPS was able to provide large scale professional development to administrators and teachers with regard to Common Core State Standards, MD College and Career Ready Standards, K-12 STEM initiatives, the transition to PARCC, as well as Teacher and Principal Evaluation. Evidence includes teacher observation/evaluation, agendas, time and effort sheets, and feedback tools such as surveys and school visits.</p> <p>Having one individual working directly with administrators and teachers was paramount to the success of the RTTT grant.</p>
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Assurance Area D: Great Teachers and Leaders

OVERVIEW SUMMARY:

As mandated by the Maryland Education Reform Act of 2010, Harford County Public Schools (HCPS) ensured the new performance evaluation system for teachers and principals was 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 beginning in 2010.

In order to support the 2012-13 Teacher Evaluation Pilot, HCPS contracted with performance Matters to purchase FASTe Observer to support teacher observation, evaluation, and professional growth in the third year of the grant. At the time, HCPS thought the new program would complement the

instructional data warehouse and assist administrators and teachers in the observation/evaluation process.

HCPS hired Model Department Chairpersons in Mathematics, English, Science and Social Studies. HCPS requested the mathematics, science, and English chairpersons be supported by *Race to the Top* as they played a key role in the creation and implementation of the HCPS STEM initiative and content delivery, including transition to CCSS, MDCCRS, and PARCC, as well as provided invaluable support related to teacher observation/evaluation. In addition to the working with middle and high schools, the Model Department Chairperson collaborated with the Office of Leadership and Professional Development in the development of programs to facilitate the preparation and transition of department chairpersons to their new role.

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

In March 2011, HCPS hired a Coordinator of Teacher Induction who reports to the Coordinator of Leadership and Professional Development. The Coordinator of Teacher Induction was 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.

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

HCPS identified funding through the operating budget to sustain the Coordinator of Teacher Induction position after the grant ended as this position continues to: revise the induction program for new teachers; assess school needs regarding new teachers and assigning of mentors as appropriate; provide ongoing training for mentors; and assist principals in evaluation of mentors.

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

Educator Effectiveness Academies

As discussed in Section B, HCPS hosted, as well as participated in the Educator Effectiveness Academies (EEA). Principals and three teacher leaders from each school attended the event, as well as central office staff. HCPS provided optional follow-up professional development to administrators and teachers in an effort to build capacity for administrators and teachers who were unable to participate in the Academies, or who wanted to further their learning.

Throughout all four years of the grant, all teachers were trained in the new Instructional Improvement System (IIS). School-based teams were using the information provided in the EEA to build on the professional development done system-wide using the Classroom-focused Improvement Process (CFIP). HCPS worked 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.

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. 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.

In addition, HCPS instituted a *Curriculum Development Institute* to create teacher leaders in the area of MD College and Career Ready Standards, STEM Education, College, Career, and Civic Social Studies Standards, and other national curriculum standards. Additionally, teachers attended sessions with Jay McTighe as the consultant on assessment, as well as sessions on professional learning standards, special education, technology infusion, and assessment writing.

These teacher leaders continue to work with Content Supervisors and School Instructional Leadership Teams to develop aligned curricula materials for use with all HCPS teachers. Follow-up with these teachers in additional "Levels" of curriculum development will occur throughout SY 14-15 and beyond.

HCPS conducted a *School Improvement Conference* that included sessions on MDCCRS and PARCC assessment, as well as teacher evaluation and best practices in school improvement. All administrators and school improvement facilitators (teachers) from all 54 schools attended the conference.

Moreover, teacher leaders continue to work closely with the content supervisors on curriculum projects directly related to the implementation of MDCCRS and assessment.

As HCPS transitioned 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, science, and school improvement conferences. Information learned will be shared with school based administrators and teachers throughout 2013-2014 professional development.

HCPS benefited greatly by the RTTT grant. Through the RTTT grant, HCPS was able to create and sustain the Coordinator of Teacher Induction position. This position has impacted teacher capacity

through professional development and direct support to schools. The Coordinator of Teacher Induction has been able to revise and sustain all aspects of the HCPS Teacher Induction work. Although HCPS currently has approximately 727 probationary teachers, it is not related to the support that the Coordinator of Teacher Induction provides to these teachers. HCPS has had high teacher turnover the last couple of years due to a number of factors, i.e., lack of compensation. Even with this turnover, approximately 200 untenured teachers attend the voluntary and mandatory professional development in August, as well as throughout the school year. The Coordinator of Teacher induction also works with Instructional Facilitators and Teachers Mentors, who provide professional development directly to the new teachers, most specifically at the school level. This work provides a systemic focus for HCPS. This project was implemented at the highest quality.

In addition to the Coordinator of Teacher Induction, HCPS has benefited greatly in the area of professional development and curriculum and assessment writing. HCPS was able to transition to the MDCCRS and PARCC more efficiently because HCPS was able to provide compensation for teachers during the summer and the evenings for intentional professional development around the shift. This project was implemented at the highest quality and is noticeable when visiting teacher classrooms; however, because the professional development was voluntary, not all teachers received the same amount of professional development. This does cause gaps that content supervisors and principals address as they observe and evaluate teachers.

Moreover, without RTTT funds, HCPS would not have been able to explore the FASTe observation tool from Performance Matters. This allowed the county an opportunity to investigate an electronic observation tool even though the tool was not successful. This project was implemented with high quality; however, there were many concerns around FASTe. This did give HCPS an opportunity to determine what was wanted in such a tool.

What is your sustainability plan for your work in Assurance Area D? Identify the resources you will be using to sustain this work.

Since the Executive Director for Curriculum, Instruction, and Assessment continues to manage all aspects of the RTTT grant, as well as the implementation of Common Core State Standards, MD College and Career Ready Standards, K-12 STEM initiatives, and the transition to PARCC, sustaining all assurance areas of the RTTT grant.

Additionally, the Coordinator of Teacher Induction position was sustained in whole under the operating budget and resides in the Office of Leadership and Professional Development. The Coordinator continues the work set forth in the RTTT grant, supporting administrator and teacher learning. The administrative support for this position has been subsumed by the operating budget.

As stated previously, the Model Department Chair position was reorganized to create an 11-month Teacher Specialist position in the four core content areas. These positions continue the work of the Model Department Chairs and report to the Content Supervisor and the Coordinator of Leadership and Professional Development.

The upgrade to FASTe Observer has been discontinued. This work was subsumed by HCPS Office of Informational Technology.

Administrators and teacher leaders continue to work with Content Supervisors and School Instructional

Leadership Teams to develop aligned curricula materials for use with all HCPS teachers. Follow-up with these administrators and teachers will occur throughout SY 14-15 and beyond. Moreover, teacher leaders continue to work closely with the content supervisors on curriculum projects directly related to the implementation of MDCCRS and assessment.

Fiscal resources from the operating budget will continue to support curriculum and assessment writing, as well as professional learning to sustain the Common Core State Standards, MD College and Career Ready Standards, K-12 STEM initiatives, and the transition to PARCC, as well as sustaining all assurance areas of the RTTT grant.

NOTE: *If you have received a No Cost Extension, please identify the project(s) and funding for Year 5 and itemize the goals and activities in the attached Action Plan Template .*

Project #	Summary of Work & Implemented Activities, including Quality of Implementation	Rationale/Obstacles (related to amendments, activities, timeline, and/or funding)
6, 7, and 9	<p>Projects and tasks accomplished during RTTT implementation:</p> <ul style="list-style-type: none"> • Hired the Coordinator of Teacher Induction. (Year 4; Entire SY13-14) • Implemented the HCPS Teacher Induction Program. (Year 4; Entire SY13-14) • Participated in MSDEs Teacher Induction Academy for LEA Coordinators. (Year 4; Summer 2014) • Provided professional development for mentors and instructional facilitators. (Year 4; Entire SY13-14) • Assessed school needs regarding new teachers and assigned current mentor teachers as appropriate. (Year 4; Entire SY13-14) • Hired the Model Department Chairpersons. (Year 4; Entire SY13-14) • 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. • Participated in MSDEs Aspiring Leaders' Academy and Executive Officer professional development opportunities. (Year 4; Entire SY13-14) • Created the Harford County Educator 	<p>A budget amendment was requested in Years 3 and 4 of the RTTT grant for Project #9 Performance Matters Initiative. This budget amendment afforded HCPS the opportunity to contract with Performance Matters to purchase FASTe Observer to support teacher observation, evaluation, and professional growth in the third year of the grant. At the time, HCPS thought the new program would complement the instructional data warehouse and assist administrators and teachers in the observation/evaluation process.</p> <p>The system was implemented with a few tech-savvy principals, and focused on the Danielson Framework for Teaching; however, problems emerged. The larger the group, the more problems became evident. The main challenge with Project 9 was</p>

	<p>Effectiveness Council.</p> <ul style="list-style-type: none"> • Implemented the Teacher and Principal Evaluation Pilots and began the 2013-14 school year with the models in place. (Year 4; Entire SY13-14) • Worked with the Harford County Education Association to determine the model for teacher evaluation. (Year 4; Entire SY13-14) • Worked with the Association of Public School Administrators and Supervisors of Harford County to determine the principal evaluation model. • Provided professional development on Charlotte Danielson's, <i>Framework for Learning</i> to Instructional Leadership Teams, Content Supervisors and Coordinators, and Department Chairs through the Danielson Group. • Prepared, organized, implemented, and facilitated the <i>Shifts in Education Conference</i>, 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, Charlotte Danielson's, <i>Framework for Teaching</i>, and Student Learning Objectives. • Instituted a <i>Curriculum Development Institute</i> to create teacher leaders in the area of MD College and Career Ready Standards, STEM Education, College, Career, and Civic Social Studies Standards, and other national curriculum standards. Additionally, teachers attended sessions with Jay McTighe as the consultant on assessment, as well as sessions on professional learning standards, special education, technology infusion, and assessment writing. (Year 4; June and July 2014) • Developed MDCCRS and PARCC aligned curricula materials for use with all HCPS teachers. (Year 4; Entire SY13-14) • Conducted a <i>School Improvement Conference</i> that included sessions on 	<p>with the Performance Matters system itself. There were several “bugs” in the program and HCPS discontinued the contract with regard to the FASTe Observer.</p> <p>It was uncertain if HCPS would be able to sustain the Coordinator of Teacher Induction position after the RTTT grant expired. HCPS was able to sustain the position. The Coordinator continues to perform the same job duties as she did during the RTTT grant period.</p> <p>Through the availability of RTTT grant funds, HCPS was able to provide large scale professional development to administrators and teachers with regard to Common Core State Standards, MD College and Career Ready Standards, K-12 STEM initiatives, the transition to PARCC, and School Improvement initiatives, as well as Teacher and Principal Evaluation. Evidence includes teacher observation/evaluation, agendas, time and effort sheets, and feedback tools such as surveys and school visits.</p> <p>Having three individuals support the transition to Common Core who worked directly with teachers was paramount to the success of the RTTT grant.</p> <p>Having one person coordinate all new teacher and teacher mentor professional</p>
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	<p>MDCCRS and PARCC assessment, as well as teacher evaluation and best practices in school improvement. All administrators and school improvement facilitators (teachers) from all 54 schools attended the conference. (Year 4; July 2014)</p> <ul style="list-style-type: none"> • Purchased Performance Matters FASTe Observer. 	<p>development was paramount to the success off the RTTT grant.</p>
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Assurance Area E: Turning Around Low Performing Schools

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

Level	Harford County Public Schools Focus Schools
Elementary	William Paca Elementary School
Middle	Aberdeen Middle School
	Edgewood Middle School
	Havre de Grace Middle School
	Magnolia Middle School
High	Aberdeen High School
	Center for Alternative Education
	Joppatowne 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 worked with the Executive Director of Middle and High School Performance, the Executive Director of Community Engagement and Cultural Proficiency, and the Coordinator of School Improvement to plan and implement secondary school improvement initiatives.

Through the direction of the RTTT Project Manager, and the 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. After reviewing School Improvement Plans during year one of the grant, activities were implemented in year two.

HCPS benefited greatly by the RTTT grant in the area of School Improvement initiatives. HCPS was able to provide school specific professional learning for teachers on Universal Design for Learning, as well as provide a School Improvement Conference for 54 schools. HCPS was able to provide compensation for teachers during the summer and the evenings for this intentional professional learning. Through this project, HCPS investigated how school improvement initiatives were implemented systemically as well. This project was implemented at the highest quality and is noticeable when visiting schools; however, because the professional development was voluntary, not all administrators and teachers received the same amount of professional development. This does cause gaps that the Coordinator of School Improvement addresses as she works with schools.

What is your sustainability plan for your work in Assurance Area E? Identify the resources you will be using to sustain this work.

Since the Executive Director for Curriculum, Instruction, and Assessment continues to manage all aspects of the RTTT grant, as well as the implementation of Common Core State Standards, MD College and Career Ready Standards, K-12 STEM initiatives, and the transition to PARCC, sustaining all assurance areas of the RTTT grant.

After RTTT funding ends, HCPS will continue to identify fiscal resources to support targeted interventions and supports for school in improvement. Additionally, HCPS has instituted a Central School Improvement Team, which consists of representatives from the Offices of Mathematics, English/Language Arts/Reading, Accountability, School Improvement, and Special Education. This team meets on a regularly scheduled basis and makes recommendations to the Central Instructional Leadership Team.

NOTE: If you have received a No Cost Extension, please identify the project(s) and funding for Year 5 and itemize the goals and activities in the attached Action Plan Template

Project #	Summary of Work & Implemented Activities, including Quality of Implementation	Rationale/Obstacles (related to amendments, activities, timeline, and/or funding)
8	<p>Projects and tasks accomplished during RTTT implementation:</p> <ul style="list-style-type: none"> • Conduct a needs assessment of secondary schools in improvement through the School Improvement Planning process and identify schools for targeted interventions and supports. • Planned and implemented a hybrid online MSDE Universal Design for Learning course targeting secondary school teachers working in schools on HCPS identified 	<p>These projects and accomplishments afforded HCPS the opportunity to build teachers' and administrators' capacity in schools, especially in year 2 of the RTTT grant. Although the funding for Project #8 was completed in year 2 of the RTTT grant, HCPS continues to work with all</p>

	<p>list.</p> <ul style="list-style-type: none"> • Applied UDL principles to the Common Core Framework for SY 2012-13 instructional planning. • Conducted a <i>School Improvement Conference</i> that included sessions on MDCCRS and PARCC assessment, as well as teacher evaluation and best practices in school improvement. All administrators and school improvement facilitators (teachers) from all 54 schools attended the conference. (Year 4; July 2014) 	<p>schools with regard to school improvement initiatives.</p> <p>Through the availability of RTTT grant funds, HCPS was able to provide large scale professional development to administrators and teachers with regard to Common Core State Standards, MD College and Career Ready Standards, K-12 STEM initiatives, the transition to PARCC, as well as School Improvement initiatives. Evidence includes teacher observation/evaluation, agendas, and feedback tools such as surveys and school visits.</p>
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Race to the Top Scopes of Work
Section A: State Success Factors
(ONLY for LEAs with an approved no cost extension)

Narrative: Not applicable to Harford County Public Schools.

Action Plan: Section A

Goal(s):

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Section A: State Success Factors	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measures	Recurring Expense: Y/N
<i>MOU Requirements: (No)</i> <i>Additional Required Activities</i>							
1. Cooperate with national and statewide evaluation							
<i>Tasks/Activities:</i>							
1.							
2.							

Race to the Top Scopes of Work
Section B: Standards and Assessments
(ONLY for LEAs with an approved no cost extension)

Section B: Standards and Assessments

Narrative: Not applicable to Harford County Public Schools.

Action Plan: Section B

Goal(s):

Section B: Standards and Assessments	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measures	Recurring Expense: Y/N
<i>MOU Requirements: (No) Additional Required Activities</i>							
1. Cooperate with national and statewide evaluation							
<i>Tasks/Activities:</i>							
1.							
2.							
3.							

Elementary and Secondary Education Flexibility

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).

***Focus and Priority Schools – prompts provided in Attachment 7 of Part II (Title I)**

Not applicable. No Title I Rewards schools.

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	8	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	8	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	6	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	8	89.4	90.7	92
	FARMS	78.2	80	81.8	83.6	85.5	87.3	89.1

2014 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:

***Data tables (2.1 – 2.2.)**

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

89.7% of the Grade 3-5 students scored as proficient in reading. This is a decrease of 1.2%. The largest decline was in the Limited English Proficient population with a 20.3% drop in proficiency. Similarly, 85.5% of Grade 6-8 students scored as proficient in reading. This is a drop of 2.4% from the previous year. The largest decline was in the special education population with a 6.5% drop to 48.9% proficient. Therefore, the challenge is to provide targeted assistance with emphasis on the achievement of special education students, while providing ongoing assistance to all elementary and middle schools who are working to meet the new expectations of the Maryland College and Career-Ready Standards assessments.

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. Exploration of the Common Core State Standards recommendations for student with disabilities is necessary to ensure a hierarchy of instructional supports including UDL, differentiated curricular resources, instructional accommodations and assistive technologies.

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.

(LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)

- Continue to implement intervention reading programs for identified students grades K-8
- Utilize a reflective root - cause analysis to determine instructional factors impacting overall achievement of students with disabilities participating in the general education curriculum
- Implement 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
- 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
- Train general education and special education teachers for the 2015-16 administration of the Child Outcomes Summary (COS) and the Early Learning (formative) Assessment as a component of Maryland's Ready for Kindergarten (R4K) Early Childhood Comprehensive Assessment System for preschool children, ages three to kindergarten served through an Extended IFSP or IEP
- Administer KRA 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
- Utilize the middle school content curriculum specialists 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
- Develop a plan for progress monitoring and tracking the effectiveness of existing intervention supports relative to gap reduction
- Foster increased collaboration and shared accountability via professional development and instructional resources
- Explore a flexible continuum of instructional delivery models promoting increased access to tiered supports, interventions and remediation opportunities for students with disabilities
- Provide county-wide and on-site support to schools for the implementation of Common Core Standards
- Implement a newly revised curriculum in grades 1-12 to support the implementation of the Common Core Standards
- Train general education and special education teachers for the 2015-16 administration of the Child Outcomes Summary (COS) and the Early Learning (formative) Assessment as a component of Maryland's Ready for Kindergarten (R4K) Early Childhood Comprehensive Assessment System for preschool children, ages three to kindergarten served through an Extended IFSP or IEP
- Continue to update district curriculum resources to ensure alignment with Maryland College and Career Ready Standards, Universal Design for Learning principles and Differentiated Instruction in order to communicate district expectations relative to the success of all learners
- Work with teacher teams in the creation of Student Learning Objectives tailored to meet the needs of their students

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

***Data tables (2.4 – 2.5)**

Eighty-seven and nineteenth percent of the Grade 3-5 students scored as proficient in mathematics. This is a drop of 1% from the previous year. The largest decline was in the special education population with a 5% drop to 53.4% proficient. Similarly, 75.9% of Grade 6-8 students scored as proficient in mathematics. This is a drop of 4% from the previous year. The largest decline was in the special education population with a 9% drop to 29.1% proficient. Therefore, the challenge is to provide targeted assistance with emphasis on the achievement of special education students, while providing ongoing assistance to all elementary and middle schools who are working to meet the new expectations of the Maryland College and Career-Ready Standards assessments.

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. Exploration of the Common Core State Standards recommendations for student with disabilities is necessary to ensure a hierarchy of instructional supports including UDL, differentiated curricular resources, instructional accommodations and assistive technologies.

- 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. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)**

The system leadership identified schools and will meet with the targeted school to review the data and develop a plan for mathematics intervention programs. Schools will submit 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.

- Stress access to rigor within the general curriculum utilizing research-based instructional practices and a focus on effective implementation
- Foster collaboration and shared accountability via curriculum development, professional learning, intervention and instructional resources
- Utilize a reflective root - cause analysis to determine instructional factors impacting overall achievement of students with disabilities participating in the general education curriculum
- Develop a plan for progress monitoring and tracking the effectiveness of existing intervention supports relative to gap reduction

- Explore a flexible continuum of instructional delivery models promoting increased access to tiered supports, interventions and remediation opportunities for students with disabilities
- Continue to update district curriculum resources to ensure alignment with Maryland College and Career Ready Standards, Universal Design for Learning principles and Differentiated Instruction in order to communicate district expectations relative to the success of all learners

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.
*Data tables (2.7 – 2.8)**

Grade 5

The following subgroups are showing a gap in achievement: Hispanic, African American, Special Education, LEP, FARMS. A significant challenge is the availability of instructional and professional development time for elementary science in light of competing priorities.

Grade 8

The following subgroups are showing a gap in achievement: African American, Native Hawaiian (4 students), Special Education, LEP, FARMS.

- 2. Moving forward to support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include timelines and method(s) of measuring student progress where appropriate (*LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.*)**
 - Outreach to elementary schools in terms of content specific professional development continues to dramatically increase. This includes professional development time during faculty meetings, team meetings, and early dismissal days.
 - Benchmark assessment data will continue to be used to track student performance and provide immediate classroom interventions, as appropriate.
 - A data-focused learning module will be developed and implemented by department chairs to ensure reflection on key data.
 - 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, differentiated instruction and accommodations

- Professional development will be provided to department chairs that targets the Science and Engineering Practices found within the Next Generation Science Standards. This will increase the capacity of department chairs to support teachers with regard to student-centered, active, and rigorous learning in science.

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 2014 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. The Office of Social Studies has added two curriculum specialists beginning with the 2014-2015 school year, but the responsibilities of the curriculum specialists is in middle school

Financial support for Social Studies increased in the 2013-2014 school year to support instructional and programmatic changes required by the Common Core and the Civics, College and Career Readiness (C3) Framework. This took the form of purchase of new textbook resources for high school World History and United States History as well as increased spending on curriculum and assessment review and development. Human resources in the form of the aforementioned curriculum specialists is new for the 2014-2015 school year. The increased resources are necessary to support teachers and principals with the development of SLOs, the High School Assessment (HSA) requirement in American Government, and instructional changes as required by the C3 Framework.

A state middle school assessment in Social Studies was previously announced, but there has been no new information provided from MSDE about the status of the assessment. A review of the existing middle school curriculum and assessments to support student achievement on the proposed assessment will need to take place once a firm timetable has been established.

- 2. Describe the changes or adjustments that will be made, along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)**

Goals	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives
Elementary Instructional Program in Social Studies	<p>Review and update curriculum, Grades 1-5, pending publication of the C3 Framework.</p> <p>Note that all dates have been adjusted based on the C3 Framework not being published during 2013-2014 as was anticipated.</p> <p>Expected funding assistance is anticipated.</p>	<p>Ongoing, based on BOE guidelines.</p> <p>Review of core curriculum every 5-7 years.</p>	<p>Grade 3 Social Studies program in use with students during 2014-2015 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 2015-2017 school years. In use with students during 2017-2018 school year.</p> <p>Grade 4 Social Studies program awaiting Civics, College and Career Readiness (C3) Framework review. To be completed in the 2015-2017 school years. Grade 4 is currently aligned to the Common Core standards. In use with students during 2017-2018 school year.</p> <p>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 2015-2017 school years. In use with students during 2017-2018 school year.</p> <p>Grades 1 and 5 not scheduled for review until 2015-2017. They will need review for the C3 Framework and Common Core Standards prior to distribution to staff. In use with students during 2017-2018 school year.</p>
Elementary Instructional Program in Social Studies	Review and update assessments, Grades 1-5.	Ongoing with curriculum review.	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 third year (2014-15) of pilot of the tests and data analysis is underway.

			Unit assessments and Pre-Post Tests will be reviewed during curriculum review/edit process mentioned previously.
Elementary Instructional Program in Social Studies	Review and update Grades 1-5 curriculum to reflect other required initiatives (Environmental Literacy, Financial Literacy).	Ongoing	Grade 3 curriculum infuses Environmental Literacy and Financial Literacy standards. Currently in use. Grades 1, 2, 4, and 5 curriculum will infuse Environmental Literacy and Financial Literacy standards as a part of normal review. In use, 2017-2018.
Middle School Instructional Program in Social Studies	Review and update curriculum, Grades 6-8.	Ongoing, based on BOE guidelines. Review of core curriculum every 5-7 years.	Grades 6-8 curriculum guides have been reviewed within the BOE guidelines and work to orient guides to the Common Core standards was completed in Summers 2013 and 2014. Publication of the C3 Framework during the 2014-2015 school year and any subsequent changes should be completed during the current school year. It is anticipated that the revised curriculum will be in use during the 2015-2016 school year.
Middle School Instructional Program in Social Studies	Review and update assessments, Grades 6-8.	Ongoing with curriculum review.	Grades 6-8 have 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. Review of each instrument will be completed and if changes occur, they will be in place for the 2015-2016 school year. Unit assessments were reviewed during the curriculum review/edit process Summers 2013 and 2014. It is anticipated that the revised unit assessment will be in use during the 2015-2016 school year..
Middle School Instructional Program in Social Studies	Review and update Grades 6-8 curriculum to reflect other required initiatives (Environmental Literacy, Financial	Ongoing	Grades 6, 7, and 8 will infuse Environmental Literacy and Financial Literacy standards as a part of normal review process, Summer 2013 and 2014. It is anticipated that the revised curriculum with these required elements will be in use during the 2015-2016 school year.

	Literacy).		
High School Instructional Program in Social Studies	Review and update curriculum, Grades 9-12.	Ongoing, based on BOE guidelines. Review of core curriculum every 5-7 years.	<p>A revised Grade 9 American Government program is in effect with the 2013-2014 school year. It reflects the Common Core standards, guidelines of the C3 Framework, and the necessities for preparing students for the reinstalled High School Assessment (HSA). Maintenance of the curriculum guide is on-going as HSA preparation and implementation continues.</p> <p>Revised HS World History program is in effect with the 2014-2015 school year. HS World History reflects Common Core Standards and the C3 Framework. A final decision regarding scope and sequence realignment is pending publication of the C3 Framework.</p> <p>Revised HS United States History program is in effect with the 2014-2015 school year. HS United States History reflects Common Core Standards and the C3 Framework. A final decision regarding scope and sequence realignment is pending publication of the C3 Framework.</p> <p>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	Review and update assessments, Grades 9-12.	Ongoing with curriculum review.	<p>Grade 9 Assessments reflect the format and information necessary to prepare students for the High School Assessment (HSA) in American Government. Data on question quality is reviewed annually.</p> <p>Revised HS World History assessments are being implemented during the 2014-2015 school year. HS World History assessments reflect with Common Core reading and writing standards.</p>

			<p>Revised HS United States History assessments are being implemented during the 2014-2015 school year. HS United States History assessments reflect with Common Core reading and writing standards.</p> <p>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. Due to changes in the curriculum for HS World History and HS United States History, these two courses will only have a cumulative final exam in the 2014-2015 school year.</p> <p>Assessment banks for high school electives were created during Summer 2013 to support teachers as they work on creating Student Learning Objectives (SLO) using generated data.</p>
High School Instructional Program in Social Studies	Review and update Grades 9-12 curriculum to reflect other required initiatives (Environmental Literacy, Financial Literacy).	Ongoing	<p>Grade 9 American Government course has been reviewed and updated to contain relevant Environmental Literacy and Financial Literacy standards.</p> <p>World History and United States History revisions include infusion of the Environmental Literacy and Financial Literacy standards and are in effect for the 2014-2015 school year.</p> <p>High school electives will be updated to reflect Environmental and Financial Literacy standards per the regular review cycle.</p>

If applicable, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

Close monitoring of student performance requires annual review of assessment data and curriculum implementation conferences with teachers. The information in

questions # 1 and # 2 reflects a careful review of student data and teacher statements about necessary changes. Funding was available to continue the work that had been identified previously for middle and high school. Elementary program changes are more challenging because of the need to prioritize funding to support the secondary programs.

English High School Assessment

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

***Data table (2.3)**

By their senior year, 89.1% of all students have taken and passed the English High School Assessment. Similarly 77.4% of all 10th grade students and 88.8% of 11th grade students have taken and passed the assessment. The overall percentage of students proficient is 86.8%.

The Special Education, FARMS, and African American students continue to perform below the Harford County proficiency percent.

- 2. Moving forward to support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include timelines and method(s) of measuring student progress where appropriate (*LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.*)**

- Identify at-risk students using past MSA scores, prior HSA administration 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
- Examine instructional factors such as: accessible curriculum, differentiated instructional practices, grouping practices, and course pacing.
- Implement intervention reading 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.
- 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 2013 High School Assessment Test Participation and Status results for English:

***Data tables (3.1, 3.2, 3.3)**

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

Since achievement gaps exist with the Special Education, FARMS, and African American 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 Department of Special Education 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 principles 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. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)

- Implement newly revised curriculum to meet the demands of the Common Core Standards
- Analyze factors including access to and availability of instructional and testing accommodations impacting overall achievement of diverse learners including students with disabilities participating in the general education curriculum and related assessments
- Work with English Department Chairs to support instructional practices that will address the demands of the Common Core Standards
- Promote collaboration among all teachers with an emphasis on capacity building and increased accountability for the achievement of all students.
- Explore a flexible continuum of instructional delivery models promoting increased access to tiered supports, interventions and remediation opportunities
- 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
- Continue to emphasize implementation of system-wide resources that ensure access and rigor for all students
- Utilize the two new positions of Content Curriculum Specialists in the Reading, English, and Language Arts Office to work directly with teacher teams

Algebra/Data Analysis

***Data table (2.6)**

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, 93.6% of all students have taken and passed the Algebra/Data Analysis High School Assessment. Similarly 88.2% of all 10th grade students and 94.1% 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. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)

- 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
- Analyze factors including access to and availability of instructional and testing accommodations impacting overall achievement of diverse learners including students with disabilities participating in the general education curriculum and related assessments
- Implement intervention mathematics programs for all at-risk students at all levels.
- Develop a plan for progress monitoring and tracking the effectiveness of existing intervention supports relative to gap reduction
- Allocate time within the school day to work with students in need of assistance.
- Explore a flexible continuum of instructional delivery models promoting increased access to tiered supports, interventions and remediation opportunities
- 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 students with disabilities participating in the general education curriculum.

Based on the examination of 2013 High School Assessment Test Participation and Status results for Algebra/Data Analysis:

***Data tables (3.4, 3.5, 3.6)**

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. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)**

During the 2014-15 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 Maryland College and Career-Ready Standards. This curricular change is designed to build conceptual understanding of the concepts assessed the Algebra/Data Analysis High School Assessment and the PARCC Algebra I 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:

- Analyze factors including access to and availability of instructional and testing accommodations impacting overall achievement of diverse learners including students with disabilities participating in the general education curriculum and related assessments
- 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.
- Develop a plan for progress monitoring and tracking the effectiveness of existing intervention supports relative to gap reduction
- 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.
- Promote collaboration among all teachers with an emphasis on capacity building and increased accountability for the achievement of all students.
- Explore a flexible continuum of instructional delivery models promoting increased access to tiered supports, interventions and remediation opportunities for students with disabilities

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)**

- While performance has improved, achievements gaps exist within the Special Education and FARMS subgroups. The challenge is to further identify, differentiated instructional strategies to address the academic needs presented by learners within these subgroups. This necessitates further collaboration with the Office of Special Education in order to identify additional professional development resources, along with school based supports to address these student needs. Identifying time within the day to provide professional development to faculty is a challenge in light of competing needs and initiatives.

2. Moving forward to support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include timelines and method(s) of measuring student progress where appropriate and include timelines, and method(s) of measuring student progress where appropriate. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)

- 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. This will provide opportunities for teachers to directly target areas of high need.
- Professional development will be provided that is designed to engage and motivate struggling and reluctant learners.
- A data-focused learning module will be developed and implemented by department chairs to ensure reflection on key data.

3. If applicable, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

The first two bullets represent ongoing efforts to improve student performance. Data for the identified gaps demonstrated modest growth.

Based on the examination of 2013 High School Assessment Test Participation and Status results for Biology:

***Data tables (3.7, 3.8, 3.9)**

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.

*Please use 2014 SPI data to respond to the prompts below.

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?** N/A
2. **What challenges were revealed during the review of Strand 1 school improvement plans?** N/A
3. **Describe what the school system will do to address the identified challenges. Include a discussion of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds).** N/A

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?** N/A
2. **What challenges were revealed during the review of Strand 2 school improvement plans?** N/A
3. **Describe what the school system will do to address the identified challenges. Include a discussion of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds).** N/A

4. What challenges were revealed during the review of Strand 1 school improvement plans? N/A

School improvement plans from all 54 of our schools are reviewed. In lieu of strand data for 2014, the Office of Accountability and the Office of School Improvement analyzed school performance in summer 2014. As a result, 19 schools in Harford County Public Schools were identified as a priority or focus school. A Central School Improvement Team was established to identify specific academic or cultural needs. Members of this team are a part of school visits along with the Superintendent and the leadership team. These visits occur annually for all 54 schools. The identified issues are addressed during these visits, including conversations around data. Appropriate follow-up meetings with specific content supervisors and district administrators will be scheduled with the focus and priority schools to monitor student achievement and/or school climate and culture.

In reviewing the 2013-14 academic data, our focus schools showed concerns regarding the number of students performing basic in reading, mathematics, and science. In many instances, these schools had at least three subgroups with a higher percentage of basic students. These common subgroups included FaRMs, Special Education, and Limited English Proficiency. Additionally, the Central School Improvement Team reviewed the results from the TELL survey, discipline data, student climate surveys, and number of non-tenured teachers. As a result of these data points and academic performance, the schools listed below were identified as priority or focus schools and provided with additional funding and resources for school improvement purposes.

<u>Elementary</u>	<u>Middle</u>	<u>High</u>
Bakerfield	Aberdeen	Aberdeen
Churchville	Edgewood	Center for Education Opportunity
Deerfield	Havre de Grace	Edgewood
George D. Lisby	Magnolia	Harford Technical
Hall's Cross Roads		Havre de Grace
Magnolia		Joppatowne
Riverside		
Roye-Williams		
William Paca/Old Post Road		

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.** N/A
2. **Please identify the successes and challenges in Strand 3 schools.** N/A
3. **Please provide a description of any differentiation of supports to these schools. Include a discussion of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of**

the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds). N/A

1. **Please identify the successes and challenges in Strand 4 schools.** N/A
2. **Please provide a description of any differentiation of supports to these schools. Include a discussion of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds).** N/A

1. **Please identify the successes and challenges in Strand 5 schools.** N/A
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. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds).** N/A

School improvement plans from all 54 of our schools are reviewed. In lieu of strand data for 2014, the Office of Accountability and the Office of School Improvement analyzed school performance in summer 2014. As a result, 19 schools in Harford County Public Schools were identified as a priority or focus school. A Central School Improvement Team was established to identify specific academic or cultural needs. Members of this team are a part of school visits along with the Superintendent and the leadership team. These visits occur annually for all 54 schools. 35 schools were not identified as a priority or focus school in Harford County. Schools that have a subgroup with low performance are being monitored closely by the Central School Improvement Team regarding their initiatives for these identified subgroups. In addition, schools have been asked to include their goals in their School Improvement Plan. Appropriate supports have been put into place for these students (i.e., specific professional development, additional funding, etc.).

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 2014-2015 **56%** 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 2014-2015, **14%** 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

(Please note that LEAs that have not met the AMAOs for two or more consecutive years will be required to submit a separate Improvement Plan to the Title III/ELL Office in addition to responding to the questions below.)

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 (HCPS) met AMAO 1 and AMAO 2 for the 2013-2014 school year. Progress is evident in those English Language Learners (ELLs) who have progressed in their English language development (AMAO 1 = 62.7%) and in those ELLs who have attained English language proficiency (AMAO 2 = 23.88%).

The Office of World Languages and ESOL closely examined the district level 2013-2014 *ACCESS for ELLs* results. This examination revealed that the domains of Writing and Reading were the most challenging for students in Grades K through 12. Only 5.51% (21) of the 381 students tested scored a 5.0 or higher in Writing. 39.63% (151) of the 381 students tested scored a 5.0 or higher in Reading.

Further examination of the district level data showed that students in each of the WIDA grade-level bands were most challenged in the area of Writing. Reading was the second greatest challenge for students in the 1-2, 3-5, and 6-8 grade-level bands. For the Kindergarten grade-level band, Speaking was the second greatest challenge, narrowly beating out Reading by 1.85% (1 student). For students in the 9-12 grade-level band, Listening was equally challenging as Writing, with 20.69% (12) of test-takers scoring at 5.0 or higher in each of those domains. Reading followed not far behind, with 25.86% (15) scoring a 5.0 or higher.

The tables below show the numbers and percentages of students scoring at or above 5.0 in each domain; first, for all WIDA grade-level clusters combined, then, by individual grade-level cluster.

ALL GRADE LEVELS

DOMAIN	NUMBER OF STUDENTS TESTED IN GRADES K-12	NUMBER SCORING AT 5.0+	PERCENT SCORING AT 5.0+
LISTENING	381	225	59.06%
SPEAKING	381	183	48.03%
READING	381	151	39.63%
WRITING	381	21	5.51%

GRADE KINDERGARTEN

DOMAIN	NUMBER OF STUDENTS TESTED	NUMBER SCORING AT 5.0+	PERCENT SCORING AT 5.0+
LISTENING	54	31	57.41%
SPEAKING	54	11	20.37%
READING	54	12	22.22%
WRITING	54	0	0.00%

GRADES 1-2

DOMAIN	NUMBER OF STUDENTS TESTED	NUMBER SCORING AT 5.0+	PERCENT SCORING AT 5.0+
LISTENING	94	68	72.34%
SPEAKING	94	52	55.32%
READING	94	46	48.94%
WRITING	94	0	0.00%

GRADES 3-5

DOMAIN	NUMBER OF STUDENTS TESTED	NUMBER SCORING AT 5.0+	PERCENT SCORING AT 5.0+
LISTENING	99	70	70.71%
SPEAKING	99	62	62.63%
READING	99	52	52.53%
WRITING	99	9	9.09%

GRADES 6-8

DOMAIN	NUMBER OF STUDENTS TESTED	NUMBER SCORING AT 5.0+	PERCENT SCORING AT 5.0+
LISTENING	76	44	57.89%
SPEAKING	76	35	46.05%
READING	76	26	34.21%
WRITING	76	0	0.00%

GRADES 9-12

DOMAIN	NUMBER OF STUDENTS TESTED	NUMBER SCORING AT 5.0+	PERCENT SCORING AT 5.0+
LISTENING	58	12	20.69%
SPEAKING	58	23	39.66%
READING	58	15	25.86%
WRITING	58	12	20.69%

While research shows that writing and reading skills often develop at a slower rate than do speaking and listening, the HCPS ESOL staff remains dedicated to improving the number and percentage of students scoring a 5.0 or higher in Writing and Reading.

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. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds).**

In an effort to increase student proficiency in the domains of Writing and Reading, HCPS ESOL staff members will continue to reference all available data in order to inform instructional decisions. The data take the form of *ACCESS for ELLs* Teacher Reports, school system data housed in Performance Matters, and classwork. These pieces of evidence point to each individual student's specific needs and make clear the need for improvement in the aforementioned areas. The examination of the data, at the teacher level, will likely also result in the development of Student Learning Objectives (SLOs) designed to increase student proficiency in Writing and Reading.

On May 1 and 2, 2014, HCPS ESOL teachers and technicians traveled to Cecil County Public Schools to participate in *Write Up a Storm!*, a professional development opportunity presented by Wilda Storm. The workshop built upon strategies for writing which were introduced to the participants in a September 10 and 11, 2013 Wilda Storm workshop on *ELLs and the Common Core State Standards*. HCPS ESOL teachers and technicians include the learned strategies into their lesson planning and implementation.

In October 2014, the Supervisor of World Languages and two ESOL teachers will attend the WIDA Conference in Atlanta. During the conference, they will attend sessions pertaining to the development of writing and reading skills. Upon their return from the conference, they will share the information learned with the rest of the ESOL staff.

HCPS ESOL teachers will continue to collaborate with mainstream classroom teachers to identify reading interventions and activities to build writing skills in the regular

classroom. Co-teaching between the ESOL staff and mainstream classroom teachers is promoted; however, it does not take place system-wide. This is largely because the majority of ESOL staff members are itinerant, serving three to eleven buildings and an average of 50 students each.

The Office of World Languages and ESOL will continue to promote individual school professional development through the offering of lessons to ameliorate staff understanding of Limited English Proficient students and their academic struggles. Similarly, the office will continue to design and deliver outreach programs to promote parental understanding of English.

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.

Instructions:

Please respond to these questions/prompts:

- 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: Communication and Broadcast Technology, Computer Science, Interactive Media Production, and Academy of Information 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 ([http://www.msde.maryland.gov/MSDE/divisions/careertech/career technology/programs/](http://www.msde.maryland.gov/MSDE/divisions/careertech/career_technology/programs/)), 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 College and Career Readiness Standards
 - Evaluate and analyze student assessment data to improve instruction
 - Establish, implement and monitor initiatives to address the STEM plan
 - Enhance career and technology education programs
 - Include *Career Development for Instruction in Grades Prekindergarten-Grade 12*, as per COMAR 13A.04.10.01

- 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 College and Career Readiness Standards
 - 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, 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	43	15	15
BMF	2546	603	181
C&D	239	64	74
CSHT	1519	215	121
EANR	401	66	40
H&B	340	106	76
HRS	1556	616	157
IT	374	40	5
MET	46	22	22
TT	55	12	16
CRD	281	132	45
TOTAL	7400	1891	752

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 35.29, actual performance 35.06

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

Indicator 6S2 Non-traditional Completion:

Local performance on this indicator increased from 33.07% in 2012 to 35.06% in 2013 (a 6% increase) and was above the state average of 27.70% but did not meet the local target/threshold. Every subpopulation group increased from 2012 to 2013 except Female (-3.0%), African American (-3.36%) and Disadvantaged (-.79%). Students in 14 programs did not meet the local 90% threshold for this indicator. All of the following programs had 0%: Masonry, Carpentry, Electricity, Plumbing,

HVAC, Welding, Cosmetology, CAM, 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. This high school is a magnet school which draws applicants from the entire county.

c.) Indicate the section/subsection in the CTE Local Plan for Program Improvement where the improvement plan/strategy is described in the FY 15 Local Plan for Program Improvement.

Indicator 6S2 Non-traditional Completion:

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 utilizing NAPE resources are utilized to promote programs to females; marketing tools utilizing NAPE resources 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.

Strategy Worksheet B-4 references activities related to Core Indicator 6S2. A group will convene to consult other school systems and research The National Alliance for Partnerships in Equity (NAPE) to develop recommendations to improve non-traditional enrollment and completion in CTE programs.

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.

- 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.**

Local performance on this indicator increased from 33.07% in 2012 to 35.06% in 2013 so our actions and strategies are being effective. Efforts to attract and keep non-traditional students in the Masonry, Carpentry, Electricity, HVAC, Welding, Cosmetology, CAM, and Auto Tech programs have not proven very successful. To focus on these programs, a group will convene to consult other school systems and research The National Alliance for Partnerships in Equity (NAPE) to develop recommendations to improve non-traditional enrollment and completion in CTE programs. This action stems from the recommendations of the MSDE Monitoring Team and is referenced on Strategy Worksheet B-4 in the FY2015 Local Plan for Program Improvement.

Since students are choosing to enroll in CTE programs which best align to their individual career interests and aptitudes, a more systemic approach is needed in order to make any substantial gains on Core Indicator of Performance 6S2. 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.

When budget cuts necessitated staffing reductions at Harford Technical High School at the end of 2013, local magnet program applications and teacher performance data, along with the 2012 PQI data, were reviewed and it was determined that the Plumbing teacher would be cut and the program dropped from List A. Harford County Public Schools has created a work group to study all of the CTE programs at HTHS and provide recommendations for program changes. This work will be supported by the recommendations of the Local Advisory Committee (LAC). Consideration will be given to selecting CTE programs that might appeal to non-traditional students.

Early Learning

A. Based on the examination of 2013-14 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 Maryland College and Career-Ready Standards in prekindergarten and the new Ready for Kindergarten (R4K) assessment will address the school readiness gaps.**
 - Following 2014 summer work with prekindergarten and kindergarten teachers, all curriculum, progress reports and assessments has been aligned with the Maryland College and Career Ready Standards. Prekindergarten and kindergarten teachers met in the beginning of the 14-15 school year to discuss the alignment and address the implementation of the Maryland College and Career Ready Standards. All kindergarten teachers received a two day training on the Ready for Kindergarten Assessment and completed a content and simulator assessment. Through professional development in the beginning of the school year and throughout the SY 14-15, teachers will be more intentional in gathering data that addresses Ready for Kindergarten (R4K) readiness skills and Maryland College and Career Ready Standards for a clearer identification of readiness skills. General education and special education teachers will participate in target professional development training related to the Child Outcomes Summary (COS) and the Early Learning (formative) Assessment which will be a component of Maryland's Ready for Kindergarten (R4K) Early Childhood Comprehensive Assessment System for preschool children, ages three to kindergarten served through an Extended IFSP or IEP during the 2015-16 SY. 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 their local Early Childhood Advisory Council and 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.

The Magnolia Elementary Judy Center (MJC) of Harford County provides comprehensive early childhood programs and services for children age's birth through five years old and their families in the high poverty community of Magnolia Elementary School (MAES). The Early Childhood Coordinator, the staff at the MJC, and the MJC

Steering Committee work together and with other partners to ensure that all children in this high risk community enter school ready to learn. Currently, the MJC works with the following partner programs and agencies: Harford County Health Department, Harford County Public Library, Abilities Network, Project ACT, MRDC Head Start of Harford County, Infants and Toddlers Program, and Child Care Links Resources and Referral Center; and the Office of Child Care. Some of the services the MJC offers are: parent workshops, field trips, community family health events, dental screenings, parenting classes, home visits, summer school programs, and early identification services, and meal programs. The MJC 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.

The Early Childhood Advisory Council has identified several evidence based strategies to work with low income families of young children.

- ❖ **Early Childhood Campaign:** Focusing on all low-income parents/caregivers of young children newborn through four years old in the Edgewood and Deerfield Communities.
- ❖ **Learning Parties:** Ready at Five Training of Trainers model will be used to increase the number of neighborhood-based learning parties in the Edgewood Community.
- ❖ **Reach out and Read:** The Reach Out and Read program partners with local doctors to provide books for families of young children during regular and well- child visits.
- ❖ **Social Emotional Awareness Campaign (SEA):** Provide information to parents and caregivers in the Edgewood Community on helping young children with feelings, following rules, and problem solving.

Approximately, 11.35% of HCPS students with disabilities are ages 3 to 5 years old with 580 of these children serviced by way of an IEP and an additional 851 children with disabilities, birth to age 4 and their families receiving services through the IFSP. 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, 52% of the children in this age group had access to instruction in the regular early childhood setting. There is a need for HCPS to examine and expand options for increased access to the general education curriculum and 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.

Early Learning Tables 8.1 and 8.2

Domain Abbreviations

SP: Social and Personal
LL: Language and Literacy
MT: Mathematical Thinking
ST: Scientific Thinking
SS: Social Studies
TA: The Arts
PD: Physical Development

As evidenced by the Maryland Model for School Readiness data, Harford County experienced a 9- point gain in school readiness – a 9% improvement – from 2005–2006 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 (78% fully school ready for 2013-2014), Mathematical Thinking (85%) and Scientific Thinking (74%).

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.

Kindergarteners attending public Pre-K the year prior to entering school continue to be well prepared (88% fully school ready in 2013–2014) As compared to data collected in 2005–2006 this indicates an 8% increase for full school readiness.

B. Based on the examination of the 2013-2014 Public Prekindergarten Enrollment Data (Table 8.3)

- 3. 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 2013-2014.**

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

- 4. 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.**

The Prekindergarten enrollment process begins with the completion of the Prekindergarten application. To ensure that we reach as many families as possible, applications are distributed to each elementary school. Information on the Prekindergarten application process is also shared through the Harford County Public Schools Website and local Early Childhood counsels and agencies. Each application is reviewed according to the following prioritized criteria.

Category 1 Automatic Criteria: Child must be 4-years-old by September 1.

1. Child whose family must meet the criteria for homeless, foster care, or poverty as established by the U.S. Department of Agriculture. Children who do not meet the automatic criteria for eligibility will be considered based upon availability of space and prioritized criteria.

Category 2 Prioritized Criteria: (in order as listed with number 1 being top priority) Child must be 4-years-old by September 1.

1. Child who has a current IEP for specialized instruction that indicates a classroom placement.
2. Child who is limited English proficient.
3. Child who has an IEP that does not indicate a classroom placement.
4. Child whose family is 10% or above the automatic income criteria

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.

5. **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, including any collaboration related to the Prekindergarten Expansion Grant program.**

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.

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*:

<p><u>Goal 1. Student Identification</u></p>
<p>Each local education agency shall establish a process for identifying gifted and talented students as they are defined in the Educational Article §8-201 [<i>COMAR 13A.04.07.02(A)</i>].</p>
<p><u>Goal 2. Programs and Services</u></p>
<p>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 [<i>COMAR 13A.04.07.03(A)</i>]</p>
<p><u>Goal 3. Professional Development</u></p>
<p>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.</p>

Use the chart on the next page to report the school system’s 2013-2014 objectives and strategies for these three goals along with implementation timelines and assessment of progress.

List the local education agency’s 2013-2014 initiatives for gifted and talented students which support the three goals in *COMAR 13A.04.07 Gifted and Talented Education*. Please indicate the specific COMAR reference for each initiative.

<u>Goal 1. Student Identification</u>				
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	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
02.A,02.C, 02.F(2)	Finalize and approve assessment and identification processes for elementary schools.	Sept, 2014- November, 2014	GT guide approved for full implementation by HCPS General Curriculum Committee.	Partially met
02.B	Provide each school with a battery of assessments that can be administered to potential GT students. Train GT teachers in the process of scoring a variety of assessments for identifying students for additional services.	September, 2014- December 2014	Each school will have the following assessments at their disposal: SAGES CoGat Screener version 10 Each specialist will have identified procedures for administering these assessments and for keeping assessments secure.	Not yet 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	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
COMAR 13A.04.07.03				
03.A	Begin to explore genius hour as options for Tier 3 or 4 talented students at the elementary and middle school levels.	September, 2014-June, 2015	Acquire the book, <i>Pure Genius</i> by Don Wettrick. Read book as a study group. Identify ways to embed genius hour into the school day. Participate in a video conference with Wettrick. Action plan for professional development submitted for 2015-2016	Not yet met
03.A	Explore possible Tier 2 interventions for students in AP courses to bolster the number of students taking coursework and the assessment.	September, 2014-June, 2015	Research best practices with the NMSI process. Investigate ways to implement NMSI processes and procedures to high school students. (i.e. pre-school AP study sessions, breaking down gatekeeper strategies, and Saturday Sessions) Develop a systemic action plan for success.	Not yet met

Reference	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
COMAR 13A.04.07.04				
13A.12.03.12 (i, ii, iii, iv, v, vi)	Using Google Docs, survey GT teachers' content knowledge needs in the areas of reading, mathematics, and co-teaching.	August, 2014	Survey of teachers about learning needs complete and results of the survey analyzed to determine needs for professional learning.	Met
13A.12.03.12 (iii, iv)	Schedule and provide 4 content-specific professional development sessions for GT teachers in the areas of reading, mathematics, and co-teaching. Assess effectiveness of professional learning from these sessions through survey at the end of the year.	October, 2014-June, 2015	<p>Identified needs include:</p> <p>Mathematics: use of Van de Walle to provide content knowledge in the area of mathematics. 5E instructional model for planning effective lessons.</p> <p>Reading: Use of higher level questioning in order to promote self-questioning in gifted students. Use of discussion techniques in order to promote higher levels of thinking.</p> <p>Co-teaching: identifying and implementing a variety of co-teaching models as identified in Beninghof's work, <i>Co Teaching that Works</i>.</p>	Not Yet Met

2013- 2014 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. Observe the FERPA rules for reporting student data in small cells; however, include those students in the totals for “All GT Students.”

	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.		9	319	260	352	<p style="text-align: center;">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		1	10	4	11								
American Indian or Alaskan Native		*	*	*	1								
Asian		1	13	15	16								
Black or African American		*	33	14	34								
Native Hawaiian or other Pacific Islander		*	*	*	1								
White		6	254	206	277								
Two or more races		1	9	21	12								
Special Education		*	*	*	*								
Limited English Proficient (LEP)		*	*	*	*								
Free/Reduced Meals		*	*	*	*								

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, and or specific areas of progress, and rationale for selecting strategies, and/or evidence-based practices that have improved performance should be discussed in the Update, particularly if applicable for Priority, Focus **or** Approaching Target Schools.

AS YOU COMPLETE THE 2014 MASTER PLAN ANNUAL UPDATE, YOU MAY WISH TO CONSIDER THE FOLLOWING SPECIAL EDUCATION ISSUES WITHIN YOUR RESPONSES THROUGHOUT THE DOCUMENT. THIS SECTION IS NOT TO BE COMPLETED AS A STAND-ALONE SECTION.

- ***Access to the General Education Curriculum.*** How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?
- ***Collaboration with General Educators.*** How is the local education agency ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?
- ***Strategies used to address the Achievement Gap.*** When the local education agency has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.
- ***Interventions, enrichments and supports*** to address diverse learning needs. How are students with disabilities included in, or provided access to, intervention/enrichment programs available to general education students?

Professional Development and Highly Qualified Staff

- How is the local education agency ensuring the participation of special education teachers and leadership in Maryland’s College and Career Ready Standards, and other content-related professional development to promote student achievement?
- How is the local education agency ensuring that professional development of general education staff incorporates sufficient special education pedagogical knowledge, skills, and dispositions to enable educators to make the general education curriculum and environment accessible for all children?

Special Education in Harford County Public Schools is a collaborative effort involving schools, families and community agencies working together to ensure a free appropriate public education (FAPE) to all children with disabilities, birth through age 21. Special education is defined as specially designed

instruction, provided at no cost to parents, in order to meet the unique needs of a child with an educational or developmental disability. Services are provided in the least restrictive environment (LRE), to the maximum extent possible. Special education services are available in all Harford County Public Schools and across a range of learning environments.

83.83% 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 3.33% 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. These actions are embedded throughout the 2014 Master Plan Update.

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.

Office of Equity and Cultural Proficiency
2014-2015

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

- a. Individualized professional development and school culture and climate supports have been provided to many schools in our system.
- b. Cultural proficiency staff development is provided to new bus drivers and attendants, food and nutrition workers, custodians, clerical, and instructional employees.
- c. 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*.
- d. 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.
- e. The LSS addresses how all schools promote aspects of an inclusive climate.
- f. 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.
- g. A committed demonstration of high expectations for all students is visible.

- h. 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?

- All schools provide professional development workshops and courses that include an ETMA focus. Although improved, many schools could benefit from these learning sessions.
- Hiring and retaining a diverse work force.
- All schools implement strategies, programs, and initiatives to eliminate disproportionality in special education identification and placement.
- 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. Summarize your progress on meeting last school year's LSS ETMA goals.

- A written mission and vision statement was created that includes a stated commitment to diversity, Education That is Multicultural, accelerating and enhancing student achievement, and eliminating student achievement gaps.
- Professional development opportunities were made available to schools on topics such as cultural proficiency, understanding poverty, eliminating achievement gaps, PBIS initiatives, and bullying and harassment.

What are your three major LEA ETMA goals for the next school year and strategies for meeting those goals?

- Leadership and learning conferences for students who have been identified as not meeting academic or behavioral standards.
- 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 Talented programs. Continue to collaborate with stakeholders to address the findings using research based practices and in the distribution of resources.
- Continue to expand and create professional development opportunities for school system staff relevant to Education that is Multicultural and Cultural Proficiency.
- Support county wide initiatives related to disproportionality in discipline data.
- Partner with the office of Human Resources to support minority recruitment efforts.

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Race to the Top Scopes of Work

Section C: Data Systems to Support Instruction
(ONLY for LEAs with an approved no cost extension)

Section C: Data Systems to Support Instruction

Narrative: Not applicable to Harford County Public Schools.

Action Plan: Section C

Goal(s):

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measures	Recurring Expense: Y/N
<i>MOU Requirements: (No)</i> <i>Additional Required Activities</i>							
1. Cooperate with national and statewide evaluation							
<i>Tasks/Activities:</i>							
1.							
2.							
3.							
4.							
5.							

Goals to be sustained after RTTT:

Race to the Top Scopes of Work
Section D: Great Teachers and Leaders
(ONLY for LEAs with an approved no cost extension)

Section D: Great Teachers and Leaders

Narrative: Not applicable to Harford County Public Schools.

Action Plan: Section D

Goal(s):

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measures	Recurring Expense: Y/N
<i>MOU Requirements:</i> (No) <i>Additional Required Activities</i>							
1. Cooperate with national and statewide evaluation							
<i>Tasks/Activities:</i>							
1.							
2.							

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.

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
<p>6.1: Percentage of Core Academic Classes (CAS) Taught by Highly Qualified Teachers</p>	<p>The percentage of CAS is 97% HQT or higher.</p> <p style="text-align: center;">95.4% Criterion Not Met</p>	<ol style="list-style-type: none"> 1. Describe where challenges are evident. 2. Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress placing <u>HQT in CAS</u>. <p>To meet the challenge of having a HQT teaching in every core academic class, Human Resources (HR) has developed recruitment strategies including the use of emerging technologies that promote HCPS to a wide range of candidates. State and federal guidelines for the NCLB Act and Common Core Standards demand more rigorous standards of our employees, thus creating additional recruitment opportunities and magnifying the need to retain our highly qualified staff members.</p> <p>Ongoing partnerships with area colleges to support student internships and the expanded use of electronic/Internet accessibility, are key factors in our outreach efforts. The implementation of a web-based application system ensures HCPS' presence in the regional and national recruitment market. All placements are made to ensure compliance with NCLB and as a result those teachers not HQT are given opportunities to take classes fully funded by HCPS.</p>
<p>6.2: Percentage of Core Academic Subjects Classes Taught by Highly Qualified</p>	<p>The percentage of CAS in Title I schools is 100% HQT.</p> <p style="text-align: center;">100%</p>	<ol style="list-style-type: none"> 1. Describe where challenges are evident. 2. Describe the strategies used to ensure all CAS in Title I schools are taught by HQT.

Teacher in Title I Schools.	Criterion Met	
6.3: Number of Classes <u>Not</u> Taught by Highly Qualified (NHQ) Teachers by Reason.	<p>The <i>combined</i> percentage total of NHQT <i>across all reasons</i> is less than 10%.</p> <p style="text-align: center;">8.4% Criterion Met</p>	<ol style="list-style-type: none"> 1. Describe where challenges are evident. 2. Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress in targeted areas <u>of NHQT</u>.

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
<p>6.4: Core Academic Classes taught by Highly Qualified Teachers in both <i>Elementary and Secondary Schools</i> High Poverty and Low Poverty Schools.</p>	<p>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).</p> <p style="text-align: center;">100% > 95.4% Criterion Met</p>	<ol style="list-style-type: none"> 1. Describe where challenges are evident. 2. Describe the changes or adjustments to ensure an equal distribution of HQT staff in both High and Low poverty schools.
<p>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.</p>	<p>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.</p> <p style="text-align: center;">95.2% < 100% Criterion Met</p>	<ol style="list-style-type: none"> 1. Describe where challenges are evident. 2. 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?
<p>6.6: Attrition Rates.</p>	<p><i>Total overall attrition</i> is over 10%</p> <p style="text-align: center;">11.3% Criterion Not Met</p>	<ol style="list-style-type: none"> 1. 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? <p>Harford County Public Schools has several programs in place to assist in the retention of staff. Mentor teachers are assigned to non-tenured teachers, but are available to assist veteran teachers with their needs as well. We also provide a comprehensive benefits package,</p>

		<p>including medical, dental, and life insurance coverage. Mandatory professional development is conducted several times a year to assist staff with the enhancement of their skills. Optional professional development is available at little or no cost. Teachers and support staff are able to apply for a voluntary transfer, coordinated by the Human Resources Department. In addition, several employee incentives are available such as apartment security deposit waivers and discounts with local businesses. Our published salary schedule is adhered to, pending available funds. Staff is recognized for their years of service with a gift and celebration banquet.</p> <p>Since this is the first year that we are not in compliance, we do not have evidence to support our strategies.</p>
<p>6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools.</p>	<p>Percentage of <i>qualified</i> paraprofessionals in Title I schools is 100% 100% Criterion Met</p>	<p>1. Describe the strategies used to ensure all paraprofessionals working in Title I schools will be qualified.</p>

High Quality Professional Development

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

I. Professional Learning

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. Key this year is a system-wide professional learning conference that provides opportunities for personalized, professional learning.

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 content curriculum specialists 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. The Office of Equity and Cultural Proficiency provides professional learning opportunities tailored to the individual needs of schools and school communities that build the capacity of teachers and staff to work with a diverse population of students. Direct support is provided to schools based upon identified need – both from a school and central perspective. 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. HCPS began working with CFIP Consultants Hickey/Thomas in the 2009 school year to build the foundation and structures for effective team meetings. Summer 2014 Hickey/Thomas returned to provide a required session for all school improvement teams at the summer 2014 Unmistakable Impact Conference. CFIP is a structure expected to be evident in each school.

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 continues to utilize the MSDE online webinar/course on UDL. HCPS has instituted a SharePoint site dedicated to hosting UDL resources and information that can be used at the school and system levels. Content supervisors are incorporating and highlighting UDL principles in system-level content PD. During New Teacher Orientation workshops, teachers were presented with examples and ideas to use to incorporate UDL into their lesson planning and unit design. HCPS continues to focus on ways to address individual student needs. School Improvement Teams had an opportunity to engage in UDL sessions during the summer 2014 Unmistakable Impact Conference. A Jim Knight consultant led a keynote and breakout session for school and system personnel to examine the basics of making sure all students have access to high quality instruction and the role of school culture. Teacher teams from each school had the opportunity to engage in a professional learning seminar on 21st Century Teaching which centered on rigorous mathematics instruction, embedded technology, and an infusion of UDL principles.

Implementation of Maryland College- and Career-Ready Standards, including those related to English language arts and disciplinary literacy; mathematics; science; and Science, Technology, Engineering and Mathematics (STEM) Education

HCPS has used the trainings from the EEAs to lead the professional learning relative to STEM. Schools are incorporating STEM standards of practice in school-based PD. Content supervisors are highlighting these practices during content PD. HCPS is planning for system-level professional development. A STEM workgroup continues to develop system PD relative to STEM. Two priorities of the STEM workgroup include: provide training in inquiry- and problem- based instruction for teachers and school-based instructional leaders and develop authentic inquiry- and problem- based model lessons. The professional learning seminar on 21st Century Teaching led teachers and resource support teachers (mentors, coaches, department chairs) in an inquiry-based approach to the teaching of mathematics. Several teacher leaders modeled and led the group of 140 teachers through several lessons around the MCCRS on fractions using an inquiry approach. Instructional technology was an essential component of this seminar. Instead of highlighting the technology as a separate session it was intentionally demonstrated in the model lesson and embedded within the structure of the professional development. The offices of Professional Development, Mathematics, and Instructional Technology collaborated in the planning and implementation of the seminar. Plans are to incorporate this type of integrated planning and professional learning in various venues, including online modules using a newly acquired learning management system.

HCPS Curriculum Offices have been working to develop instructional resources to support teachers in their unit and daily instructional planning. These materials are shared with teachers through the use of instructional facilitators at the elementary level and through department chairs at the secondary level. Several content pilots are underway with ItsLearning, HCPS' newly acquired learning management system. Digital curriculum will be developed and resources created for teachers and students in the new system. The Offices of Professional Development, Instructional Technology, and Curriculum, Instruction, and Assessment will be working collaboratively to plan, implement, and support this initiative.

The Division of Curriculum, Instruction, and Assessment held an extended professional learning experience for instructional supervisors and 200 teacher leaders on assessment. The summer sessions included an overview of assessment with Jay McTighe and continued with follow-up and personalized work in the content with McTighe, teacher leaders and supervisors. School based administrators participated in the overview sessions. It is expected that teachers trained in assessment will participate in additional training and work in assessment and serve as leaders to present, lead, and implement this work with colleagues throughout the 2014-15 school year. Additional training is in the planning stage as HCPS continues to develop a comprehensive assessment plan.

In November of 2014, HCPS will hold a system-wide professional learning conference for all 2700 teachers across the school system. Teachers will have the opportunity to self-select content-specific sessions that align with individual teacher learning goals. Sessions are aligned to MCCRS/C3/Next Gen and/or the Danielson Framework for Teaching. Topics include best practices for teaching and learning such as UDL, instructional technology, and student engagement techniques. The conference will run over two days in multiple sites offering over 150 session choices. University partners will be participating as presenters and in a graduate fair. Content offices have identified various community locations/businesses appropriate for teachers to visit.

Additional professional development goals and objectives demonstrated the interconnectedness of all of these topics can be noted on the table titled, HCPS Professional Development Plan School Year August-June, found in Appendix A.

Implementation of the teacher and principal evaluation system

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. HCPS met with representatives of the teachers' association HCEA to refine and agree to the components of the evaluation model for the 2014-15 school year in the winter-late spring of 2014. Workgroups of school and system administrators worked in the summer of 2014 to create resources to support administrators and teachers in the TPE model. All administrators attended a summer Administrator Boot Camp to receive the updates on the procedures and resources. Schools shared these details with teachers at the back-to-school meetings in August 2014.

Ongoing professional development is occurring with evaluators on the Danielson Framework for Teaching. All administrators, mentors, and high school department chairs attended extended training on the Danielson Framework in June 2014. Working with consultants from the Danielson Group, HCPS enhanced understanding and calibrated use of the rubrics when observing instruction. Throughout the 2014-15 school year, evaluators will continue to refine skill and knowledge of the Framework for

Teaching during leadership professional development. Plans are underway to use grant monies to utilize a Danielson consultant to visit specific schools to provide coaching services to evaluators in the observation and instructional appraisal process. Schools will determine needs specific to staff and plan appropriate training for teachers in the Framework.

An online Teacher Evaluation and Observation System (TEOS) was created in-house. This system replaces the old system of scan sheets and hard copies of files. The summer workgroups refined the SLO and Professional Development Plan guidance for teachers and incorporated the templates into the TEOS system. The guidance includes questions and prompts that aligns the thought processes to components within the Danielson Framework for Teaching. Professional development for TEOS and updated guidance documents began at the Administrator Boot Camp, continued into professional development for teachers at the beginning of the school year, and continues with voluntary after-school, face-to-face sessions. Resources will be provided to schools to use with individual and teams of teachers to make sure each teacher is knowledgeable and comfortable with the TPE model.

Principal evaluation didn't see any changes from the previous year. Executive Directors will provide initial training for new principals. Each principal will engage in the beginning of the year conferences to set goals.

II. HCPS Teacher Induction Program

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

This comprehensive support of new teachers is essential as we work to improve student achievement. HCPS believes that new teachers need intentional support and mentoring during the first 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 careers.

Induction Activities for Teachers New to HCPS include:

Induction Activity	Focus/Content	Dates
Professional Development Orientation Conference	Professional Development designed for educators of different experience levels <ul style="list-style-type: none"> • Orient teachers to HCPS culture and expectations • Plan for the first day, week, year • Work with experienced educators in a “model classroom” format • Content-specific professional development with content Supervisors • Meaningful integration of technology in instruction and usage/navigation of technology systems 	August (6 days)
Workshops	<ul style="list-style-type: none"> • Develop knowledge and skills related to teaching 	Periodic evenings

throughout the year	<p>Topics include (but are not limited to):</p> <ul style="list-style-type: none"> ▪ Reflecting on teaching practice ▪ Preparing for parent conferences ▪ Implementing curriculum ▪ Managing a classroom ▪ Planning for active learning ▪ Assessing student performance ▪ Maintaining certification ▪ Teaching ELL students ▪ Co-teaching ▪ Meaningful integration of technology in instruction 	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 • Debriefing and planning time with Instructional Facilitators and/or content Supervisor 	<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> <p>Secondary content-specific visitations</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

Effectiveness of Induction/Mentoring

- **Data and Needs Assessment**

HCPS conducts a survey of teachers completing their first year with the school system in June of each year. Recent survey results indicate second year teachers citing a “rewarding experience” and “students” as the two primary reasons why they chose to return to HCPS. 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 “met my needs” or “met most of my needs.”

QUESTION	2013
The mentor helped me to network with content experts when he/she could not address my needs.	81%
The mentor has collected data to facilitate my instructional decision making.	79%
The mentor was accessible.	94%
The mentor has introduced me to instructional approaches/techniques.	88%
The mentor and I have collaborated to plan instruction for my students.	80%
The mentor has observed my teaching and has provided me with meaningful feedback.	88%
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.	87%
The mentor has clarified school/system policies and procedures for me.	88%
The mentor has helped me problem-solve.	93%
The mentor has helped me reflect on and analyze my teaching.	91%

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%	86%

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

- **Analysis and Action**

A review of recent survey data and 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:

- 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

They then identified the responsibilities of both mentor and mentee with regard to these experiences and suggested both best practices and resources. The product of their work was shared with school- and central office-based administrators, who asked that considerations for administrators be added as well. The final document was shared with all administrators at a June 2012 Leadership Academy and with all new teachers at our August Orientation Conference. Mentors will log their participation in and time with these experiences and will reflect on that data at our monthly meetings in an effort to improve services to all probationary teachers.

Based on the results of the most recent surveys, a draft of *Continuing Strong: A Continuum of Experiences for Second Year Teachers* will be created. That draft will be modified by teacher mentors over the summer and presented for approval at a fall General Curriculum Committee Meeting.

Mentors will also begin the initial draft of *Leading Strong: A Continuum of Experiences for Third Year Teachers*. This project is a result of mentor teacher observations and evaluations which suggested that probationary teachers would benefit from experiences that prepare them to independently complete the type of reflection and data-analysis tasks they have completed over their non-tenured time with the support of a teacher mentor.

Activities to Support New Teachers

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

1. Teacher Mentors (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 elementary schools and six middle 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. Curriculum Content Specialists
 - a. Eight content specialists who are assigned to all of the county's middle schools
 - 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 for online modules to support the use of technology and develop an online discussion board-based support community
 - d. 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
 - e. Provide specific curriculum content professional development
 - f. Provide sessions designed to assist teachers in understanding Appropriate Staff/Student Relationships, Technology Pitfalls, and the Appraisal Process

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

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

Coordination of the Teacher Induction Program

The Coordinator of Teacher Induction is a member of the Office of Professional Development and collaborates with the Coordinator of Leadership and Professional Development and the Executive Directors of Elementary School, Middle School, and High School Performance. Deployment of teacher mentors is directed by Central Office. HCPS mentors are released from the classroom and are full-time

mentors. Once assigned to each school based upon the total number of teachers to support -- both tenured and probationary -- currently, mentors are now assigned to schools according to the number of probationary teachers on staff. This is the result of budget cuts. HCPS used the COMAR regulations to guide decisions about mentor assignments for 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 of plans of assistance, though their work in this regard is secondary to their work with probationary teachers. Principals are asked to solicit support for teachers on plans of assistance from other members of the instructional leadership team and from content supervisors and/or department chairpersons.

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

Mentor Ratio 2013-2014							
LEA	1st Year Teachers	2nd Year Teachers	3rd Year Teachers	Newly Hired Experienced Teachers	Total # Teachers	Total # Mentors	Mentor to Teacher Ratio
County	147	147	159	41	453	#Full-Time Mentors: 29 #Part-Time Mentors: 1 #Retirees: 0 #Full-Time Teachers: 0 TOTAL: <u>30</u>	1:15 Ratio

Mentor Identification and Training

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

Mentors are provided with professional development geared to the relationships and interactions of this unique position. Experience in the role is taken into consideration. Mentors in their 1st and 2nd years in

the position have specialized training to teach the basic skills of coaching and mentoring. Experienced mentors participate in on-going 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.

Training for Central Office and School Based Administrators

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

A survey is administered to all teachers completing their first year teaching for HCPS in May/June. Data from this survey is shared and posted for all administrators to review. Content supervisors, school-based administrators, and the Teacher Induction Committee are expected to review the data and consider recommendations in evaluating the support provided to new teachers.

Special Teaching Considerations for New Teachers

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

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.**

No schools were identified as persistently dangerous

Attendance

Based on the Examination of the Attendance Data:

*Data table (5.1)

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 increased at the elementary level from 95.7% in 2013 to 96.2% in 2014. The middle school attendance rate at the aggregate level increased from 94.9% in 2013 to 95.6% in 2014. At the high school level, the aggregate attendance rate increased nearly one point from 93.5% in 2013 to 94.4% in 2014.

The disaggregated attendance rate by gender is generally consistent at the aggregate level, as it is by gender and special service subgroups. The attendance rate for elementary male students increased by 0.4% from 2013 to 96.1% in 2014. The attendance rate for elementary female students increased 0.5% from 95.7% to 96.2% in 2014. Middle school students also displayed consistent rates: male students at 95.6% and female students at 95.5%. At the high school level, female students displayed an average attendance rate of 94.1% in 2014 as compared to 94.6% for male students.

In 2014, the following subgroups did not meet the AMO of 94% at the aggregate level:

- Hispanic/Latino of any race – High (93.7%)
- American Indian or Alaskan Native – High (92.5%)
- Black or African American – High (93.6%)
- Two or more races – High (93%)
- Special Education – Middle (93.8%) and High (92.5%)
- Free/Reduced Meals – Middle (93.6%) and High (91.5%)

Elementary attendance rates all met or surpassed the 2014 AMO in all subgroups. While attendance rates at the high school level have increased from 2009 (92.8%) to 2014 (94.4%), this level remains a challenge to meeting the AMOs. The subgroup with the lowest attendance rate in 2014 is high school students receiving Free and Reduced Meals (FaRMS), 91.5%. The attendance rate for this subgroup increased 1.2% from 2013 to 2014.

2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)

In the 2012-13 school year, two schools failed to meet the early attendance rate AMO by 0.1%: George D. Lisby Elementary School and Aberdeen Middle School. These schools earned an attendance rate of 93.9%. This was the same year in which the confidence interval around the attendance metric was removed from the calculations. In the 2013-14 school year, all elementary and middle schools met the required attendance AMO of 94%. George D. Lisby Elementary School increased their attendance rate to 95.2%. Aberdeen Middle School increased their rate to 94.1%.

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

3. *If applicable*, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

Attendance rates by level increased in almost all subgroups from 2013 to 2014. The largest gain occurred in the Native Hawaiian/Pacific Islander subgroup for high school students, 90.3% in 2013 to 95.7% in 2014. The second largest gain occurred in the Limited English Proficient (LEP) subgroup at the high school level. This attendance rate increased from 92.8% in 2013 to 94.5% in 2014. Other subgroups that showed over a one point gain include Hispanic/Latino (high), Native Hawaiian/Pacific Islander (all levels), White (high), Two or more races (high), special education (high), and FaRMS (high). Only two subgroups showed a decrease in the attendance rate from 2013 to 2014, dropping only 0.1% each: American Indian/Alaska Native and LEP, middle school level.

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:

***Data tables (4.1, 4.2)**

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 and LEP students. In 2011-12, the graduation rate for special education students was 63.8%. In 2012-13, the rate for this subgroup increased to 67%. The graduation rate for LEP students in 2011-12 was 23.5% ($n=17$). This rate increased to 60% in 2012-13 ($n=10$). Although our LEP population is limited at the high school level, there were 282 students in the special education subgroup at this level in 2012-13.

2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should explain the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)

The Central Instructional Leadership Team and Central School Improvement Team will continue to monitor the graduation rate and dropout rate 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 2014-2015 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 means of delivering required courses for 2013-2014. 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, postsecondary education and work.
- Continue to implement systemic professional development to address state priorities and master plan goals.

3. *If applicable*, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

High school accountability data for the 2013-14 school year is not yet available. At the aggregate level, the four-year cohort graduation rate increased from 88.4% in 2012 to 89.5% in 2013. Generally, all subgroups showed an increase in the graduation rate from 2012 to 2013. The largest increase was shown in the LEP subgroup, from 23.5% to 60%. At the aggregate level, there was an increase of 1.1%, from 88.4% to 89.5%.

The dropout rate declined from 2012 to 2013, from 8.4% to 7.9%. In Harford County, the subgroup with the largest dropout rate in 2012-13 was LEP (30%, down from 52.9% the previous year). The second largest dropout rate in 2012-13 included special education students (17.7%, down from 19.3% the previous year).

Race to the Top Scopes of Work
Section E: Turning Around Lowest Performing Schools
(ONLY for LEAs with an approved no cost extension)

Section E: Turning Around Lowest Achieving Schools

Narrative: Not applicable to Harford County Public Schools.

Action Plan: Section E

Goal(s):

Race to the Top Scopes of Work

Section E: Turning Around Low Achieving Schools	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measures	Recurring Expense: Y/N
<i>MOU Requirements: (No) Additional Required Activities</i>							
1. Cooperate with national and statewide evaluation							
<i>Tasks/Activities:</i>							
1.							
2.							

Section F: General
(ONLY for LEAs with an approved no cost extension)

Section F: General

Narrative: Not applicable to Harford County Public Schools.

Action Plan: Section F

Goal(s):

Section F: General	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measures	Recurring Expense: Y/N
<i>MOU Requirements:</i> (No) <i>Additional Required Activities</i>							
1. Cooperate with national and statewide evaluation							
<i>Tasks/Activities:</i>							
1.							
2.							
3.							

Appendices

- Appendix A –HCPS Professional Development Plan School Year August – June, 2014

APPENDIX A

HCPS Professional Development Plan School Year August - June					
Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format
Accelerated Learning	Elementary	Solidify options for acceleration for students in elementary school	Explore options for acceleration for students who have mastered curricular content and require acceleration	August 2014 -June 2015	GT teachers and intervention team, after-school
Accelerated Learning	Elementary	Build content knowledge of GT teachers	Survey GT staff and provide need-based PD for GT teachers on math, ELA or co-teaching content	August 2014-June 2015	Ongoing: early dismissal days
Accelerated Learning	Elementary	Streamline identification processes for students requiring services	Clarify tools and processes for identifying students who require services	August 2014-June 2015	After-school sessions
Accelerated Learning	Middle and High	Research and propose cost-effective gifted and talented identification and service model delivery options for students in grades 6-12 for a continuum of services	Research and propose cost-effective gifted and talented identification and service model delivery options for students in grades 6-12 for a continuum of services	August 2014-June 2015	Citizen's Advosroy Council, quarterly in the evenings
Accountability	Elementary, Middle, and High	Support the HCPS Assessment Program	Provide training sessions for school test coordinators and other staff members involved in the testing program in order to comply with local and state assessment guidelines	September - May	Face to face session with school test coordinators

APPENDIX A

HCPS Professional Development Plan School Year August - June					
Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format
Business Technology - Work Based Learning	High	Bring curriculum up to date with current GCC expectations and new MSDE standards	Provide Training to WBL coordinators that were unable to attend MSDE/Stevenson University Training	September - January	PD and 1/2 day trainings
Business Technology - Career and Trade	High	Bring curriculum up to date with current GCC expectations	Update Curriculum and prepare to present to GCC	August- June	PD and beyond the duty day
Business Technology - Technology	Middle	Explore expansion of GTT offerings	Identify specific units Support specific signature programs at the high school level-Bio-med	August - June	Beyond the duty day
Business Technology - Project Lead the Way	High	Updates to curriculum	Maintaining current technology practices from PLTW	August - June	Trainings by PLTW
Career Programs and Art- Art/Dance and FACS	Elementary, Middle, and High	Support the professional learning and efficacy of teachers	Train new teachers in HCPS curriculum and best instructional practices	August and October	County-wide new teachers PD and Fall new teacher visitation days
Career Programs and Art - Art/Dance and FACS	Elementary, Middle, and High	Support the professional learning and efficacy of teachers	Build content knowledge around effective instructional practices and Common Core implementation	November	County-wide PD day

APPENDIX A

HCPS Professional Development Plan School Year August - June

Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format
Career Programs - Art/Dance and FACS	Elementary, Middle, and High	Support the professional learning and efficacy of teachers	Conduct formal observations of non-tenured teachers and teachers on PPG	September - June	Observe with school-based administrators during the school day
Career Programs and Art - Art/Dance and FACS	Elementary, Middle, and High	Support the professional learning and efficacy of teachers	Support teachers in the development of SLOs	September - December	Meetings with teachers and/or departments during planning time
Career Programs and Art - Art/Dance	Elementary, Middle, and High	Support the professional learning and efficacy of teachers	Support teachers with the pilot of newly developed county-wide assessments for Grade 5, Grade 8, Fine Art Preparation and Dance I	October - August	County-wide professional development day; Art Program Committee meetings; summer PD
Career Programs and Art - Art	High - Advanced Placement	Support the professional learning and efficacy of teachers	Support teachers with the implementation of AP curriculum; to increase student performance on AP portfolios	November and April	After-school sessions
Career Programs and Art - FACS	High	Support the professional learning and efficacy of teachers	Support interdisciplinary teachers with the implementation of the Teacher Academy of Maryland program	November and April	After-school sessions
Career Programs and Art - FACS	High	Support the professional learning and efficacy of teachers	Support teachers with the implementation of the new ProStart Guide-On-The Side; increase student performance on industry exams	October - June	County-wide professional development day; FACS Program Committee meetings

APPENDIX A

HCPS Professional Development Plan School Year August - June					
Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format
Career Programs and Art - Family Life Education	Elementary, Middle, and High	Support the professional learning and efficacy of teachers	Train teachers who are new to teaching Family Life content in Grade 5, Grade 7 or high school	October and February	County-wide Family Life PD during the school day
Career Programs and Art - CTE	High - Biomedical Sciences, Homeland Security, HTHS	Support the professional learning and efficacy of teachers	Support teachers with the implementation of CTE curriculum	August - June	After-school sessions
Career Programs and Art - CTE	High - Biomedical Sciences, Homeland Security, HTHS	Support the professional learning and efficacy of teachers	Support teachers with the implementation of CTE curriculum	September - June	Department meetings or PAC meetings
Early Childhood - ELA/Mathematics	Kindergarten	Provide updates and training on progress report and assessments	Provide all kindergarten teachers updates and training on report card and assessment revisions	June-August	KRA training
Early Childhood - ELA/Mathematics	Prekindergarten	Performance Matters training and progress report training	Provide all prekindergarten teachers with updates and training on the revised report card; train all prekindergarten teachers in Performance Matters	August	County-wide Pre-k day PD

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HCPS Professional Development Plan School Year August - June					
Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format
Early Childhood - All	Kindergarten	Provide support in Early Childhood	Provide support with PPG's and content in early childhood content	August - June	Job-embedded at various schools
Early Childhood - All	Prekindergarten	Provide support in Early Childhood	Provide support with PPG's and content in early childhood content	August - June	Job-embedded at various schools
Early Childhood	Kindergarten	Provide KRA Training	Provide all kindergarten teachers an introduction and training on administering the MSDE KRA assessment	June - August	Full-day summer training
Early Childhood - ELA/Mathematics / Science	Prekindergarten/ Kindergarten	Offer a variety of ELA, mathematics, and science choice sessions	Provide teachers with job embedded professional development in early childhood curricula related to the Mary College Career Ready Standards, and the Next Generation Science Standards	August - September	County-wide PD, after-school, and school visits

APPENDIX A

HCPS Professional Development Plan School Year August - June					
Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format
English/Reading	Elementary	Support the professional learning and efficacy of teachers	Support teachers with the 2nd year of Common Core implementation; review the revisions to the elementary curriculum units and discuss instructional implications	September - June	Based on school request, PD options could include: school based grade level planning sessions, faculty meetings, meetings with ILT, instructional walkthroughs
English/Reading	Elementary	Support the professional learning and efficacy of teachers	Develop the knowledge of reading specialists in order to support school based instruction	September, December, February, June	County-wide reading specialist meetings
English/Reading	Elementary and Middle	Implement the Making Meaning Program	Introduce a new intervention program and Develop an understanding of the model for implementation	August - September	Training session with Making Meaning consultant
English/Reading	Middle	Implement the Making Meaning Program	Support teachers with the 2nd year of Common Core implementation; to review the revisions to the middle school language arts curriculum	September - June	School-based grade level planning sessions

APPENDIX A

HCPS Professional Development Plan School Year August - June					
Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format
English/Language Arts	Middle and High	Support the professional learning and efficacy of teachers	Train new teachers in HCPS curriculum and best instructional practices	August and October	County-wide new teacher PD and Fall Grade Level Visitation Day
English/Language Arts	Middle and High	Support the professional learning and efficacy of teachers	Conduct formal observations of non-tenured teachers and teachers on PPG	September - June	Observe with school-based administrators
English	Middle and High	Support the professional learning and efficacy of teachers	Build content knowledge around effective instructional practices in writing	November	County-wide professional development day
English	Middle and High	Support the professional learning and efficacy of teachers	Develop the knowledge of department chairs in order; support school based instruction	September, December, January, March, May	County-wide department chair meetings
English	Middle and High	Support the professional learning and efficacy of teachers	Provide teachers with an opportunity to give curriculum feedback or ask instructional questions to deepen their understanding of Common Core practices	September - June	School-based department meetings at least once a year
ESOL	Elementary, Middle, and High	Support the professional learning and efficacy of teachers	Develop teacher leaders for the writing of curriculum and assessments	Summer 2014	HCPS Curriculum Development Institute

APPENDIX A

HCPS Professional Development Plan School Year August - June					
Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format
ESOL	Elementary, Middle, and High	Support the professional learning and efficacy of teachers	Support teachers with the second year of SLO and PDP implementation	September - June	Voluntary after-school sessions, job-embedded meetings with individual teachers
ESOL	Elementary, Middle, and High	Support the professional learning and efficacy of teachers	Increase knowledge of WIDA standards, ACCESS score interpretation, and lesson development for teachers of ESOL students	August - June	Professional Development presented by WIDA conference attendees to ESOL staff members during ESOL meetings; PD presented by ESOL staff members to classroom teachers during faculty meetings
ESOL	Elementary, Middle, and High	Support the professional learning and efficacy of teachers	Train new teachers in logistics related to the job (e.g., how to use the ELL PLAN application and develop EL PLAN folders)	August	County-wide new teacher professional development
ESOL	Elementary, Middle, and High	Support the professional learning and efficacy of teachers	Train new teachers in HCPS best instructional practices	October	Fall visitation day

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HCPS Professional Development Plan School Year August - June					
Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format
ESOL	Elementary, Middle, and High	Support the professional learning and efficacy of teachers	Conduct formal observations of non-tenured teachers and teachers with Plans for Professional Growth	September - June	Observe with school-based administrators
ESOL	Elementary, Middle, and High	Support the professional learning and efficacy of teachers	Develop the knowledge of the ESOL staff members in order Support school-based instruction	September - June	Monthly staff meetings
ESOL	Elementary, Middle, and High	Support the professional learning and efficacy of teachers	Develop the knowledge of the ESOL staff members around the state-mandated W-ACCESS for ELLs	September - June	Staff meetings presented in conjunction with the Office of Accountability
Health	Grades 7,8,9	Create Family Life education units	Align units of instruction to best practices	Fall	November PD
Health	Elementary	Complete pilot to full status	Refine pilot	September	Job embedded
Intervention - Intervention Data	Elementary, Middle, and High	Provide PD to data collectors on performance matters	Enhance participant understanding of our current data management system	Fall and Winter	One 2 hour session; One 1 hour session; After-school
Intervention - Bridge Training	High	Provide bridge scorers and contacts updates on bridge process	Update participants on current bridge process guidelines and procedures	Fall	One 2 hour session; After-school

APPENDIX A

HCPS Professional Development Plan School Year August - June					
Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format
Library/Media	Elementary, Middle, and High	Promote Library/Media Specialist Success	Support teachers in the writing and implementation of SMART Goals and assist with their benchmarks	September	After-school voluntary meetings
Library/Media	Elementary	Inform Library/Media Specialist of new technology and county practices	Provide information, introduce new practices and assist in the professional development of teachers, as well as discuss the new eBook initiative	November	Conference
Library/Media	Elementary and Middle	Professional Learning	Develop the knowledge of the Library/Media Committee to disseminate integration of Common Core, updates on databases, and curriculum revisions to colleagues	October	County-wide Steering Committee Meeting
Library/Media	Middle and High	Update of county and state initiatives and goals	Inform teachers on the new Library/Media practices, share state initiatives and review SMART Goals	November	Professional Development Days
Library/Media	Elementary	Provide New Teacher Learning	Work with new Library/Media Specialists during a school visitation/observation of a seasoned LMS	September	School visitation

APPENDIX A

HCPS Professional Development Plan School Year August - June					
Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format
Mathematics	Elementary	Increase mathematics content knowledge and extend facility with instructional techniques that build conceptual understanding	Explore Mathematical practices; explore big ideas and essential questions for grade-specific content; promote student-centered learning through effective lesson development; examine assessment format and the technology expectations for students, strengthen instructional practices, including technology	August - June	Multiple sessions during the November Conference; school-based support through Teacher Specialists during faculty meetings, early dismissal, and collaborative planning blocks; voluntary after-hours workshop sessions
Mathematics	Middle	Increase mathematics content knowledge and extend facility with instructional techniques that build conceptual understanding	Explore Mathematical practices; explore big ideas and essential questions for grade-specific content; promote student-centered learning through effective lesson development; examine assessment format and the technology expectations for students, strengthen instructional practices, including technology	August - June	Multiple sessions during the November Conference; school-based support by the Model Department Chairperson through grade level site-based meetings for content and collaborative planning; voluntary after-hours workshop sessions

APPENDIX A

HCPS Professional Development Plan School Year August - June					
Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format
Mathematics	High	Increase understanding of MDCCRS and align instructional practice with current research on teaching and learning	Explore Mathematical practices; explore big ideas and essential questions for grade-specific content; promote student-centered learning through effective lesson development; examine assessment format and the technology expectations for students, strengthen instructional practices, including technology	August - June	Multiple sessions during the November Conference; school-based support through Department Chairpersons during department and PLC meetings, voluntary after-hours workshop sessions
Music	Elementary, Middle, and High	Assist teachers on PPGs	Assess lesson plans, work with teachers on a 1 to 1 and release them for their plan if possible	September - June	Direct work with teachers during the school day
Music	Elementary	Work with teachers on the use of the Music Curriculum guides	Enhance instruction	September - May	Meet with teachers in their schools during meeting times and/or during common planning time
Music	Elementary, Middle, and High	Create quality SLOs for evaluation purposes	Assist music teachers in developing quality SLOs	September - October	Direct work with teachers during the school day

APPENDIX A

HCPS Professional Development Plan School Year August - June					
Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format
Music	Elementary, Middle, and High	Participate in the observation and Evaluation process	Support school administrations and music teachers with curriculum knowledge	September - August	Observations with school administration
Physical Education	Elementary	Curriculum update	Complete gap analysis	November	November PD
Physical Education	Middle	Curriculum update	Complete gap analysis	November	November PD
Professional Development	Elementary, Middle, and High	Orient all new hires to HCPS	Provide initial content for new hires relative to curriculum and pedagogy	August 2014	Conference
Professional Development	Elementary, Middle, and High	Demonstrate appropriate content instruction	Provide opportunities for new hires to see typical daily instruction specific to content	Ongoing	Content classroom visitations
Professional Development	Elementary, Middle, and High	Extend pedagogy and content knowledge	Build content and pedagogical knowledge specific to the needs of 1st, 2nd, and 3rd year teachers	Ongoing	Conference
School Improvement	Elementary, Middle, and High SIT Members	Provide PD to SIT's twice during the 2014-2015 school year	Enhance participant understanding of current best practices in relation to school improvement and intervention strategies	Fall & Spring	The PD would be broken into four regional groups to span over a two day period

APPENDIX A

HCPS Professional Development Plan School Year August - June					
Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format
School Improvement - Leadership	Aspiring Administrators	Administrative Personnel Preparation	Provide strategies and techniques to enable aspiring leadership to be equipped to tackle future administrative responsibilities	Winter & Spring	Optional participation, after-school
School Improvement - SIT Facilitators	Elementary, Middle, and High	Provide PD to SIT facilitators during the 2014-2015 school year	Enhance their understanding of current best practices in relation to school improvement, data analysis and intervention strategies	Winter & Spring	Four full-days, two in winter and two in spring - large group
School Improvement - Rookie Principal/IF/AP meeting	Elementary, Middle, and High	Provide new principals with PD on school improvement best practices during the 2014-2015 school year	Enhance participant understanding of current best practices in relation to school improvement and intervention strategies	Fall & Winter	Two 1/2 days; large group; Principals and IF's in the AM; AP's in the PM
Science	Elementary Science Facilitators	Increase the knowledge and skill base of science leaders	Provide professional development and administrative support to elementary science contacts	Semester One and Two Meeting	During the school day
Science	Middle and High	Increase the knowledge and skill base of science leaders	Provide professional development and administrative support to secondary science contacts	Quarterly Meetings	During the school day

APPENDIX A

HCPS Professional Development Plan School Year August - June					
Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format
Science	Middle and High	Increase the knowledge and skill base of science leaders	Walkthrough secondary science classrooms, with department chairs, for the purpose of supporting high quality science instruction	September - June	During the school day
Science	Elementary	Pilot Seeds of Science Roots of Reading, Grade 2 and 3	Provide professional development Support program implementation	Quarter One	During the school day
Science	Elementary	Pilot the new Environmental Stewardship Unit, Grade 5	Provide professional development Support program implementation	Quarter One	During the school day
Science	High	Increase the knowledge and skill base of physics teachers	Provide professional development Support use of the online component of the new AP Physics textbook	July	Stipend days
Science	Elementary, Middle, and High	Increase the knowledge and skill base of science leaders	Continue to meet with the PLC in order Support the implementation of the NGSS	Semester One and Two Meeting	After-school
Science	Elementary, Middle, and High	Increase the knowledge and skill base of science teachers	Provide science-specific professional development designed for the first year science teacher	Semester One	After-school
Science	Elementary, Middle, and High	Increase the knowledge and skill base of science teachers	Provide new hires with the opportunity to visit veteran science teacher classrooms	Semester One	During the school day

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HCPS Professional Development Plan School Year August - June					
Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format
Science	Middle and High	Provide SLO support to all secondary science teachers	Hold "office hours" at each secondary school; assist with the SLO writing process	Quarter One	Job-embedded
Science	Middle and High	Attend a minimum of one department meeting at each school	Provide time for dialogue concerning the NGSS and other site-specific topics	September - June	Department meetings
Social Studies	Middle and High	Close Reading Strategies for Primary Sources	Development of instructional skills Support departmental colleagues	First Quarter	Department chair meetings after-school
Social Studies	Middle and High	C3 Transition	Heighten DC understanding of curriculum/instructional changes	First/Second Quarter	Department chair meetings after-school
Social Studies	Middle and High	Middle School Curriculum Changes (CCSS/C3)	Heighten DC understanding of curriculum/instructional changes	Fourth Quarter	Department chair meetings after-school
Social Studies	Middle and High	Curricular Changes Electives/USH	Heighten DC understanding of curriculum/instructional changes	Fourth Quarter	Department chair meetings after-school
Social Studies	Middle and High	Conduct observations and walkthroughs	Build knowledge of instructional practices as related to the Danileson Framework	Ongoing	Department chair meetings after-school

APPENDIX A

HCPS Professional Development Plan School Year August - June					
Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format
Social Studies	Middle and High	Teacher Leadership Book Study	Develop and enhance teacher leadership skills	Ongoing	Department chair meetings after-school
Social Studies	Middle and High		Availability to conference with teachers regarding individual and/or PLC SLOs	First Quarter	Job-embedded
Social Studies	Middle and High	Application of Thinking Like a Social Scientist Skills	Continue professional learning on the application and implementation of the skills within the classroom	Second Quarter	Job-embedded
Social Studies	Middle and High	Inquiry Based Learning: Essential Questions	Creation of essential questions as part of inquiry based learning process	Third Quarter	Job-embedded
Social Studies	Middle	Preparation for Curriculum Changes	Discuss impact of CCSS/C3	Fourth Quarter	Job-embedded
Social Studies	High	Getting Ready to Teach US History	Preparation for grade level transition	Fourth Quarter	Job-embedded
World Languages	Middle and High	Support the professional learning and efficacy of teachers	Develop teacher leaders for the writing of curriculum and assessments	Summer 2014	MSDE World Languages Academy, HCPS Curriculum Development Institute

APPENDIX A

HCPS Professional Development Plan School Year August - June					
Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format
World Languages	Middle and High	Support the professional learning and efficacy of teachers	Support teachers with the second year of SLO and PDP implementation	September - June	Voluntary after-school sessions, department meetings, job-embedded meetings with individual teachers
World Languages	Middle and High	Support the professional learning and efficacy of teachers	Train new teachers in HCPS curriculum	August	County-wide new teacher professional development
World Languages	Middle and High	Support the professional learning and efficacy of teachers	Train new teachers in HCPS best instructional practices	October	Fall visitation day
World Languages	Middle and High	Support the professional learning and efficacy of teachers	Train new teachers in HCPS curriculum and best instructional practices	November, March	Voluntary after-school meetings with World Languages mentor teachers
World Languages	Middle and High	Support the professional learning and efficacy of teachers	Build knowledge around NCSSFL-ACTFL Can-Do Statements, ACTFL Proficiency Levels and Targets, and presentational writing and speaking rubrics	November	County-wide professional development day
World Languages	Middle and High	Support the professional learning and efficacy of teachers	Develop the knowledge of department chairs and liaisons in order Support school-based instruction	September, December, March, May	County-wide department chair/liaison meetings

APPENDIX A

HCPS Professional Development Plan School Year August - June					
Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format
World Languages	Middle and High	Support the professional learning and efficacy of teachers	Provide teachers with an opportunity to ask questions about NCSSFL-ACTFL Can-Do Statements, ACTFL Proficiency Levels and Targets, and presentational writing and speaking rubrics	November - June	Department meetings
World Languages	Middle	Support the professional learning and efficacy of teachers	Provide teachers with an opportunity to ask questions about and provide feedback on the revised Discovering Spanish Curriculum Guide, Spanish III, and French IV	May - June	Voluntary after-school meetings and/or job-embedded meetings
World Languages	Middle and High	Support the professional learning and efficacy of teachers	Conduct formal observations of non-tenured teachers and teachers with Plans for Professional Growth	September - June	Observe with school-based administrators

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FINANCE AND DATA TABLES

1.1A: Current Year Variance Table

Final 10/23/14

Local School System: Harford County Public Schools

Revenue Category	FY 15 Budget
Local Appropriation	223,667,302
Other Local Revenue	3,335,928
State Revenue	204,682,716
Federal Revenue	0
84.388: Title I - School Improvement	0
84.395: Race to the Top	20,000
84.010: Title I	4,934,902
84.027: IDEA, Part B	8,478,410
	0
Other Federal Funds	5,541,439
Other Resources/Transfers	5,722,043
Total	456,382,740

Instructions: Itemize FY 2015 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.

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	503,277	6.00
Instructional Salaries	Unrestricted	4,183,087	47.50
Mid-level Administration	Unrestricted	3,143,605	39.30
Other Instructional Costs	Unrestricted	367,707	0.00
Other Restricted Federal	Restricted	1,981,763	0.00
Other Restricted Funds	Restricted	132,137	0.00
Other Restricted State Funds	Restricted	22,606	0.00
RTTT	84.395	0	0.00
Textbooks & Supplies	Unrestricted	413,192	0.00
Totals		10,747,374	92.80

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	281,435	0.00
Health Services	Unrestricted	40,840	0.00

Maryland State Department of Education
 Master Plan 2014 Annual Update - Finance and Data Tables
 Harford County

1.1A: Current Year Variance Table		Final 10/23/14	
Instructional Salaries	Unrestricted	1,806,349	0.00
Other Instructional Costs	Unrestricted	16,100	0.00
RTTT	84.395	0	0.00
Special Education	Unrestricted	47,478	0.00
Textbooks & Supplies	Unrestricted	6,000	0.00
Totals		2,198,202	0.00

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
Health Services	Unrestricted	2,455,538	51.54
IDEA	84.027	5,778,497	116.10
Instructional Salaries	Unrestricted	98,448,608	1,706.84
Mid-level Administration	Unrestricted	14,167,594	198.73
Other Instructional Costs	Unrestricted	1,582,913	0.00
Other Restricted Federal	Restricted	1,915,807	25.30
Other Restricted Funds	Restricted	72,326	0.00
Other Restricted State Funds	Restricted	1,979,038	21.70
RTTT	84.395	19,318	0.00
Special Education	Unrestricted	22,749,162	626.97
Student Services	Unrestricted	920,898	11.40
Textbooks & Supplies	Unrestricted	4,573,849	0.00
Title I	84.010	190,957	0.00
Totals		154,854,505	2,758.58

Section E: Turning Around the Lowest Achieving Schools

Reform Area 4: Turning around our lowest-achieving schools

Expenditures:	Source	Amount	FTE
Health Services	Unrestricted	1,007,844	21.16
Instructional Salaries	Unrestricted	51,579,750	894.25
Mid-level Administration	Unrestricted	7,468,927	104.77
Other Instructional Costs	Unrestricted	674,843	0.00
Special Education	Unrestricted	9,703,280	267.43
Student Services	Unrestricted	735,394	9.10
Textbooks & Supplies	Unrestricted	2,283,496	0.00
Title I	84.010	3,580,586	44.00
Other Restricted Federal		135,170	1.80
Other Restricted Funds		7,500	0.00

Maryland State Department of Education
 Master Plan 2014 Annual Update - Finance and Data Tables
 Harford County

1.1A: Current Year Variance Table		Final 10/23/14	
Totals		77,176,790	1,342.51
Mandatory Cost of Doing Business: Please itemize mandatory costs not attributable to an assurance area in this category.			
Expenditures:	Source	Amount	FTE
Administrative Services	Unrestricted	9,535,251	113.70
Capital Outlay	Unrestricted	421,259	0.00
Community Service	Unrestricted	530,114	1.60
Fixed Charges (1)	Unrestricted	105,879,766	0.00
IDEA	84.027	2,493,288	0.00
Maintenance of Plant	Unrestricted	12,616,970	125.50
Operations of Plant	Unrestricted	29,988,963	345.30
Other Restricted Federal	Restricted	1,016,309	0.00
Other Restricted State Funds	Restricted	796,832	0.00
RTTT	84.395	0	0.00
Student Transportation	Unrestricted	30,732,242	217.40
Title I	84.010	1,040,463	0.00
Totals		195,051,457	803.50
Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category.			
Expenditures:	Source	Amount	FTE
IDEA	84.027	206,625	0.00
Other Restricted Federal	Restricted	102,390	0.00
Other Restricted Funds	Restricted	85,736	0.00
Other Restricted State Funds	Restricted	7,730,526	0.00
RTTT	84.395	682	0.00
Special Education - NonPublic Placement Cc	Unrestricted	8,105,557	0.00
Title I	84.010	122,896	0.00
Totals		16,354,412	0.00
Grand Totals 456,382,740 4,997.39			
Tables are not intended to be completed in accordance with GAAP. Add lines if necessary.			

Maryland State Department of Education
Master Plan 2014 Annual Update - Finance and Data Tables
Harford County

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures) Final 10/23/14
Local School System: Harford County Public Schools

	FY 2014		FY 2014 Final		Summary Actuals	
	Original Budget	Budget	Budget	6/30/2014	Change	% Change
Revenue	7/1/2013		6/30/2014			
Local Appropriation	221,300,729		221,300,729		0	0.00%
State Revenue	203,476,363		204,658,421		-1,182,058	-0.58%
Federal ARRA Funds	84.395	569,830	972,602		-402,772	-70.68%
Federal Revenue	84.010	5,035,000	5,322,468		-287,468	-5.71%
	84.027	7,952,482	8,478,108		-525,626	-6.61%
Other Federal Funds		5,137,317	4,554,714		582,603	11.34%
Other Local Revenue		3,279,272	361,070		2,918,202	88.99%
Other Resources/Transfers		5,683,500	6,398,770		-715,270	-12.59%
Total		452,434,493	452,046,882		387,611	0.09%

Change in Expenditures - Instructions: Itemize FY 2014 actual expenditures and FTE 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	439,908	443,390	5.00	5.00
Standards and Assessments	Unrestricted (B)	Instructional Salaries	4,059,451	4,051,140	48.50	47.50
Standards and Assessments	Unrestricted (B)	Mid-level Administration	2,824,083	2,825,267	35.00	34.30
Standards and Assessments	Unrestricted (B)	Other Instructional Costs	367,524	350,866	-	-
Standards and Assessments	Restricted	Other Restricted Federal	333,317	523,126	-	-
Standards and Assessments	Restricted	Other Restricted Funds	6,360	55,120	-	-
Standards and Assessments	Restricted	Other Restricted State Funds	106,801	131,910	-	-
Standards and Assessments	84.395	RTTT	53,193	33,313	1.00	1.00
Standards and Assessments	Unrestricted (B)	Textbooks & Supplies	443,192	216,325	-	-
Standards and Assessments			8,633,829	8,630,457	89.50	87.80
Data Systems to Support Instruction	Unrestricted (C)	Administrative Services	269,000	269,000	-	-
Data Systems to Support Instruction	Unrestricted (C)	Health Services	40,840	22,897	-	-
Data Systems to Support Instruction	Unrestricted (C)	Instructional Salaries	1,631,741	1,644,321	-	-
Data Systems to Support Instruction	Unrestricted (C)	Other Instructional Costs	16,100	8,232	-	-
Data Systems to Support Instruction	84.395	RTTT	51,510	69,922	1.00	1.00
Data Systems to Support Instruction	Unrestricted (C)	Special Education	47,478	44,240	-	-
Data Systems to Support Instruction	Unrestricted (C)	Textbooks & Supplies	26,000	8,383	-	-
Data Systems to Support Instruction			2,082,669	2,066,995	1.00	1.00
Great Teachers and Leaders	Unrestricted (D)	Health Services	2,325,760	2,246,846	50.10	50.94
Great Teachers and Leaders	84.027	IDEA	5,413,409	5,807,453	107.10	117.20
Great Teachers and Leaders	Unrestricted (D)	Instructional Salaries	106,538,729	105,083,732	1,811.91	1,806.63
Great Teachers and Leaders	Unrestricted (D)	Mid-level Administration	14,629,752	14,409,722	202.63	203.13
Great Teachers and Leaders	Unrestricted (D)	Other Instructional Costs	1,490,547	1,830,377	-	-
Great Teachers and Leaders	Restricted	Other Restricted Federal	3,079,630	2,923,940	33.25	36.20
Great Teachers and Leaders	Restricted	Other Restricted Funds	3,070	90,826	-	-
Great Teachers and Leaders	Restricted	Other Restricted State Funds	2,227,385	1,975,419	18.55	18.00
Great Teachers and Leaders	84.395	RTTT	322,400	697,564	3.40	4.40
Great Teachers and Leaders	Unrestricted (D)	Special Education	23,508,415	22,867,734	643.85	638.42
Great Teachers and Leaders	Unrestricted (D)	Student Services	925,167	911,371	11.39	11.39
Great Teachers and Leaders	Unrestricted (D)	Textbooks & Supplies	4,529,861	4,635,804	-	-
Great Teachers and Leaders	84.010	Title I	205,942	292,008	-	-
Great Teachers and Leaders			165,200,067	163,772,796	2,882.18	2,886.31
Turning Around Lowest Performing Sch	Unrestricted E	Health Services	993,435	959,728	21.40	21.76
Turning Around Lowest Performing Sch	Unrestricted E	Instructional Salaries	46,226,871	46,094,130	786.19	792.47
Turning Around Lowest Performing Sch	Unrestricted E	Mid-level Administration	7,228,536	7,119,820	100.12	100.37
Turning Around Lowest Performing Sch	Unrestricted E	Other Instructional Costs	653,816	794,195	-	-
Turning Around Lowest Performing Sch	Unrestricted E	Special Education	9,425,761	9,168,879	258.15	255.98
Turning Around Lowest Performing Sch	Unrestricted E	Student Services	740,000	728,966	9.11	9.11
Turning Around Lowest Performing Sch	Unrestricted E	Textbooks & Supplies	1,965,495	2,011,463	-	-
Turning Around Lowest Performing Sch	Unrestricted E	Other Restricted Federal		139,450		

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Master Plan 2014 Annual Update - Finance and Data Tables
Harford County

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)			Final 10/23/14			
Turning Around Lowest Performing Sch	Unrestricted E	Other Restricted Funds		1,050		
Turning Around Lowest Performing Sch	Unrestricted E	Other Restricted State Funds		12,818		
Turning Around Lowest Performing Sch	84.010	Title I	3,670,146	3,990,090	40.00	31.00
Turning Around Lowest Performing Schools			70,904,060	71,020,589	1,214.97	1,210.69
Mandatory Costs of Doing Business	Unrestricted COE	Administrative Services	9,916,400	9,388,227	115.20	114.70
Mandatory Costs of Doing Business	Unrestricted COE	Capital Outlay	50,000	20,668	-	-
Mandatory Costs of Doing Business	Unrestricted COE	Community Service	530,550	456,302	1.60	1.60
Mandatory Costs of Doing Business	Unrestricted COE	Fixed Charges (1)	102,309,040	103,110,660	-	-
Mandatory Costs of Doing Business	84.027	IDEA	2,389,704	2,463,675	-	-
Mandatory Costs of Doing Business	Unrestricted COE	Maintenance of Plant	12,678,317	12,142,872	125.50	125.50
Mandatory Costs of Doing Business	Unrestricted COE	Operations of Plant	29,467,584	30,132,957	345.30	345.30
Mandatory Costs of Doing Business	Restricted	Other Restricted Federal	923,234	479,355	-	-
Mandatory Costs of Doing Business	Restricted	Other Restricted State Funds	508,176	619,001	-	-
Mandatory Costs of Doing Business		Other Restricted Funds		3,707	-	-
Mandatory Costs of Doing Business	84.395	RTTT	127,800	152,317	-	-
Mandatory Costs of Doing Business	Unrestricted COE	Student Transportation	31,315,615	30,298,515	217.40	217.40
Mandatory Costs of Doing Business	84.010	Title I	1,048,743	914,072	-	-
Mandatory Costs of Doing Business			191,265,163	190,182,328	805.00	804.50
Other items deemed necessary by the l	84.027	IDEA	165,123	206,981	-	-
Other items deemed necessary by the l	Restricted	Other Restricted Federal	395,382	98,843	0.80	0.80
Other items deemed necessary by the l	Restricted	Other Restricted Funds	74,070	148,067	-	-
Other items deemed necessary by the l	Restricted	Other Restricted State Funds	6,466,731	7,752,001	-	-
Other items deemed necessary by the l	84.395	RTTT	14,927	19,487	-	-
Other items deemed necessary by the l	Unrestricted SE	Special Education - NonPublic	7,122,303	8,022,040	-	-
Other items deemed necessary by the l	84.010	Title I	110,169	126,298	-	-
Other items deemed necessary by the Local Board of Education			14,348,705	16,373,717	0.80	0.80
Total			452,434,493	452,046,882	4,993.45	4,991.10

Maryland State Department of Education
Master Plan 2014 Annual Update - Finance and Data Tables
Harford County

Table 2.1: Maryland School Assessment Performance Results - Reading - Elementary																											
Subgroup	All Students									Male						Female											
	2012			2013			2014			2012			2013			2014			2012			2013			2014		
	# 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	8388	7710	91.9	8546	7769	90.9	8055	7225	89.7	4342	3928	90.5	4371	3868	88.5	4085	3557	87.1	4046	3782	93.5	4175	3901	93.4	3970	3668	92.4
Hispanic/Latino of any race	477	421	88.3	502	437	87.1	468	398	85.0	229	191	83.4	244	203	83.2	234	192	82.1	248	230	92.7	258	234	90.7	234	206	88.0
American Indian or Alaska Native	21	20	95.2	23	21	91.3	24	22	91.7	8	8	100.0	11	9	81.8	14	12	85.7	13	12	92.3	12	12	100.0	10	10	100.0
Asian	300	290	96.7	316	302	95.6	291	274	94.2	146	141	96.6	150	145	96.7	141	130	92.2	154	149	96.8	166	157	94.6	150	144	96.0
Black or African American	1466	1222	83.4	1523	1226	80.5	1468	1177	80.2	777	631	81.2	811	606	74.7	756	568	75.1	689	591	85.8	712	620	87.1	712	609	85.5
Native Hawaiian or Other Pacific Islander	8	8	100.0	9	9	100.0	14	12	85.7	4	4	100.0	7	7	100.0	11	10	90.9	4	4	100.0	2	2	100.0	3	2	66.7
White	5639	5328	94.5	5691	5349	94.0	5353	4947	92.4	2930	2743	93.6	2899	2690	92.8	2702	2443	90.4	2709	2585	95.4	2792	2659	95.2	2651	2504	94.5
Two or more races	477	421	88.3	482	425	88.2	437	395	90.4	248	210	84.7	249	208	83.5	227	202	89.0	229	211	92.1	233	217	93.1	210	193	91.9
Special Education	1121	815	72.7	1110	759	68.4	1061	679	64.0	764	557	72.9	733	502	68.5	705	446	63.3	357	258	72.3	377	257	68.2	356	233	65.4
Limited English Proficient (LEP)	122	101	82.8	126	95	75.4	89	49	55.1	66	54	81.8	59	44	74.6	48	22	45.8	56	47	83.9	67	51	76.1	41	27	65.9
Free/Reduced Meals (FARMS)	2662	2237	84.0	2802	2293	81.8	2662	2151	80.8	1386	1151	83.0	1433	1112	77.6	1370	1066	77.8	1276	1086	85.1	1369	1181	86.3	1292	1085	84.0

Table 2.2: Maryland School Assessment Performance Results - Reading - Middle																											
Subgroup	All Students									Male						Female											
	2012			2013			2014			2012			2013			2014			2012			2013			2014		
	# 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	8556	7415	86.7	8371	7360	87.9	8420	7195	85.5	4507	3779	83.8	4409	3755	85.2	4447	3638	81.8	4049	3636	89.8	3962	3605	91.0	3973	3557	89.5
Hispanic/Latino of any race	419	342	81.6	445	369	82.9	479	395	82.5	207	156	75.4	228	180	78.9	247	193	78.1	212	186	87.7	217	189	87.1	232	202	87.1
American Indian or Alaska Native	27	22	81.5	29	21	72.4	26	22	84.6	14	12	85.7	14	10	71.4	10	9	90.0	13	10	76.9	15	11	73.3	16	13	81.3
Asian	284	264	93.0	266	256	96.2	282	263	93.3	149	134	89.9	149	140	94.0	149	139	93.3	135	130	96.3	117	116	99.1	133	124	93.2
Black or African American	1508	1110	73.6	1532	1159	75.7	1521	1090	71.7	804	547	68.0	794	550	69.3	789	507	64.3	704	563	80.0	738	609	82.5	732	583	79.6
Native Hawaiian or Other Pacific Islander	15	11	73.3	10	6	60.0	14	10	71.4	7	3	42.9	3	2	66.7	6	3	50.0	8	8	100.0	7	4	57.1	8	7	87.5
White	5892	5312	90.2	5664	5184	91.5	5639	5044	89.4	3112	2747	88.3	3007	2697	89.7	2996	2593	86.5	2780	2565	92.3	2657	2487	93.6	2643	2451	92.7
Two or more races	411	354	86.1	425	365	85.9	459	371	80.8	214	180	84.1	214	176	82.2	250	194	77.6	197	174	88.3	211	189	89.6	209	177	84.7
Special Education	1101	619	56.2	1060	587	55.4	1064	520	48.9	745	411	55.2	710	383	53.9	713	333	46.7	356	208	58.4	350	204	58.3	351	187	53.3
Limited English Proficient (LEP)	30	9	30.0	51	25	49.0	58	27	46.6	18	4	22.2	28	13	46.4	30	11	36.7	12	5	41.7	23	12	52.2	28	16	57.1
Free/Reduced Meals (FARMS)	2378	1786	75.1	2459	1888	76.8	2578	1881	73.0	1241	884	71.2	1290	940	72.9	1360	923	67.9	1137	902	79.3	1169	948	81.1	1218	958	78.7

Table 2.3: Maryland High School Assessment Performance Results - Reading - High (English II)																											
Subgroup	All Students									Male						Female											
	2012			2013			2014			2012			2013			2014			2012			2013			2014		
	# 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	2771	2323	83.8	2821	2450	86.8				1385	1095	79.1	1437	1201	83.6				1386	1228	88.6	1384	1249	90.2			
Hispanic/Latino of any race	111	89	80.2	131	111	84.7				57	45	78.9	78	68	87.2				54	44	81.5	53	43	81.1			
American Indian or Alaska Native	14	13	92.9	9	6	66.7				8	8	100.0	8	5	62.5				6	5	83.3	1	1	100.0			
Asian	74	68	91.9	84	77	91.7				34	32	94.1	47	41	87.2				40	36	90.0	37	36	97.3			
Black or African American	462	317	68.6	474	371	78.3				239	141	59.0	233	168	72.1				223	176	78.9	241	203	84.2			
Native Hawaiian or Other Pacific Islander	1	1	100.0	5	5	100.0				1	1	100.0	2	2	100.0				0	0	0.0	3	3	100.0			
White	2029	1769	87.2	2014	1787	88.7				1017	844	83.0	1028	882	85.8				1012	925	91.4	986	905	91.8			
Two or more races	80	66	82.5	104	93	89.4				29	24	82.8	41	35	85.4				51	42	82.4	63	58	92.1			
Special Education	314	137	43.6	267	114	42.7				215	90	41.9	167	67	40.1				99	47	47.5	100	47	47.0			
Limited English Proficient (LEP)	7	4	57.1	4	2	50.0				3	2	66.7	1	0	0.0				4	2	50.0	3	2	66.7			
Free/Reduced Meals (FARMS)	502	374	74.5	574	442	77.0				243	174	71.6	287	212	73.9				259	200	77.2	287	230	80.1			

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Subgroup	All Students									Male						Female											
	2012			2013			2014			2012			2013			2014			2012			2013			2014		
	# 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	8392	7616	90.8	8544	7594	88.9	7936	6972	87.9	4346	3939	90.6	4368	3861	88.4	4052	3545	87.5	4046	3677	90.9	4176	3733	89.4	3884	3427	88.2
Hispanic/Latino of any race	477	425	89.1	502	420	83.7	459	381	83.0	229	206	90.0	243	208	85.6	230	195	84.8	248	219	88.3	259	212	81.9	229	186	81.2
American Indian or Alaska Native	21	20	95.2	23	21	91.3	23	21	91.3	8	8	100.0	11	9	81.8	12	10	83.3	13	12	92.3	12	12	100.0	11	11	100.0
Asian	301	292	97.0	316	305	96.5	290	279	96.2	147	142	96.6	150	147	98.0	140	136	97.1	154	150	97.4	166	158	95.2	150	143	95.3
Black or African American	1468	1184	80.7	1523	1152	75.6	1412	1055	74.7	779	632	81.1	811	604	74.5	731	535	73.2	689	552	80.1	712	548	77.0	681	520	76.4
Native Hawaiian or Other Pacific Islander	8	7	87.5	9	8	88.9	11	10	90.9	4	4	100.0	7	6	85.7	10	9	90.0	4	3	75.0	2	2	100.0	1	1	100.0
White	5641	5256	93.2	5689	5263	92.5	5319	4868	91.5	2932	2723	92.9	2897	2670	92.2	2706	2472	91.4	2709	2533	93.5	2792	2593	92.9	2613	2396	91.7
Two or more races	476	432	90.8	482	425	88.2	422	358	84.8	247	224	90.7	249	217	87.1	223	188	84.3	229	208	90.8	233	208	89.3	199	170	85.4
Special Education	1123	705	62.8	1108	653	58.9	1055	563	53.4	766	507	66.2	731	451	61.7	698	396	56.7	357	198	55.5	377	202	53.6	357	167	46.8
Limited English Proficient (LEP)	122	102	83.6	127	100	78.7	83	57	68.7	66	57	86.4	59	48	81.4	44	33	75.0	56	45	80.4	68	52	76.5	39	24	61.5
Free/Reduced Meals (FARMS)	2661	2188	82.2	2800	2205	78.8	2579	1945	75.4	1385	1165	84.1	1430	1118	78.2	1334	997	74.7	1276	1023	80.2	1370	1087	79.3	1245	948	76.1

Subgroup	All Students									Male						Female											
	2012			2013			2014			2012			2013			2014			2012			2013			2014		
	# 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	8550	6987	81.7	8370	6672	79.7	8163	6199	75.9	4501	3591	79.8	4410	3417	77.5	4303	3172	73.7	4049	3396	83.9	3960	3255	82.2	3860	3027	78.4
Hispanic/Latino of any race	419	328	78.3	446	322	72.2	467	335	71.7	206	155	75.2	229	159	69.4	244	161	66.0	213	173	81.2	217	163	75.1	223	174	78.0
American Indian or Alaska Native	27	20	74.1	29	22	75.9	24	16	66.7	14	11	78.6	14	10	71.4	9	7	77.8	13	9	69.2	15	12	80.0	15	9	60.0
Asian	284	266	93.7	266	256	96.2	282	261	92.6	149	138	92.6	149	143	96.0	148	135	91.2	135	128	94.8	117	113	96.6	134	126	94.0
Black or African American	1507	991	65.8	1532	934	61.0	1476	829	56.2	804	502	62.4	794	435	54.8	763	392	51.4	703	489	69.6	738	499	67.6	713	437	61.3
Native Hawaiian or Other Pacific Islander	15	12	80.0	10	6	60.0	14	6	42.9	7	5	71.4	3	2	66.7	6	2	33.3	8	7	87.5	7	4	57.1	8	4	50.0
White	5887	5044	85.7	5661	4807	84.9	5460	4436	81.2	3107	2622	84.4	3006	2509	83.5	2901	2320	80.0	2780	2422	87.1	2655	2298	86.6	2559	2116	82.7
Two or more races	411	326	79.3	426	325	76.3	440	316	71.8	214	158	73.8	215	159	74.0	232	155	66.8	197	168	85.3	211	166	78.7	208	161	77.4
Special Education	1098	495	45.1	1061	405	38.2	1004	292	29.1	742	324	43.7	712	275	38.6	674	205	30.4	356	171	48.0	349	130	37.2	330	87	26.4
Limited English Proficient (LEP)	30	18	60.0	51	28	54.9	59	22	37.3	18	12	66.7	28	18	64.3	31	9	29.0	12	6	50.0	23	10	43.5	28	13	46.4
Free/Reduced Meals (FARMS)	2374	1606	67.6	2457	1556	63.3	2489	1439	57.8	1239	803	64.8	1290	795	61.6	1301	723	55.6	1135	803	70.7	1167	761	65.2	1188	716	60.3

Subgroup	All Students									Male						Female											
	2012			2013			2014			2012			2013			2014			2012			2013			2014		
	# 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	2700	2413	89.4	2747	2491	90.7				1364	1202	88.1	1407	1263	89.8				1336	1211	90.6	1340	1228	91.6			
Hispanic/Latino of any race	107	90	84.1	129	118	91.5				54	46	85.2	76	72	94.7				53	44	83.0	53	46	86.8			
American Indian or Alaska Native	14	12	85.7	9	7	77.8				8	8	100.0	8	6	75.0				6	4	66.7	1	1	100.0			
Asian	73	71	97.3	73	70	95.9				34	34	100.0	42	40	95.2				39	37	94.9	31	30	96.8			
Black or African American	462	362	78.4	467	375	80.3				241	178	73.9	232	182	78.4				221	184	83.3	235	193	82.1			
Native Hawaiian or Other Pacific Islander	1	1	100.0	4	4	100.0				1	1	100.0	2	2	100.0				0	0	0.0	2	2	100.0			
White	1965	1806	91.9	1967	1826	92.8				997	906	90.9	1010	926	91.7				968	900	93.0	957	900	94.0			
Two or more races	78	71	91.0	98	91	92.9				29	29	100.0	37	35	94.6				49	42	85.7	61	56	91.8			
Special Education	304	161	53.0	275	140	50.9				212	111	52.4	177	84	47.5				92	50	54.3	98	56	57.1			
Limited English Proficient (LEP)	7	4	57.1	3	2	66.7				4	3	75.0	0	0	0.0				3	1	33.3	3	2	66.7			
Free/Reduced Meals (FARMS)	490	421	85.9	566	481	85.0				238	216	90.8	283	238	84.1				252	205	81.3	283	243	85.9			

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Table 2.7: Maryland School Assessment Performance Results - Science - Elementary																											
Subgroup	All Students									Male									Female								
	2012			2013			2014			2012			2013			2014			2012		2013		2014				
	# 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	2701	2074	76.8	2907	2224	76.5	2853	2115	74.1	1409	1082	76.8	1538	1191	77.4	1440	1059	73.5	1292	992	76.8	1369	1033	75.5	1413	1056	74.7
Hispanic/Latino of any race	147	104	70.7	184	129	70.1	160	101	63.1	72	50	69.4	84	62	73.8	82	48	58.5	75	54	72.0	100	67	67.0	78	53	67.9
American Indian or Alaska Native	10	8	80.0	5	3	60.0	7	6	85.7	4	3	75.0	3	2	66.7	2	2	100.0	6	5	83.3	2	1	50.0	5	4	80.0
Asian	87	75	86.2	101	82	81.2	112	100	89.3	44	38	86.4	47	40	85.1	54	51	94.4	43	37	86.0	54	42	77.8	58	49	84.5
Black or African American	476	235	49.4	501	280	55.9	538	286	53.2	244	115	47.1	263	149	56.7	287	149	51.9	232	120	51.7	238	131	55.0	251	137	54.6
Native Hawaiian or Other Pacific Islander	2	1	50.0	2	1	50.0	4	3	75.0	0	0	0.0	1	0	0.0	4	3	75.0	2	1	50.0	1	1	100.0	0	0	0.0
White	1834	1544	84.2	1930	1606	83.2	1875	1511	80.6	971	820	84.4	1037	871	84.0	933	751	80.5	863	724	83.9	893	735	82.3	942	760	80.7
Two or more races	145	107	73.8	184	123	66.8	157	108	68.8	74	56	75.7	103	67	65.0	78	55	70.5	71	51	71.8	81	56	69.1	79	53	67.1
Special Education	388	159	41.0	376	154	41.0	406	138	34.0	253	121	47.8	253	119	47.0	262	105	40.1	135	38	28.1	123	35	28.5	144	33	22.9
Limited English Proficient (LEP)	28	11	39.3	31	13	41.9	15	6	40.0	17	7	41.2	15	9	60.0	6	2	33.3	11	4	36.4	16	4	25.0	9	4	44.4
Free/Reduced Meals (FARMS)	824	484	58.7	929	528	56.8	944	511	54.1	438	275	62.8	472	266	56.4	492	265	53.9	386	209	54.1	457	262	57.3	452	246	54.4

Table 2.8: Maryland School Assessment Performance Results - Science - Middle																											
Subgroup	All Students									Male									Female								
	2012			2013			2014			2012			2013			2014			2012		2013		2014				
	# 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	2892	2323	80.3	2776	2280	82.1	2913	2340	80.3	1513	1201	79.4	1451	1191	82.1	1564	1232	78.8	1379	1122	81.4	1325	1089	82.2	1349	1108	82.1
Hispanic/Latino of any race	145	108	74.5	156	121	77.6	137	99	72.3	72	46	63.9	75	58	77.3	76	52	68.4	73	62	84.9	81	63	77.8	61	47	77.0
American Indian or Alaska Native	9	6	66.7	6	4	66.7	9	7	77.8	6	5	83.3	6	4	66.7	3	3	100.0	3	1	33.3	0	0	0.0	6	4	66.7
Asian	96	88	91.7	89	84	94.4	99	88	88.9	46	41	89.1	46	43	93.5	59	51	86.4	50	47	94.0	43	41	95.3	40	37	92.5
Black or African American	504	289	57.3	497	313	63.0	533	312	58.5	274	154	56.2	261	154	59.0	280	150	53.6	230	135	58.7	236	159	67.4	253	162	64.0
Native Hawaiian or Other Pacific Islander	10	6	60.0	2	2	100.0	7	3	42.9	6	3	50.0	0	0	0.0	3	1	33.3	4	3	75.0	2	2	100.0	4	2	50.0
White	1995	1719	86.2	1900	1656	87.2	1976	1712	86.6	1038	893	86.0	1002	884	88.2	1060	913	86.1	957	826	86.3	898	772	86.0	916	799	87.2
Two or more races	133	107	80.5	126	100	79.4	152	119	78.3	71	59	83.1	61	48	78.7	83	62	74.7	62	48	77.4	65	52	80.0	69	57	82.6
Special Education	363	148	40.8	311	120	38.6	348	124	35.6	247	98	39.7	206	91	44.2	236	82	34.7	116	50	43.1	105	29	27.6	112	42	37.5
Limited English Proficient (LEP)	15	3	20.0	12	4	33.3	24	9	37.5	9	2	22.2	6	2	33.3	14	4	28.6	6	1	16.7	6	2	33.3	10	5	50.0
Free/Reduced Meals (FARMS)	784	504	64.3	763	488	64.0	843	519	61.6	416	265	63.7	389	245	63.0	453	269	59.4	368	239	64.9	374	243	65.0	390	250	64.1

Table 2.9: Maryland High School Assessment Performance Results - Science - High (Biology)																											
Subgroup	All Students									Male									Female								
	2012			2013			2014			2012			2013			2014			2012		2013		2014				
	# 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	2730	2295	84.1	2795	2471	88.4				1369	1160	84.7	1425	1268	89.0				1361	1135	83.4	1370	1203	87.8			
Hispanic/Latino of any race	108	84	77.8	129	111	86.0				55	45	81.8	77	70	90.9				53	39	73.6	52	41	78.8			
American Indian or Alaska Native	14	12	85.7	9	8	88.9				8	8	100.0	8	7	87.5				6	4	66.7	1	1	100.0			
Asian	73	69	94.5	79	73	92.4				33	32	97.0	45	41	91.1				40	37	92.5	34	32	94.1			
Black or African American	459	300	65.4	469	350	74.6				237	157	66.2	228	171	75.0				222	143	64.4	241	179	74.3			
Native Hawaiian or Other Pacific Islander	1	1	100.0	5	5	100.0				1	1	100.0	2	2	100.0				0	0	0.0	3	3	100.0			
White	1995	1761	88.3	2003	1838	91.8				1006	892	88.7	1024	942	92.0				989	869	87.9	979	896	91.5			
Two or more races	79	68	86.1	101	86	85.1				28	25	89.3	41	35	85.4				51	43	84.3	60	51	85.0			
Special Education	296	143	48.3	270	154	57.0				201	99	49.3	169	100	59.2				95	44	46.3	101	54	53.5			
Limited English Proficient (LEP)	6	1	16.7	3	3	100.0				3	0	0.0	0	0	0.0				3	1	33.3	3	3	100.0			
Free/Reduced Meals (FARMS)	493	369	74.8	571	446	78.1				240	191	79.6	287	230	80.1				253	178	70.4	284	216	76.1			

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Table 3.1: HSA Test Participation and Status - English 2013																					
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	2794	77.4	2162	20.0	558	2.6	74	1370	72.6	994	24.1	330	3.4	46	1424	82.0	1168	16.0	228	2.0	28
Hispanic/Latino of any race	163	71.8	117	23.3	38	4.9	8	79	62.0	49	30.4	24	7.6	6	84	81.0	68	16.7	14	2.4	2
American Indian or Alaska Native	10	100.0	10	0.0	0	0.0	0	2	100.0	2	0.0	0	0.0	0	8	100.0	8	0.0	0	0.0	0
Asian	90	81.1	73	15.6	14	3.3	3	42	81.0	34	14.3	6	4.8	2	48	81.3	39	16.7	8	2.1	1
Black or African American	453	59.8	271	34.9	158	5.3	24	222	50.5	112	43.2	96	6.3	14	231	68.8	159	26.8	62	4.3	10
Native Hawaiian or Other Pacific Islander	4	100.0	4	0.0	0	0.0	0	3	100.0	3	0.0	0	0.0	0	1	100.0	1	0.0	0	0.0	0
White	1944	82.2	1597	16.0	311	1.9	36	958	78.4	751	19.3	185	2.3	22	986	85.8	846	12.8	126	1.4	14
Two or more races	130	69.2	90	28.5	37	2.3	3	64	67.2	43	29.7	19	3.1	2	66	71.2	47	27.3	18	1.5	1
Special Education	272	30.1	82	64.3	175	5.5	15	171	29.8	51	64.3	110	5.8	10	101	30.7	31	64.4	65	5.0	5
Limited English Proficient (LEP)	4	0.0	0	50.0	2	50.0	2	2	0.0	0	50.0	1	50.0	1	2	0.0	0	50.0	1	50.0	1
Free/Reduced Meals (FARMS)	641	58.3	374	36.2	232	5.5	35	317	50.8	161	42.6	135	6.6	21	324	65.7	213	29.9	97	4.3	14

Table 3.2: HSA Test Participation and Status - English 2013																					
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	2688	88.8	2387	10.6	284	0.6	17	1289	84.9	1094	14.3	184	0.9	11	1399	92.4	1293	7.1	100	0.4	6
Hispanic/Latino of any race	125	81.6	102	14.4	18	4.0	5	59	81.4	48	13.6	8	5.1	3	66	81.8	54	15.2	10	3.0	2
American Indian or Alaska Native	13	84.6	11	15.4	2	0.0	0	7	71.4	5	28.6	2	0.0	0	6	100.0	6	0.0	0	0.0	0
Asian	81	88.9	72	11.1	9	0.0	0	46	87.0	40	13.0	6	0.0	0	35	91.4	32	8.6	3	0.0	0
Black or African American	417	78.7	328	20.6	86	0.7	3	201	72.1	145	26.4	53	1.5	3	216	84.7	183	15.3	33	0.0	0
Native Hawaiian or Other Pacific Islander	3	66.7	2	33.3	1	0.0	0	1	0.0	0	100.0	1	0.0	0	2	100.0	2	0.0	0	0.0	0
White	1957	91.4	1788	8.2	161	0.4	8	934	88.0	822	11.6	108	0.4	4	1023	94.4	966	5.2	53	0.4	4
Two or more races	92	91.3	84	7.6	7	1.1	1	41	82.9	34	14.6	6	2.4	1	51	98.0	50	2.0	1	0.0	0
Special Education	192	48.4	93	50.5	97	1.0	2	121	43.8	53	54.5	66	1.7	2	71	56.3	40	43.7	31	0.0	0
Limited English Proficient (LEP)	6	16.7	1	66.7	4	16.7	1	3	0.0	0	66.7	2	33.3	1	3	33.3	1	66.7	2	0.0	0
Free/Reduced Meals (FARMS)	585	80.0	468	19.3	113	0.7	4	269	76.6	206	22.3	60	1.1	3	316	82.9	262	16.8	53	0.3	1

Table 3.3: HSA Test Participation and Status - English 2013																					
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	2698	89.1	2404	10.9	294	0.0	0	1353	86.6	1172	13.4	181	0.0	0	1345	91.6	1232	8.4	113	0.0	0
Hispanic/Latino of any race	125	84.8	106	15.2	19	0.0	0	75	88.0	66	12.0	9	0.0	0	50	80.0	40	20.0	10	0.0	0
American Indian or Alaska Native	9	66.7	6	33.3	3	0.0	0	8	62.5	5	37.5	3	0.0	0	1	100.0	1	0.0	0	0.0	0
Asian	84	91.7	77	8.3	7	0.0	0	47	87.2	41	12.8	6	0.0	0	37	97.3	36	2.7	1	0.0	0
Black or African American	441	81.4	359	18.6	82	0.0	0	210	76.7	161	23.3	49	0.0	0	231	85.7	198	14.3	33	0.0	0
Native Hawaiian or Other Pacific Islander	5	100.0	5	0.0	0	0.0	0	2	100.0	2	0.0	0	0.0	0	3	100.0	3	0.0	0	0.0	0
White	1932	91.0	1759	9.0	173	0.0	0	971	88.9	863	11.1	108	0.0	0	961	93.2	896	6.8	65	0.0	0
Two or more races	102	90.2	92	9.8	10	0.0	0	40	85.0	34	15.0	6	0.0	0	62	93.5	58	6.5	4	0.0	0
Special Education	199	51.3	102	48.7	97	0.0	0	115	49.6	57	50.4	58	0.0	0	84	53.6	45	46.4	39	0.0	0
Limited English Proficient (LEP)	2	0.0	0	100.0	2	0.0	0	1	0.0	0	100.0	1	0.0	0	1	0.0	0	100.0	1	0.0	0
Free/Reduced Meals (FARMS)	545	78.3	427	21.7	118	0.0	0	270	75.9	205	24.1	65	0.0	0	275	80.7	222	19.3	53	0.0	0

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Table 3.4: HSA Test Participation and Status - Algebra/Data Analysis 2013																					
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	2720	88.2	2400	7.4	200	4.4	120	1340	88.3	1183	6.9	93	4.8	64	1380	88.2	1217	7.8	107	4.1	56
Hispanic/Latino of any race	158	85.4	135	9.5	15	5.1	8	75	84.0	63	9.3	7	6.7	5	83	86.7	72	9.6	8	3.6	3
American Indian or Alaska Native	10	90.0	9	0.0	0	10.0	1	2	50.0	1	0.0	0	50.0	1	8	100.0	8	0.0	0	0.0	0
Asian	88	88.6	78	2.3	2	9.1	8	42	78.6	33	4.8	2	16.7	7	46	97.8	45	0.0	0	2.2	1
Black or African American	436	74.8	326	18.6	81	6.7	29	213	70.9	151	20.2	43	8.9	19	223	78.5	175	17.0	38	4.5	10
Native Hawaiian or Other Pacific Islander	4	100.0	4	0.0	0	0.0	0	3	100.0	3	0.0	0	0.0	0	1	100.0	1	0.0	0	0.0	0
White	1899	91.6	1739	4.7	89	3.7	71	942	93.0	876	3.9	37	3.1	29	957	90.2	863	5.4	52	4.4	42
Two or more races	125	87.2	109	10.4	13	2.4	3	63	88.9	56	6.3	4	4.8	3	62	85.5	53	14.5	9	0.0	0
Special Education	268	56.3	151	35.1	94	8.6	23	167	56.9	95	32.3	54	10.8	18	101	55.4	56	39.6	40	5.0	5
Limited English Proficient (LEP)	4	25.0	1	50.0	2	25.0	1	2	0.0	0	100.0	2	0.0	0	2	50.0	1	0.0	0	50.0	1
Free/Reduced Meals (FARMS)	627	76.7	481	17.4	109	5.9	37	310	75.5	234	17.1	53	7.4	23	317	77.9	247	17.7	56	4.4	14

Table 3.5: HSA Test Participation and Status - Algebra/Data Analysis 2013																					
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	2590	94.1	2438	5.1	131	0.8	21	1239	93.7	1161	5.3	66	1.0	12	1351	94.5	1277	4.8	65	0.7	9
Hispanic/Latino of any race	122	90.2	110	6.6	8	3.3	4	58	91.4	53	6.9	4	1.7	1	64	89.1	57	6.3	4	4.7	3
American Indian or Alaska Native	12	83.3	10	16.7	2	0.0	0	6	83.3	5	16.7	1	0.0	0	6	83.3	5	16.7	1	0.0	0
Asian	72	97.2	70	1.4	1	1.4	1	42	95.2	40	2.4	1	2.4	1	30	100.0	30	0.0	0	0.0	0
Black or African American	411	84.7	348	14.1	58	1.2	5	198	82.8	164	15.2	30	2.0	4	213	86.4	184	13.1	28	0.5	1
Native Hawaiian or Other Pacific Islander	2	100.0	2	0.0	0	0.0	0	1	100.0	1	0.0	0	0.0	0	1	100.0	1	0.0	0	0.0	0
White	1883	96.6	1819	3.0	56	0.4	8	895	96.9	867	2.8	25	0.3	3	988	96.4	952	3.1	31	0.5	5
Two or more races	88	89.8	79	6.8	6	3.4	3	39	79.5	31	12.8	5	7.7	3	49	98.0	48	2.0	1	0.0	0
Special Education	191	68.6	131	29.8	57	1.6	3	120	69.2	83	28.3	34	2.5	3	71	67.6	48	32.4	23	0.0	0
Limited English Proficient (LEP)	6	33.3	2	66.7	4	0.0	0	3	33.3	1	66.7	2	0.0	0	3	33.3	1	66.7	2	0.0	0
Free/Reduced Meals (FARMS)	580	87.6	508	11.4	66	1.0	6	265	86.8	230	11.3	30	1.9	5	315	88.3	278	11.4	36	0.3	1

Table 3.6: HSA Test Participation and Status - Algebra/Data Analysis 2013																					
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	2614	93.6	2447	6.4	167	0.0	0	1308	94.3	1234	5.7	74	0.0	0	1306	92.9	1213	7.1	93	0.0	0
Hispanic/Latino of any race	123	92.7	114	7.3	9	0.0	0	73	95.9	70	4.1	3	0.0	0	50	88.0	44	12.0	6	0.0	0
American Indian or Alaska Native	9	77.8	7	22.2	2	0.0	0	8	75.0	6	25.0	2	0.0	0	1	100.0	1	0.0	0	0.0	0
Asian	73	95.9	70	4.1	3	0.0	0	42	95.2	40	4.8	2	0.0	0	31	96.8	30	3.2	1	0.0	0
Black or African American	428	85.0	364	15.0	64	0.0	0	204	85.8	175	14.2	29	0.0	0	224	84.4	189	15.6	35	0.0	0
Native Hawaiian or Other Pacific Islander	4	100.0	4	0.0	0	0.0	0	2	100.0	2	0.0	0	0.0	0	2	100.0	2	0.0	0	0.0	0
White	1882	95.5	1798	4.5	84	0.0	0	944	96.1	907	3.9	37	0.0	0	938	95.0	891	5.0	47	0.0	0
Two or more races	95	94.7	90	5.3	5	0.0	0	35	97.1	34	2.9	1	0.0	0	60	93.3	56	6.7	4	0.0	0
Special Education	198	64.6	128	35.4	70	0.0	0	114	64.9	74	35.1	40	0.0	0	84	64.3	54	35.7	30	0.0	0
Limited English Proficient (LEP)	1	100.0	1	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	1	100.0	1	0.0	0	0.0	0
Free/Reduced Meals (FARMS)	533	87.4	466	12.6	67	0.0	0	261	88.1	230	11.9	31	0.0	0	272	86.8	236	13.2	36	0.0	0

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Table 3.7: HSA Test Participation and Status - Biology 2013																					
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	2771	85.7	2375	11.5	318	2.8	78	1361	85.1	1158	11.8	161	3.1	42	1410	86.3	1217	11.1	157	2.6	36
Hispanic/Latino of any race	163	82.8	135	12.3	20	4.9	8	78	79.5	62	14.1	11	6.4	5	85	85.9	73	10.6	9	3.5	3
American Indian or Alaska Native	10	80.0	8	10.0	1	10.0	1	2	50.0	1	0.0	0	50.0	1	8	87.5	7	12.5	1	0.0	0
Asian	90	86.7	78	8.9	8	4.4	4	42	83.3	35	9.5	4	7.1	3	48	89.6	43	8.3	4	2.1	1
Black or African American	445	69.2	308	25.8	115	4.9	22	220	64.1	141	30.5	67	5.5	12	225	74.2	167	21.3	48	4.4	10
Native Hawaiian or Other Pacific Islander	4	100.0	4	0.0	0	0.0	0	3	100.0	3	0.0	0	0.0	0	1	100.0	1	0.0	0	0.0	0
White	1933	90.1	1742	8.0	154	1.9	37	954	90.9	867	7.2	69	1.9	18	979	89.4	875	8.7	85	1.9	19
Two or more races	126	79.4	100	15.9	20	4.8	6	62	79.0	49	16.1	10	4.8	3	64	79.7	51	15.6	10	4.7	3
Special Education	271	49.1	133	45.0	122	5.9	16	170	54.1	92	40.6	69	5.3	9	101	40.6	41	52.5	53	6.9	7
Limited English Proficient (LEP)	4	0.0	0	50.0	2	50.0	2	2	0.0	0	50.0	1	50.0	1	2	0.0	0	50.0	1	50.0	1
Free/Reduced Meals (FARMS)	637	68.9	439	25.1	160	6.0	38	316	68.0	215	25.3	80	6.6	21	321	69.8	224	24.9	80	5.3	17

Table 3.8: HSA Test Participation and Status - Biology 2013																					
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	2667	93.0	2479	6.5	174	0.5	14	1279	92.7	1185	6.7	86	0.6	8	1388	93.2	1294	6.3	88	0.4	6
Hispanic/Latino of any race	122	86.1	105	10.7	13	3.3	4	57	89.5	51	7.0	4	3.5	2	65	83.1	54	13.8	9	3.1	2
American Indian or Alaska Native	13	84.6	11	7.7	1	7.7	1	7	85.7	6	0.0	0	14.3	1	6	83.3	5	16.7	1	0.0	0
Asian	79	96.2	76	3.8	3	0.0	0	44	95.5	42	4.5	2	0.0	0	35	97.1	34	2.9	1	0.0	0
Black or African American	416	81.3	338	18.0	75	0.7	3	200	80.5	161	18.5	37	1.0	2	216	81.9	177	17.6	38	0.5	1
Native Hawaiian or Other Pacific Islander	2	50.0	1	50.0	1	0.0	0	1	0.0	0	100.0	1	0.0	0	1	100.0	1	0.0	0	0.0	0
White	1943	95.9	1863	3.9	75	0.3	5	928	95.7	888	4.1	38	0.2	2	1015	96.1	975	3.6	37	0.3	3
Two or more races	92	92.4	85	6.5	6	1.1	1	42	88.1	37	9.5	4	2.4	1	50	96.0	48	4.0	2	0.0	0
Special Education	192	67.7	130	31.8	61	0.5	1	121	70.2	85	28.9	35	0.8	1	71	63.4	45	36.6	26	0.0	0
Limited English Proficient (LEP)	6	33.3	2	66.7	4	0.0	0	3	66.7	2	33.3	1	0.0	0	3	0.0	0	100.0	3	0.0	0
Free/Reduced Meals (FARMS)	583	85.4	498	14.1	82	0.5	3	266	85.0	226	14.3	38	0.8	2	317	85.8	272	13.9	44	0.3	1

Table 3.9: HSA Test Participation and Status - Biology 2013																					
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	2669	90.8	2424	9.2	245	0.0	0	1338	92.3	1235	7.7	103	0.0	0	1331	89.3	1189	10.7	142	0.0	0
Hispanic/Latino of any race	122	86.9	106	13.1	16	0.0	0	73	93.2	68	6.8	5	0.0	0	49	77.6	38	22.4	11	0.0	0
American Indian or Alaska Native	9	88.9	8	11.1	1	0.0	0	8	87.5	7	12.5	1	0.0	0	1	100.0	1	0.0	0	0.0	0
Asian	79	92.4	73	7.6	6	0.0	0	45	91.1	41	8.9	4	0.0	0	34	94.1	32	5.9	2	0.0	0
Black or African American	438	77.9	341	22.1	97	0.0	0	207	79.7	165	20.3	42	0.0	0	231	76.2	176	23.8	55	0.0	0
Native Hawaiian or Other Pacific Islander	5	100.0	5	0.0	0	0.0	0	2	100.0	2	0.0	0	0.0	0	3	100.0	3	0.0	0	0.0	0
White	1918	94.2	1806	5.8	112	0.0	0	964	95.2	918	4.8	46	0.0	0	954	93.1	888	6.9	66	0.0	0
Two or more races	98	86.7	85	13.3	13	0.0	0	39	87.2	34	12.8	5	0.0	0	59	86.4	51	13.6	8	0.0	0
Special Education	198	68.7	136	31.3	62	0.0	0	114	74.6	85	25.4	29	0.0	0	84	60.7	51	39.3	33	0.0	0
Limited English Proficient (LEP)	1	100.0	1	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	1	100.0	1	0.0	0	0.0	0
Free/Reduced Meals (FARMS)	541	79.9	432	20.1	109	0.0	0	267	82.8	221	17.2	46	0.0	0	274	77.0	211	23.0	63	0.0	0

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Table 3.10: HSA Test Participation and Status - Government 2013																					
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	2794	3.2	90	2.8	77	94.0	2627	1370	3.7	51	3.1	42	93.2	1277	1424	2.7	39	2.5	35	94.8	1350
Hispanic/Latino of any race	164	5.5	9	4.9	8	89.6	147	79	5.1	4	5.1	4	89.9	71	85	5.9	5	4.7	4	89.4	76
American Indian or Alaska Native	10	10.0	1	0.0	0	90.0	9	2	50.0	1	0.0	0	50.0	1	8	0.0	0	0.0	0	100.0	8
Asian	90	2.2	2	1.1	1	96.7	87	42	4.8	2	2.4	1	92.9	39	48	0.0	0	0.0	0	100.0	48
Black or African American	452	4.2	19	6.0	27	89.8	406	222	5.0	11	7.2	16	87.8	195	230	3.5	8	4.8	11	91.7	211
Native Hawaiian or Other Pacific Islander	4	0.0	0	0.0	0	100.0	4	3	0.0	0	0.0	0	100.0	3	1	0.0	0	0.0	0	100.0	1
White	1944	2.6	51	1.9	36	95.5	1857	958	2.9	28	1.9	18	95.2	912	986	2.3	23	1.8	18	95.8	945
Two or more races	130	6.2	8	3.8	5	90.0	117	64	7.8	5	4.7	3	87.5	56	66	4.5	3	3.0	2	92.4	61
Special Education	272	3.7	10	11.4	31	84.9	231	171	2.9	5	11.1	19	86.0	147	101	5.0	5	11.9	12	83.2	84
Limited English Proficient (LEP)	4	0.0	0	25.0	1	75.0	3	2	0.0	0	50.0	1	50.0	1	2	0.0	0	0.0	0	100.0	2
Free/Reduced Meals (FARMS)	642	4.8	31	6.9	44	88.3	567	317	5.0	16	7.6	24	87.4	277	325	4.6	15	6.2	20	89.2	290

Table 3.11: HSA Test Participation and Status - Government 2013																					
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	2734	84.7	2317	10.0	274	5.2	143	1310	83.9	1099	10.5	138	5.6	73	1424	85.5	1218	9.6	136	4.9	70
Hispanic/Latino of any race	130	73.8	96	14.6	19	11.5	15	60	78.3	47	10.0	6	11.7	7	70	70.0	49	18.6	13	11.4	8
American Indian or Alaska Native	13	92.3	12	7.7	1	0.0	0	7	100.0	7	0.0	0	0.0	0	6	83.3	5	16.7	1	0.0	0
Asian	81	88.9	72	4.9	4	6.2	5	46	87.0	40	4.3	2	8.7	4	35	91.4	32	5.7	2	2.9	1
Black or African American	430	67.2	289	20.7	89	12.1	52	205	65.4	134	21.5	44	13.2	27	225	68.9	155	20.0	45	11.1	25
Native Hawaiian or Other Pacific Islander	3	33.3	1	33.3	1	33.3	1	1	0.0	0	100.0	1	0.0	0	2	50.0	1	0.0	0	50.0	1
White	1981	89.2	1768	7.6	150	3.2	63	947	88.5	838	8.3	79	3.2	30	1034	89.9	930	6.9	71	3.2	33
Two or more races	96	82.3	79	10.4	10	7.3	7	44	75.0	33	13.6	6	11.4	5	52	88.5	46	7.7	4	3.8	2
Special Education	193	49.2	95	44.0	85	6.7	13	121	52.1	63	43.0	52	5.0	6	72	44.4	32	45.8	33	9.7	7
Limited English Proficient (LEP)	6	16.7	1	66.7	4	16.7	1	3	0.0	0	66.7	2	33.3	1	3	33.3	1	66.7	2	0.0	0
Free/Reduced Meals (FARMS)	596	73.8	440	20.0	119	6.2	37	274	71.5	196	20.8	57	7.7	21	322	75.8	244	19.3	62	5.0	16

Table 3.12: HSA Test Participation and Status - Government 2013																					
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	2781	88.4	2458	7.8	217	3.8	106	1393	89.7	1249	6.9	96	3.4	48	1388	87.1	1209	8.7	121	4.2	58
Hispanic/Latino of any race	137	80.3	110	8.8	12	10.9	15	79	88.6	70	3.8	3	7.6	6	58	69.0	40	15.5	9	15.5	9
American Indian or Alaska Native	9	88.9	8	11.1	1	0.0	0	8	87.5	7	12.5	1	0.0	0	1	100.0	1	0.0	0	0.0	0
Asian	89	85.4	76	6.7	6	7.9	7	51	80.4	41	9.8	5	9.8	5	38	92.1	35	2.6	1	5.3	2
Black or African American	459	76.3	350	17.6	81	6.1	28	219	76.3	167	18.7	41	5.0	11	240	76.3	183	16.7	40	7.1	17
Native Hawaiian or Other Pacific Islander	6	66.7	4	0.0	0	33.3	2	2	50.0	1	0.0	0	50.0	1	4	75.0	3	0.0	0	25.0	1
White	1974	91.9	1814	5.5	109	2.6	51	992	93.2	925	4.3	43	2.4	24	982	90.5	889	6.7	66	2.7	27
Two or more races	107	89.7	96	7.5	8	2.8	3	42	90.5	38	7.1	3	2.4	1	65	89.2	58	7.7	5	3.1	2
Special Education	205	60.0	123	35.1	72	4.9	10	120	68.3	82	25.8	31	5.8	7	85	48.2	41	48.2	41	3.5	3
Limited English Proficient (LEP)	2	0.0	0	0.0	0	100.0	2	1	0.0	0	0.0	0	100.0	1	1	0.0	0	0.0	0	100.0	1
Free/Reduced Meals (FARMS)	567	78.0	442	16.8	95	5.3	30	284	78.9	224	15.5	44	5.6	16	283	77.0	218	18.0	51	4.9	14

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Table 4.1: Four-Year Cohort Graduation Rate																		
Subgroup	All Students						Male						Female					
	2011-2012			2012-2013			2011-2012			2012-2013			2011-2012			2012-2013		
	# 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	2639	2985	88.41	2724	3043	89.52	1281	1489	86.03	1358	1556	87.28	1358	1496	90.78	1366	1487	91.86
Hispanic/Latino of any race	104	138	75.36	132	149	88.59	48	65	73.85	78	86	90.70	56	73	76.71	54	63	85.71
American Indian or Alaska Native	13	16	81.25	8	9	88.89	7	10	70.00	7	8	87.50	6	6	100.00	1	1	100.00
Asian	72	78	92.31	89	92	96.74	35	38	92.11	51	52	98.08	37	40	92.50	38	40	95.00
Black or African American	437	544	80.33	437	526	83.08	210	280	75.00	201	259	77.61	227	264	85.98	236	267	88.39
Native Hawaiian or Other Pacific Islander	2	3	66.67	5	5	100.00	2	3	66.67	1	1	100.00	0	0	0.00	4	4	100.00
White	1936	2116	91.49	1949	2145	90.86	951	1058	89.89	981	1101	89.10	985	1058	93.10	968	1044	92.72
Two or more races	75	90	83.33	104	117	88.89	28	35	80.00	39	49	79.59	47	55	85.45	65	68	95.59
Special Education	192	301	63.79	189	282	67.02	125	200	62.50	110	172	63.95	67	101	66.34	79	110	71.82
Limited English Proficient (LEP)	4	17	23.53	6	10	60.00	1	7	14.29	3	4	75.00	3	10	30.00	3	6	50.00
Free/Reduced Meals (FARMS)	464	612	75.82	540	672	80.36	214	299	71.57	265	353	75.07	250	313	79.87	275	319	86.21

Table 4.2: Four-Year Cohort Dropout Rate																		
Subgroup	All Students						Male						Female					
	2011-2012			2012-2013			2011-2012			2012-2013			2011-2012			2012-2013		
	# 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	252	2985	8.44	240	3043	7.89	144	1489	9.67	151	1556	9.70	108	1496	7.22	89	1487	5.99
Hispanic/Latino of any race	25	138	18.12	11	149	7.38	12	65	18.46	5	86	5.81	13	73	17.81	6	63	9.52
American Indian or Alaska Native	1	16	6.25	1	9	11.11	1	10	10.00	1	8	12.50	0	6	0.00	0	1	0.00
Asian	3	78	3.85	2	92	2.17	1	38	2.63	1	52	1.92	2	40	5.00	1	40	2.50
Black or African American	67	544	12.32	65	526	12.36	42	280	15.00	41	259	15.83	25	264	9.47	24	267	8.99
Native Hawaiian or Other Pacific Islander	0	3	0.00	0	5	0.00	0	3	0.00	0	1	0.00	0	0	0.00	0	4	0.00
White	145	2116	6.85	151	2145	7.04	84	1058	7.94	95	1101	8.63	61	1058	5.77	56	1044	5.36
Two or more races	11	90	12.22	10	117	8.55	4	35	11.43	8	49	16.33	7	55	12.73	2	68	2.94
Special Education	58	301	19.27	50	282	17.73	41	200	20.50	38	172	22.09	17	101	16.83	12	110	10.91
Limited English Proficient (LEP)	9	17	52.94	3	10	30.00	5	7	71.43	1	4	25.00	4	10	40.00	2	6	33.33
Free/Reduced Meals (FARMS)	97	612	15.85	93	672	13.84	53	299	17.73	60	353	17.00	44	313	14.06	33	319	10.34

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Table 5.1: Attendance Rates																			
		All Students						Male						Female					
Annual Measurable Objective (AMO):		94%	90%*	94%	94%	94%	94%	94%	90%*	94%	94%	94%	94%	94%	90%*	94%	94%	94%	94%
Subgroups by Level		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
All Students	Elementary	95.9	95.4	96.4	96.1	95.7	96.2	95.9	95.5	96.5	96.1	95.7	96.1	95.9	95.4	96.4	96.2	95.7	96.2
	Middle	95.2	95.0	95.8	95.5	94.9	95.6	95.1	94.9	95.6	95.4	94.8	95.6	95.3	95.1	95.9	95.5	95.0	95.5
	High	92.8	93.1	93.6	93.6	93.5	94.4	93.2	93.4	93.9	93.9	93.6	94.6	92.5	92.8	93.3	93.4	93.3	94.1
Hispanic/Latino of any race	Elementary			96.0	95.8	95.1	95.6			96.0	95.7	95.4	95.7			96.0	95.9	94.8	95.4
	Middle			95.6	95.1	94.3	94.9			95.8	95.2	94.3	95.0			95.4	95.0	94.4	94.9
	High			92.6	92.8	92.4	93.7			93.4	93.4	92.4	93.6			91.8	92.1	92.4	93.8
American Indian or Alaska Native	Elementary			95.3	95.3	94.1	94.1			95.0	95.2	94.0	94.0			95.5	95.4	94.2	94.1
	Middle			92.5	92.9	95.4	95.3			92.4	91.4	96.6	95.7			92.6	94.6	94.3	95.1
	High			90.8	94.7	92.3	92.5			93.1	95.2	92.1	91.7			87.2	93.8	92.5	93.6
Asian	Elementary			97.3	97.1	97.1	97.4			97.4	97.2	97.1	97.3			97.3	97.1	97.1	97.4
	Middle			98.0	97.8	97.3	97.8			97.8	97.8	96.8	97.5			98.2	97.9	97.9	98.1
	High			96.4	96.3	96.2	97.0			96.7	96.4	96.7	97.2			96.0	96.2	95.8	96.8
Black or African American	Elementary			96.4	96.4	95.8	96.1			96.4	96.3	95.6	96.0			96.3	96.4	95.9	96.3
	Middle			95.3	95.3	94.9	95.2			95.2	95.1	94.7	95.4			95.5	95.4	95.2	95.0
	High			92.1	92.6	93.0	93.6			92.1	92.7	93.0	93.7			92.1	92.4	93.1	93.5
Native Hawaiian or Other Pacific Islander	Elementary			96.3	97.3	95.9	97.1			95.4	97.3	96.7	96.9			97.2	97.3	94.6	97.4
	Middle			95.4	96.6	97.6	99.1			95.6	98.3	98.7	99.1			95.0	95.1	97.2	99.1
	High			91.4	90.6	90.3	95.7			96.3	89.1	90.0	95.3			88.1	92.2	90.6	96.2
White	Elementary			96.5	96.1	95.8	96.2			96.6	96.1	95.8	96.2			96.5	96.2	95.7	96.2
	Middle			95.9	95.5	94.9	95.7			95.7	95.5	94.9	95.8			96.0	95.5	94.9	95.5
	High			94.1	93.9	93.6	94.6			94.5	94.1	93.8	95.0			93.7	93.6	93.4	94.2
Two or more races	Elementary			95.6	95.3	94.9	95.6			95.5	94.9	94.8	95.7			95.7	95.7	95.1	95.4
	Middle			94.8	94.5	94.3	94.6			94.6	94.0	93.5	94.3			95.1	95.1	95.1	94.9
	High			92.0	92.7	91.9	93.0			91.9	92.5	91.8	93.1			92.1	93.0	92.0	92.9
Special Education	Elementary	95.0	94.4	95.4	95.3	94.7	95.1	95.0	94.4	95.4	95.2	94.7	95.0	95.1	94.4	95.4	95.4	94.6	95.3
	Middle	93.9	93.6	94.3	94.0	93.3	93.8	93.9	93.5	94.3	94.0	93.3	94.0	93.9	93.7	94.1	93.9	93.3	93.5
	High	90.5	90.8	91.5	91.3	91.4	92.5	90.8	90.9	91.6	91.6	91.5	92.8	89.7	90.7	91.3	90.7	91.1	91.9
Limited English Proficient (LEP)	Elementary	96.4	95.8	96.9	96.3	96.0	96.2	96.3	95.8	97.3	96.2	96.2	96.0	96.5	95.7	96.6	96.3	95.9	96.5
	Middle	95.3	94.9	96.2	96.7	95.8	95.7	96.9	96.2	97.8	97.1	96.4	95.5	94.1	93.9	94.5	96.3	95.2	96.0
	High	94.1	93.1	90.8	89.9	92.8	94.5	93.9	94.6	93.4	93.1	95.1	94.9	94.4	92.0	89.0	87.4	90.3	94.0
Free/Reduced Meals (FARMS)	Elementary	94.6	94.1	95.2	95.1	94.5	94.9	94.6	94.1	95.1	94.9	94.4	94.8	94.6	94.1	95.2	95.2	94.5	95.1
	Middle	93.2	93.0	93.7	93.4	93.0	93.6	93.0	92.8	93.5	93.2	92.7	93.5	93.4	93.2	93.8	93.7	93.4	93.6
	High	88.8	89.3	89.7	90.1	90.3	91.5	89.5	89.9	90.1	90.4	90.2	91.7	88.1	88.8	89.3	89.9	90.4	91.2

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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
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
2013-2014	95.4	4.6

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
2010-2011	698	698	100.0
2011-2012	699	699	100.0
2012-2013	535	535	100.0
2013-2014	554	554	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	%
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
2013-2014	0	0.0	0	0.0	25	12.4	167	83.1	9	4.5	0	0.0

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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	
	#	#	%	#	#	%
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
2013-2014						
Elementary	70	70	100.0	535	510	95.3
Secondary	48	40	83.3	2034	1849	90.1

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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	
		#	%	#	%	#	%	#	%
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
2013-2014	Elementary	70	100.0	0	0.0	510	100.0	0	0.0
	Secondary	40	100.0	0	0.0	1849	100.0	0	0.0

* 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 2013-2014 school year.

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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	%	%
2008-2009	71	3132	2.3	120	3132	3.8	14	3132	0.5	37	3132	0.1	7.7
2009-2010	63	3290	1.9	105	3290	3.2	3	3290	0.0	25	3290	0.1	6.0
2010-2011	73	3171	2.3	109	3171	3.4	3	3171	0.1	28	3171	0.1	6.7
2011-2012	73	3327	2.2	135	3327	4.1	2	3327	0.1	20	3327	0.6	6.9
2012-2013	74	2982	2.5	157	2982	5.3	2	2982	0.1	32	2982	0.1	8.9
2013-2014	95	3000	3.2	236	3000	7.9	3	3000	0.1	5	3000	0.2	11.3

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

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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	
		#	%
2010-2011	87.5	87.5	100.0
2011-2012	88.5	88.5	100.0
2012-2013	64.5	64.5	100.0
2013-2014	64.5	64.5	100.0
2014-2015*	57.5	57.5	100.0

*As of July 1, 2014

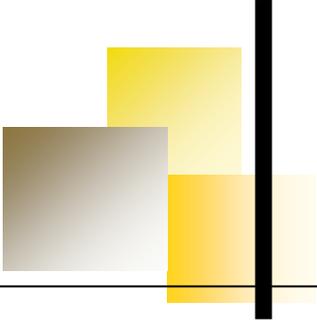
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Table 7.1: Percentage of <u>All</u> Kindergarten Students at Readiness Stages																								
	% Fully Ready								% Approaching Readiness								% Developing Readiness							
	SP	LL	MT	ST	SS	TA	PD	Composite	SP	LL	MT	ST	SS	TA	PD	Composite	SP	LL	MT	ST	SS	TA	PD	Composite
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
2013-2014	85	78	85	74	88	89	95	89	12	18	12	23	11	10	5	9	2	4	4	3	1	1	1	2

Table 7.2: Percentage of Kindergarten Students with Previous Prekindergarten Experience												
	% Fully Ready			% Approaching Readiness			% Developing Readiness					
	LL	MT		LL	MT		LL	MT				
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	
2013-2014	77		83		19		12		4		4	

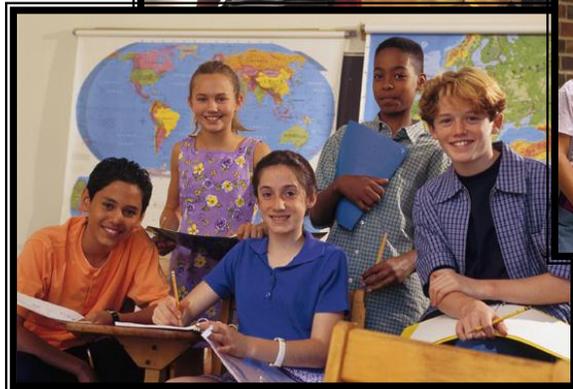
Maryland State Department of Education
Master Plan 2014 Annual Update - Finance and Data Tables
Harford County

Table 7.3: September 30 Prekindergarten Enrollment								
Harford County Prekindergarten (4 year old) Enrollment Data - 9/30/2013								
School	Full Day	Half Day	Total Students Enrolled 9/30/2013	Income Eligible Students 13A.06.02.05 (A)	Students Enrolled Under Other Criteria 13A.06.02.05 (B)	Number of Students Placed on Waiting List	Number of Students Enrolled through Early Admission 13A.08.01.02 A(3)	If available: Number of Students Enrolled with ISFP or IEP
Abingdon		2	37	37	0	18	0	* 1
Bakerfield		2	35	23	12	0	0	** 2
Bel Air		2	28	28	0	0	0	* 2
Church Creek		2	38	30	8	7	0	** 2
Deerfield		2	38	38	0	14	0	* 1
Dublin		2	31	16	15	0	0	1 ** 1
Edgewood		2	29	29	0	0	0	* 7
George Lisby @ Hillsdale		2	40	40	0	0	0	* 1
Hall's Cross Roads		2	34	34	0	3	0	
Havre de Grace		2	40	33	7	0	0	2 ** 4
Homestead Wakefield		2	32	17	15	0	0	** 0
Joppatowne		2	26	22	4	0	0	** 2
Magnolia		4	68	68	0	0	0	* 5
Meadowvale		2	24	16	8	0	0	1 * 1
North Harford		2	33	16	17	1	0	* 6
Prospect Mill		2	29	19	10	0	0	* 3
Riverside		2	26	23	3	0	0	** 2
Roye Williams		2	35	19	16	0	0	1 ** 2
William Paca OPR		4	67	66	1		0	* 5
TOTAL		42	690	574	116	43	0	62



2014 BTE Master Plan Update Harford County Public Schools

FY 2015 Part II: Attachments



**Bridge to Excellence Master Plan
2014 Annual Update**

(Please include this sheet as a cover to the submission indicated below)

Part 2: Attachments—Due: November 18, 2014

Local School System Submitting This Report:

Harford County Public Schools

Address:

102 S. Hickory Avenue
Bel Air, Maryland 21014

Local Point of Contact:

Name: Renee Villareal

Telephone: (410) 809-6073

E-Mail: renee.villareal@hcps.org

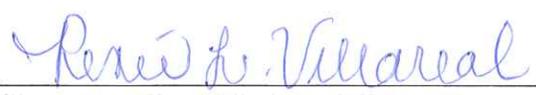
WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2013 Annual Update to our Bridge to Excellence Master Plan is correct and complete. We further certify that this Annual Update has been developed in consultation with members of the local school system's current Master 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 2015
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	90.41%	\$640,664.00						
Halls Cross Roads Elementary (SW)	0230	82.25%	\$533,080.80						
G. Lisby Elementary at Hillsdale (SW)	0211	78.59%	\$425,317.22						
Edgewood Elementary (TAS)	0115	76.72%	\$398,727.27						
William Paca/Old Post Road Elementary (SW)	0140	73.79%	\$751,528.88						
Bakerfield Elementary (TAS)	0212	70.92%	\$241,608.90						
Havre de Grace Elementary (SW)	0632	69.15%	\$235,551.10						
Center for Educational Opportunity	0292	65.43%							
Deerfield Elementary	0120	63.89%							
Magnolia Middle	0184	59.44%							
Riverside Elementary	0143	58.27%							
Edgewood Middle	0177	56.39%							
Aberdeen Middle	0265	54.71%							
Joppatowne High	0181	54.40%							
Edgewood High	0176	46.09%							
Dublin Elementary	0522	44.85%							
Joppatowne Elementary	0137	43.46%							
Roye-Williams Elementary	0639	42.59%							
Aberdeen High	0270	42.17%							
Havre de Grace Middle	0679	38.08%							
John Archer School	0391	34.82%							
Church Creek Elementary	0125	33.04%							
Havre de Grace High	0678	31.05%							
Darlington Elementary	0518	30.53%							

Meadowvale Elementary	0638	29.58%							
North Harford Elementary	0544	27.79%							
Bel Air Elementary	0314	26.94%							
William S. James Elementary	0113	22.80%							
Abingdon Elementary	0123	22.36%							
Harford Technical High	0304	21.74%							
Prospect Mill Elementary	0329	21.33%							
Norrisville Elementary	0441	19.78%							
Churchville Elementary	0316	18.78%							
North Harford Middle	0583	18.07%							
North Bend Elementary	0447	17.22%							
Bel Air Middle	0372	15.25%							
Patterson Mill Middle School	0188	14.91%							
Southampton Middle	0374	14.59%							
North Harford High	0580	14.51%							
Forest Lakes Elementary	0328	13.69%							
C. Milton Wright High	0385	13.06%							
Ring Factory Elementary	0345	12.75%							
Red Pump Elementary School	0349	12.65%							
Bel Air High	0373	12.63%							
Hickory Elementary	0333	12.23%							
Emmorton Elementary	0121	11.80%							
Homestead/Wakefield Elementary	0335	11.44%							
Fountain Green Elementary	0327	10.36%							
Jarrettsville Elementary	0436	9.57%							
Fallston Middle School	0386	8.92%							
Youths Benefit Elementary	0348	8.43%							
Forest Hill Elementary	0326	7.32%							
Fallston High	0382	7.09%							
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.)						\$3,226,478.17			
School System Administration (For Title I, Use # on Table 7-8 LINE 5)						\$612,677.46			
System-wide Programs and School System Support to Schools (For Title I, Use # on Table 7-8 LINE 12)						\$784,052.71			
Nonpublic Costs (For Title I, Table 7-10 LINE 7)						\$49,657.66			
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)						\$4,672,866.00			

ATTACHMENT 5-A TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)] Fiscal Year 2015	Local School System: <u>Harford County Public Schools</u>
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Local school systems may transfer ESEA funds by completing this page as part of the Bridge to Excellence Master Plan Annual Update submission, or at a later date by completing and submitting a separate Attachment 5-A form. Receipt of this Attachment as part of the Annual Update will serve as the required 30 day notice to MSDE. A local school system may transfer up to 100 percent of the funds allocated to it by formula under four major ESEA programs among those programs and to Title I. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

50% limitation for local school systems not identified for school improvement or corrective action. 30% limitation for districts identified for school improvement. A school system identified for corrective action may not use the fund transfer option.							
Funds Available for Transfer	Total FY 2014 Allocation	\$ Amount to be transferred out of each program	\$ Amount to be transferred into each of the following programs				
			Title I-A	Title II-A	Title II-D	Title IV-A	
Title II-A Teacher Quality							
Title II-D Ed Tech							
Title IV-A Safe and Drug Free Schools & Communities							

HARFORD COUNTY PUBLIC SCHOOLS WILL NOT CONSOLIDATE ESEA FUNDS.

ATTACHMENT 5-B CONSOLIDATION OF ESEA FUNDS FOR LOCAL ADMINISTRATION [Section 9203] Fiscal Year 2015	Local School System: <u>Harford County Public Schools</u>
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Section 9203 of ESEA allows a local school system, with approval of MSDE, to consolidate ESEA administrative funds. In consolidating administrative funds, a school system *may not* (a) designate more than the percentage established in each ESEA program, and (b) use any other funds under the program included in the consolidation for administrative purposes. A school system may use the consolidated administrative funds for the administration of the ESEA programs and for uses at the school district and school levels for such activities as –

- The coordination of the ESEA programs with other federal and non-federal programs;
- The establishment and operation of peer-review activities under *No Child Left Behind*;
- The dissemination of information regarding model programs and practices;
- Technical assistance under any ESEA program;
- Training personnel engaged in audit and other monitoring activities;
- Consultation with parents, teachers, administrative personnel, and nonpublic school officials; and
- Local activities to administer and carry out the consolidation of administrative funds.

A school system that consolidates administrative funds shall not be required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation.

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

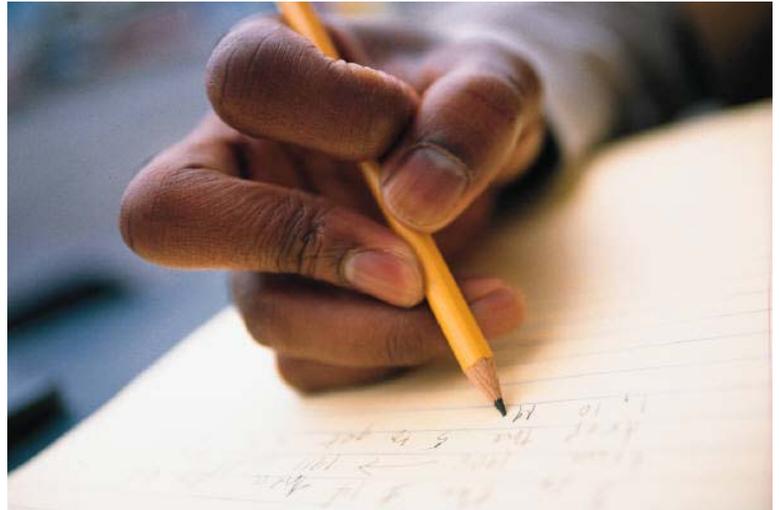
<p>ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS</p> <p><i>Fiscal Year 2015</i></p>	<p>Local School System: <u>Harford County Public Schools</u></p>
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Enter the complete information for each **participating** nonpublic school, including mailing address. Use the optional “Comments” area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under “Comments.” NOTE: Complete Attachment 6-A for Title I-A, Title II-A, and Title III services. *Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						
	Number nonpublic T-I students to be served at the following locations:	Title I-A		Title II-A	Title III-A		Comments (Optional)
		Students 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	-	-	110	688	110	
	Public School						
	Neutral Site						
Mountain Christian School 1824 Mountain Road Joppa, MD 21085	Private School			36	201	36	
	Public School	-	-				
	Neutral Site						
Oak Grove Classical Christian School 2106 E. Churchville Road Bel Air, MD 21015	Private School	-	-	22	87	22	
	Public School						
	Neutral Site						

St. Joan of Arc 230 Law Street Aberdeen, MD 21001	Private School	4	4**	4**	26	189	26	**4 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.
	Public School							
	Neutral Site							
St. Margaret School 205 N. Hickory Avenue Bel Air, MD 21014	Private School	10	10**	10**	85	557	85	**10 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.
	Public School							
	Neutral Site							
Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085	Private School	2	2**	2**	31	249	31	**2 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.
	Public School							
	Neutral Site							
Bethel Christian Academy 21 N. Earlton Road Ext. Havre de Grace, MD 21078	Private School	2	2**	2**				**2 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.
Villa Maria School of Harford County 1370 Brass Mill Road Belcamp, MD 21017	Private School	4	4**	4**				**4 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.

Attachment 7



Title I, Part A Improving Basic Programs

LEA: 12 – Harford County

Submission Date: 8/7/2014

SY 2014-2015

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

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 School 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 School 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 School.

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 2015
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, 2014. These Attestations will be due to the Title I Office on September 30, 2014.

- 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*
 - *Ronald Wooden, Principal, Havre de Grace Elementary School*
 - *Patricia Mason, Principal, Magnolia Elementary School*
 - *Gail Dunlap, Principal, William Paca/Old Post Road Elementary School*

- Jennifer Drumgoole, Principal, Edgewood Elementary School
- Tara Dedeaux, Principal, Bakerfield 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, as needed, 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 2014-2015.

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

- 3.** Are all paraprofessionals in Title I schoolwide schools qualified?

Yes No Not Applicable

- 4.** Are all paraprofessionals paid with Title I funds in targeted assistance schools qualified? Yes No Not Applicable

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 ongoing 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 Coordinator of School Improvement and Title I Office discuss the best use of these funds. Once the funds are disbursed to the schools, the principals order the instructional tools needed to support student achievement.

- b. Describe the process to ensure that the *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 2014). Schools are assigned a "partner school" and a "partner school advisee". The "partner school advisee" visits the School Improvement Team meeting and gives an overview of the School Improvement Plan. The "partner school advisee" will be able to answer any specific questions and will be able to provide additional information if needed. Each member of the 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 quarterly basis to discuss additional support, if needed.*

9. *For the 2014-2015 School Year, the Title I Office will conduct Mock Program Reviews for each of the Title I Schools in the Fall of 2014. The 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 quarterly 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 bi-annual basis.*
 - *The Title I Coordinator will attend each schools FIT meetings on a bi-annual 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:

- *The 2014 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
Renee Villareal, Coordinator of School Improvement, 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
Kristin Schaub, 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.

HCPS will continue to utilize the Task Force that was created 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)

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

Component IV –TAS – TBW update this with TAS Peer Review Process.

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

Title I Selection Criteria 2014 - 2015

- 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.

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

Each school created an individualized Targeted Assistance Plan document. This document was signed by the Principal and School Team members.

(See Appendix C.3 – BFES TAS Plan and EDES TAS Plan)

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

Only Highly Qualified Teachers will work with the Target Assistance students during the instructional program. The Maryland Common Core curriculum as well as HCPS approved curriculum will be implemented. Each Targeted Assistance student will receive additional instruction in these high-quality, research based programs.

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

In-Class Resource Model

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

(See Appendix C.3 – BFES TAS Plan and EDES TAS Plan)

3. **DESCRIBE** how the LEA/school provides additional opportunities for professional development with Title I resources, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff.

Professional Development Goals for Edgewood Elementary and Bakerfield Elementary include:

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

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

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

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

- C. Peer reviews are conducted to review school improvement plans and to help schools ensure that the plans are a working document at the school site. (Scheduled for October 2014). Schools are assigned a "partner school" and a "partner school advisee". The "partner school advisee" visits the School Improvement Team meeting and gives an overview of the School Improvement Plan. The "partner school advisee" will be able to answer any specific questions and will be able to provide additional information if needed. Each member of the 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 Targeted Assistance Component Checklist will be checked to ensure that all components are in each school's plan. Each School Improvement Team member will provide specific feedback on the Targeted Assistance Component Checklist*
- D. The Targeted Assistance Title I Teacher Specialist will gather the Targeted Assistance 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 Targeted Assistance components are not adequately addressed, these components will be addressed in the feedback first; suggestions about the School Improvement Plan will come second. A copy of all feedback will be provided to the Title I Supervisor*
- E. After the Title I SIP (School Improvement Plan) Peer Review, the Targeted Assistance 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.*
- F. After the Title I SIP (School Improvement Plan) Peer Review, Title I Supervisor will review both School Improvement Plans to ensure completion of Title I Targeted Assistance components, completed by November 15. If any SIPs did not adequately address any of the Targeted Assistance components, the central Title I Office will review the SIP, offer suggestions, and meet with ILT and SIT to ensure the components are addressed.*
- G. Monthly School Improvement Teams review Targeted Assistance components to ensure implementation.*
- H. Targeted Assistance Title I principals and TAS Teacher Specialist maintain binders/bins that are divided into the Targeted Assistance components. Evidence of each component is filed and maintained. The Title I supervisor monitors and reviews all evidence on a quarterly basis. Title I principals meet monthly to discuss progress and student needs. TAS Title I Teacher Specialists meet with Title I Supervisor on a quarterly basis to discuss additional support, if needed.*
- I. For the 2014-2015 School Year, the Title I Office will conduct Mock Program Reviews for each of the Title I Schools (including the two new Targeted Assistance schools), in the Fall of 2014. The 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.*
- J. Title I Supervisor, Assistant Supervisor, and Coordinator meet with ILT (Instructional Leadership Team), SIT (School Improvement Team) to review ongoing implementation of the Targeted Assistance components.*

K. *Title I Supervisor, 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 C.1 – Targeted Assistance Action Plan)

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

- *Bi-weekly data meetings are conducted by Targeted Assistance Title I Teacher Specialist with targeted grade level teams to identify whether or not students are making appropriate progress. If students are not making appropriate progress, decisions about changes in interventions will be made on how to increase student achievement.*
- *Title I Supervisor meets quarterly with Targeted Assistance teacher specialist to review bi-weekly data meetings and school/student progress. Feedback is given to the teacher specialist during the monthly meetings. Minutes are maintained to capture the feedback. The Title I Supervisor monitors the intervention data provided by the teacher specialist to ensure, the program's effectiveness*
- *A monthly review of implementation of School Improvement Plans by SIP teams is monitored for student benchmark progress. Minutes are provided to the Title I Office of all School Improvement Team meetings. These minutes are reviewed 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 Targeted Assistance school's SIT meetings at a minimum on a bi-annual basis.*
- *The Title I Coordinator will attend each Targeted Assistance schools FIT meetings on a bi-annual basis*
- *The Title I Supervisor and Coordinator, with each Targeted Assistance 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.*

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.

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
Renee Villareal, Coordinator of School Improvement, 410-809-6073
Caitlin Sieracki, Targeted Assistance Title I Teacher Specialist, 410-273-5518

7. **DOCUMENTATION:** Attach weighted criteria used to select and rank children for targeted assistance services, the timeline for selecting students and implementing the targeted assistance program.

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

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

8. If an LEA intends to transition a Title I school implementing a targeted assistance program in 2014-2015 to a schoolwide program in 2015-2016, the LEA must submit a formal letter to Tina McKnight, Interim Director, Program and Family Support Director, informing MSDE of its intent.

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

N/A

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, 2014
- 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 2014-2015 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 2014 Plan sent home
Student agenda planners – plan/compact reviewed*
- *Fall 2014 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 2013-2014 School Year. Final versions of the parent friendly parent/school compact are now in place at each of the 5 School-wide Title I Schools. Once the new Targeted Assistance school's parent/school compacts are completed, they will be sent to the MSDE Point of Contact.

- 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, 2014. 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.

Jennifer Drumgoole, Principal, Edgewood Elementary School

Tara Dedeaux, Principal, Bakerfield Elementary School

Patricia Chenworth, Principal, George D. Lisby Elementary School at Hillsdale

Gwendolyn Benjamin-Jones, Principal, Hall's Cross Roads Elementary School

Ron Wooden, Principal, Havre de Grace Elementary School

Patricia Mason, Principal, Magnolia Elementary School

Gail Dunlap, Principal, William Paca/Old Post Road Elementary School

Kelly Wettig, Family Liaison, Havre de Grace Elementary School

April Johnson, 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

Jody Stover, Title I Teacher Specialist, Hall's Cross Roads Elementary School

Caitlin Sieracki, Targeted Assistance Title I Teacher Specialist, Bakerfield Elementary School and Edgewood Elementary School

6. Distribution of Parent Involvement Funds

- a. Describe *how* the LEA distributes 95% of the 1% reservation to its Title I schools for parent involvement activities.

Distribution of the parent involvement funds is based upon the number of students in poverty within the Title I school. This allocation is funded for the Title I schools with the greatest PPA (Per Pupil Allocation) to the least, based upon the School's FARMS rate, ranked order.

<u>School</u>	<u>Poverty</u>
MAES	90.41%
HXES	82.25%
GLES	78.59%
EDES	76.72%
WPES	73.79%
BFES	70.92%
HDES	69.15%

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 2014-2015 School Year, HCPS will again 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 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. 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 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, 2014; Cecil County Public Schools – September 1, 2014

- 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 25, 2014

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>		
X	A.	Use FARMS to identify low-income students;
	B.	Use the same poverty data the LEA uses to count public school children;
	C.	Use comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identify;
	D.	Extrapolate data from the survey based on a representative sample if complete actual data are unavailable
	E.	Use comparable poverty data from a different source, such as scholarship applications;
	F.	Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area; (proportionality) or
	G.	Use an equated measure of low-income correlated with the measure of low-income used to count public school children.

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

Table 7-2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)

Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in the Title I-A. The following points summarize these requirements:

1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.
2. After schools have been ranked by poverty, the school system must serve in rank order of poverty, schools above 75% poverty, including middle and high schools.
3. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to (a) continue on with the district-wide ranking or (b) rank remaining schools by grade span groupings.
4. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average noted in Table 7-4, or (b) the district-wide grade span poverty averages for the respective grade span groupings.

CHECK the appropriate box below to indicate which method the school system is using to qualify attendance areas. The school system must qualify Title I schools by using percentages or other listed eligible methods.

- Percentages** -- schools at or above the district-wide average noted in Table 7-2 above. Schools must be served in rank order of poverty. Title I 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, 2013 to complete this table along with the September 30, 2013 enrollment data. <i>Beginning in SY 2007-2008 Pre-K should be included in these numbers.</i>				
$\frac{11,446}{\text{Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2013)}}$	÷	$\frac{37,842}{\text{Total LEA Student Enrollment (September 30, 2013)}}$	=	$\frac{30.2}{\text{District-Wide Average (percentage) of Low-Income Children}}$

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)	6,126	÷	17,750	34.5%
Middle (6 - 8)	2,599	÷	8,552	30.4%
High (9 - 12)	2,721	÷	11,540	23.6%

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		
<p>Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for <u>one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year.</u> LIST below any school(s) that the school system will serve for one additional year.</p> <p>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.</p>		
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 Pending: ESEA WAIVER: MIDDLE SCHOOLS in PRIORITY STATUS	
<p>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. Pending: MSDE also requested 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.</p>	
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	
<p>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.</p>	
<p>Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:</p> <ol style="list-style-type: none"> 1. The school meets the comparability requirements of section 1120(A)(c). 2. The school is receiving supplemental funds from other state and local sources that are spent according the requirements of section 1114 and 1115. 3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I. 	
Number of Skipped Schools :	0
<p>Note: The completed 2014-2015 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet must be submitted with the Attachment 7.</p>	

B. BUDGET INFORMATION

TABLE 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION

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.

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.**

Table 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION¹

Total Title I 2013-2014 Allocation		\$ <u>4,668,311.00</u> (Taken from the C-1-25)	
Reser vatio ns	ACTIVITY	RESERVATION	DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved)

¹ References for all of these reservations may be found in the NCLB law, the Federal Register, and Non-Regulatory Guidance as presented on each line in Table 7-8 and in the Non-Regulatory Guidance, Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003, and Maryland's 2012 ESEA Flexibility Plan.

	1a	District-wide Title I Instructional Program(s) Reservation, 34CFR Sec. 200.64	\$502,225.98	----- Regular Programs ----- Jump Start Program – Salary \$29,000.00 Jump Start Program – Fixed \$2,317.10 Early Intervention Specialist -Salary \$78,849.81 Early Intervention Specialist - Fixed \$35,034.09 Early Intervention Para -Salary \$18,389.25 Early Intervention Para –Fixed \$4,535.73 ----- Contracted Services – Young Audiences of Maryland (YAMD) \$300,000.00 Contracted Services – PI Training \$4,000.00 Contracted Services - PD Academies \$8,000.00 Contracted Services – Jump Start Buses \$12,000.00 Contracted Services – PI Regional Trainings - Child Care \$1,600.00 ----- Supply – Jump Start \$1,500.00 Supply – Early Intervention \$1,500.00 Supply – PI Trainings \$500.00 ----- Other – PI Training Refreshments \$2,000.00 Other – Early Intervention Specialist & Para Mileage \$3,000.00
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	<p>1b District-wide Professional Development</p> <p>34 CFR Sec.200.60, Sec. 9101(34) of ESEA</p>	<p>\$30,369.41</p>	<p>----- Staff Development ----- Central Support PD - Salary \$10,000.00 Central Support PD - Fixed \$799.00 New Tch Training – Salary \$2,400.00 New Tch Training - Fixed \$191.76 PD Academy – Salary \$9,000.00 PD Academy - Fixed \$719.10 PI Event – Salary \$4,500.00 PI Event - Fixed \$359.55 ----- Supplies - PD Academy \$1,600.00 Supplies – New Teacher Training \$800.00</p>														
	<p>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).</p>	<p>\$93,457.32</p>	<p>- Materials/supplies to support parent involvement activities in all Title I schools. Per Pupil Allocation (PPA): School Poverty PPA Amount</p> <table border="0" style="width: 100%;"> <tr> <td style="border-top: 1px solid black;">MAES (90.41%)</td> <td style="border-top: 1px solid black; text-align: right;">\$18,689.92</td> </tr> <tr> <td>HXES (82.25%)</td> <td style="text-align: right;">\$15,551.42</td> </tr> <tr> <td>GLS (78.59%)</td> <td style="text-align: right;">\$12,407.53</td> </tr> <tr> <td>EDES (76.72%)</td> <td style="text-align: right;">\$11,632.05</td> </tr> <tr> <td>WPES (73.79%)</td> <td style="text-align: right;">\$21,924.07</td> </tr> <tr> <td>BFES (70.92%)</td> <td style="text-align: right;">\$7,048.39</td> </tr> <tr> <td>HDES (69.15%)</td> <td style="text-align: right;">\$6,203.94</td> </tr> </table>	MAES (90.41%)	\$18,689.92	HXES (82.25%)	\$15,551.42	GLS (78.59%)	\$12,407.53	EDES (76.72%)	\$11,632.05	WPES (73.79%)	\$21,924.07	BFES (70.92%)	\$7,048.39	HDES (69.15%)	\$6,203.94
MAES (90.41%)	\$18,689.92																
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WPES (73.79%)	\$21,924.07																
BFES (70.92%)	\$7,048.39																
HDES (69.15%)	\$6,203.94																
	<p>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.</p>	<p>No Longer Applicable, due to NCLB Highly Qualified Deadline.</p>															
	<p>4 TOTAL reservations requiring equitable services. Lines 1a, 1b & 2 (Present this number in Table 7-10 LINE 2.)</p>	<p>\$626,052.71</p>															

Reservations Not Requiring Equitable Services	5	<p>Administration (including mid-level) for services to public and private school students and non-instructional capital expenses for private school participants 34CFR Sec. 200.77 (f) (Present this number in Attachment 4-A School System Administration.)</p>	\$608,122.46	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-right: 20px;">Title I Supervisor (1.0)</td> <td style="text-align: right;">\$102,914.24</td> </tr> <tr> <td>Title I Asst Sup. (1.0)</td> <td style="text-align: right;">\$90,954.03</td> </tr> <tr> <td>Title I Coordinator (1.0)</td> <td style="text-align: right;">\$91,411.22</td> </tr> <tr> <td>Title I Clerical (1.0)</td> <td style="text-align: right;">\$44,353.76</td> </tr> <tr> <td colspan="2">Contracted Services (private school -admin. fee, use of copier) \$13,139.62</td> </tr> <tr> <td colspan="2">Supplies \$843.78</td> </tr> <tr> <td colspan="2">Other (conferences, journals, mileage, refreshments) \$19,000.00</td> </tr> <tr> <td colspan="2">Equipment \$0.00</td> </tr> <tr> <td colspan="2">Fixed Costs \$122,729.23</td> </tr> <tr> <td colspan="2">Indirect Costs \$122,776.58</td> </tr> </table>	Title I Supervisor (1.0)	\$102,914.24	Title I Asst Sup. (1.0)	\$90,954.03	Title I Coordinator (1.0)	\$91,411.22	Title I Clerical (1.0)	\$44,353.76	Contracted Services (private school -admin. fee, use of copier) \$13,139.62		Supplies \$843.78		Other (conferences, journals, mileage, refreshments) \$19,000.00		Equipment \$0.00		Fixed Costs \$122,729.23		Indirect Costs \$122,776.58	
	Title I Supervisor (1.0)	\$102,914.24																						
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Other (conferences, journals, mileage, refreshments) \$19,000.00																								
Equipment \$0.00																								
Fixed Costs \$122,729.23																								
Indirect Costs \$122,776.58																								
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 School. 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>List any Focus School served with these funds, the amount of funds each school will receive.</p> <p>Include a separate budget narrative for each Focus School as an appendix.</p>	\$0.00	.
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. 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>b. Optional: Continued Public School Choice transportation for students who are attending their choice receiving schools until the end of the grade span offered.</p>	\$80,000.00	<p>Option a: Identify additional Focus School 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>After School Intervention Program Funds for William Paca / Old Post Road Elementary School (WPES) Totaling \$80,000. – See Detailed School-Based WPES Budget Narrative</p> <p>Salary \$3,000 Salary Fixed \$239.70 Contracted Services (Math Intervention Software): \$16,960.00 Contracted Services (Math Consultant): \$4,000 Bus Transportation: \$1,500.00 Intervention Supplies: \$1,380.30 Equipment (Intervention Computers): \$52,920.00</p> <p>Option b: 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	

10a	<p>Required : Services for Homeless Children Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3.</p> <p>Note: 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>
<p>Optional: reservation for Services for Homeless Children in 10b and 10c (allowable use of Title I funds were only approved in the appropriation bill for FY15 funds and FY14 carryover. If carryover funds are used, report cost in the carryover report</p>			
10b	<p>Optional: Cost associated with Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney Vento).</p>	\$0.00	<p>(Report FTE, salary and fringe attach a job description for this position)</p>
10c	<p>Optional: Transportation Cost to and from school of origin (above what the LEA would have otherwise provided to transport the student to his or her assigned school).</p>	\$75,000.00	<p>Attach: 1) a description of how the LEA calculated the excess costs of providing transportation to homeless students; 2) the calculations that the LEA used to arrive at the figure on this section.</p> <p>(See Appendix G.1 – Homeless Transportation Support SAN)</p>
11	<p>Total Reservations Not requiring Equitable Services, lines 5-10 (Use this number in Table 7-10 LINE 4.)</p>	\$766,122.46	
12	<p>Total of Equitable and Non-Equitable Reservations minus Administration.</p> <p>(Present this number in Attachment 4-A System-wide Program and School System Support to Schools.)</p>	\$784,052.71	<p>Total Non-Equitable LINE 11 <u>\$766,122.46</u></p> <p>Plus</p> <p>Equitable Reservations LINE 4 <u>\$626,052.71</u></p> <p>Equals <u>\$1,392,175.17</u></p> <p>Minus</p> <p>Administration – LINE 5 <u>\$608,122.46</u></p> <p>Equal: <u>\$784,052.71</u></p>

B. BUDGET INFORMATION

Table 7-9			
COMPLETE the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1120(a) of NCLB and Sec 200.64 & 200.65 in 34CFR.) Monies calculated for equitable services to private school participants, their families, and their teachers.			
<u>1a. District-wide Instructional Program(s) Reservation</u>			
<u>33</u>	÷	<u>2,700</u>	=
Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs (Residing in Title I School attendance area) (Use the total number reported in the Title I Allocation Worksheet Column 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>0.0122222222222222</u> Proportion of reservation
<u>0122222222222222</u> Proportion of reservation	x	<u>\$502,225.98</u> Reservation (Use # from Table 7-8, Line 1a)	=
			<u>\$6,138.32</u> Proportional monies available for equitable services to private school participants
<u>1b. District Professional Development Reservation</u>			
<u>33</u>	÷	<u>2,700</u>	=
Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs (Residing in Title I School attendance area) (Use the total number reported in the Title I Allocation Worksheet Column 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>0122222222222222</u> Proportion of reservation
<u>0122222222222222</u> Proportion of reservation		<u>\$30,369.41</u> Reservation (Use # from Table 7-8, Line 1b)	=
			<u>\$371.18</u> Proportional monies available for equitable services to private school participants
<u>Parental Involvement Reservation</u>			
<u>33</u>	÷	<u>2,700</u>	=
Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs		Total # of <u>public school children</u> from low-income families (in Title I public schools) plus	<u>0122222222222222</u> Proportion of reservation

(Residing in Title I School attendance area) (Use the total number reported in the Title I Allocation Worksheet Column K.)		<u>private school children</u> from low-income families (Use the total number reported in the Title I Allocation Worksheet Columns I + K.)		
<u>0122222222222222</u> Proportion of reservation	x	<u>\$93,457.32</u> Reservation (Use # from Table 7-8, Line 2)	=	<u>\$1,142.26</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>7,651.76</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)	-----	\$4,668,311.00
2	Total reservations requiring equitable services. (Use the number presented in Table 7-8, LINE 4)	minus	\$626,052.71
3.	Equitable share Total reported in Table 7-9	minus	\$7,651.76
4.	Total Reservations not requiring Equitable Services (Use the number presented in Table 7-8, LINE 11.)	minus	\$766,122.46
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	\$3,268,484.07
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.	----	\$42,005.90
7.	Total Nonpublic Cost equals line 6 plus line 3 (Present this number in Attachment 4-A Nonpublic Cost.)	----	\$49,657.66

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, 2013 – September 30, 2014) **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 2013-2014 allocation: \$ **4,457,087.00**
2. The estimated amount of Title I funds the school system will carryover: **\$222,425.00**
3. The estimated percentage of carryover Title I funds as of **September 30, 2014** **4.99%** (THIS IS A **PROJECTION.**)
4. Does the LEA intend to apply to the State for a waiver to exceed the 15% carryover limitation? Yes No

III. BUDGET INFORMATION- SUBMIT THIS INFORMATION AFTER SECTION II

PROPOSED BUDGET FORM AND NARRATIVE FOR SY 2014-2015

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

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 2013-2014 removed from Title I in SY 2014-2015
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 2014-2015

HCPS Title 1 - Budget Narrative – FY '15

Category/Object	Item	Description/Calculation	Sub Total	Total
		SALARIES AND WAGES		
Administrative 02-16	Salary	1.0 Supervisor \$102,914.24 1.0 Assistant Supervisor 90,954.03 1.0 Coordinator 91,411.22 1.0 Clerical <u>44,353.76</u>	\$329,633.25	
	Fixed Costs	Outcome Goal(s): 3.2 Strategies: 3.2.a	\$122,729.23	\$452,362.48
Regular Programs 03-01	Salary	Central Support Personnel Salaries • 1.0 Early Intervention Teacher Specialist= \$78,849.81 • 1.0 Early Intervention Para = \$18,389.25	\$97,239.06	
	Fixed Costs	Outcome Goal(s): 3.2 Strategies: 3.2.a	\$39,569.82	\$136,808.88
	Salary	School-based Support Personnel (Expenses deducted after PPA school distribution) <u>MAES (90.43%)</u> Salary – 9.0 Positions = \$405,579.68 <u>Fixed = \$156,408.13</u> Total = \$561,987.81 <u>HCES (82.25%)</u> Salary – 4.5 Positions = \$291,333.67 <u>Fixed = \$141,406.41</u> Total = \$432,740.08 <u>GLSES (78.59%)</u> Salary – 4.5 Positions = \$281,466.94 <u>Fixed = \$99,122.01</u> Total = \$380,588.95 <u>EDES (76.72%)</u> Salary – 3.6 Positions = \$194,440.95 <u>Fixed = \$103,991.26</u> Total = \$298,432.21 <u>WPES (73.79%)</u> Salary – 9.0 Positions = \$494,540.80 <u>Fixed = \$213,700.85</u> Total = \$708,241.65	\$1,870,210.59	
	Fixed	<u>BFES (70.92%)</u> Salary – 2.4 Positions = \$129,627.30 <u>Fixed = \$69,327.51</u> Total = \$198,954.81 <u>HGES (69.15%)</u> Salary – 2.0 Positions = \$73,221.25 <u>Fixed = \$49,265.15</u> Total = \$122,486.40 Outcome Goal(s): 3.2 Strategies: 3.2.a	\$833,221.32	\$2,703,431.91

		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) Outcome Goal(s): 1.1;2.1; 2.2 Strategies: 1.1a.1; 2.1a.4; 2.2b.1; 2.2b.3	\$8,401.18 4,378.44	\$13,139.62																											
Regular Programs 05-01	Contracted Services	Contracted Services to Support School-based Initiatives (School Allotment) (see School Budget Narratives). <table border="1"> <thead> <tr> <th>School</th> <th>Poverty</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(90.43%)</td> <td>\$4,600.00</td> </tr> <tr> <td>HCES</td> <td>(82.25%)</td> <td>\$17,821.66</td> </tr> <tr> <td>GLS</td> <td>(78.59%)</td> <td>\$5,100.00</td> </tr> <tr> <td>EDES</td> <td>(76.72%)</td> <td>\$24,825.00</td> </tr> <tr> <td>WPES</td> <td>(73.79%)</td> <td>\$20,960.00</td> </tr> <tr> <td>BFES</td> <td>(70.92%)</td> <td>\$4,350.00</td> </tr> <tr> <td>HGES</td> <td>(69.15%)</td> <td>\$4,700.00</td> </tr> <tr> <td colspan="2">TOTAL</td> <td>\$82,356.66</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	School	Poverty	Amount	MAES	(90.43%)	\$4,600.00	HCES	(82.25%)	\$17,821.66	GLS	(78.59%)	\$5,100.00	EDES	(76.72%)	\$24,825.00	WPES	(73.79%)	\$20,960.00	BFES	(70.92%)	\$4,350.00	HGES	(69.15%)	\$4,700.00	TOTAL		\$82,356.66	\$82,356.66	\$82,356.66
School	Poverty	Amount																													
MAES	(90.43%)	\$4,600.00																													
HCES	(82.25%)	\$17,821.66																													
GLS	(78.59%)	\$5,100.00																													
EDES	(76.72%)	\$24,825.00																													
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BFES	(70.92%)	\$4,350.00																													
HGES	(69.15%)	\$4,700.00																													
TOTAL		\$82,356.66																													
		Student Achievement through Arts Integration Program – School Year 2014- 2015(Central Office Support) Conducted by the Young Audiences of MD (YAMD) – RFP Completed 2012. (3 Year RFP) <table border="1"> <thead> <tr> <th>Item</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Year-Long Contract (5 Schools)</td> <td>\$300,000.00</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	Item	Cost	Year-Long Contract (5 Schools)	\$300,000.00	\$300,000.00	\$300,000.00																							
Item	Cost																														
Year-Long Contract (5 Schools)	\$300,000.00																														
		Parent Involvement Regional Training (Central Office Support) Fall & Spring Regional Training Event – All 7 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	\$4,000.00	\$4,000.00																											
		Professional Development Academy (Central Office Support) – Continuation of four year “in addition to” professional development for	\$8,000.00																												

		teachers – All 7 Schools. (4 PD Academy Sessions x \$2,000 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		\$8,000.00
		Parent Involvement Regional Training – Childcare Service (Central Office Support) Fall & Spring Regional Training Event – All 7 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	\$1,600.00	\$1,600.00
TOTAL CONTRACTED SERVICES				\$409,096.28
SUPPLIES				
Administrative 02-16	Supplies	Central Office Supplies/Materials to support data collection/evaluation of student academic program in Reading/Math in 7 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	\$843.78	\$843.78
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). <u>School Poverty Amount</u> MAES (90.43%) \$14,052.42 HCES (82.25%) \$7,751.42 GLES (78.59%) \$9,307.53 EDES (76.72%) \$11,042.05 WPES (73.79%) \$11,889.00 BFES (70.92%) \$6,688.39 HGES (69.15%) <u>\$2,667.17</u> TOTAL \$63,397.98 <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	\$63,397.98	\$63,397.98
		Support of Title I initiatives at school level (School Allotment) (see School Budget Narratives). <u>School Poverty Amount</u> MAES (90.43%) \$14,542.08 HCES (82.25%) \$20,701.91 GLES (78.59%) \$525.00 EDES (76.72%) \$48,600.00	\$130,480.99	

		<p>WPES (73.79%) \$12,389.00 BFES (70.92%) \$17,350.00 HGES (69.15%) <u>\$16,373.00</u> TOTAL \$130,480.99</p> <ul style="list-style-type: none"> • Supplemental materials for Reading and Math Initiatives and other classroom support. • Supplemental materials for Before/After School Interventions <p>Outcome Goal(s): 2.1; 4.3; 2.2; 2.3 Strategies: 2.1a.3; 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.15; 2.1b.16; 2.1b.26; 2.2a.2; 2.2a.10; 2.2b.1; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4; 4.3c.5; 4.3c.6; 4.3c.8</p>		\$130,480.99
		<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>	\$1,500.00	\$1,500.00
		<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</p>	\$3,000.00	

		School Uniforms \$ 1,500		
		Outcome Goal(s): 1.1 Strategies: 1.1e.4		\$3,000.00
Staff Development 04-09	Supplies	Professional Development Academy – Continuation of four year “in addition to” professional development for teachers – All 7 Schools. (Central Office Support) Outcome Goal(s): 2.1; 4.3 Strategies: 2.1a4; 2.1b.2; 2.1b.6; 2.1b.13	\$1,600.00	\$1,600.00
		New Teacher Training – Continuation of three year “in addition to” professional development for all teachers new to a Title I – School. (Central Office Support) Outcome Goal(s): 2.1; 4.3 Strategies: 2.1a4; 2.1b.2; 2.1b.6; 2.1b.13	\$800.00	\$800.00
		Supplies and Materials to support Staff In-services and Staff Development (School Allotment) (see School Budget Narratives) School Poverty Amount MAES (90.43%) \$3,000.00 HCES (82.25%) \$2,443.35 GLES (78.59%) \$2,637.17 EDES (76.72%) \$0.00 WPES (73.79%) \$0.00 BFES (70.92%) \$350.50 HGES (69.15%) <u>\$1,260.16</u> TOTAL \$9,691.18 Outcome Goal(s): 2.1; 4.3 Strategies: 2.1a4; 2.1b.2; 2.1b.6; 2.1b.13	\$9,691.18	\$9,691.18
		TOTAL SUPPLIES		\$213,313.93
		OTHER		
Administrative 02-16	Other	Central Office: <ul style="list-style-type: none"> • Mileage for Personnel = \$3,500.00 • National Title I Conference = \$6,600.00 (3 Central Office Personnel x \$2,200.00 = \$6,600.00) • Brustein & Manasevit Fall Conference, NOLA = \$6,600.00 (3 Central Office Personnel x \$2,200.00 = \$6,600.00). • Maryland Assessment Group Conference=\$1,800.00 (6 Teacher Specialists x \$300.00 = \$1,800.00) • Central Office PD / Training = \$500.00 	\$19,000.00	

		Outcome Goal(s): 4.3 Strategies: 4.3c.5; 4.3c.7		\$19,000.00
Regular Programs 05-01	Other	Early Intervention Teacher Specialist & Para mileage- (\$300 x 10 months = \$2,000.00) Outcome Goal(s): 4.3 Strategies: 4.3c.5; 4.3c.7	\$3,000.00	\$3,000.00
		Parent Involvement Regional Training – Fall & Spring sessions refreshments (Central Office Support) Approximately 200 attendees x \$5.00 per person x 2 sessions = \$2,000.00 Outcome Goal(s): 2.1 Strategies: 2.1b.15; 2.1b.16	\$2,000.00	\$2,000.00
		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). <u>School Poverty Amount</u> MAES (90.43%) \$4,637.50 HCES (82.25%) \$7,800.00 GLES (78.59%) \$3,100.00 EDES (76.72%) \$590.00 WPES (73.79%) \$10,035.07 BFES (70.92%) \$360.00 HGES (69.15%) <u>\$3,536.77</u> TOTAL \$30,059.34 <ul style="list-style-type: none"> • Refreshments • Parent admission to field trip events (need based) • Supplies for parent activities Outcome Goal(s): 2.1 Strategies: 2.1b.15; 2.1b.16	\$30,059.34	\$30,059.34
		School-based Support of Instructional Programs/Activities (student, parent and community focus) (School Allotment) (see School Budget Narratives) <u>School Poverty Amount</u> MAES (90.43%) \$3,600.00 HCES (82.25%) \$6,525.00 GLES (78.59%) \$0.00 EDES (76.72%) \$0.00 WPES (73.79%) \$471.60 BFES (70.92%) \$0.00 HGES (69.15%) <u>\$23,000.00</u> TOTAL \$33,596.60 <ul style="list-style-type: none"> • Professional Travel • Institutes and conferences 	\$33,596.60	\$33,596.60

Transportation 209		<p>based Initiatives (School Allotment) (see School Budget Narratives).</p> <table border="1"> <thead> <tr> <th>School</th> <th>Poverty</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(90.43%)</td> <td>\$8,602.54</td> </tr> <tr> <td>HCES</td> <td>(82.25%)</td> <td>\$4,500.00</td> </tr> <tr> <td>GLES</td> <td>(78.59%)</td> <td>\$6,000.00</td> </tr> <tr> <td>EDES</td> <td>(76.72%)</td> <td>\$0.00</td> </tr> <tr> <td>WPES</td> <td>(73.79%)</td> <td>\$1,967.36</td> </tr> <tr> <td>BFES</td> <td>(70.92%)</td> <td>\$0.00</td> </tr> <tr> <td>HGES</td> <td>(69.15%)</td> <td><u>\$8,200.00</u></td> </tr> <tr> <td>TOTAL</td> <td></td> <td>\$29,269.90</td> </tr> </tbody> </table> <p>Outcome Goal(s): 2.1; 2.3 Strategies: 2.1a.3; 2.1b.6; 2.1b.12; 2.1b.26; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4</p>	School	Poverty	Amount	MAES	(90.43%)	\$8,602.54	HCES	(82.25%)	\$4,500.00	GLES	(78.59%)	\$6,000.00	EDES	(76.72%)	\$0.00	WPES	(73.79%)	\$1,967.36	BFES	(70.92%)	\$0.00	HGES	(69.15%)	<u>\$8,200.00</u>	TOTAL		\$29,269.90		\$29,269.90
School	Poverty	Amount																													
MAES	(90.43%)	\$8,602.54																													
HCES	(82.25%)	\$4,500.00																													
GLES	(78.59%)	\$6,000.00																													
EDES	(76.72%)	\$0.00																													
WPES	(73.79%)	\$1,967.36																													
BFES	(70.92%)	\$0.00																													
HGES	(69.15%)	<u>\$8,200.00</u>																													
TOTAL		\$29,269.90																													
		TOTAL STUDENT TRANSPORTATION	\$116,269.90																												
		BUSINESS SUPPORT																													
Business Support	Indirect Costs	(\$4,668,311.00 x 2.63%) = \$122,776.58	\$122,776.58	\$122,776.58																											
		TOTAL BUSINESS SUPPORT																													
		PRIVATE SCHOOLS																													
Regular Programs	Transfer (Equitable share)	<p>Per Pupil Allocation</p> <ul style="list-style-type: none"> - St. Margaret School – 10 Students (1 – MAES, 0 – HXES, 2 – GLES, 0– EDES, 4 - WPES, 1 - BFES, 2 - HDES) \$12,269.38 - St. Joan of Arc School - 4 Students (0 – MAES, 2 – HXES, 1 – GLES, 0– EDES, 0 - WPES, 0 - BFES, 1 - HDES) \$4,971.21 - Trinity Lutheran - 2 Students (0 – MAES, 0 – HXES, 0 – GLES, 0– EDES, 2 - WPES, 0 - BFES, 0 - HDES) \$2,674.48 - Bethel Christian Academy- 2 Students (1 – MAES, 1 – HXES, 0 – GLES, 0– EDES, 0 - WPES, 0 - BFES, 0 - HDES) \$2,870.90 - Villa Maria Academy- 4 Students (0 – MAES, 1 – HXES, 0 – GLES, 1– EDES, 2 - WPES, 0 - BFES, 0 - HDES) \$5,379.16 - Baltimore County Private Schools – 5 Students (3 – MAES, 0 – HXES, 0 – GLES, 1– EDES, 0 - WPES, 1 - BFES, 0 - HDES) \$6,784.38 - Baltimore City Private Schools – 6 Students (2 – MAES, 0 – HXES, 0 – GLES, 0– EDES, 1 - WPES, 0 - BFES, 3 - HDES) \$7,056.39 <p>District-wide Instructional Program(s) Reservation (Equitable Share) \$6,138.32</p> <p>District-wide PD Reservation (Equitable \$371.18</p>																													

		Share)		
		Parent Involvement (Equitable Share)	\$1,142.26	\$49,657.66
		Outcome Goal(s): 2.1; 4.3; 2.2 Strategies: 2.1b.15; 1.1b.16; 2.2a.2; 4.3c.5		
		TOTAL PRIVATE SCHOOLS		\$49,657.66
		GRAND TOTAL		\$4,668,311.00

Part II
Additional Attachments
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Title I FY 15 Allocation Worksheet School Year 2014-2015

LEA 12 - Harford County Public Schools

7/30/2014

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 9/30/13)	Number of Low Income- Public School Children (as of 10/31/13)	FTE Low Income Public School Children (10/31/13)	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 ES	PREK-5	90.41%	490	443	424.0	7	7	\$1,511.00	\$640,664.0000	\$10,577.00000	
2	SW	0230	HALLS CROSS ROADS ES	PREK-5	82.25%	507	417	392.0	4	4	\$1,359.90	\$533,080.8000	\$5,439.60000	
3	SW	0211	GEORGE D LISBY ES	PREK-5	78.59%	425	334	314.5	3	3	\$1,352.36	\$425,317.2200	\$4,057.08000	
4	N	TAS	0115	EDGEWOOD ES	PREK-5	76.72%	421	323	296.5	2	2	\$1,344.78	\$398,727.2700	\$2,689.56000
5	F	SW	0140	WM PACA/OLD POST RD ES	PREK-5	73.79%	805	594	562.0	9	9	\$1,337.24	\$751,528.8800	\$12,035.16000
6	N	TAS	0212	BAKERFIELD ES	PREK-5	70.92%	392	278	266.5	2	2	\$906.60	\$241,608.9000	\$1,813.20000
7	SW	0632	HAVRE DE GRACE ES	PREK-5	69.15%	402	278	262.0	6	6	\$899.05	\$235,551.1000	\$5,394.30000	
			Total				2667	2517.5	33	33.0		\$3,226,478.1700	\$42,005.9000	
							Table 7-9	Table 7-9	Table 4 A & B	Table 4 A & B	Table 7-10 /6			

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 band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

	
Superintendent of Schools/Head of Grantee Agency	Date

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

ORIGINAL GRANT BUDGET	\$4,668,311.00	AMENDED BUDGET #		REQUEST DATE	11/06/14
GRANT NAME	Title 1, Part A, Regular Allocation Grant to Local School System	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	23005		
REVENUE SOURCE	Title 1, Part A	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2014	6/30/2016	
			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						122,776.58	122,776.58
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	\$329,633.25	13,139.62	843.78	19,000.00	0.00	0.00	362,616.65
203-205 Instruction Categories							
Prog. 01 Regular Prog.	\$2,051,261.65	395,956.66	200,378.97	68,655.94	99,063.72	49,657.66	2,864,974.60
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.	126,146.50		12,091.18	51,169.20			189,406.88
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		116,269.90					116,269.90
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				1,012,266.39			1,012,266.39
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	2,507,041.40	525,366.18	213,313.93	1,151,091.53	99,063.72	172,434.24	4,668,311.00

Finance Official Approval: Eric Clark Name, E. Clark Signature, 11/7/14 Date, 410-809-6055 Telephone #

Supt./Agency Head Approval: Barbara Canavan Name, Barbara Canavan Signature, 11/4/14 Date, 410-838-7300 Telephone #

MSDE Grant Manager Approval: _____ Name, _____ Signature, _____ Date, _____ Telephone #

FY '15 Regular Title 1 Allocation - School-based Budget Narrative

School: Magnolia Elementary School

Title 1 FY '15 Allotment: \$78,676.19

as of Aug 5, 2014 FINAL

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. 25 days from September 23, 2014 through November 20, 2014. Additionally a portion of these funds will be used for the September 2015 intervention session. (4 teachers x 2 hours x \$34.38/hour x 40 days = \$11,000.00).	Providing additional opportunities to work toward proficiency in reading and mathematics with the support of our highly qualified teachers accelerates student achievement.	\$11,000.00	14%	
	Contracted Serv	05-01	52170 (Other)	Allocated supplemental funds to support admission to academically based field trips for students pre-k through fifth grade (\$5 / student x 500 students = \$2,500.00)	Provide additional experiences through academically based field trip admission to increase students' background knowledge and experiences that links directly to the curriculum.	\$2,500.00	3%	
			52205 (Consultant)	To support the PBIS school based initiative, supplemental funds are required to provide services through Rachel's Challenge. Funds will be used for a half day professional development for our staff, two assemblies for our students and a parent information night, as well as the curriculum. Will implement this positive behavioral initiative to supplement our PBIS and Ron Clark based House initiatives.	Students, staff, and community will carry out the vision of Rachel's challenge, creating a permanent and positive culture through acts of compassion and kindness. The character building lessons will be delivered during our weekly house meetings and fall under the SIP plan goal for PBIS. MAES has been a PBIS school for 7 straight years.	\$2,100.00	3%	
			52300 (Buses)	Allocate supplemental funds to support transportation for academically based field trips for students for students pre-k through fifth grade. (7 field trips x \$380 per trip = \$2,660); Transportation for the students in our After School program from September 23, 2014 - March 10, 2015 (37 days x \$150.00 per day = \$5,550.00); Transportation for our After School program to take students on a field trip. (2 Buses x \$196.27 each = \$392.54)	Afford students the opportunity to take educational field trips to expand their knowledge and experiences. Students get the opportunity to attend the After School Intervention Program and expand their experiences with a supplemental field trip.	\$8,602.54	11%	
	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, math, and reading concepts and skills. (7 grades x \$2,077.44 / grade = \$14,542.08)	Provide additional, supplemental materials to increase student achievement.	\$14,542.08	18%	
	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 (K-5) x \$600 = \$3,600)	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.	\$3,600.00	5%	
			54720 (Mileage)			\$0.00	0%	

		54735 (Refreshments)				\$0.00	0%	
Equipment	05-01	55170 (Other)	Replacement (refresh) of Title I previously purchased computers. Computer Model 3 @ \$618.66 X 20 = \$12,373.20	Will support school improvement goals and initiatives related to instruction and parent involvement.		\$12,373.20	16%	\$54,717.82
Staff Development	Salary	03-09	51170 (Other)	Provide supplemental 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. (28 teachers x 4 days x \$87 / day / substitute = \$9,744.00); 28 teachers to plan x 2 days x \$120 / day (28x2x\$120.00= \$6,720.00)	Teachers will provide students with high quality instruction using the knowledge and strategies gained through professional development resulting in increased student achievement.	\$16,464.00	21%	
	Supplies	04-09	53170 (Other)	Provide teachers with resources to implement the professional development. Professional Development will be differentiated based on grade level needs (Grades k,1,2, and 5 will focus their additional county provided planning time on writing. Grades 3 and 4 will focus thier additional county provided planning time on readers' workshop. Our entire school will engage in math and writing professional development)	Provide the needed materials to implement high quality professional development.	\$3,000.00	4%	
	Other	05-09	54170 (Other)			\$0.00	0%	
			54750 (Conferences - must be approved first)	Title I National Conf. for Instructional Facilitator (\$2,300.00 x 1 person = \$2,300.00)	Will increase teacher and administrator capacity through staff development outlined in SIP.	\$2,300.00	3%	\$21,764.00
Fixed Costs						\$2,194.37000	3%	\$2,194.37
Total							100%	\$78,676.19
					Difference	\$0.000000		

Parent Involvement Allocation = **\$18,689.92**

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	\$14,052.42	75%																																																			
	Other	05-01	54170 (Other)				0%																																																			
			54735 (Refreshments - Parent Support ONLY 25% Maximum)	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Pre-K Transition to Kindergarten Evening</td> <td>200</td> <td>\$5.50</td> <td>1</td> <td>\$1,100.00</td> </tr> <tr> <td>FIT Quarterly Meetings</td> <td>30</td> <td>\$3.00</td> <td>4</td> <td>\$360.00</td> </tr> <tr> <td>Spring Reading Family Event</td> <td>125</td> <td>\$5.50</td> <td>1</td> <td>\$687.50</td> </tr> <tr> <td>STEM Fall Family Event</td> <td>125</td> <td>\$5.50</td> <td>1</td> <td>\$687.50</td> </tr> <tr> <td>Math Family Wellness Night</td> <td>125</td> <td>\$5.50</td> <td>1</td> <td>\$687.50</td> </tr> <tr> <td>PBIS Rachel's Challenge Parent Event</td> <td>50</td> <td>\$5.50</td> <td>1</td> <td>\$275.00</td> </tr> <tr> <td>Academic Achievement Event</td> <td>140</td> <td>\$3.00</td> <td>2</td> <td>\$840.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$4,637.50</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Pre-K Transition to Kindergarten Evening	200	\$5.50	1	\$1,100.00	FIT Quarterly Meetings	30	\$3.00	4	\$360.00	Spring Reading Family Event	125	\$5.50	1	\$687.50	STEM Fall Family Event	125	\$5.50	1	\$687.50	Math Family Wellness Night	125	\$5.50	1	\$687.50	PBIS Rachel's Challenge Parent Event	50	\$5.50	1	\$275.00	Academic Achievement Event	140	\$3.00	2	\$840.00	Total				\$4,637.50	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 I school.	\$4,637.50	25%	
Parent Involvement Events																																																										
Event	# of Attendees	\$ per Attendees	Times per Year	Cost																																																						
Pre-K Transition to Kindergarten Evening	200	\$5.50	1	\$1,100.00																																																						
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Academic Achievement Event	140	\$3.00	2	\$840.00																																																						
Total				\$4,637.50																																																						
Total							100%	\$18,689.92																																																		
Difference						\$0.00																																																				

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

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

FY '15 Regular Title 1 Allocation - School-based Budget Narrative

School: Hall's Crossroads Elementary School

Title 1 FY '15 Allotment: **\$100,340.72**

As of Aug 5, 2014 FINAL

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)				0%	
	Contracted Serv	05-01	52170 (Other)	Supplemental Intervention Supports: AG Lab (\$1,900.00) STEM connection; Dream Box (\$25.00 per student x20 students= \$500.00) math connection; Successmaker (\$2,500.00) school license) math connection; First in Math (\$7.00 per student x 218 - Grades 3,4 &5 = \$1,526.00) math connection; StarFall Online (\$300.00) full access all students) reading phonics connection; Discovery Education (\$1,995.00) one subscription for all) STEM and reading connection; I-Station (\$2,554.16) - 25 unlimited licenses) reading connection.	Students will increase their knowledge through the use of approved technology programs for interventions and/or enrichment during the school day.	\$11,275.16	11%	
			52205 (Consultant)	Supplemental Educational Field Trips (Admission) - <u>Early Intervention</u> : (Anita Estuary Center - STEM connection- \$3.00 per child x 15 students = \$45.00. Teachers and Paras \$5 x 7 = \$35.00). Total of \$80.00) <u>Pre-K</u> : (Lohr's Orchard - agriculture connection - 100 students - Total \$90.00). <u>Grade 1</u> : (MD Science Center - STEM connection- \$6.75 x 80= \$540.00 and 5 TeachersX\$6.75 = \$33.75). Total of \$573.75 . <u>Grade 2</u> : (Baltimore Zoo- Science connection- \$5 per student x 200 students = \$1,000.00 and Baltimore Museum of Industry - Economics connection- \$5 per student x 200 students = \$1,000.00). Total of \$2,000.00) <u>Grade 3</u> : (MD Science Center - STEM connection- \$6.75 x 68 students = \$459.00 and 5 Teachers x \$6.75 = \$33.75). Total of \$492.75 <u>Grade 4</u> : (Eden Mill Nature Center - Science/ecology connection - \$7. x 90 students = \$630.00 and \$5 per teacher x 5 = \$25). Total of \$655.00 <u>Grade 5</u> : (Biz Town - Economics/Business connection \$2,280.00 total price for grade level) and Zoo Adaptations for a total of \$375.00 for in-school program.	Students will have the opportunity to increase their background knowledge through educational experiences -field trips. Each field trip is based on grade level content and curriculum.	\$6,546.50	7%	

		52300 (Buses)	<p>Supplemental Educational Field Trips (Buses) - <u>Early Intervention:</u> (Anita Estuary Center - STEM connection- 15 students and 7 adults - 1 bus x \$250 = Total of \$250.00) <u>Pre-K:</u> (Lohr's Orchard - agriculture connection - 100 students and 6 adults - 2 buses x \$250 = Total of \$500.00) <u>Grade 1:</u> (MD Science Center - STEM connection- 80 students and 5 adults - 2 buses x \$250 = Total of \$500.00) <u>Grade 2:</u> (Baltimore Zoo- Science connection- 200 students and 7 adults - 3 buses x \$250 = Total of \$750.00) and Baltimore Museum of Industry - 200 students and 7 adults - 3 buses x \$250 = Total of \$750.00) Total of \$1,500.00) <u>Grade 3:</u> (MD Science Center - 68 students and 5 Teachers - 2 buses x \$250 = Total of \$500.00) <u>Grade 4:</u> (Eden Mill Nature Center - 90 students 5 teacher - 2 buses x \$250 = Total of \$500.00) <u>Grade 5:</u> (Biz Town - Economics/Business connection - 200 students and 7 adults - 3 buses x \$250 = Total of \$750.00)</p>	Students will have the opportunity to increase their background knowledge through educational experiences -field trips. Each field trip is based on grade level content and curriculum.			\$4,500.00	4%
Supplies	04-01	53170 (Other)	<p>Supplemental materials and supplies that will enhance and provide additional support in the areas of reading focusing on science and all areas of genre supported by the curriculum and content for all grade levels (Pre-K-5). Each of the seven grade levels will be provided funds to support the purchase of appropriate, supplemental supplies and materials (7 grade levels x \$1,000.00 = \$7,000.00). Also increasing classroom libraries in grade levels 1-5 (5 grade levels x \$500.00 = \$2,500.00). Supplemental materials for Making Meaning Reading Materials (Intervention) for grades 4 and 5 (2 grade levels x \$450.00 per set = \$900.00). Supplemental supplies and materials that will assist in the implementation of arts integrations for grades K-5 (6 grade levels x \$250.00 = \$1,500.00) . Supplemental supplies for grades 4 and 5 in the area of science/STEM (2 grade levels x \$250.00 = \$500.00). Supplemental Emergency school supplies for students such as folders, pencils, papers and etc. to be distribute as needed from central location (Total of \$1,241.91). Materials and supplemental math manipulatives for grades K-5 (6 grade levels x \$725.00 = \$4,350.00). Supplemental technology items to support math and reading content areas: Pebble Go \$345.00, Pebble Go Next \$270.00 and Brain Pop/Brain Pop Jr. \$2,095.00.</p>	Increased opportunities and experiences in reading, math, science and technology.			\$20,701.91	21%
Other	05-01	54170 (Other)	<p>Student Materials for acadmic recognition: \$500.00; Student Materials for implementing the PBIS School Wide Initiative: \$1,200.00 for September - January and \$1,200.00 for February - June; Student materials for team building through the Ron Clark Initiative "Houses/PBIS": 500 students (all students) x \$7.25 = \$3,625.00.</p>	Supplementary materials for Positive Behavior In School (PBIS) initiative and Ron Clark House initiative. Both programs are SIP initiatives to improve behavior and increase student achievement.			\$6,525.00	7%

			54720 (Mileage)			\$0.00	0%	
			54735 (Refreshments)			\$0.00	0%	
	Equipment	05-01	55170 (Other)	Replacement (refresh) of Title I previously purchased computers. Computer Model 2 @ \$840.00 X 24 = \$20,160.00	Will support school improvement goals and initiatives related to instruction and parent involvement.	\$20,160.00	20%	\$69,708.57
Staff Development	Salary	03-09	51170 (Other)	Supplemental/additional professional development after school for all teachers. After school planning with the specialists for classroom focused improvement (CFIP) and additional new teacher professional development. (18 teachers x 10 days x 2 hrs x \$20 per hr = \$7,200.00). Substitute coverage for additional professional development in the areas of reading, math, technology and STEM for grade levels 1-5. (3 teachers x 20 substitute days x \$80 per day = \$4,800.00)	Increase teacher knowledge and provide the opportunity for quality professional development	\$12,000.00	12%	
	Supplies	04-09	53170 (Other)	Provide teachers with supplemental professional development materials (books) to support and encourage student engagement and intentional engagement in mathematics and to support the 4 Core School Rules. <u>Intentional Talk</u> : 35 books x \$17.78 = \$622.30 <u>Teacher Like A Pirate</u> : 55 x \$20.11 = \$1,106.05 <u>Essential 55 Workbook</u> : 55 x \$13.00 = \$715.00	Increase teacher capacity to grow professionally.	\$2,443.35	2%	
	Other	05-09	54170 (Other)			\$0.00	0%	
			54750 (Conferences - must be approved first)	Title 1 Conference for Principal and Instructional Facilitator (2 x \$2,300.00 = Total of \$4,600.00). MAESP Assistant Principal Conference (\$120.00 x 1 = \$120.00) MAESP Principal Conference for Principal and AssistantPrincipal (\$600.00 x 2 = \$1200.00) Pre-Kindergarten Conference:(4 tchrs x \$225 = \$900.00) Kindergarten Conference:(6 tchrs+1 admin x \$225.00 = \$1,350.00 Grade 2 Teachers SOMIRAC:4 x \$115.00 = \$460.00 Ron Clark Academy for professional development: 5 teachers + 1 admin x \$1,100.00 = Total of \$6,600.00	Increased professional development opportunities will enhance content growth, build capacity and increase student achievement school wide.	\$15,230.00	15%	\$29,673.35
Fixed Costs						\$958.80	1%	\$958.80
Total							100%	\$100,340.72
					Difference	\$0.000000		

Parent Involvement Allocation = **\$15,551.42**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																																		
Reg Programs	Supplies	04-01		Second Grade Math Night \$100.00 for parent math kits, Pre-Kindergarten Transition Night - Preparing for Kindergarten Material Kits \$250.00 ; Books for students who attend the Reading for Strategies and Math for Strategies Pre-School Parent Workshops (5 x's per year) \$1,250.00 ; Math Flash Cards with the basic facts for grade levels 1-5 - \$6.50 x 350 = \$2,275.00 ; Supplemental resources for kits in reading books and math manipulatives for grades 4 and 5 to support the academic program (Student Run Conferences) = \$3,081.42 . Book Study/ Parent Workshop using <u>Starting out on Your Own</u> 100 books x \$8.85= \$895.00	Help build parent capacity and knowledge through academic materials and resources.	\$7,751.42	50%																																																			
	Other	05-01	54170 (Other)	Students in Grades 1-5 will receive agendas for effective communication, organizational skills and character building. Home School Connection for Recipes for Success for grades K-5 and Math Science Connection for primary and intermediate. (500 x \$8.30 = \$4,165.00)	Open communication/feedback, character building/organization.	\$4,165.00	27%																																																			
			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>Reading Parent Night</td> <td>125</td> <td>\$5.75</td> <td>1</td> <td>\$718.75</td> </tr> <tr> <td>Math Parent Night</td> <td>125</td> <td>\$5.75</td> <td>1</td> <td>\$718.75</td> </tr> <tr> <td>Academic Achievement Event</td> <td>80</td> <td>\$5.75</td> <td>3</td> <td>\$1,380.00</td> </tr> <tr> <td>Academic Sessions with Prin</td> <td>20</td> <td>\$3.00</td> <td>4</td> <td>\$240.00</td> </tr> <tr> <td>PreK Transition Night</td> <td>25</td> <td>\$3.00</td> <td>1</td> <td>\$75.00</td> </tr> <tr> <td>Parent Involvement Meetings</td> <td>15</td> <td>\$2.00</td> <td>5</td> <td>\$150.00</td> </tr> <tr> <td>Back to School and Open Hou</td> <td>235</td> <td>\$1.50</td> <td>1</td> <td>\$352.50</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$3,635.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Reading Parent Night	125	\$5.75	1	\$718.75	Math Parent Night	125	\$5.75	1	\$718.75	Academic Achievement Event	80	\$5.75	3	\$1,380.00	Academic Sessions with Prin	20	\$3.00	4	\$240.00	PreK Transition Night	25	\$3.00	1	\$75.00	Parent Involvement Meetings	15	\$2.00	5	\$150.00	Back to School and Open Hou	235	\$1.50	1	\$352.50	Total				\$3,635.00	Help build strong and community relationships	\$3,635.00	23%	
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Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

FY '15 Regular Title 1 Allocation - School-based Budget Narrative

School: George D. Lisby Elementary School

Title 1 FY '15 Allotment: **\$44,728.27**

as of July 29, 2014

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 supplemental professional development opportunities, School Improvement activities, or other learning experiences and are not present to provide daily classroom instruction. (19 teachers x 4 days x \$87 / day / substitute = \$6,612.00)	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.	\$6,612.00	15%	
	Contracted Serv	05-01	52170 (Other)	Funds to supplement PTO and grant money to fund class field trips and school wide assemblies. (7 grade levels x \$300 = \$2,100.00) Student Intervention Licenses for practice/intervention programs to support student achievement in language arts and math. (First in Math, SuccessMaker, Imagination Station, Read About, Dream Box, Making Meaning and other approved interventions.) = \$500.00 Assemblies- Hoppin Hawks (Health/Wellness/Arts Integration), Academic Entertainment (anti-bullying/PBIS), Steel Drum band (Integrated Arts/Math), Joe Romano (Reading/Math/Science/PBIS), Antbullying Assemblies- Prismatic Magic (PBIS) = \$2,500.00	Provide cultural enrichment and real-life experiences for our students. Also, to provide student licenses for access to intervention in reading and math content areas to improve individual student achievement. Supports SIP Goal #1 All students will achieve at high standards, as established by the HCPS and state performance level standards, in all content areas. Supports SIP Goal #2 Ensure that all students are educated in school environments that are safe, drug-free, and conducive to learning.	\$5,100.00	11%	
			52205 (Consultant)			\$0.00	0%	
			52300 (Buses)	Funds to supplement PTO and grant money to fund transportation for class field trips. (Brad's Produce (science - Kdg), Walnut Springs Farm (science - Gr.1), Maryland Zoo (science - Gr.3), Goucher College Theatre Works (PBIS- Gr. 4), Ripken Stadium (economics - Gr.5), Science Center (science - Gr.4), Baltimore Aquarium (science - Gr.2) = \$2,500.00 Funds to supplement bus transportation for the Before/After-School Intervention Program = (10 days x 2 buses per day x \$175 per bus per day = \$3,500)	Provide cultural enrichment and real-life experiences for our students. Supports SIP Goal #2 Ensure that all students are educated in school environments that are safe, drug-free, and conducive to learning.	\$6,000.00	13%	

	Supplies	04-01	53170 (Other)	Funds to purchase additional, supplemental materials to support daily school related instructional activities that support student achievement across all content areas. (7 grade levels x \$75.00 per grade level = \$525.00)	Purchase supplementary materials (copy paper, ink cartridges, poster paper, laminating film, chart paper, office supplies, etc.) for daily instruction, before-school, 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, HAWK SPIRIT Store rewards, Celebrate Good Times certificates, non-red book signers, door prizes, MSA incentives, field day, chorus, etc.) , student seating for classrooms and materials to utilize in classrooms for PLC's/ research, daily intervention, and other school related activities. Supports SIP Goal #1 All students will achieve at high standards, as established by the HCPS and state performance level standards, in all content areas.	\$525.00	1%	
	Other	05-01	54170 (Other)			\$0.00	0%	
			54720 (Mileage)			\$0.00	0%	
			54735 (Refreshments)			\$0.00	0%	
	Equipment	05-01	55170 (Other)	Replacement (refresh) of Title I previously purchased computers. Computer Model 3 @ \$618.66 X 10 = \$6,186.60	Will support school improvement goals and initiatives related to instruction and parent involvement.	\$6,186.60	14%	\$24,423.60
Staff Development	Salary	03-09	51170 (Other)	Staff Development funds for Before/ After School work and/or Summer Day stipends for work that supports curriculum/content knowledge, professional development, school improvement and increased student achievement. Funds to supplement HCPS Intervention funds. Before/After School and Summer Planning: (10 teachers x 2 hours/per day x 25 days x \$20/hour = \$10,000.00)	Payment for staff members who work before or after school or summer hours supporting school initiatives and curricula (such as PLC's, data analysis, Danielson Framework, new teacher evaluation process, instructional planning, co-planning, EDM, Writing Fundamentals, Social Studies/Science, Special Areas, SIPPS, I-Station, Success Maker, Foundations, Do the Math, Knowing Math, Math Recovery, Soar to Success, Making Meaning, Common Core, etc.) or analyze data for interventions and/or academic achievement /attendance/health and wellness of students. Payment of staff salaries for working in the Before/After School Intervention Program. 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	22%	

	Supplies	04-09	53170 (Other)	Funds to purchase additional, supplemental materials to support weekly professional development activities, classroom management, time management and organization, instructional planning, co-teaching, and intervention programs. Total of \$2,637.17	Purchase supplementary materials (copy paper, ink cartridges, poster paper, laminating film, chart paper, office supplies, calendars, plan books, professional development materials, books, etc.) to support on-going professional development of school staff members. Goal #1 All students will achieve at high standards, as established by the HCPS and state performance level standards, in all content areas.	\$2,637.17	6%	
	Other	05-09	54170 (Other)	Payment for online courses, webinars, etc. for online professional development opportunities for staff members. Total of \$500.00	Payment for online professional development courses/webinars to increase knowledge in content areas or to improve classroom management, organization, instruction, leadership, content knowledge, Common Core, etc.	\$500.00	1%	
			54750 (Conferences - must be approved first)	Payment for registration fees, airfare, and other appropriate expenses for staff members to attend approved professional development conferences. Need a specific breakdown of the conference names, number of attendees, \$ cost per attendee. Example: MAG for 2 staff members (2 people x \$200 = \$400.00) SOMIRAC for 4 staff members (4 peoples x \$125 = \$500.00) National Title I Conference for Principal (1 person x \$2,300 = \$2,300.00) MAESP Annual Conference for Administrators (AP) (1 person x \$1,000 = \$1,000.00) Ron Clark Academy Visit for 5 staff members (5 people x \$1,100.00 = \$5,500.00)	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, Common Core, etc. Participants may attend as individuals or grade level teams upon approval from the Executive Director of Elementary School Performance. (National Title I Conference, NAESP/MAESP Conference, Assistant Principals Conference, 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.	\$5,840.20	13%	\$18,977.37
Fixed Costs						\$1,327.30	3%	\$1,327.30
Total							100%	\$44,728.27
					Difference	\$0.00000		

Parent Involvement Allocation = **\$12,407.53**

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. Total of \$9,307.53	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.	\$9,307.53	75%																																																																							
			54735 (Refreshments - Parent Support ONLY 25% Maximum)	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Open House/Sneak-a-Peak</td> <td>350</td> <td>\$0.50</td> <td>1</td> <td>\$175.00</td> </tr> <tr> <td>Back-to-School Night</td> <td>300</td> <td>\$0.50</td> <td>1</td> <td>\$150.00</td> </tr> <tr> <td>Breakfast with Books</td> <td>80</td> <td>\$3.00</td> <td>2</td> <td>\$480.00</td> </tr> <tr> <td>Math with Muffins</td> <td>80</td> <td>\$3.00</td> <td>2</td> <td>\$480.00</td> </tr> <tr> <td>STEM Night</td> <td>160</td> <td>\$2.50</td> <td>1</td> <td>\$400.00</td> </tr> <tr> <td>Reading Night</td> <td>160</td> <td>\$2.50</td> <td>1</td> <td>\$400.00</td> </tr> <tr> <td>Wellness/Fitness Math Night</td> <td>130</td> <td>\$2.00</td> <td>1</td> <td>\$260.00</td> </tr> <tr> <td>Arts Integration Night</td> <td>200</td> <td>\$1.50</td> <td>1</td> <td>\$300.00</td> </tr> <tr> <td>MSA/PARCC Transition Night</td> <td>120</td> <td>\$1.50</td> <td>1</td> <td>\$180.00</td> </tr> <tr> <td>Parent Conference Day</td> <td>310</td> <td>\$0.50</td> <td>1</td> <td>\$155.00</td> </tr> <tr> <td>End of Year Instructional Volunteer Networking Event</td> <td>60</td> <td>\$2.00</td> <td>1</td> <td>\$120.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$3,100.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Open House/Sneak-a-Peak	350	\$0.50	1	\$175.00	Back-to-School Night	300	\$0.50	1	\$150.00	Breakfast with Books	80	\$3.00	2	\$480.00	Math with Muffins	80	\$3.00	2	\$480.00	STEM Night	160	\$2.50	1	\$400.00	Reading Night	160	\$2.50	1	\$400.00	Wellness/Fitness Math Night	130	\$2.00	1	\$260.00	Arts Integration Night	200	\$1.50	1	\$300.00	MSA/PARCC Transition Night	120	\$1.50	1	\$180.00	Parent Conference Day	310	\$0.50	1	\$155.00	End of Year Instructional Volunteer Networking Event	60	\$2.00	1	\$120.00	Total				\$3,100.00	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.	\$3,100.00	25%	
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Received via email: _____ by Brad Palmer, Supervisor of Title 1

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

FY '15 Regular Title 1 Allocation - School-based Budget Narrative

School: Edgewood Elementary School

Title 1 FY '15 Allotment:

\$100,295.06

as of Aug 5, 2014

FINAL

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	<p>Extended Day Intervention Program for Grades 1-2 to provide extended learning time in ELA to TA students (2 sessions / week * 32 weeks = 64 total sessions * 1.5 hours / session = 96 teaching hours * \$35 (75% of pay) * 3 Teachers = \$10,080; PLUS 1 hour / week planning * 32 weeks = 32 planning hours * \$20 / planning hour * 3 Teachers = \$1,920) = Total of \$12,000.00</p> <p>Extended Day Intervention Program for Grade 3 to provide extended learning time in ELA to TA students (2 sessions / week * 32 weeks = 64 total sessions * 1.5 hours / session = 96 teaching hours * \$35 (75% of pay) * 1 Teachers = \$3,360; PLUS 1 hour / week planning * 32 weeks = 32 planning hours * \$20 / planning hour * 1 Teacher = \$640) = Total of \$4,000.00</p>	Targeted students will have the opportunity to participate and enhance their academic skills through meaningful and well planned activities within the intervention programs. Meets School Improvement Plan goal for increasing student achievement for Targeted students.	\$16,000.00	16%	
	Contracted Serv	05-01	52170 (Other)	<p>I-Station licenses for TA students in Grades 1-2 (75 students * \$65 / license = \$4,875)</p> <p>Station licenses for TA students in Grade 3 (25 students * \$65 / license = \$1,625)</p> <p>Dream Box licenses for TA students in Grades 1-2 (75 Licenses * \$20 / seat license = \$1,500)</p> <p>Reflex Math licenses for TA students in Grades 1-2 (50 licenses * \$35 = \$1,750)</p> <p>Dream Box licenses for TA students in Grade 3 (25 Licenses * \$20 / seat license = \$500)</p> <p>Reflex Math licenses for TA students in Grade 3 (25 licenses * \$35 = \$875)</p>	Students will increase their knowledge through the use of approved technology programs for before, after or during school interventions. These programs align with the Targeted Assistance goals in the School Improvement Plan.	\$11,125.00	11%	
			52205 (Consultant)	<p>Cost for vendor training personnel * 3 interventions (Foundations, LLI, Istation) = \$6,200</p> <p>Cost for vendor training personnel at \$2,500 / intervention * 1 intervention (Making Meaning) = \$2,500</p> <p>Cost for vendor training personnel at \$2,500 / intervention * 2 intervention days (Do the Math 2 Days and Reflex Math 2 Days)+ \$5,000.00</p>	Professional development training on specific interventions that are designed to increase student achievement for Targeted students. Supports the School Improvement Goals for Targeted Assistance.	\$13,700.00	14%	

	Supplies	04-01	53170 (Other)	<p>Trade books to be used with TA Students during small group instruction with TA teacher(s) (4 Sets (TBD) of 20 copies of each book * 2 grade levels (1st & 2nd Grade) * \$150 / set = \$1,200</p> <p>Fundations student materials and teacher's guides for use with TA students in Grades K-2 (3 TA Teachers / Grade Level * 3 Grade Level * \$500 / Kit = \$4,500)</p> <p>Leveled Literacy Intervention student materials and teacher's guides for use with TA students in Grade 2 (3 TA Teachers * 1 Green System (Grade 1) * \$2,600 = \$7,800); PLUS 3 TA Teachers * 1 Blue System (Grade 2) * \$3,800 = \$11,400)) = Total of \$19,200.00</p> <p>Trade books to be used with TA Students during small group instruction with TA teacher(s) (4 Sets (TBD) of 20 copies of each book * 3 grade levels (3rd, 4th, & 5th Grade) * \$150 / set = \$1,800)</p> <p>Fundations student materials and teacher's guides for use with TA students in Grade 3 (3 TA Teachers / Grade Level * 1 Grade Level * \$500 / Kit = \$1,500)</p> <p>Making Meaning Intervention student materials and teacher's guides for use by ONE TAS teacher with TA students in Grades 4-5 (1 Classroom Package of Grade 4 = \$850 and 1 Classroom Package of Grade 5 = \$650, Total = \$1,500)</p> <p>Do the Math intervention materials and teacher's guides for TA students in Grade 2 (3 Students Kits (Group 1, Group 2, Group 3) * 3 Modules (Module 1, Module 2, Module 3) * \$700 / module = \$6,300</p> <p>Do the Math intervention materials and teacher's guides for TA students in Grades 3 and 5 (6 Students Kits (Group 1,</p>	Provide additional, supplemental materials to increase student achievement and meet the School Improvement Plan goals for Targeted Assistance.	\$48,600.00	48%	\$89,425.00
Staff Development	Salary	03-09	51170 (Other)	<p>RTI planning team – team to meet tri-annually to review the progress of TA students and revise the TA plan (8 Meeting / year * 4 Title I Targeted Teachers * 2 hours / meeting * \$20 / planning hour = \$1,280)</p> <p>Professional Development days for TA teachers to get trained on interventions (4 Teachers * (Fundations 4 Days ; LLI - 2 Days; Istation Training - 2 Days) * 6 hours / day = 192 hours * \$20 / planning hour = \$3,840)</p> <p>RTI planning team – team to meet tri-annually to review the progress of TA students and revise the TA plan (8 Meeting / year * 4 Title I Targeted Teachers * 2 hours / meeting * \$20 / planning hour = \$1,280)</p> <p>Professional Development days for TA teachers to get trained on interventions (1 TAS Teacher * (Making Meaning - 2 Days) * 6 hours / day = 12 hours * \$20 / planning hour = \$240)</p> <p>Professional Development days for TA teachers to get trained on interventions (Do the Math 2 Days inschool <u>no cost</u>; Reflex Math 2 Days * 4 teachers * 6 hours / day = 12 hours * \$20 / planning hour = \$240)</p>	Payment for staff members who work before or after school or summer hours supporting school initiatives and curricula. Also, to analyze data for interventions and/or academic achievement, Targeted Student list, and RTI. Supports the School Improvement Goals for Targeted Assistance.	\$6,880.00	7%	
			54750 (Conferences - must be approved first)	Attendance at the National Title I Conference by principal (total amount of travel and registration) = Total of \$2,200	Increased personal growth opportunities will enhance content knowledge, build capacity and increase student achievement, particularly in the area of Title I Targeted Assistance.	\$2,200.00	2%	\$9,080.00

Fixed Costs							\$1,790.06	2%	\$1,790.06
Total								100%	\$100,295.06

Difference **\$0.00000000**

Parent Involvement Allocation = \$11,632.05

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																								
Reg Programs	Supplies	04-01	53170 (Other)	Parent Title I Mailing costs - \$1,592.05 Evening workshops consisting of Foundations, Dreambox, Read At Home and a STEM (Take Home Instructional Learning Supplies and Books) 4 events x 150 families x \$15 per family = \$9,000.00 Family Involvement Team (FIT) Meetings - instructional supplies and materials: 6 meetings x \$75.00 = \$450.00	Parent/families supplies will build capacity in our school community so that families can better support their children's academic achievement.	\$11,042.05	95%																																									
	Other	05-01	54170 (Other)			\$0.00	0%																																									
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					Total		100%	\$11,632.05																																								

Difference **\$0.00000000**

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

Approval Signature of Title 1 Supervisor - Brad Palmer

_____ Date

FY '15 FOCUS SUPPLEMENTAL SUPPORT - School-based Budget Narrative

School: Wm Paca Elementary School

Title 1 FY '15 FOCUS: **\$80,000.00**

as of Aug 5, 2014 FINAL

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	Supplemental Title I funds needed for one month (April): (12 sessions x 2 hrs per session x 4 teachers x \$31.25 per hr = \$3,000.00)	The After School Program will provide additional supplemental academic resources and interventions for our K-5 students.	\$3,000.00	4%	
	Contracted Serv	05-01	52170 (Other)	Dream Box Math Licenses (180 X \$20.00 = \$3,600.00); Reflex Math (Schoolwide License - \$2,995.00); I-Station (Schoolwide License - \$5,865.00); Success Maker Math Licenses - (5 x \$900.00 = \$4,500.00)	Dream Box, Reflex Math, Success Maker and I-Station will provide targeted students with daily intervention. All interventions are approved for use by HCPS.	\$16,960.00	21%	
			52205 (Consultant)	Faculty Staff Development for Math/Sue O'Connell - (2 days X \$2,000.00 per day = \$4,000.00)	Math professional development for faculty/staff to support our school improvement plan.	\$4,000.00	5%	
			52300 (Buses)	Bus transportation for After School Intervention Program (April only) (12 sessions x 2 buses x \$62.50 per bus = \$1,500.00);	Bus transportation for After School Intervention Program provides students the opportunity to access additional supplemental academic resources and interventions.	\$1,500.00	2%	
	Supplies	04-01	53170 (Other)	Supplemental Intervention Supplies (Total = \$1380.30)	Will support school improvement goals and initiatives focused on school achievement.	\$1,380.30	2%	
	Equipment	05-01	55170 (Other)	Replacement (refresh) of Title I previously purchased computers. Computer Model 2 @ \$860.00 X 63 = \$52,920.00	Will maintain the level of technology to enhance student learning initially purchased using Title I funds. This supplemental technology will support students in their ability to participate in After School intervention programs. Will provide student capacity through the latest technology opportunities.	\$52,920.00	66%	
Fixed Costs						\$239.70	0%	\$239.70
Total						\$80,000.00		

FY '15 Regular Title 1 Allocation - School-based Budget Narrative

School: Wm Paca Elementary School

Title 1 FY '15 Allotment: **\$43,287.23**

as of Aug 5, 2014 FINAL

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	Supplemental Administrative Support - \$14,000.00 ; Teacher Salary for After School Intervention Program for reading/math for targeted students (Nov-April) - HCPS Intervention funds will support five months (Nov-March).	Will support additional/supplemental requirements for Title I maintenance of fiscal and student records and maintenance of Title I regulatory requirements.	\$14,000.00	32%	
	Contracted Serv		52300 (Buses)	Allocation of funds to support attendance for field trip for students participating in Engineering (STEM) Challenge - (1 bus x 1 day x \$467.36 = \$467.36)	Bus transportation for Engineering Challenge students provides our students with enhanced, supplemental educational STEM opportunities.	\$467.36	1%	
	Supplies	04-01	53170 (Other)	Reading/Math Night supplies - \$500.00 each building = \$1,000.00 ; Reading Incentives for end of year academic culminating event - \$500.00 each building - \$1,000.00 ; Math Incentives for end of year academic culminating event - \$500 each building - \$1,000.00 ; Supplemental poster board paper for all classrooms for math instruction (20 classrooms x \$100 = \$2,000.00); Supplemental classroom supplies per student distribution for all students (900 students X \$6.76 = \$6,008.70)	Will support school improvement goal and initiatives focused on school achievement.	\$11,008.70	25%	
	Other	05-01	54170 (Other)	Digital duplicating machines purchased with Title I funds to support family involvement center (previous purchase of equipment) - Annual Service Contract (2 machines X \$235.80 = \$471.60)	Maintenance of Title I purchased machines provide parents volunteers with opportunities for family involvement.	\$471.60	1%	
Staff Development	Salary	03-09	51170 (Other)	Subs needed for teachers attending Ron Clark Academy Professional Development - 4 subs X 2 days = \$800.00 ; Subs for Student Achievement Progress Meetings - 2 subs per month X 10 months = \$2,000.00	Will provide professional development opportunities for staff to achieve and support school goals and initiatives.	\$2,800.00	6%	
	Supplies	04-09	53170 (Other)			\$0.00	0%	
	Other	05-09	54170 (Other)	Title I On Demand Professional Development - The Title I On Demand provides professional development opportunities for staff in Title I schools. The subscription gives access to an entire series of high quality professional videos for teaching staff. Total \$99.00	Will increase teacher and administrator capacity through staff development outlined in SIP.	\$99.00	0%	
			54750 (Conferences - must be approved first)	Title I National Conference: (2 attendees x \$2,300.00 per person (includes all expenses) = \$4,600.00); MAESP (1 attendee x \$500.00 per person (includes all expenses) = \$500.00); SoMIRAC - (3 Registrations X \$160.00 = \$480.00); Ron Clark Academy (6 attendees @ \$1,120.00 per person (includes all expenses) = \$6,720.00); MAG Conference (1 attendee x \$800.00 per person (includes all expenses) = \$800.00)	Will increase teacher and administrator capacity through staff development outlined in SIP.	\$13,100.00	30%	
Fixed Costs						\$1,340.57	3%	
Total						\$43,287.23	100%	Page: 20

Parent Involvement Allocation = \$21,924.07

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																																																	
Reg Programs	Supplies	04-01	53170 (Other)	Relatives of Cool Kids Engaged in Teaching Students (R.O.C.K.E.T.S.) - Volunteer Orientation Pocket Calendars - \$100.00 ; Family Advisory Team (F.A.T). Meetings Supplies (4 meetings X \$75.00 = \$300.00 ; Math/Reading Night Materials = \$200.00 ; Breakfast with Books (Books & materials) = \$350.00 per building = total \$700.00 ; Parent Science Curriculum Night = \$200.00 per building for books/supplies = total \$400.00 ; End of Year Instructional Volunteer Debriefing Supplies = \$200.00 ; PreK Academic Achievement Events Supplies/Materials for use at home - \$500.00 ; Bookfast - 6 events for grades 2-5 - supplies - \$150.00 per event = Total \$900.00 ; Student Agenda Books - 950 X \$1.69 each = total \$1,539.00 ; Binders for Agenda Books - 1,000 X \$4.00 = Total \$4,000.00 ; Parent Informational Booklet - \$600.00 ; Math Weekly Take Home Games - \$2,000.00 ; Nibble with Numbers -3 events - \$150.00 per event - \$450.00	Will support families and school initiatives as outlined in SIP, school level Parent Involvement Plan and the Parent Compact.	\$11,889.00	54%																																																																		
	Other	05-01	54170 (Other)	At home math facts manipulatives for parents for parents use at home - 850 students X \$7.465 each = \$6,345.07	Math materials will support families and school initiatives as outlined in SIP, school level Parent Involvement Plan and the Parent Compact.	\$6,345.07	29%																																																																		
			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>25</td> <td>\$8.00</td> <td>5</td> <td>\$1,000.00</td> </tr> <tr> <td>R.O.C.K.E.T.S. Orientation</td> <td>75</td> <td>\$5.00</td> <td>2</td> <td>\$750.00</td> </tr> <tr> <td>Parent Classroom Visitations K-5</td> <td>20</td> <td>\$3.00</td> <td>6</td> <td>\$360.00</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>Bookfast</td> <td>20</td> <td>\$2.00</td> <td>6</td> <td>\$240.00</td> </tr> <tr> <td>Nibble with Numbers</td> <td>20</td> <td>\$2.00</td> <td>3</td> <td>\$120.00</td> </tr> <tr> <td>End of Year Instructional Volunteer Debriefing</td> <td>25</td> <td>\$3.00</td> <td>1</td> <td>\$75.00</td> </tr> <tr> <td>PK Academic Achievement Event</td> <td>35</td> <td>\$6.00</td> <td>2</td> <td>\$420.00</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>Science STEM Curriculum Night</td> <td>50</td> <td>\$2.00</td> <td>2</td> <td>\$200.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$3,690.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Family Action Team (FAT)	25	\$8.00	5	\$1,000.00	R.O.C.K.E.T.S. Orientation	75	\$5.00	2	\$750.00	Parent Classroom Visitations K-5	20	\$3.00	6	\$360.00	Breakfast with Reading Books	125	\$3.00	1	\$375.00	Bookfast	20	\$2.00	6	\$240.00	Nibble with Numbers	20	\$2.00	3	\$120.00	End of Year Instructional Volunteer Debriefing	25	\$3.00	1	\$75.00	PK Academic Achievement Event	35	\$6.00	2	\$420.00	Amer. Ed. Wk. - Instructional/Title I Table	300	\$0.50	1	\$150.00	Science STEM Curriculum Night	50	\$2.00	2	\$200.00	Total				\$3,690.00	Will support families and school initiatives as outlined in SIP, school level Parent Involvement Plan and the Parent Compact.	\$3,690.00	17%	
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Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

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FY '15 Regular Title 1 Allocation - School-based Budget Narrative

School: Bakerfield Elementary School

Title 1 FY '15 Allotment: \$42,654.09

as of Aug 5, 2014 FINAL

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
	Contracted Serv	05-01	52170 (Other)	Math Reflex Intervention during the school day for 2-5 grade targeted students to develop math fact acquisition. <i>(4 Grade Levels * 15 students / grade level * \$35 / computerized license) = Total of \$2,100.00</i> Small group Dreambox intervention to be provided before and during school to targeted students <i>(Before School program 20 students * \$20.00 / computerized seat license) = Total of \$400.00</i>	Math Reflex and Dreambox interventions will increase student achievement through the development of fact acquisition and number sense. Both of these HCPS approved interventions support the School Improvement Plan goals for math, specifically the Targeted Assistance School math goal.	\$2,500.00	6%	
			52205 (Consultant)	Interactive program that incorporates the arts (VAKT) to support and enhance the reading instruction in the classroom. (Young Audiences of MD) Dually-Funded between Title I and MASC Grant - 2 K Classes and 2 1st Grade Classes = 4 Classes Total). Total Title I portion = \$1,850.00 .	The reading professional development will build capacity in teachers with regards to reading instruction, particularly in the area of differentiated instruction.	\$1,850.00	4%	
	Supplies	04-01	53170 (Other)	Foundations Intervention will be provided to targeted students in K and Targeted 1st grade students (2 K Kits, 2 1st Grade Kits * \$1,000 / kit) = Total of \$4,000.00 Enrich classroom libraries with leveled books for targeted readers <i>(Making Meaning has predone leveled Libraries at a cost of \$250.00 per set. 2 Different Sets (Set 1 & Set 2) / Class. 2 K Classes and 2 1st Grade Classes = 4 Classes Total. (\$250.00 / set * 2 sets / class * 4 Classes) = Total of \$2,000.00</i> Educational/instructional videos- K classes. <i>(Leap Frog Educational Videos to support Letter Sound Recognition, Letter Factory DVD = \$15 & Word Factory DVD = \$15 (2 K Classes will get One DVD of Each (2 * \$15 = \$30 * 2 Classes = \$60 and 2 1st Grade Classes (Word Factory * \$15) * 2 Classes = \$30) = Total of \$90.00</i> Reading A to Z license to provide additional texts to be used to support the reading program for targeted students. 2 K Classes and 2 1st Grade Classes = 4 Classes Total. (\$100.00 / classroom * 4 Classes) = Total of \$400.00 Leveled Literacy Intervention for identified 1st grade students (2 Sets of Level Literacy Green System, Levels A-J (Grade 1) (List: \$3,700 x 2 sets) = Total of \$7400.00 Small group Do The Math intervention to be provided before and during school to targeted students (Before School program 4 Kits Total to be distributed at a later date, based upon data. * \$700.00 per / kit) = Total of \$2,800.00 Small group Knowing Mathematics intervention before and during school to targeted students <i>(Before School program 4 Teachers books * \$65.00 / book = \$260.00; 4 Student Groups * 10 Students / group * \$10 / book = \$400) = Total of \$660.00</i>	Provide additional, supplemental materials to increase student achievement and meet the School Improvement Plan goals for Targeted Assistance.	\$17,350.00	41%	\$21,700.00

Staff Development	Salary	03-09	51170 (Other)	<p>Instruction PD/Book Study using Interactive Think Alouds provided after school to teachers that work with targeted students (6 Attendees, 5 times/year, 1.5 hrs /session = 45 total hrs x \$20/ hr = \$900; Sieracki presenter-5 times/year * 1.5 hrs/session = 7.5 hrs total * \$35.00 (75% pay) = \$270.00; Sieracki Planning 5 times /year x 2 hrs/session = 10 hrs * \$20.00 = \$200) = Total of \$1,370</p> <p>Parent Training during/after school to support classroom reading instruction-Fundations Intervention (1 Night in Fall - Fundations Night, Title I TAS teacher provide parent instruction 1.5 hrs x \$35.00 (75% pay) = \$52.50; 2 hrs planning * \$20.00 planning pay = \$40.00) = Total of \$92.50</p> <p>Teachers meet to evaluate/report progress of targeted students. TAS team meet 4 times a year to review student progress. (Monthly grade level TAS planning-2 hrs/session * 10 times/year & 6 participants (2 K Teachers, 2 1st Grade Teachers, TAS Teachers, and Title I TS) * \$20.00 /hr) = Total of \$2,400.00</p> <p>Make home visits to families before/after school to discuss academic performance (8 teachers * 10 once a Month visits * 2 hours / visit * \$20.00 / hour) = Total of \$3,200.00 Provide identified staff with professional development using Number Talks book to enhance number sense in targeted classrooms. (10 Attendees, 5 times / year, 1.5 hours / session = 75 total hours x \$20 / hour = \$1500; Sieracki presenter - 5 times / year * 1.5 hours / session = 7.5 hours total * \$35.00 (75% pay) = \$270.00; Sieracki Planning 5 times / year x 2 hours / session = 10 hours total * \$20.00 = \$200) = Total of \$1,970.00</p> <p>Teachers will need to evaluate and report progress of students regularly. TAS team will meet 4 times a year to review student progress. (Monthly grade level TAS planning - 2 hours / session * 10 times / year & 10 participants (2) - 2nd - 5th Grade Teachers, Title I Targeted Teacher , and Title I Teacher Specialist) * \$20.00 / hour) = Total of \$4,000.00 Home visits by teachers to families before/after school to discuss academic performance (10 teachers * once a Month visits * 2 hours / visit * \$20.00 / hour) = Total of \$4,000.00</p>	On-going, job-embedded professional development opportunities for faculty and staff will build capacity and increase student achievement. These planning sessions and work sessions align with School Improvement Plan initiatives specifically the Target Assistance School goals.	\$17,032.50	40%	
	Supplies	04-09	53170 (Other)	Strategy Instruction Professional Development/Book Study for teachers that work with targeted students: Provide identified staff with Number Talks books to coincide with PD (5 "Number Talks" Books x \$70.10/ book) = Total of \$350.50	Professional Development in the area of reading and mathematics will enhance teacher understandings and support student achievement, as well as supporting the School Improvement Plan initiatives	\$350.50	1%	
	Other	05-09	54170 (Other)			\$0.00	0%	
			54750 (Conferences - must be approved first)	Attendance at the National Title I Conference by principal (total amount of travel and registration) = Total of \$2,200	Increased personal growth opportunities will enhance content knowledge, build capacity and increase student achievement, particularly in the area of Title I Targeted Assistance.	\$2,200.00	5%	\$19,583.00
Fixed Costs						\$1,371.09	3%	\$1,371.09
Total							100%	\$42,654.09
					Difference	\$0.00000		

Parent Involvement Allocation = **\$7,048.39**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																														
Reg Programs	Supplies	04-01	53170 (Other)	Parent Title I Mailing costs - \$1,063.39 Workshops consisting of Foundations Night, Dreambox Night and a STEM Night (Take Home Instructional Learning Supplies and Books) 3 events x 125 families x \$15 per family = \$5,625.00	Parent/families supplies will build capacity in our school community so that families can better support their children's academic achievement.	\$6,688.39	95%																															
	Other	05-01	54170 (Other)			\$0.00	0%																															
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Total							100%	\$7,048.39																														
Difference						\$0.000000																																

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

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

FY '15 Regular Title 1 Allocation - School-based Budget Narrative

School: Havre de Grace Elementary School

Title 1 FY '15 Allotment: \$113,064.70

as of Aug 5, 2014 FINAL

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	After School Supplemental Intervention (Remediation/Enrichment): Intervention programs will be in the areas of reading, writing, math, and science. Arts integration will be embedded in the programs. The programs will run for 10 weeks. (10 weeks x 2 days / week x 2 hours / day x 3 teachers x \$35.00 / hour = \$4,200.00).	Reading, writing, math, and science interventions will help close the achievement gaps within our subgroups and enrich students understanding in the listed content areas. These programs will be aligned to the Maryland Common Core State Standards.	\$4,200.00	4%	
	Contracted Serv	05-01	52170 (Other)	Supplemental, curriculum connected field trip admission to for each grade level. \$700 per K-5 (6 grade levels) and \$500 for pre-K. (\$700 x 6 grade levels + \$500.00 / Pre K = \$4,700.00)	Field trips are aligned to specific units of study and will provide students with learning opportunities that contributes to the deeper understanding of content and concepts.	\$4,700.00	4%	
			52205 (Consultant)			\$0.00	0%	
			52300 (Buses)	Supplemental, grade level field trip buses: \$300 per bus. (\$300 / bus x 7 grade levels = \$4,200.00) 4 HCPS Supplemental buses for Grade four and five trip to Washington D.C. (Social Studies/STEM/Arts Integration) Grade 5 - New York (Social Studies/STEM/Arts Integration content connections) (2 buses x \$1,000.00 per bus = \$2,000.00) Total of \$4,000.00	Field trips are aligned to specific units of study and will provide students with learning opportunities that contributes to the deeper understanding of content and concepts.	\$8,200.00	7%	
	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, math, and reading concepts and skills. (7 grades x \$1,000.00 / grade = \$7,000.00) Science, math, and writing supplies to support the After School Interventions = \$2,000.00 Small group books to match thematic units for grades K-5 (6 grade levels x \$800.00 / grade = \$4,800.00) Storyworks Magazine (Supplemental expository text) subscriptions for all students PreK – 5 = (415 students x \$6.20 / student = \$2,573.00)	All supplemental materials and resources will support and enhance the instructional program, after school interventions and boost student achievement. Purchasing school supplies will alleviate the expense from families and ensure all students come to school prepared.	\$16,373.00	14%	
	Other	05-01	54170 (Other)	Take home academic materials for quarterly academic achievement events (\$1,250.00 / quarter x 4 quarters = \$5,000.00) PARCC Assessments Incentives = \$4,000.00 Provide supplies for two supplemental SIP initiatives (PBIS initiative and Ron Clark house initiative) to assist in our efforts to promote positive student choices, decrease behavior referrals and increase student achievement. (7 grade levels (PK-5) x \$2,000 / grade level = \$14,000.00)	Supplemental student materials will enhance student achievement and motivate students to want to learn. Positive attitudes about school increase student performance. Supplemental student materials will support the Ron Clark Academy House Initiative & PBIS, both (included in the SIP); both are five year long initiatives linked to student achievement.	\$23,000.00	20%	
			54720 (Mileage)			\$0.00	0%	

			54735 (Refreshments)			\$0.00	0%	
	Equipment	05-01	55170 (Other)	Replacement (refresh) of Title I previously purchased computers. Computer Model 3 @ \$618.66 X 12 = \$7,423.92	Will support school improvement goals and initiatives related to instruction and parent involvement.	\$7,423.92	7%	\$63,896.92
Staff Development	Salary	03-09	51170 (Other)	After School - School Improvement Meetings: (5 full days x \$120 per day x 13 tchrs = \$7,800.00, plus 5 half days x \$60 per day x13 tchrs = \$3,900.00 for a total of \$11,700.00) After School - Long Range Planning Sessions (7 half days x 24 teachers x \$60 per day = \$10,080.00) After School - Arts Integration Planning Sessions (7 half days x 24 teachers x \$60 per day = \$10,080.00) After School - Ron Clark House Team Planning (5 half days x 8 teachers x \$60 per day = \$2,400.00) Paraeducator After School Trainings for reading, writing, math, and science (2 sessions x 3 hours per session x \$15 per hour x 9 parapros = \$810.00)	Ongoing, job embedded professional development opportunities for faculty and staff will build capacity and increase student achievement. These planning sessions and trainings will align with School Improvement Initiatives: Rigor, Differentiation, Arts Integration & Climate.	\$35,070.00	31%	
	Supplies	04-09	53170 (Other)	Uncovering Student Ideas in Primary Science, Volume 1: Each book is \$25.56 for 8 teachers = \$204.48 Uncovering Student Ideas in Science Volume 1: Each book is \$25.56 for 7 teachers = \$178.92 Uncovering Student Ideas in Science Volume 2: Each book is \$25.56 for 7 teachers = \$178.92 Uncovering Student Ideas in Science Volume 13: Each book is \$25.56 for 7 teachers = \$178.92 Uncovering Student Ideas in Science Volume 4: Each book is \$25.56 for 7 teachers = \$178.92 "I Like to Appologize to Every Teacher I Ever Had" - Tony Danza - \$8.50 x 40 teachers = \$340.00	Professional reading in the area of science will enhance teacher understandings and support student achievement in the area of science. Teachers will be able to enhance their knowledge of formative assessments in the area of science. This will allow teachers to align their science instruction and assignment more aligned to the Maryland Common Core State Standards. Our focus will be on rigor and critical thinking.	\$1,260.16	1%	
	Other	05-09	54170 (Other)			\$0.00	0%	
			54750 (Conferences - must be approved first)	MAG for 2 staff members (2 people x \$200 = \$400.00) SOMIRAC for 4 staff members (4 peoples x \$125 = \$500.00) National Title I Conference for Principal (1 person x \$2,300 = \$2,300.00) MAESP Annual Conference for Administrators (AP) (1 person x \$1,000 = \$1,000.00) Ron Clark Academy Visit for 5 staff members (5 people x \$1,100.00 = \$5,500.00)	Increased personal growth opportunities will enhance content knowledge, build capacity and increase student achievement school-wide. Participants will choose sessions aligned with School Improvement Plan goals and relevant Title I initiatives where possible.	\$9,700.00	9%	\$46,030.16
Fixed Costs						\$3,137.62	3%	\$3,137.62
Total							100%	\$113,064.70
					Difference	\$0.000000		

Parent Involvement Allocation =

\$6,203.94

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																									
Reg Programs	Supplies	04-01	53170 (Other)	Instructional supplies and materials for family grade level events per semester Reading and Math Night materials (such as books, cards, and calculators) Arts Integration materials for Fine Arts Night	Building instructional capacity with families so they can better support their children's academic achievement.	\$2,667.17	43%																										
	Other	05-01	54170 (Other)	Take-home parent materials to help build pride in student work.	Building positive relationships with families contribute to higher attendance and increased student behavior and achievement.	\$1,993.47	32%																										
			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>Reading / Math Night</td> <td>155</td> <td>\$5.50</td> <td>1</td> <td>\$852.50</td> </tr> <tr> <td>Academic Achievement Event</td> <td>110</td> <td>\$3.14</td> <td>2</td> <td>\$690.80</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$1,543.30</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Reading / Math Night	155	\$5.50	1	\$852.50	Academic Achievement Event	110	\$3.14	2	\$690.80	Total				\$1,543.30	Help build strong school community relationships. These events will allow for the school community to revisit the Parent Involvement Compact, Parent Involvement Plan, and School Improvement Plan along with all of the initiatives within the compact and plans.	\$1,543.30	25%	
Parent Involvement Events																																	
Event	# of Attendees	\$ per Attendees	Times per Year	Cost																													
Reading / Math Night	155	\$5.50	1	\$852.50																													
Academic Achievement Event	110	\$3.14	2	\$690.80																													
Total				\$1,543.30																													
					Total		100%	\$6,203.94																									
					Difference	\$0.000000																											

Received via email:

by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1
Supervisor - Brad Palmer

_____ Date

Attachment 4
School Level Budget Summary
Fiscal Year 2015
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	90.41%	\$640,664.00						
Halls Cross Roads Elementary (SW)	0230	82.25%	\$533,080.80						
G. Lisby Elementary at Hillsdale (SW)	0211	78.59%	\$425,317.22						
Edgewood Elementary (TAS)	0115	76.72%	\$398,727.27						
William Paca/Old Post Road Elementary (SW)	0140	73.79%	\$751,528.88						
Bakerfield Elementary (TAS)	0212	70.92%	\$241,608.90						
Havre de Grace Elementary (SW)	0632	69.15%	\$235,551.10						
Center for Educational Opportunity	0292	65.43%							
Deerfield Elementary	0120	63.89%							
Magnolia Middle	0184	59.44%							
Riverside Elementary	0143	58.27%							
Edgewood Middle	0177	56.39%							
Aberdeen Middle	0265	54.71%							
Joppatowne High	0181	54.40%							
Edgewood High	0176	46.09%							
Dublin Elementary	0522	44.85%							
Joppatowne Elementary	0137	43.46%							
Roye-Williams Elementary	0639	42.59%							
Aberdeen High	0270	42.17%							
Havre de Grace Middle	0679	38.08%							
John Archer School	0391	34.82%							
Church Creek Elementary	0125	33.04%							
Havre de Grace High	0678	31.05%							
Darlington Elementary	0518	30.53%							

Meadowvale Elementary	0638	29.58%							
North Harford Elementary	0544	27.79%							
Bel Air Elementary	0314	26.94%							
William S. James Elementary	0113	22.80%							
Abingdon Elementary	0123	22.36%							
Harford Technical High	0304	21.74%							
Prospect Mill Elementary	0329	21.33%							
Norrisville Elementary	0441	19.78%							
Churchville Elementary	0316	18.78%							
North Harford Middle	0583	18.07%							
North Bend Elementary	0447	17.22%							
Bel Air Middle	0372	15.25%							
Patterson Mill Middle School	0188	14.91%							
Southampton Middle	0374	14.59%							
North Harford High	0580	14.51%							
Forest Lakes Elementary	0328	13.69%							
C. Milton Wright High	0385	13.06%							
Ring Factory Elementary	0345	12.75%							
Red Pump Elementary School	0349	12.65%							
Bel Air High	0373	12.63%							
Hickory Elementary	0333	12.23%							
Emmorton Elementary	0121	11.80%							
Homestead/Wakefield Elementary	0335	11.44%							
Fountain Green Elementary	0327	10.36%							
Jarrettsville Elementary	0436	9.57%							
Fallston Middle School	0386	8.92%							
Youths Benefit Elementary	0348	8.43%							
Forest Hill Elementary	0326	7.32%							
Fallston High	0382	7.09%							
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.)									\$3,226,478.17
School System Administration (For Title I, Use # on Table 7-8 LINE 5)									\$608,122.46
System-wide Programs and School System Support to Schools (For Title I, Use # on Table 7-8 LINE 12)									\$784,052.71
Nonpublic Costs (For Title I, Table 7-10 LINE 7)									\$49,657.66
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)									\$4,668,311.00

Attachment 5A

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

Fiscal Year 2015

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 2015

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 2015
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	10	10**	10**				**10 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	4	4**	4**				**4 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	2	2**	2**				**2 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	2	2**	2**				**2 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	4	4**	4**				**4 students generated funds for this year, but the number of students serviced may be higher or lower. Title I services will be provided through a third party contractor.
	Public School							
	Neutral Site							

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August 25, 2014

Dear Parent:

As a parent of a child in a Title I school, the "*No Child Left Behind*" Act of 2002 allows you to request information about your child's teacher.

The following information may be requested:

- College or university degrees earned;
- Maryland certification information, including the certificate type and specific certification areas; and
- Qualifications of a paraprofessional, if your child is being served by one.

Should you wish to make a request for any of the above information about your child's teacher, please make your request in writing to the school principal. The principal will provide the information to you in a timely manner, generally within thirty (30) business days.

Harford County Public Schools is committed to providing your child with a quality instructor in a positive learning environment. To achieve this goal, we employ teachers and paraprofessionals with diverse backgrounds and experiences. New teachers in Harford County Public Schools possess a bachelor's degree, receive mentoring, and have a plan for attaining professional Maryland certification, if they are not already fully certified.

Thank you for supporting your child's education and the Harford County Public Schools. Your interest, participation, and support are essential to your child's achievement and the success of the school system.

Sincerely,



Barbara P. Canavan
Superintendent of Schools

25 de Agosto de 2014

Estimados Padres:

Como padres de niños/niñas en escuelas de Título I, acta de legislación del 2002 "**Que Ningún Niño Se Quede Atrás**" permite que usted solicite información sobre el maestro de su hijo/hija.

La siguiente información puede ser solicitada:

- Grado Académico obtenido:
- Información sobre la certificación de Maryland, incluyendo el tipo y el área específico de la certificación y
- Cualificaciones de un Técnico Educativo, si su hijo(a) recibe servicios por uno de ellos.

Si desea solicitar alguna información sobre el maestro (a) de su hijo(a), por favor solicítela por escrito directamente al principal de la escuela. El/La principal proveerá la información en cuanto pueda, generalmente dentro de 30 días laborables.

El Condado de Harford se compromete a proveer instructores que son cualificados en un ambiente positivo para el aprendizaje de sus hijo/hija. Para lograr esta meta empleamos maestros(as) y técnicos educativos con diversas formaciones y experiencias. Maestros nuevos al condado de Harford poseen grado de bachillerato, reciben monitores y están en el proceso de obtener la certificación profesional de Maryland o ya han recibido su certificación.

Gracias por su apoyo en la educación de sus hijos/hijas en las escuelas publicas del Condado de Harford. Su interés, participación y el apoyo son esenciales para lograr y obtener éxito para sus hijos/hijas en el sistema escolar.

Sinceramente,



Barbara P. Canavan
Superintendent of Schools

**Harford County Public Schools
Component 1 – Highly Qualified (HQ) 2014-2015**

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

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
1 New Hires	Initial Interview of potential New Title 1 Educator (teacher or paraprofessional)	Title 1 Principals	Principals will interview candidates supplied by the HCPS Human Resources (HR) for any openings. If the principal chooses to hire the candidate, then Barb Matthews will verify HQ status. If the principal does not want to hire the candidate, no further action taken.	June – August and/or through-out the school year	
	New Title 1 Educator is Selected for Hire	Debbie Cannon, HR Brad Palmer, Title 1	Once a new candidate is selected by the principal, Debbie Cannon and Brad Palmer will verify 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.	Beg. of the school year / on-going, if needed	
	On-going Review of HQ status of new and existing educators	Title 1 Principals Debbie Cannon, HR Brad Palmer, Title 1	An HR/Title 1 mtg will be held at the end of the year and informally throughout the year. An MOU will be signed at the beginning of each school year to ensure that effective Title I HQ is maintained. Database pulls with certification and teaching assignments will be examined (August and January). 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. Grade/position assignments will also be reviewed during both data pulls to ensure that teachers are not moved to a non-HQ position.	Data review in August and January, periodically throughout the year.	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
	Process for Addressing Non-HQ Educators in Title 1 Schools	Title 1 Principals Title 1 Educator Debbie Cannon, HR Brad Palmer, Title 1	<ol style="list-style-type: none"> 1. The Non-HQ educator and their principal will be notified of the Non-HQ status and the reason for being Non-HQ via letter from Debbie Cannon, HR. 2. A meeting will be held immediately with the educator, the principal and Allyn Watson, Supervisor of Title 1. The HQ Verification Form will be completed. 3. Principal will send a Parent Letter within 4 weeks of the date that the educator was determined to be Non-HQ. A copy of the letter will be sent to 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. Every six months (December and June), teachers' certification expiration dates will be examined and email notification will be sent as a reminder to teachers whose certification expires within a 6 month period. 2. All Title 1 teachers will be notified at the beginning & middle of each year (via email) of the importance and possible consequences for not maintaining proper certification. HR will send specific letters to identified non-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. 	December and June	

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 two times per year to review any long term substitutes. 	On-going on a case by case basis throughout the year.	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
			<p>10. A Home & Hospital teacher falls under the substitute heading, as long as the student remains enrolled at the school and the H&H teacher is working under the direction of the HQ classroom teacher (plans, work, grading, etc).</p>		
<p>4 HQ Monitoring- Private School & Charter School</p>	<p>Process for Maintaining HQ Status of Private School and Charter School Teachers Servicing Title 1 Students</p>	<p>Debbie Cannon, HR Brad Palmer, Title 1</p>	<ol style="list-style-type: none"> 1. Private School or Charter School tutors will be selected based on their HQ status. 2. Brad Palmer-Title 1 will work with the Private Schools and the Charter Schools to find HQ tutors to hire, including HQ educators working for HCPS. 3. Brad Palmer-Title 1, along with Debbie Cannon-HR, will review each tutors HQ qualifications and make the final HQ determination. 4. The HQ tutor will sign a contract with HCPS and will confirm that they remain HQ as a condition of their employment. <p style="text-align: center;">Or</p> <ol style="list-style-type: none"> 1. A Private Vendor will be contracted to provide Title 1 services to qualifying Title 1 or Charter School students, and will verify and maintain HQ status of their employees who work with Title 1 students. 	<p>Beginning of the School Year</p>	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
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. <ul style="list-style-type: none"> a. Inform/train principals b. Verify payroll status (MOU with Eric Clark) 	On-going	

Harford County Public Schools Component 3 – School-wide 2014-2015

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	July 1, 2014:	Brad Palmer and Eric Clark maintain daily/weekly contact.
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	July 1, 2014:	Brad Palmer and Eric Clark maintain daily/weekly contact.
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	July 1, 2014 – June 30, 2015	
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	July 1, 2014 – June 30, 2015	
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	July 1, 2014 – June 30, 2015	

Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Peer Review Process	Title I School Improvement Teams	During the Peer Reviews, each school is assigned a partner school and a partner school advisee. The “partner school advisee” visits the School Improvement Team meeting and gives an overview of the School Improvement Plan. The “partner school advisee” will be able to answer any specific questions and will be able to provide additional information if needed. Each member of the SIT team will review the other school’s SIP. During each school’s review of the partner school’s SIP, the 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.	October		
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.	November		
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.	Revisions Due December 5 th		

Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
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 forms to ensure completion of Title I School Wide components, completed by December 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 – December		
Ongoing Review of 10 School-wide Components	Title I School Improvement Teams	Monthly School Improvement Teams review 10 components to ensure implementation.	Ongoing	July 1, 2014 – June 30, 2015	
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 quarterly basis to discuss additional support, if needed.	Ongoing	July 1, 2014 – June 30, 2015	
Ongoing Review of 10 School-wide Components	Title I Office, Title I School Improvement Teams	For the 2014-2015 School Year, the Title I Office will conduct Mock Program Reviews for each of the Title I Schools in the Fall of 2014. 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		

Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
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	July 1, 2014 – June 30, 2015	

2014-2015 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.

Note: If the criteria listed below 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.

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.
6. Kindergarten Retention	Student is retained in Kindergarten.

Kindergarten Reading

Instrument	Criteria
1. KRA – Kindergarten Readiness Assessment	To be determined
2. Pre-K Skills Checklist(Spring)	Student identifies less than 9 of 12 sight words
3. Teacher Observation Class Profile for Reading or Grouping Card /Teacher Ranking.	Teacher indicates student is below grade level.
4. Fountas and Pinnell Benchmark Assessment	Student scores below Benchmark Level A (BOY) Student scores below Benchmark Level B (MOY) Student scores below Benchmark Level D (EOY)
5. Kindergarten Retention	Student is retained in Kindergarten.
6. QRI and/or School Based Kindergarten Screening Assessment	Student scores below on school based criteria.

2014-2015 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. Everyday Math diagnostic assessments: 1 st grade Middle and EOY	Student scores less than 70%.
5. Teacher Observation Class Profile for Mathematics or Grouping Card /Teacher Ranking	Teacher indicates student is below grade level.
6. First Grade Retention	Student has been retained in first grade.

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. Fountas and Pinnell Benchmark Assessment	Student scores below Benchmark Level E/F (BOY) Student scores below Benchmark Level G/H (MOY) Student scores below Benchmark Level I/J (EOY)
4. Teacher Observation Class Profile for Reading or Grouping Card /Teacher Ranking	Teacher indicates student is below grade level.
5. First Grade Retention	Student has been retained in first grade.

2014 – 2015 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: 1 st grade EOY EDM Diagnostic Assessment 2 nd grade Middle and EOY Diagnostic Assess.	Student scores less than 70%.
5. Grade 2 Scholastic Math Inventory (SMI) Winter	Student scores “below basic” on Winter Grade 2 SMI assessment according to Scholastic Achievement Manager (SAM).
6. Grade 2 Scholastic Math Inventory (SMI) Spring	Student scores “below basic” or “basic” on Spring Grade 2 SMI assessment according to Scholastic Achievement Manager (SAM).
7. Second Grade Retention	Student has been retained in second grade.

Second Grade Reading

Instrument	Criteria
1. Grade 2 Scholastic Reading Inventory (SRI) Winter	Student scores “below basic” on the Winter Grade 2 SRI assessment according to Scholastic Achievement Manager (SAM)
2. Grade 2 Scholastic Reading Inventory (SRI) Spring	Student scores “below basic” or “basic” on spring Grade 2 SRI assessment according to Scholastic Achievement Manager (SAM).
4. Fountas and Pinnell Benchmark Assessment	Student scores below Benchmark Level K (BOY) Student scores below Benchmark Level L (MOY) Student scores below Benchmark Level M (EOY)
5. Harcourt Benchmark Assessments	Cumulative weighted average of Grade 1 Benchmark Assessments - Student scores less than 50%.
6. Teacher Observation Class Profile for Reading or Grouping Card /Teacher Ranking.	Teacher indicates student is below grade level.
7. Second Grade Retention	Student has been retained in second grade.

2014 – 2015 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 than 50% on Number Relationships and Computation (NRC) and/or Algebra, Patterns and Functions.
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: 2 nd grade EOY EDM Diagnostic Assessment 3 rd grade Middle and EOY Diagnostic Assess.	Student scores less than 70%.
5. Grade 2 Scholastic Math Inventory (SMI) Spring	Student scores “below basic” or “basic” on the Spring Grade 2 SMI assessment according to Scholastic Achievement Manager (SAM)
6. Grade 3 Scholastic Math Inventory (SMI) Winter	Student scores “below basic” on Winter Grade 3 SMI assessment according to Scholastic Achievement Manager (SAM).
7. Grade 3 Scholastic Math Inventory (SMI) Spring	Student scores “below basic” or “basic” on Spring Gr 3 SMI assessment according to Scholastic Achievement Manager (SAM)
8. Third Grade Retention	Student has been retained in third grade.

Third Grade Reading

Instrument	Criteria
1. Grade 2 Scholastic Reading Inventory (SRI)	Student scores “below basic” or “basic” on the Spring Grade 2 SRI assessment according to Scholastic Achievement Manager (SAM)
2. Grade 3 Scholastic Reading Inventory (SRI) Winter	Student scores “below basic” on winter Grade 3 SRI assessment according to Scholastic Achievement Manager (SAM).
3. Grade 3 Scholastic Reading Inventory (SRI) Spring	Student scores “below basic” or “basic” on Spring Gr 3 SRI assessment according to Scholastic Achievement Manager (SAM).
4. Fountas and Pinnell Benchmark Assessment	Student scores below Benchmark Level N (BOY) Student scores below Benchmark Level O (MOY) Student scores below Benchmark Level P (EOY)
5. Harcourt Benchmark Assessments	Cumulative weighted average of Grade 2 Benchmark Assessments - Student scores less than 50%.
6. Teacher Observation Class Profile for Reading or Grouping Card /Teacher Ranking.	Teacher indicates student is below grade level.
7. Third Grade Retention	Student has been retained in third grade.

2014 – 2015 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 (MSA)	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) and /or Algebra Patterns and Functions.
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: 3rd grade EOY EDM Diagnostic Assessment 4 th grade Middle and EOY Diagnostic Assess.	Student scores less than 70%.
7. Grade 3 Scholastic Math Inventory (SMI) Spring	Student scores “below basic” or “basic” on the Spring Grade 3 SMI assessment according to Scholastic Achievement Manager (SAM)
8. Grade 4 Scholastic Math Inventory (SMI) Winter	Student scores “below basic” on winter Grade 4 SMI assessment according to Scholastic Achievement Manager (SAM)
9. Grade 4 Scholastic Math Inventory (SMI) Spring	Student scores “below basic” or “basic” on Spring Gr 4 SMI assessment according to Scholastic Achievement Manager (SAM)
10. Fourth Grade Retention	Student has been retained in fourth grade.

Fourth Grade Reading

Instrument	Criteria
1. Maryland School Assessment (MSA)	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. Fountas and Pinnell Benchmark Assessment	Student scores below Benchmark Level Q (BOY) Student scores below Benchmark Level R (MOY) Student scores below Benchmark Level S (EOY)
4. Harcourt Benchmark Assessment	Cumulative weighted average of Grade 3 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. Grade 3 Scholastic Reading Inventory (SRI)	Student scores “below basic” or “basic” on the Spring Grade 3 SRI assessment according to Scholastic Achievement Manager (SAM).
7. Grade 4 Scholastic Reading Inventory (SRI) Winter	Student scores “below basic” on winter Grade 4 SRI assessment according to Scholastic Achievement Manager (SAM)
8. Grade 4 Scholastic Reading Inventory (SRI) Spring	Student scores “below basic” or “basic” on Spring Gr 4 SRI assessment according to Scholastic Achievement Manager (SAM)
9. Fourth Grade Retention	Student has been retained in fourth grade.

2014 – 2015 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 (subtests)	Student with overall proficient score in MSA 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: 4 th grade EOY EDM Diagnostic Assessment 5 th grade Middle and EOY Diagnostic Assess.	Student scores less than 70%.
7. Grade 4 Scholastic Math Inventory (SMI)	Student scores “below basic” or “basic” on the end of year Grade 4 SMI assessment according to Scholastic Achievement Manager (SAM)
8. Grade 5 Scholastic Math Inventory (SMI) Winter	Student scores “ below basic” on Winter Gr 5 SMI assessment according to Scholastic Achievement Manager (SAM)
9. Grade 5 Scholastic Math Inventory (SMI) Spring	Student scores “below basic” or “basic” on Spring Gr 4 SMI assessment according to Scholastic Achievement Manager (SAM)
10. Fifth Grade Retention	Student has been retained in fifth grade.

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. Fountas and Pinnell Benchmark Assessment	Student scores below Benchmark Level T (BOY) Student scores below Benchmark Level U (MOY) Student scores below Benchmark Level V(EOY)
4. Harcourt Benchmark Assessment	Cumulative weighted average of Grade 3 Benchmark Assessments - Student scores less than 50%.
5. Grade 4 Scholastic Reading Inventory (SRI)	Student scores “below basic” or “basic” on the Spring Grade 4 SRI assessment according to Scholastic Achievement Manager (SAM)
6. Grade 5 Scholastic Reading Inventory (SRI) Winter	Student scores “below basic” on winter Grade 5 SRI assessment according to Scholastic Achievement Manager (SAM)
7. Grade 5 Scholastic Reading Inventory (SRI) Spring	Student scores “below basic” or “basic” on Spring Gr 5 SRI assessment according to Scholastic Achievement Manager (SAM)
8. Teacher Observation Class Profile for Reading or Grouping Card /Teacher Ranking.	Teacher indicates student is below grade level.
9. Fifth Grade Retention	Student has been retained in fifth grade.

**Harford County Public Schools
Title I Component IV – TAS Requirements 2014-2015**

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
TAS transition to Schoolwide	<p>MSDE Requirement 1 - <i>ONLY for Targeted Assistance Schools who are planning to become a Schoolwide Program next school year.</i> This requirement is a year-long planning process to become a Title I school implementing a schoolwide program.</p> <p>MSDE Requirement 2 - Initial entrance into schoolwide program--LEA provides year-long guidance, technical assistance and support to school developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of a schoolwide program and requirements.</p>	TAS Principal, Supervisor of Title I	<ol style="list-style-type: none"> 1. Notification Letter to MSDE Title I Director for schoolwide planning process. 2. SAN Documents to include the following evidence of planning and technical assistance: <ul style="list-style-type: none"> • Initial planning meeting agenda and list of participants; • Whole-school orientation including agenda and signed roster of participants; • Planning team roster and calendar of meetings (Planning team must consist of school staff, district staff, community leaders, and parents.) • Plan approval process. 	Jan. – Mar.		N/A for 2014-2015.
Eligible Children are identified	<p>MSDE Requirement 3 - Children in grades 3-12 are identified on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school.</p>	TAS Principal, Supervisor of Title I, TAS Teacher Specialist, TAS Teacher	<ol style="list-style-type: none"> 1. Multiple Selection criteria (by school) Reference HCPS TAS Selection Criteria document. 2. Description of how students are ranked by school. 3. Master list of all students ranked showing only most needy students 	By Sept 1		<ol style="list-style-type: none"> 1. TAS Selection Criteria document created 7/8/14. 2. TAS Selection

	<p>MSDE Requirement 4 - Children from preschool through grade 2 shall be identified solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.</p>		<p>served by school.</p> <ol style="list-style-type: none"> 4. Documentation that the LEA/school complies with Title I teacher/para ratios prescribed by MSDE(1:8). 5. School schedules of Title I teachers of TA students and subject teachers delivering core instructional programs. 6. Exit criteria for Title I students by school. 			<p>Criteria document created 7/8/14.</p>
<p>Components of a TAS program</p>	<p>MSDE Requirement 5- Use such program’s resources under this part to help participating children meet Maryland’s challenging student academic achievement standards expected for all children.</p>	<p>TAS Principal, Supervisor of Title I, TAS Teacher Specialist, TAS Teacher</p>	<ol style="list-style-type: none"> 1. School Plan 2. School Selection criteria process/ multiple selection criteria 3. School student roster matched with assigned school Title I teacher. 4. Evidence of LEA monitoring – Develop LEA monitoring plan. 			
<p>Components of a TAS program</p>	<p>MSDE Requirement 6 - The school incorporates plans for students served into existing school planning.</p>	<p>TAS Principal, Supervisor of Title I, TAS Teacher Specialist, TAS Teacher</p>	<ol style="list-style-type: none"> 1. Description of how services will be delivered to targeted assistance students at each school. 2. Description of how the services are coordinated with the regular classroom teacher. 			
<p>Components of a TAS program</p>	<p>MSDE Requirement 7 - Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school.</p>	<p>TAS Principal, Supervisor of Title I, TAS Teacher Specialist, TAS Teacher</p>	<ol style="list-style-type: none"> 1. School Plan related to areas of student deficiency tied to the Core Reading and/or Math programs and the Supplemental TA Instructional Program. 2. School TA Service Delivery Model 3. School Master Schedule to include Title I Student Schedule, Title I 			

			Teachers/Para's schedules, regular teacher schedules, and lists of students.			
Components of a TAS program	MSDE Requirement 8 - Coordinate with and support the regular education program which may include services to assist preschool children in the transition from early childhood programs (Head Start) to elementary school programs.	TAS Principal, Supervisor of Title I, TAS Teacher Specialist, TAS Teacher	<ol style="list-style-type: none"> SIT Plans that address transitional services SAN Timelines 			
Highly Qualified Staff	MSDE Requirement 9 - Provide instruction by highly qualified teachers.	TAS Principal, Supervisor of Title I, TAS Teacher Specialist, TAS Teacher	<ol style="list-style-type: none"> Staff List of TA Teachers 			
Professional Development	MSDE Requirement 10 - The school provides opportunity for high quality professional development for teachers, who work with participating children in programs under this section or in the regular education program.	TAS Principal, Supervisor of Title I, TAS Teacher Specialist, TAS Teacher	<ol style="list-style-type: none"> PD directly relates to identified student needs and the teacher capacity needs assessment. SANE documents PD Plans/Calendar - Develop Professional Development for all TAS teachers Duty Schedules. PD training for Title I Teachers, Principals, and Teacher Specialists on the role and job description of the Title I Teacher, to ensure principal does not use the Title I teacher in a non-appropriate way. 			
Parent Involvement	MSDE Requirement 11 - The school implements strategies to increase parental involvement (parents of	TAS Principal, Supervisor of Title I, TAS Teacher Specialist,	<ol style="list-style-type: none"> Parent Involvement Plan Parent Compacts Parent Notifications/Newsletters 			

	students participating in the program are involved in school activities to enable them to make decisions about their child's education).	TAS Teacher	<ol style="list-style-type: none"> 4. SANE 5. Communication for non-English speakers 			
Coordinate and integrate Federal, State and local funds	MSDE Requirement 12 - Integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training.	TAS Principal, Supervisor of Title I, TAS Teacher Specialist, TAS Teacher	<ol style="list-style-type: none"> 1. Description of programs 2. Rosters 3. SAN documents 4. Invitations Notices 5. Flyers 			
<i>Components of a Targeted Assistance School Program</i>	MSDE Requirement 13 - Review on an ongoing basis, the progress of participating children and revising the targeted assistance program, if necessary, to provide additional assistance.	TAS Principal, Supervisor of Title I, TAS Teacher Specialist, TAS Teacher	<ol style="list-style-type: none"> 1. Schedule of service delivery to identified Title I students. 2. LEA Schedules with dates for regular review for each Title I TA School. 3. Criteria for entering the TA program in each school. 4. Criteria for exiting the TA program in each school. Lists of students, master schedules and Title I teacher assigned to each student. 5. Student progress monitoring 			Essentially the same evidences given in requirement ##
<i>TAS Principal Training</i>	Ensure TAS Principals are up to date and knowledgeable of all TAS requirements	TAS Principal, Supervisor of Title I	<ol style="list-style-type: none"> 1. Monthly meeting with TAS principals 2. Email updates for TAS principals 	Monthly	Ongoing	
<i>TAS Teacher Specialist</i>	Ensure TAS Teacher Specialists is fulfilling their Job Responsibilities	TAS Teacher Specialist	<ol style="list-style-type: none"> 1. Create Teacher Specialist Action Plan to specifically define their duties and responsibilities regarding 			

<i>Responsibilities</i>			TAS		
<i>TAS Components</i>	Staff development – TAS components	Title I Office	Title I Office provides continuous staff development, on all TAS components, to Title I Targeted Assistance Teacher Specialist	Ongoing	July 1, 2014 – June 30, 2015
<i>TAS Components</i>	Staff development – TAS components	Title I Targeted Assistance Teacher Specialist	Schools receive staff development from Title I Targeted Assistance Teacher Specialist, embedded within these staff development sessions are the components of a TAS program	Ongoing	July 1, 2014 – June 30, 2015
<i>TAS Components</i>	TAS component checklist incorporated SIP	Title I School Improvement Teams	The TAS Component Matrix is incorporated into each school’s Title I SIP (School Improvement Plan), The TAS Component Matrix details each of the TAS Components and on which page they are found. The TAS component checklist is essentially included in each School’s SIP.	Ongoing	July 1, 2014 – June 30, 2015
<i>Peer Review</i>	Peer Review Process	Title I School Improvement Teams	During the Peer Reviews, each school is assigned a partner school and a partner school advisee. The “partner school advisee” visits the School Improvement Team meeting and gives an overview of the School Improvement Plan. The “partner school advisee” will be able to answer any specific questions and will be able to provide additional information if needed. Each member of the SIT team will review the other school’s SIP. During each school’s review of the partner school’s SIP, the TAS Component Checklist, will be checked to	October	

			ensure that all components are in each school’s plan. Each SIT member will provide specific feedback on the School wide component checklist.		
<i>Peer Review</i>	Peer Review Process	Title I Targeted Assistance Teacher Specialist	The Title I Teacher Specialist will gather the written checklist feedback from their school and will report out an overview of their school’s feedback during the Peer Review. Written feedback will be provided as well. If any of the TAS components are not adequately addressed, these components will be addressed in the feedback first, suggestions about the SIP will come second.	November	
<i>Peer Review</i>	Peer Review Process	Title I School Improvement Teams	After the Title I SIP Peer Review, the Title I Targeted Assistance Teacher Specialist will provide feedback during their school’s next SIT meeting. Based upon the feedback the school reviews and rewrites the plan to incorporate any suggested changes, if needed. A copy of all feedback will be provided to the Title I Supervisor.	Revisions Due December 5 th	
<i>Peer Review</i>	Peer Review Process	Title I Supervisor, Title I Supervisor	After the Title I SIP Peer Review, Title I Supervisor will review all School Improvement Plans and Peer Review TAS Components checklist feedback forms to ensure completion of Title I School Wide components, completed by December 15.	Mid – December	

			If any SIPs did not adequately address any of the TAS components. The central Title I Office will review the SIP, offer suggestions, and meet with ILT and SIT to ensure the components are addressed.		
<i>Review of TAS Components</i>	Ongoing Review of TAS Components	Title I School Improvement Teams	Monthly School Improvement Teams review TAS components to ensure implementation.	Ongoing	July 1, 2014 – June 30, 2015
<i>Review of TAS Components</i>	Ongoing Review of TAS Components	Title I Office, Title I School Improvement Teams	Title I principals and Targeted Assistance Teacher Specialist maintain binders/bins that are divided into the TAS components. Evidence of each component is filed and maintained. The Title I supervisor monitors and reviews all evidence on a quarterly basis. Title I principals meet monthly to discuss progress and student needs. Title I Targeted Assistance Teacher Specialist meet with Title I Supervisor on a quarterly basis to discuss additional support, if needed.	Ongoing	July 1, 2014 – June 30, 2015
<i>Review of TAS Components</i>	Ongoing Review of TAS Components	Title I Office, Title I School Improvement Teams	For the 2014-2015 School Year, the Title I Office will conduct Mock Program Reviews for each of the Title I Schools in the Fall of 2014. Purpose of the mock reviews is to provide support and guidance to the schools to ensure that each school is meeting 100% of the Title I program review requirements.	Early November	
<i>Review of TAS</i>	Ongoing Review of TAS Components	Title I Office, Title I ILT, Title I School	Title I Supervisor, Assistant Supervisor, and Coordinator meet with ILT	Ongoing	July 1, 2014 – June 30, 2015

<i>Components</i>		Improvement Teams	(Instructional Leadership Team), SIT (School Improvement Team) to review ongoing implementation of the TAS components.		
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**Targeted Assistance School – Student Selection Criteria
2014-2015 School Year**

Kindergarten Mathematics

Timeframe	Instrument	Criteria
Initial Identification	1. Pre-K Skills Checklist (Spring)	Student identifies less than 10 numbers up to 30.
Initial Identification	2. Pre-K Skills Checklist (Spring)	Student identifies less than 3 of the 4 sets on the “Identification of Sets” subtest.
Initial Identification	3. Pre-K Skills Checklist (Spring)	Student makes less than 2 of the 3 sets on the “Makes Set” subtest.
Initial Identification	4. Kindergarten Retention	Student is retained in Kindergarten.
Trimester Identification	5. SNAP (For use at the 1 st trimester evaluation period)	Student fails to meet minimum proficiency in 1 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)
Trimester Identification	6. Teacher Observation Student Referral Form (For use at the 1 st trimester evaluation period)	Teacher indicates student is below grade level in math in 50% or more of the categories.

RANK ORDER DETERMINATION:

**1) Initial Identification – Pre-K Skills Checklist (count 1 for each failed Pre-K Skills checklist identifiers)
- Retained students will be set to the highest rank order (automatic qualification for services).**

2) Trimester Identification –

**Initial Identification students will need to be re-evaluated (Pre-k Skills checklist not used anymore)
Combined Score from SNAP (failed subtest count as 1) with Teacher Observation (Total NOs)**

- **Students new to the school will be evaluated at the next trimester evaluation.**

School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Kindergarten Reading

Timeframe	Instrument	Criteria
Initial Identification	1. Pre-K Skills Checklist(Spring)	Student identifies less than 9 of 12 sight words
Initial Identification	2. Kindergarten Retention	Student is retained in Kindergarten.
Trimester Identification	3. Teacher Observation Student Referral Form (For use at the 1 st trimester evaluation period)	Teacher indicates student is below grade level in reading in 50% or more of the categories.
Trimester Identification	4. KRA – Kindergarten Readiness Assessment	New K Assessment to be used.
Trimester Identification	5.Fountas and Pinnell Benchmark Assessment	Student scores below Benchmark Level A (BOY) Student scores below Benchmark Level B (MOY) Student scores below Benchmark Level D (EOY)

RANK ORDER DETERMINATION:

1) Initial Identification – Pre-K Skills Checklist (subtract the number of sight words identified from 12)
- Retained students will be set to the highest rank order (automatic qualification for services).

2) Trimester Identification –

Initial Identification students will need to be re-evaluated (Pre-k Skills checklist not used anymore)
Combined Score from KRA (TBD), Fountas and Pinnell (Count 1 if student is identified as CAPS),
with Teacher Observation (Total NOs)

- **Students new to the school will be evaluated at the next trimester evaluation.**

School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

First Grade Mathematics

Timeframe	Instrument	Criteria
Initial Identification	1. SNAP Assessment	Student fails to meet Kindergarten end-of-year proficiency rates on 1 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.
Initial Identification	2. First Grade Retention	Student has been retained in first grade.
Trimester Identification	3. Math Unit Assessments	Student's cumulative weighted average on EDM Part A unit assessments.
Trimester Identification	4. Teacher Observation Student Referral Form (For use at the 1 st trimester evaluation period)	Teacher indicates student is below grade level in math in 50% or more of the categories.

RANK ORDER DETERMINATION:

1) Initial Identification – SNAP (failed subtest count as 1)

- Retained students will be set to the highest rank order (automatic qualification for services).

2) Trimester Identification –

Initial Identification students will need to be re-evaluated (SNAP not used anymore)

Combined Score from Math Unit Assessments (Score is broken into Quartiles: 0-25% = 4 points, 26%-50% = 3 points, 51%-75% = 2 points, 76% - 85% = 1 point, 86% - 100% = 0 points) with Teacher Observation (Total NOs)

- **Students new to the school will be evaluated at the next trimester evaluation.**

School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

First Grade Reading

Timeframe	Instrument	Criteria
Initial Identification	1. Fountas and Pinnell Benchmark Assessment	Student scores below Benchmark Level D (EOY - Kindergarten)
Initial Identification	2. First Grade Retention	Student has been retained in first grade.
Trimester Identification	3. Teacher Observation Student Referral Form (For use at the 1 st trimester evaluation period)	Teacher indicates student is below grade level in reading in 50% or more of the categories.
Trimester Identification	4. Fountas and Pinnell Benchmark Assessment	Student scores below Benchmark Level E/F (BOY) Student scores below Benchmark Level G/H (MOY) Student scores below Benchmark Level I/J (EOY)

RANK ORDER DETERMINATION:

1) *Initial Identification* – Fountas and Pinnell Benchmark Assessment EOY – Kindergarten (instructional level at End of Year, CAP-Concepts About Print)

- Retained students will be set to the highest rank order (automatic qualification for services).

2) *Trimester Identification* –

Initial Identification students will need to be re-evaluated (Fountas and Pinnell Benchmark Assessment Kindergarten EOY not used anymore)

Combined Score from Fountas and Pinnell (CAPs, A, B, C = 10 points, D,E,F,G = 5 points, H-J = 2 points, above J = 0 points), with Teacher Observation (Total NOs)

- **Students new to the school will be evaluated at the next trimester evaluation.**

School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Second Grade Mathematics

Timeframe	Instrument	Criteria
Initial Identification	1. Math Unit Assessments	Grade 1 Student's cumulative weighted average on EDM Part A unit assessments.
Initial Identification	2. Second Grade Retention	Student has been retained in second grade.
Trimester Identification	3. Teacher Observation Student Referral Form (For use at the 1 st trimester evaluation period)	Teacher indicates student is below grade level in Math in 50% or more of the categories.
Trimester Identification	4. Grade 2 Scholastic Math Inventory	Student score based upon Grade 2 SMI assessment according to Scholastic Achievement Manager (SAM).

RANK ORDER DETERMINATION;

1) Initial Identification – Combined Score from Grade 1 Math Unit Assessments (Score is broken into Quartiles:

0-25% = 4 points, 26%-50% = 3 points, 51%-75% = 2 points, 76% - 85% = 1 point, 86% - 100% = 0 points)

- Retained students will be set to the highest rank order (automatic qualification for services).

2) Trimester Identification –

Initial Identification students will need to be re-evaluated (EDM Grade 1 EOY not used anymore) SMI Score (Below Basic = 3 points, Basic = 2 points, Proficient = 1 point, Advanced = 0 points) with Teacher Observation (Total NOs)

- **Students new to the school will be evaluated at the next trimester evaluation.**

School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Second Grade Reading

Timeframe	Instrument	Criteria
Initial Identification	1. Fountas and Pinnell Benchmark Assessment	Student scores below Benchmark Level I/J (EOY – Grade 1)
Initial Identification	2. Second Grade Retention	Student has been retained in second grade.
Trimester Identification	3. Teacher Observation Student Referral Form (For use at the 1 st trimester evaluation period)	Teacher indicates student is below grade level in Reading in 50% or more of the categories.
Trimester Identification	4. Grade 2 Scholastic Reading Inventory	Student score based upon SRI assessment according to Scholastic Achievement Manager (SAM)

RANK ORDER DETERMINATION:

1) *Initial Identification* – Fountas and Pinnell Benchmark Assessment EOY – Grade 1 (instructional level at End of Year, At Level A,B, or C)

- Retained students will be set to the highest rank order (automatic qualification for services).

2) *Trimester Identification* –

Initial Identification students will need to be re-evaluated (Fountas and Pinnell Benchmark Assessment Grade 1 EOY not used anymore)

Combined Score from SRI Score (Below Basic = 3 points, Basic = 2 points, Proficient = 1 point, Advanced = 0 points) with Teacher Observation (Total NOs)

- **Students new to the school will be evaluated at the next trimester evaluation.**

School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Third Grade Mathematics

Timeframe	Instrument	Criteria
Initial Identification	1. Grade 2 Scholastic Math Inventory	Student score based upon EOY Grade 2 SMI assessment according to Scholastic Achievement Manager (SAM).
Initial Identification	2. Third Grade Retention	Student has been retained in third grade.
Trimester Identification	3. Teacher Observation Student Referral Form (For use at the 1 st trimester evaluation period)	Teacher indicates student is below grade level in Math in 50% or more of the categories.
Trimester Identification	4. Grade 3 Scholastic Math Inventory	Student score based upon Grade 3 SMI assessment according to Scholastic Achievement Manager (SAM).

RANK ORDER DETERMINATION;

1) *Initial Identification* – Combined Score from Grade 2 EOY SMI Assessment (Score is broken into Quartiles):

**SMI Score (Below Basic = 3 points, Basic = 2 points, Proficient = 1 point, Advanced = 0 points)
- Retained students will be set to the highest rank order (automatic qualification for services).**

2) *Trimester Identification* –

**Initial Identification students will need to be re-evaluated (SMI Grade 2 EOY not used anymore)
SMI Score (Below Basic = 3 points, Basic = 2 points, Proficient = 1 point, Advanced = 0 points) with
Teacher Observation (Total NOs)**

- **Students new to the school will be evaluated at the next trimester evaluation.**

Third Grade Reading

Timeframe	Instrument	Criteria
Initial Identification	1. Grade 2 Scholastic Reading Inventory	Student score based upon EOY Grade 2 SRI assessment according to Scholastic Achievement Manager (SAM).
Initial Identification	2. Third Grade Retention	Student has been retained in third grade.
Trimester Identification	3. Teacher Observation Student Referral Form (For use at the 1 st trimester evaluation period)	Teacher indicates student is below grade level in Reading in 50% or more of the categories.
Trimester Identification	4. Grade 3 Scholastic Reading Inventory	Student score based upon Grade 3 SRI assessment according to Scholastic Achievement Manager (SAM).

RANK ORDER DETERMINATION;

1) *Initial Identification* – Combined Score from Grade 2 EOY SRI Assessment (Score is broken into Quartiles):

**SRI Score (Below Basic = 3 points, Basic = 2 points, Proficient = 1 point, Advanced = 0 points)
- Retained students will be set to the highest rank order (automatic qualification for services).**

2) *Trimester Identification* –

**Initial Identification students will need to be re-evaluated (SRI Grade 2 EOY not used anymore)
SRI Score (Below Basic = 3 points, Basic = 2 points, Proficient = 1 point, Advanced = 0 points) with
Teacher Observation (Total NOs)**

- **Students new to the school will be evaluated at the next trimester evaluation.**

Fourth Grade Mathematics

Timeframe	Instrument	Criteria
Initial Identification	1. Grade 3 Scholastic Math Inventory	Student score based upon EOY Grade 3 SMI assessment according to Scholastic Achievement Manager (SAM).
Initial Identification	2. Fourth Grade Retention	Student has been retained in fourth grade.
Trimester Identification	3. Teacher Observation Student Referral Form (For use at the 1 st trimester evaluation period)	Teacher indicates student is below grade level in Math in 50% or more of the categories.
Trimester Identification	4. Grade 4 Scholastic Math Inventory	Student score based upon Grade 4 SMI assessment according to Scholastic Achievement Manager (SAM).

RANK ORDER DETERMINATION;

1) *Initial Identification* – Combined Score from Grade 3 EOY SMI Assessment (Score is broken into Quartiles):

**SMI Score (Below Basic = 3 points, Basic = 2 points, Proficient = 1 point, Advanced = 0 points)
- Retained students will be set to the highest rank order (automatic qualification for services).**

2) *Trimester Identification* –

**Initial Identification students will need to be re-evaluated (SMI Grade 3 EOY not used anymore)
SMI Score (Below Basic = 3 points, Basic = 2 points, Proficient = 1 point, Advanced = 0 points) with
Teacher Observation (Total NOs)**

- **Students new to the school will be evaluated at the next trimester evaluation.**

Fourth Grade Reading

Timeframe	Instrument	Criteria
Initial Identification	1. Grade 3 Scholastic Reading Inventory	Student score based upon EOY Grade 3 SRI assessment according to Scholastic Achievement Manager (SAM).
Initial Identification	2. Fourth Grade Retention	Student has been retained in fourth grade.
Trimester Identification	3. Teacher Observation Student Referral Form (For use at the 1 st trimester evaluation period)	Teacher indicates student is below grade level in Reading in 50% or more of the categories.
Trimester Identification	4. Grade 4 Scholastic Reading Inventory	Student score based upon Grade 4 SRI assessment according to Scholastic Achievement Manager (SAM).

RANK ORDER DETERMINATION;

1) *Initial Identification* – Combined Score from Grade 3 EOY SRI Assessment (Score is broken into Quartiles):

**SRI Score (Below Basic = 3 points, Basic = 2 points, Proficient = 1 point, Advanced = 0 points)
- Retained students will be set to the highest rank order (automatic qualification for services).**

2) *Trimester Identification* –

**Initial Identification students will need to be re-evaluated (SRI Grade 3 EOY not used anymore)
SRI Score (Below Basic = 3 points, Basic = 2 points, Proficient = 1 point, Advanced = 0 points) with
Teacher Observation (Total NOs)**

- **Students new to the school will be evaluated at the next trimester evaluation.**

Fifth Grade Mathematics

Timeframe	Instrument	Criteria
Initial Identification	1. Grade 4 Scholastic Math Inventory	Student score based upon EOY Grade 4 SMI assessment according to Scholastic Achievement Manager (SAM).
Initial Identification	2. Fifth Grade Retention	Student has been retained in fifth grade.
Trimester Identification	3. Teacher Observation Student Referral Form (For use at the 1 st trimester evaluation period)	Teacher indicates student is below grade level in Math in 50% or more of the categories.
Trimester Identification	4. Grade 5 Scholastic Math Inventory	Student score based upon Grade 5 SMI assessment according to Scholastic Achievement Manager (SAM).

RANK ORDER DETERMINATION;

1) *Initial Identification* – Combined Score from Grade 4 EOY SMI Assessment (Score is broken into Quartiles):

**SMI Score (Below Basic = 3 points, Basic = 2 points, Proficient = 1 point, Advanced = 0 points)
- Retained students will be set to the highest rank order (automatic qualification for services).**

2) *Trimester Identification* –

**Initial Identification students will need to be re-evaluated (SMI Grade 4 EOY not used anymore)
SMI Score (Below Basic = 3 points, Basic = 2 points, Proficient = 1 point, Advanced = 0 points) with
Teacher Observation (Total NOs)**

- **Students new to the school will be evaluated at the next trimester evaluation.**

Fifth Grade Reading

Timeframe	Instrument	Criteria
Initial Identification	1. Grade 4 Scholastic Reading Inventory	Student score based upon EOY Grade 4 SRI assessment according to Scholastic Achievement Manager (SAM).
Initial Identification	2. Fifth Grade Retention	Student has been retained in fifth grade.
Trimester Identification	3. Teacher Observation Student Referral Form (For use at the 1 st trimester evaluation period)	Teacher indicates student is below grade level in Reading in 50% or more of the categories.
Trimester Identification	4. Grade 5 Scholastic Reading Inventory	Student score based upon Grade 5 SRI assessment according to Scholastic Achievement Manager (SAM).

RANK ORDER DETERMINATION;

1) *Initial Identification* – Combined Score from Grade 4 EOY SRI Assessment (Score is broken into Quartiles):

**SRI Score (Below Basic = 3 points, Basic = 2 points, Proficient = 1 point, Advanced = 0 points)
- Retained students will be set to the highest rank order (automatic qualification for services).**

2) *Trimester Identification* –

**Initial Identification students will need to be re-evaluated (SRI Grade 4 EOY not used anymore)
SRI Score (Below Basic = 3 points, Basic = 2 points, Proficient = 1 point, Advanced = 0 points) with
Teacher Observation (Total NOs)**

- **Students new to the school will be evaluated at the next trimester evaluation.**

SY 2014-2015 Title I Targeted Assistance School (TAS) Plan: Bakerfield Elementary

School-based Planning Document

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

SIP Goal (from SIP)	SIP Objective (from SIP)	SIP Action # (from SIP)	Targeted Students: by grade or grade span	Supplemental Tiered Strategies: Needed strategies NOT already in place
All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas.	Increase student achievement in <u>Reading/English</u> for all students as measured by an increase in formative and summative assessment scores.	Develop a list of every student and subgroup performing below proficiency, identify student and subgroup strengths and challenges, identify specific strategies to address the identified challenges, and strategically monitor achievement.	Kindergarten and First Grade Students	Tier 1: <ul style="list-style-type: none"> • Targeted Title I Teacher to work with students demonstrating reading deficits in a co-teaching and pull out environment • Foundations Intervention will be provided to targeted students in K and Targeted 1st grade students • Strategy Instruction Professional Development/Book Study using Interactive Think Alouds provided after school to teachers that work with targeted students • Parent Training during and after school to support classroom strategy reading instruction/ Foundations Intervention • Enrich classroom libraries with leveled books for targeted readers • Purchase educational videos to be played during in K classes. • Purchase Reading A to Z license to provide additional texts to be used to support the reading program for targeted students • Engage students in interactive program that incorporates the arts (VAKT) to support and enhance the reading instruction in the classroom. (Young Audiences of MD) • Teachers will need to meet to evaluate and report progress of students regularly. TAS team will meet 3 times a year to review student progress. • Family Involvement: <ul style="list-style-type: none"> ○ Family Involvement Team – implement strategies to increase parent involvement including: FIT meetings, resource materials, and/or guest speakers.
				Tier 2: <ul style="list-style-type: none"> • Small group reading instruction/ Foundations Double dose for identified students • Leveled Literacy Intervention for identified 1st grade students • Make home visits to families before/after school to discuss

				<ul style="list-style-type: none"> academic performance (provide compensation to teachers) Provide families with instructional resources - home visits.
SIP Goal (from SIP)	SIP Objective (from SIP)	SIP Action # (from SIP)	Targeted Students: by grade or grade span	Supplemental Tiered Strategies: Needed strategies NOT already in place
All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas.	Increase student achievement in <i>Mathematics</i> /Algebra for <u>all students</u> as measured by an increase in formative and summative assessment scores.	Develop a list of every student and subgroup performing below proficiency, identify student and subgroup strengths and challenges, identify specific strategies to address the identified challenges, and strategically monitor achievement.	Identified students in grades 2-5	Tier 1: <ul style="list-style-type: none"> Targeted Title 1 Teacher to work with students demonstrating mathematics deficits in a co-teaching and pull out environment Math Reflex Intervention during the school day for 2-5 grade targeted students to develop math fact acquisition. Regularly meet to analyze student performance data using Reflex. Provide identified staff with Number Talks book to enhance number sense in targeted classrooms. Provide after school professional development to support implementation of Number Talks in the targeted classroom. Teachers will need to evaluate and report progress of students regularly. TAS team will meet 3 times a year to review student progress. Family Involvement: <ul style="list-style-type: none"> Family Involvement Team – implement strategies to increase parent involvement including: FIT meetings, resource materials, and/or guest speakers.
			Identified students in grades 2-5	Tier 2: <ul style="list-style-type: none"> Small group Do The Math intervention to be provided before and during school to targeted students Small group Dreambox intervention to be provided before and during school to targeted students Small group Knowing Mathematics intervention before and during school to targeted students Make home visits to families before/after school to discuss academic performance (provide compensation to teachers) Provide families with instructional resources during home visits.

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

Signature	Title	Date	Signature	Title	Date
<i>Jana Redburn</i>	Principal	6-11-14	<i>Erin Adams</i>	Title I - Sup	6/18/14
<i>Karen Briggner</i>	Asst Principal	6-11-14	<i>Carol Little</i>	Title I Coordinator	6/18/14
<i>Julissa Daniels</i>	Special Educator	6-11-14	<i>Thomas Miller</i>	Title I - Assistant Sup.	6/18/14
<i>Donna Wilson</i>	Classroom Teacher	6-11-14			
<i>Chris</i>	Classroom Teacher	6-11-14			
<i>Laurel George</i>	Instructional Specialist	6-11-14			

Tier 1: General supports/interventions for all targeted students. E.g., Intervention Teacher position(s), parent compact, teacher PD, large group instructional interventions

Tier 2: Specific group instruction for targeted students. E.g., extended day interventions, summer interventions, at-home interventions, approved HCPS Instructional Interventions (in or out of the classroom).

Tier 3: Individualized, specific instructional supports for most critical targeted students. E.g., one-on-one instructional supports, IEP/ELL supports, intensive remediation supports

School-based Planning Document

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

SIP Goal (from SIP)	SIP Objective (from SIP)	SIP Action # (from SIP)	Targeted Students: by grade or grade span	Supplemental Tiered Strategies: Needed strategies <u>NOT</u> already in place
All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas.	Increase student achievement in ENGLISH/LANGUAGE ARTS for <u>all students</u> as measured by an increase in formative and summative assessment scores.		K – 2	Tier 1: <ul style="list-style-type: none"> • TA teacher (1.0) to work with TA students in Grades K-2 in order to help them meet grade level standards in ELA • Trade books to be used with TA Students during small group instruction with TA teacher(s) • RTI planning team – team to meet tri-annually to review the progress of TA students and revise the TA plan • Family Involvement: <ul style="list-style-type: none"> ○ Family Involvement Team – implement strategies to increase parent involvement including: FIT meetings, resource materials, and/or guest speakers. Tier 2: <ul style="list-style-type: none"> • Extended Day Intervention Program for Grades 1-2 to provide extended learning time in ELA to TA students • Foundations student materials and teacher’s guides for use with TA students in Grades K-2 • Leveled Literacy Intervention student materials and teacher’s guides for use with TA students in Grades 2-3 • Professional Development days for TA teachers to get trained on interventions • I-Station licenses for TA students in Grades 1-2
			3 – 5	Tier 1: <ul style="list-style-type: none"> • TA teacher (.5 Reading) to work with TA students in Grades 3-5 in order to help them meet grade level standards in ELA • Trade books to be used with TA Students during small group instruction with TA teacher(s) • RTI planning team – team to meet tri-annually to review the progress of TA students and revise the TA plan • Family Involvement:

				<ul style="list-style-type: none"> ○ Family Involvement Team – implement strategies to increase parent involvement including: FIT meetings, resource materials, and/or guest speakers. <p>Tier 2:</p> <ul style="list-style-type: none"> ● Extended Day Intervention Program for Grade 3 to provide extended learning time in ELA to TA students ● Foundations student materials and teacher’s guides for use with TA students in Grade 3 ● Making Meaning Intervention student materials and teacher’s guides for use with TA students in Grades 4-5 ● Professional Development days for TA teachers to get trained on interventions ● I-Station licenses for TA students in Grade 3
All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas.	Increase student achievement in MATHEMATICS for <u>all students</u> as measured by an increase in formative and summative assessment scores.		K – 2	<p>Tier 1:</p> <ul style="list-style-type: none"> ● TA teacher (1.0) to work with TA students in Grades K-2 in order to help them meet grade level standards in Mathematics ● Professional Development days for TA teachers to get trained on interventions ● RTI planning team – team to meet tri-annually to review the progress of TA students and revise the TA plan ● Family Involvement: <ul style="list-style-type: none"> ○ Family Involvement Team – implement strategies to increase parent involvement including: FIT meetings, resource materials, and/or guest speakers. <p>Tier 2:</p> <ul style="list-style-type: none"> ● Extended Day Intervention Program for Grades 1-2 to provide extended learning time in Mathematics to TA students ● Do the Math intervention materials and teacher’s guides for TA students in Grade 2 ● Dream Box licenses for TA students in Grades 1-2 ● Professional Development days for TA teachers to get trained on interventions ● Reflex Math licenses for TA students in Grades 1-2
			3 – 5	<p>Tier 1:</p> <ul style="list-style-type: none"> ● TA teacher (.5 Math) to work with TA students in Grades 3-5 in order to help them meet grade level standards in Mathematics ● Professional Development days for TA teachers to get trained on interventions ● RTI planning team – team to meet triannually to review the progress of TA students and revise the TA plan

				<p>Tier 2:</p> <ul style="list-style-type: none"> Extended Day Intervention Program for Grade 3 to provide extended learning time in Mathematics to TA students Do the Math intervention materials and teacher's guides for TA students in Grades 3 and 5 Dream Box licenses for TA students in Grade 3 Professional Development days for TA teachers to get trained on interventions Reflex Math licenses for TA students in Grade 3 <p>Family Involvement:</p> <ul style="list-style-type: none"> Family involvement Team – implement strategies to increase parent involvement including: FIT meetings, resource materials, and/or guest speakers
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Signatures of all school personnel involved with the completion/review of this document:

Signature	Title	Date	Signature	Title	Date
<i>Jennifer D'Amico</i>	Principal	6/11/14	<i>Jamie Kell</i>	Instructional Fac.	6-16-14
<i>Kathleen Drake</i>	Reading Specialist	6/11/14	<i>Brenda Cohen</i>	Title I - Sup	6/18/14
<i>Kimberly Powers</i>	Media/Parent	6/11/14	<i>Carol Little</i>	Title I Coordinator	6/18/14
<i>Karen Cunningham</i>	School counselor	6/11/14	<i>Michelle</i>	Title I - Assist. Sup.	6/18/14
<i>Karen Louderback</i>	Teacher mentor	6/11/14			
<i>Jill Fms</i>	Special educator/mentor	6/11/14			
<i>Greg Lane</i>	Assistant Prin	6/11/14			
<i>Victoria Drury</i>	2nd grade	6-12-14			

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

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.

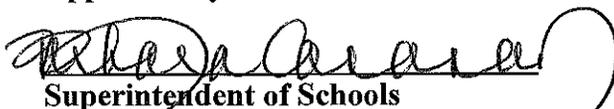
3. Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
4. Training parents to enhance the involvement of other parents.
5. Maximizing 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.

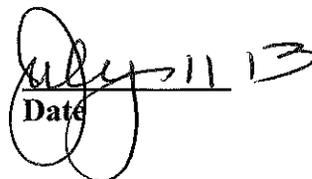
D. Adoption

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:

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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.

- 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
Parent Community Involvement Policy
& Title I Parent Involvement Procedures
Survey 2013 - 2014**



<p>After reading the two attached documents; "HCPS Parent Community Involvement Policy" and "Title I Parent Involvement Procedures", please complete the information below and return this form.</p>	<p align="center"><u>Marking Instructions</u></p> <ul style="list-style-type: none"> • Make solid marks that fill the circle completely. • Mark an "X" over darkened circle you wish to change. <p>Correct Incorrect </p>
--	---

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
HCPS Parent Community Involvement Policy					
1. The "HCPS Parent Community Involvement Policy" document describes how HCPS involves parents, families, and community members in student's learning and educational activities.	4	3	2	1	0
2. The "HCPS Parent Community Involvement Policy" document describes how HCPS will promote and encourage meaningful effective partnerships	4	3	2	1	0
Title I Parent Involvement Procedures					
1. The "Title I Parent Involvement Procedures" document meets my needs as a Title I Parent.	4	3	2	1	0
2. The "Title 1 Parent Involvement Procedures" document provides me with opportunities to participate in decision making within my child's school.	4	3	2	1	0
3. The "Title 1 Parent Involvement Procedures" document provides for an effective system of parent involvement.	4	3	2	1	0
4. The "Title 1 Parent Involvement Procedures" document builds the school and parent capacity for Strong parental involvement.	4	3	2	1	0

Comments/Suggestions:
Please provide any comments or suggestions that you feel will help to improve the "HCPS Parent Community Involvement Policy" document.

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

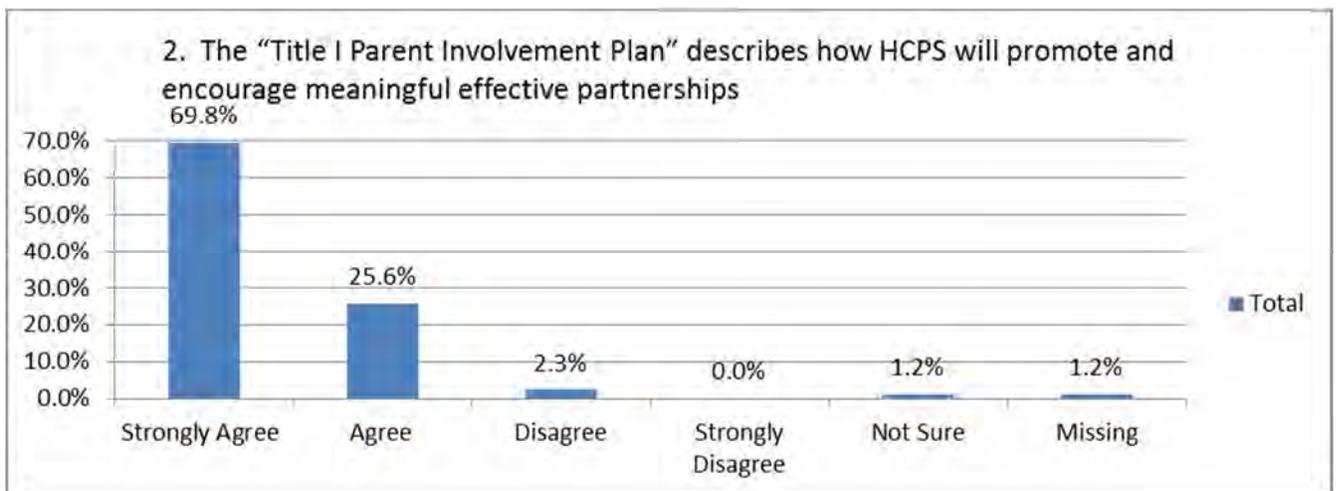
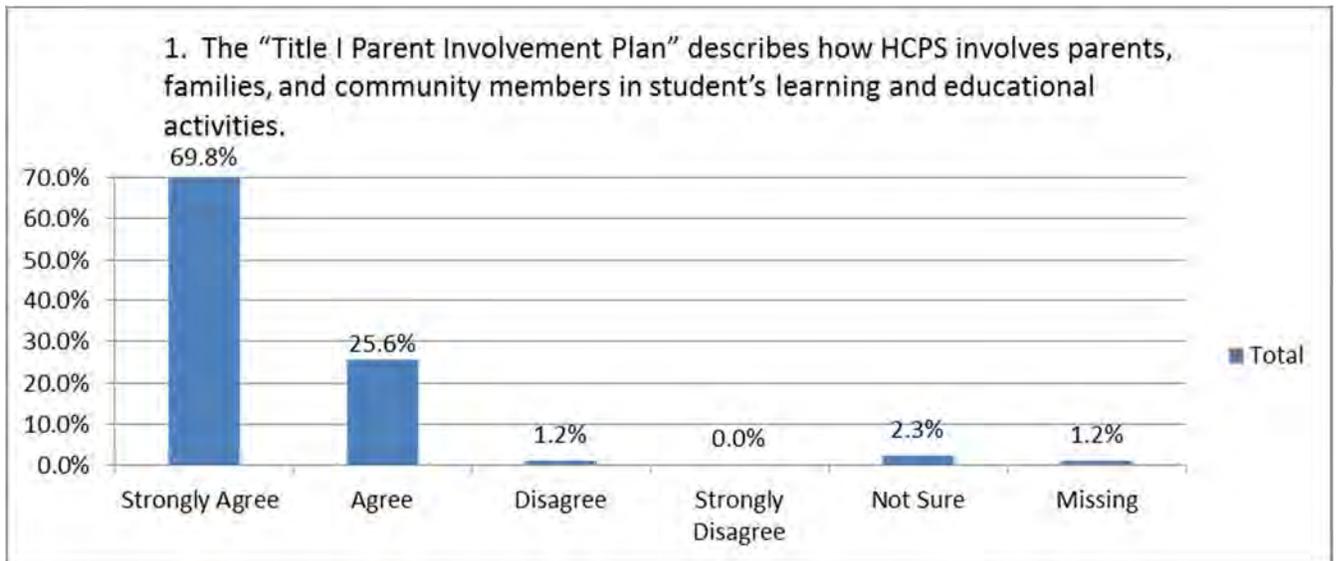
Date Completed: _____ (Turn over if more space needed)

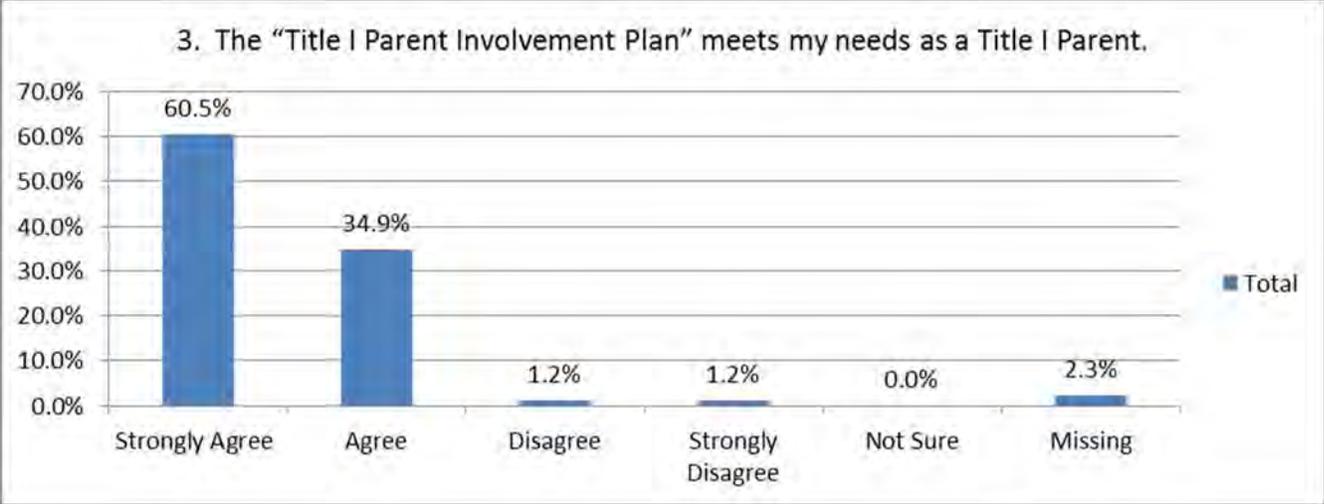
If you have any questions or concerns, please contact Jake Little in the Office of Title I, 410-588-5278. Page: 63

Harford County Public Schools Title I Parent Involvement Policy & Title I Parent Involvement Procedures Survey Results

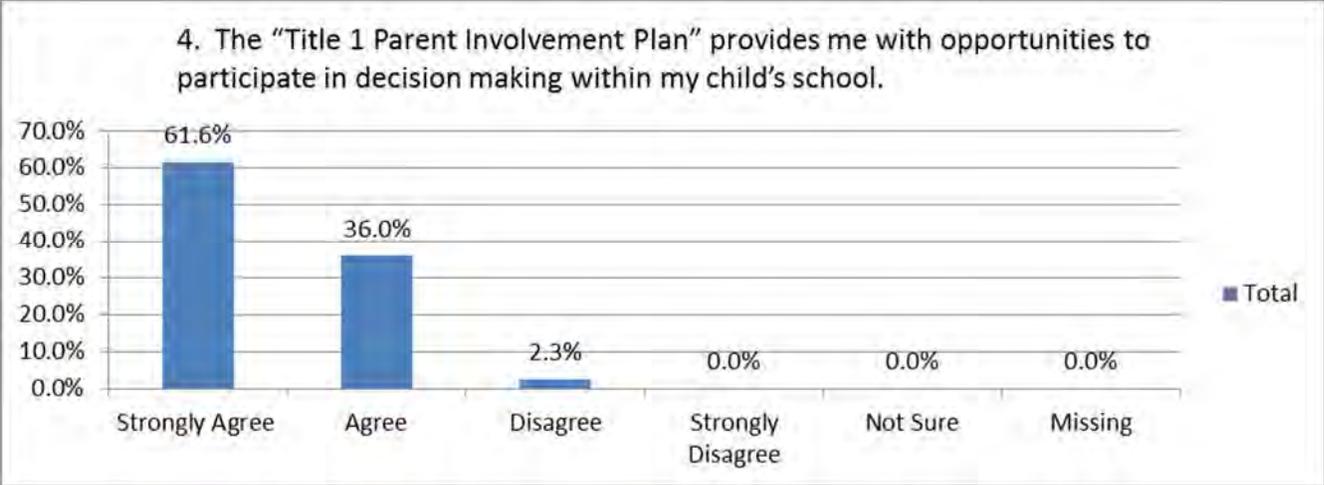
During recent Family Involvement Team meetings and through the HCPS Title I website the HCPS Parent Involvement Plan has been reviewed. Each person attending the Family Involvement Team meeting was given the survey to fill out and parents also had the opportunity to fill out using the HCPS Title I website.

Overall the survey respondents felt that the current HCPS Parent Involvement Plan describes how HCPS involves parents, families, and community members in student’s learning and educational activities, (95.4% strongly agreed or agreed). They felt the document describes how HCPS will promote and encourage meaningful effective partnerships (95.4%).

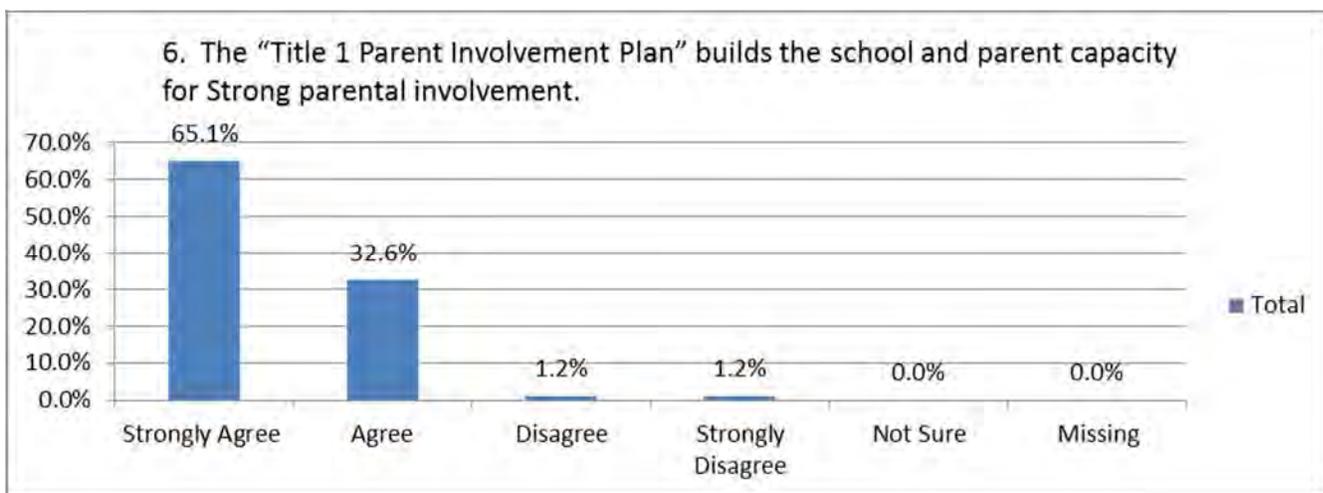
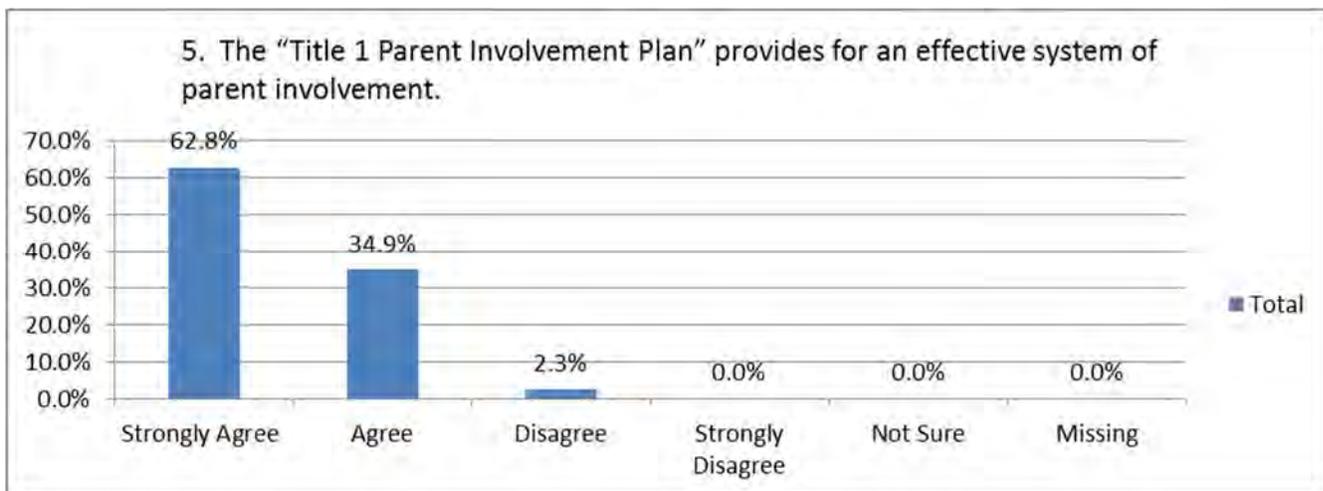




The survey respondents felt that the current HCPS Title I Parent Involvement Plan met their needs as a Title I parent, (95.4% agreed or strongly agreed) and provided them with opportunities to participate in decision making within their child’s school, (97.7%).



The survey respondents felt the HCPS Title I Parent Involvement Plan provided for an effective system of parent involvement, 2013-2014 (97.7%), 2012-2013 (96.5%), 2011-2012 (88.2%).



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

HCPS Parent Involvement Plan comment / suggestions:

- You should actually adhere to the spirit and purpose of the plan. That is not being done. Staff and faculty are not properly trained and do not know how to react to certain situations and people. They use gossip as evidence and fail to practice basic tenants of professionalism.
- I have just join the Halls cross roads family this year. i have been many chances to get help with my children's education. one of my sons has an iep and the staff has been open and helpful to my concerns. they have made the tranfer to a new school very easy. and i look forward to our time hear.
- N/A Everything is pretty much good of how it is now
- We have loved being at Halls Cross Elementary. The teachers our children have had have been very encouraging and kind. All the faculty have been wonderful as well.
- You should actually adhere to the spirit and purpose of the plan. That is not being done.
- N/A everything Is pretty good so far in the schools.

- Having the teachers come to the meetings and to be involved in the planning as well. Ensure teachers have a better partnership with the parents of their students to ensure they are reaching the highest level of education possible. Having more workshops for the parents such as how to assist our children with homework.
- Very good to understand
- More volunteers to help children with academic difficulties get help with homework after school.
- More class for parent for help our children at house with writing
- More Parents
- Parent Meetings quarterly for feedback.
- I feel very connected to the staff and my child's learning at Havre de Grace ES.
- More class for parent.
- Just keep up the great job!
- None at this time.
- All Title I workshops are wonderful, very informative.
- Tuesday folder should be Wednesday which is the middle of the week.
- I think the program is a very good program.
- We need to have these meetings on a monthly plan.
- Continue to grow the involvement of parents, guardians and strengthen the Magnolia family.
- Need to find a way to get more families involved. It seems over the years it is always the same few parents/families that participate.
- Need for more funds to be able to go on with involvement plan.
- Children struggling in school should have immediately involvement before the child becomes frustrated. Class sizes should decrease.
- Need field trips for Pre-K and K.
- There are no school trips for Pre-K or K to the pumpkin farm.
- More meetings with parents and grandparents.
- Magnolia Elementary has always been a good school. My children went to this school now my grandchildren. I would very much like to be involved in my grandchildren's education.
- By involving grandparents with children's education so we can help provide help for the children and parents.
- Unfortunate that HCPS has mandated the Core Curriculum. I feel it is best when the teacher can concentrate/focus on their specialized class/agenda. Nice to see the school/staff's involvement and structured procedures, presented with care.
- Better menu items. More after-school activities for all age groups. For 4th and 5th grades, band should be optional and not mandatory.
- Parents should be asked at the beginning of the year is it okay for the supplies that each child must get, it it's okay to distribute throughout the class. More resources for needy families; example a giving tree with gloves, hats, scarves and maybe coats; also housing and other resources they may need.
- I feel more entire family unit meetings/activities will encourage family unit growth (maybe 2 times a year).

Advise of specific ways that parents can volunteer or engage in activities with the school/children (not necessarily having boilerplate language) Be more specific as to when/how parents can volunteer or be engaged with the school's administration and/or curriculums.

The brochure describes the missions and goals really well, and touches on how they plan on involving parents, but doesn't really explain how parents can start being involved in the program.

I wonder about the feedback you get regarding deciding how 1% of funds for parent involvement and suggestion for materials is to be purchased. I don't think most (all?) parent have any idea about the possibilities for the use of the money. Maybe providing a list of

ways it was spring in the past years or outlining other possibilities would help people to understand the funds and brainstorm appropriate ideas. I guess I'm just suggesting it be explained more.

**Harford County Public Schools
Action Plan for Component II – Parent Involvement 2014-2015**

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 .	May	

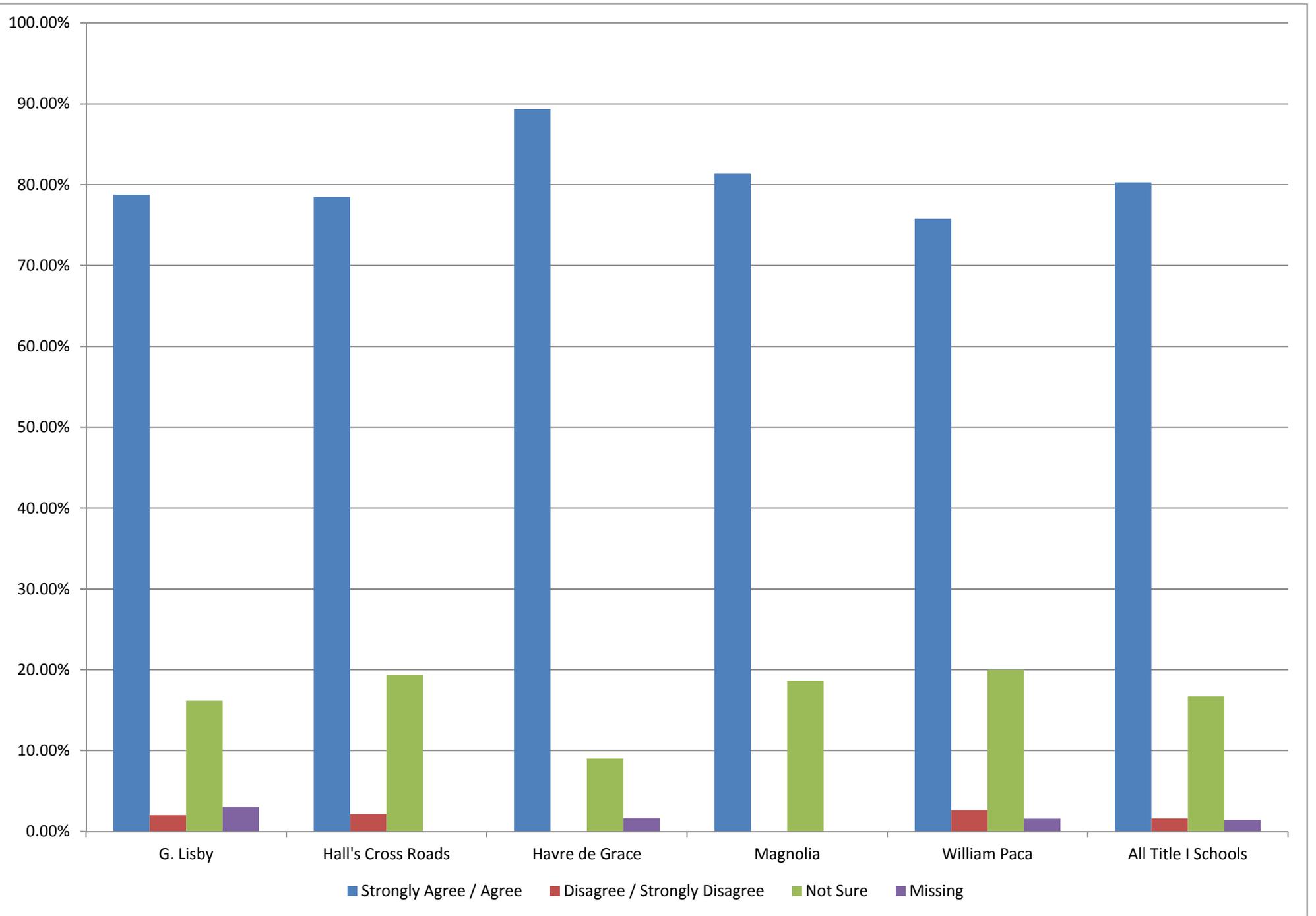
Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
Req 7	Distribution of Funds at LEA Level	Jake Little, Coordinator of Title I	LEA will distribute the Title I Satisfaction Survey (Question 39) and add the following questions to the survey.	April	
	Distribution 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 2014-2015 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.



WORKSHEET - TITLE I FY '15 PARENT INVOLVEMENT ALLOCATION CALCULATION (as of 7-15-14)

FY '15 Parent Involvement Allocation Amount **\$93,457.32** 0.02 x **\$4,672,866.00 est**

PUBLIC School Name	Public School Grade Span	10/31/2013 Percent of Poverty	Total Enrollment 9/31/2013	Students Low Income October 10/31/2013	Total Low Income FTE 10/31/2013	Per Pupil Allocation (PPA)	Parent Involvement Allocation *
HARFORD COUNTY PUBLIC SCHOOLS							
MAGNOLIA ELEMENTARY	PREK-5	90.41%	490	443	424.0	\$44.08	\$18,689.92
HALLS CROSS ROADS ELEMENTARY	PREK-5	82.25%	507	417	392.0	\$39.67	\$15,551.42
GEORGE D LISBY ELEM AT HILLSDALE	PREK-5	78.59%	425	334	314.5	\$39.45	\$12,407.53
Edgewood ES	PREK-5	76.72%	421	323	296.5	\$39.23	\$11,632.05
WM PACA/OLD POST RD ELEM	PREK-5	73.79%	805	594	562.0	\$39.01	\$21,924.07
Bakerfield ES	PREK-5	70.92%	392	278	266.5	\$26.45	\$7,048.39
HAVRE DE GRACE ELEMENTARY	PREK-5	69.15%	402	278	262.0	\$23.47	\$6,203.94
			3442	2667	2517.5	TOTAL	\$93,457.32
						Difference	\$0.00

PPA Calculation follow same % calculation as main PPA

\$44.08	100.00%
\$39.67	90.00%
\$39.45	89.50%
\$39.23	89.00%
\$39.01	88.50%
\$26.45	60.00%
\$23.47	59.50%

February 14, 2014

«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, two meetings will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2015/School Year 2014-2015, please plan to attend **one of the two scheduled meetings** or send a representative from your school.

Date: Monday, March 24, 2014
Time: 10:00 a.m. – 11:30 a.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Curriculum Conference Room 215 – 2nd Floor

OR

Date: Thursday, April 24, 2014
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 Wednesday, March 19, 2014. (Please see Attachment B for detailed instructions).

In addition, regarding Title I funding, the federally-funded No Child Left Behind Act of 2001 provides supplementary educational services for educationally disadvantaged children residing in economically deprived areas. With these funds under this program, Harford County Public Schools may provide individual/small group instruction and supplies/materials that will improve student performance.

(over)

This letter has two purposes: (1) to determine if your institution is interested in participating in Title I, and (2) to determine if there is a sufficient number of eligible children enrolled to include your institution in the Harford County Public Schools Title I project.

A letter of this nature cannot begin to describe the scope of the No Child Left Behind Act of 2001, Maryland State Department of Education Guidelines, and the Harford County Public Schools project. However, some essential points are as follows:

1. All participating students must reside in the area of a public Title I funded school.
2. The measure of poverty shall be the number of children ages 5-17 eligible for free and reduced priced lunches under the National School Lunch Act.
3. Student selection is based on multiple criteria for those students who reside in a public school participating attendance area.
4. Strategies must be provided to increase the meaningful involvement of parents of participating children.
5. The state educational agency shall annually review the progress of each local education agency receiving funds to determine whether schools receiving assistance are making adequate progress toward meeting the State's student performance standards.
6. The purchase of goods or services with funds from this grant for sectarian instruction or religious worship is prohibited.
7. All purchases made by Title I funds are the property of Harford County Public Schools.
8. In the 2014-2015 school year, the following elementary schools will be eligible for Title I funding:

Bakerfield Elementary
Havre de Grace Elementary
George D. Lisby Elementary at Hillsdale

Edgewood Elementary
Hall's Cross Roads Elementary
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 2014-2015 Title I program, please complete and sign the attached information form (Attachment A) and return it to Mrs. Barbara Wieczynski no later than Wednesday, March 19, 2014.

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 Wednesday, March 19, 2014.

Sincerely,

Mary Beth Stapleton

Mary Beth Stapleton
Coordinator of Grants

Thomas Webber

Thomas Webber
Assistant Supervisor of Title I

Enclosures

Attachment A

HARFORD COUNTY PUBLIC SCHOOLS
102 S. Hickory Avenue
Bel Air, MD 21014

PRIVATE NON-PROFIT SCHOOL INFORMATION FOR TITLE I

(To be completed if interested in pursuing inclusion in Harford County Public Schools' Title I Program)

Name of School: _____

Address of School: _____

Phone Number: _____

Principal/Director: _____

1. Title I income eligible students by grade residing in these attendance areas:

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

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

(over)

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

	<i>Testing Criteria / Instrument Used to Determine Below Grade Level Performance</i>	<i>Average Grade Level Performance For All Students</i>	<i>Cut-off Score Indicating below Grade Level Performance</i>
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

3. Needs of Students

Reading: Number _____

Math: Number _____

Both: Number _____

4. Principal/Director:

Signature

Date

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2014-2015 School Year

Please type or print all information.

School: _____

Address: _____

Contact Person: _____

Telephone Number: _____ Fax Number: _____

E-mail Address: _____

Check (✓) the appropriate line.

_____ Either I or a representative will attend the HCPS meeting on Monday, March 24, 2014.

_____ Either I or a representative will attend the HCPS meeting on Thursday, April 24, 2014.

_____ I am unable to attend neither of the two HCPS meetings on Monday, March 24, 2014 nor Thursday, April 24, 2014. 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 2014-2015 school year.

Please return this form to:

Mrs. Barbara Wiczynski, 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 Wednesday, March 19th, indicates that your school does not want to participate in the federal grants program for the 2014-15 School Year.

Harford County Public Schools
 Component V: Private Schools
 Action Plan

The HCPS Title I Office is committed to providing equitable services to eligible private school students, teachers, and parents. These services and other benefits will be comparable to the services and other benefits provided to the public school children and teachers participating in Title I programs. The HCPS Title I Office will assess, address, and evaluate the needs of private school students and teachers. The system will spend an equal amount of funds per students to provide services.

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
End of Year / Affirmation of Consultation Meeting	Mrs. Virginia Behr, Principal, St. Joan of Arc School Mrs. Peggy Messaris, Principal Designee, St. Margaret's School Patti Ree, Administrator, Trinity Lutheran School Millie Flosser, Administrator, Bethel 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 (serviced).	End of 2014 School Year	various	5/5 – St. Margaret 5/23 – St. Joan 5/23 – Bethel 5/20 – Trinity 5/19 – Villa Maria
Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Work with other counties / states to sign MOU's and exchange money for students who generated funds from the previous school year.	July – June	various	7/22 - Cecil County Ongoing – Baltimore County
Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Contact Finance Grants Accountant to ensure additional accounts are created to allow for the deposit of incoming out of county funds. Ensure Catapult is aware these costs must be broken out on the monthly invoices.	August		

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 2014		
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 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.		
Title I Approval of Equipment of Material Purchases	Thomas Webber, Assistant Title I Assistant Supervisor	Currently no Title I funds are used to purchase equipment No Equipment is allowed to be purchased for use in Private Schools. Equipment Inventory and audit will take place during school year.	Ongoing		
Title I Approval of Equipment of Material Purchases	Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Any materials purchased by Catapult are reviewed by Title I Office to ensure Educational Supplies / Materials are appropriate and supplemental before payment is made. All Educational Supplies / Materials are included on Inventory Sheet and labeled with "HCPS Title I Property Labels" Title I Office ensures all materials are labeled in kept in an area so that the materials cannot be used by other non-Title I entities.	Ongoing		
Review / Revise HCPS Title I generated annual progress rubric	Thomas Webber, Assistant Title I Assistant Supervisor	Revise HCPS Title I generated annual progress rubric, used by third party vendor to create Initial Management Plan. The type of assessment used, and the expectations defined to measure the effectiveness of the Title I program will be included.	Late August		
Communicate with Third Party vendor to develop the management	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	Late September, 2014		

<p>plan.</p>		<p>meetings will be kept to document attendees, such as non-public officials, classroom teachers, Catapult personnel and HCPS Title I personnel and will be distributed the same day as the meeting.</p> <p>B. Consulting with the HCPS Title I Office before proceeding with any changes to the program.</p> <p>C. A discussion of methods of quality control for products and 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</p>			
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		<p>private school officials.</p> <p>The annual evaluation report will include results from:</p> <ul style="list-style-type: none"> • surveys of teachers and parents of participating students, • input from students receiving services; • quantitative and qualitative results from assessments administered by the CONTRACTOR, and • other indicators to determine the effectiveness of the Title I program in meeting student academic achievement standards. 			
Identify students who will generate the funds	Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor	Private Schools will identify which students for the 2014-2015 School Year will generate the funding for the 2014-2015 School Year. Proportionality will be used to determine number of low-income families.	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, 2014. The Title I Office will ensure the PI is meeting the needs of the Title I Participants and only serviced Title I students and their families are invited to participate.	October 1, 2014		
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, 2014. The Title I Office will ensure the PD is meeting the needs of the Title I Participants and is not general in nature.	October 1, 2014		
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, 2014	October 1, 2014		
Updated Student Services List / Teacher Schedules	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will prepare and submit the first of three Student Serviced List as well as the Teacher Schedules as per contract.	October 15, 2014		
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.	October		
Identify Student's	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	October / November /		

Generating Funds for next year.		surrounding LEA. (In-State Out of County students will only be serviced, if funds were generated during the previous school year.)	December		
Alert other states about out of state students	Thomas Webber, Title I Assistant Supervisor	Identify students attending private schools in Harford County and living in other states, not Maryland. Send letters to these state Title I Offices. (In-State Out of County students will only be serviced, if funds were generated during the previous school year.)	October / November / December		
Fall Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> • Monitor Student Progress, Receive updates on Parent Involvement, Professional Development, Management Plan, Review sample Correspondence between Private Schools and Families. • Evaluate program compliance • Explain to Private Schools the assessments which will be used to measure the effectiveness of the Title I program and what constitutes progress. • Explain to Private Schools how the Title I program will be modified if expected standards/benchmarks have not been met. These measures will include; working with 3rd Party provider to examine student attendance and ensure students are receive necessary instruction. Re-working schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. • Title I Materials – Schools will be queried to ensure consumables and other materials are labeled and stored an area that is inaccessible to other school personnel. Schools are reminded that all materials and equipment remain under control of Title I at all times. 	Mid/Late October 2014		
RFP	Thomas Webber, Title I Assistant Supervisor	Start RFP process for third party contractor when applicable	October/ November		
Winter Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> • Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3rd Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing 	Dec 2014 / Jan 2015		

		<p>with private school officials.</p> <ul style="list-style-type: none"> • Receive updates on Parent Involvement, Professional Development, Management Plan, Review sample Correspondence between Private Schools and Families. • Evaluate program compliance • Discuss poverty data results with private school officials and estimated instructional funds generated based upon proportionality • Yearly Equipment inventory – Currently no Title I funds are used to purchase equipment, but all schools will be queried to ensure consumables and other materials are labeled and stored an area that is inaccessible to other school personnel. Schools are reminded that all materials and equipment remain under control of Title I at all times. 			
Updated Student Services List / Teacher Schedules	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will prepare and submit, the second of three Student Serviced List as well as the Teacher Schedules as per contract.	January 15, 2015		
Federal HCPS Programs Consultation meetings	Mary Beth Stapleton, HCPS Supervisor for Curriculum and Instructional Grants, Thomas Webber, Title I Assistant Supervisor	Invite eligible private schools to the federal programs informational meeting for upcoming school year	Mid February, 2015		
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 2015 / March 2015		
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 2015 / April 2015		
Spring Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> • Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3rd Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper 	March 2015 /April 2015		

		<p>procedures. Document changes and follow-up in writing with private school officials.</p> <ul style="list-style-type: none"> • Receive updates on Parent Involvement, Professional Development, Management Plan, • Review sample Correspondence between Private Schools and Families. • Evaluate program compliance 			
Updated Student Services List / Teacher Schedules	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will prepare and submit, the Final of three Student Serviced List as well as the Teacher Schedules as per contract.	April 15, 2015		
RFP	Thomas Webber, Title I Assistant Supervisor	Complete procurement process for contracting with third-party contractor when applicable	May 2015		
End of School year Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> • Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3rd Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. • Receive updates on Parent Involvement, Professional Development, Management Plan, • Review sample Correspondence between Private Schools and Families. • Evaluate program compliance • Conduct Initial consultation meeting for following school year if applicable. 	June 2015		
End of Year Evaluation	Ms. Lisa Kriss, Catapult Learning	<p>Within one month of the end of each contract year, the CONTRACTOR shall prepare and submit an end of year evaluation report which includes:</p> <p>A. The results of the assessment of the Title I programs the 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>	Mid-July, 2015		

		<p>B. A description of program services and activities, especially new services, activities, methods, etc. and the results of their use.</p> <p>C. An evaluation of the parental involvement activities to determine the effectiveness of the activities in increasing the participation of parents, to identify barriers to greater participation of parents in activities, and to use the findings to improve the strategies for program improvement and parental involvement.</p> <p>D. An evaluation of professional development activities conducted for eligible non-public school staff members.</p> <p>E. Special problems encountered and solutions applied or anticipated.</p>			
<p>HCPS Annual Evaluation Report</p>	<p>Thomas Webber</p>	<p>Title I Office will complete an annual evaluation of the Title I nonpublic program. Criteria for the annual evaluation will be established through the consultation process between HCPS and private school officials.</p> <p>The annual evaluation report will include results from:</p> <ul style="list-style-type: none"> • surveys of teachers and parents of participating students, • input from students receiving services; • quantitative and qualitative results from assessments administered by the CONTRACTOR, and • other indicators to determine the effectiveness of the Title I program in meeting student academic achievement standards. 	<p>Late July, 2015</p>		



I. Affirmation of Consultation for 2014-2015 School Year

We received and signed the Affirmation of Consultation 2014-2015 school year

SIGN IN

Printed Name	Signature
Mrs. Millie Flosser	<i>Millie Flosser</i>
Mr. Thomas Webber	<i>TW</i>
Mrs. Lisa Kriss	<i>Lisa Kriss</i>



Title I/St. Joan of Arc
May 23, 2014
10:00 a.m.
Agenda



I. Affirmation of Consultation for 2014-2015 School Year

We reviewed and signed the Affirmation of Consultation for the 2014-2015 school year

SIGN IN

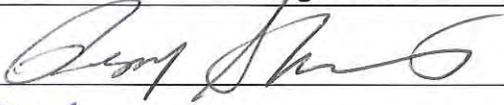
Printed Name	Signature
Ms. Virginia Bahr	<i>Virginia P. Bahr</i>
Mr. Thomas Webber	<i>TWebber</i>
Ms. Lisa Kriss	<i>Lisa Kriss</i>



I. Affirmation of Consultation for 2014-2015 School Year

The affirmation of consultation was discussed and signed

SIGN IN

Printed Name	Signature
Mrs. Peggy Messaris	
Mr. Thomas Webber	
Mrs. Lisa Kriss	



I. Affirmation of Consultation for 2014-2015 School Year

We reviewed and signed the Affirmation of Consultation for the 2014-2015 school year.

SIGN IN

Printed Name	Signature
Ms. Patti Ree	<i>Patty Ree</i>
Ms. Bridget Kurcoba	<i>Bridget K. Kurcoba</i>
Mr. Thomas Webber	<i>Tom Webber</i>
Ms. Lisa Kriss	<i>Lisa Kriss</i>



Title I/Villa Maria School of Harford

County

May 19, 2014

1:00 p.m.

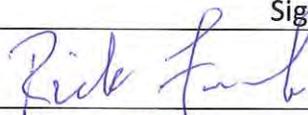
Agenda

**Villa Maria
School of
Harford County**

I. Affirmation of Consultation for 2014-2015 School Year

I've reviewed and signed the affirmation of consultation for the 2014-2015 school year.

SIGN IN

Printed Name	Signature
Mr. Rick Frank	
Ms. Lisa Kriss	
Mr. Thomas Webber	

AFFIRMATION OF CONSULTATION

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

TOPICS DISCUSSED

- √ 1. How the LEA will identify the needs of eligible private school children.
- √ 2. What services the LEA will offer to eligible private school children.
- √ 3. How and when the LEA will make decisions about the delivery of services.
- √ 4. How, where and by whom the LEA will provide the services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider.
- √ 5. How the LEA will assess academically the services to eligible private school children in accordance with S200.10 and how the LEA will use the results of that assessment to improve Title I services.
- √ 6. The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with S200.64, the proportion of funds that will be allocated to provide these services.
- √ 7. The method or sources of data that the LEA will use under S200.78 to determine the number of private school children from low income families residing in participating public school attendance areas.
- √ 8. How HCPS will determine whether or not to pool funds for instruction.
- √ 9. The equitable services the LEA provides to teachers and families of participating private school children.
- √ 10. If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons why the LEA chooses not to use a contractor.
- √ 11. The LEA Title I, Part A – Complaint procedures, which detail how the LEA will respond to complaints from the Private School.

COOPERATION BY SCHOOL

By choosing to participate in the Title I program, Villa Maria School of Harford County agrees to provide all the information necessary to comply with the program's requirements, including but not limited to, the names and addresses of the eligible students enrolled in our school who reside within the Harford County Public Schools' Cecil County Public Schools', and Baltimore County Public Schools' boundaries. Villa Maria School of Harford County agrees to schedule and hold the equitable services, which the LEA provides to teachers and families of participating private school children. Villa Maria School of Harford County also agrees to develop such plans and give such other reports as mandated by the Title I program.

W. R. Fisher

SIGNATURE OF PRIVATE SCHOOL OFFICIAL

MAY 19, 2014

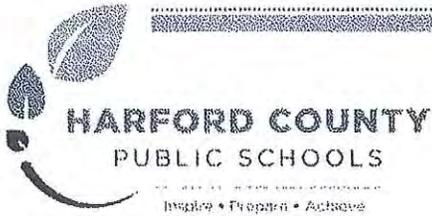
DATE

VILLA MARIA SCHOOL OF HARFORD COUNTY

NAME OF SCHOOL

[Signature]

SIGNATURE OF PUBLIC SCHOOL OFFICIAL



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

July 22, 2014

During the 2013-2014 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 2014-2015 school year. During the 2013-2014 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 2014-2015 school year.

As the 2014-2015 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 2015-2016 school year.

Thomas Weber
Harford County Title I Representative

William Lee
Cecil County Title I Representative

7/22/14
Date

7/22/14
Date

Webber, Thomas

Subject: FW: BCPS / HCPS Equitable Services MOU

From: Colbert, Joyce S. [mailto:jcolbert@bcps.org]
Sent: Wednesday, July 23, 2014 8:57 AM
To: Webber, Thomas
Subject: RE: BCPS / HCPS Equitable Services MOU

Hi Thomas,

The MOUs have come back from our Law Office. All edits/revisions from last year were incorporated in the document for this year. It is currently being sent to Dr. Dance for signatures. Our deadline is for August 11th to have it out to the other LEAs. If we get it back sooner, we will send it sooner. I will send you the funding amounts along with the MOU. If you need the funding amounts prior to that, let me know. I can figure it out for you now. I just have to put the charts together.

Joyce S. Colbert
Mandatory Programs Specialist
Office of Title I
Baltimore County Public Schools
Jefferson Bldg.--4th Floor
105 W. Chesapeake Ave.
Towson, MD 21204
410-887-3487

From: Webber, Thomas [mailto:Thomas.Webber@hcps.org]
Sent: Tuesday, July 22, 2014 3:01 PM
To: Colbert, Joyce S.
Subject: BCPS / HCPS Equitable Services MOU

Hi Joyce,

I was wondering how the BCPS / HCPS Equitable Services MOU was going? I know that I need to give you some information on the 5 HCPS students attending BCPS Private Schools. Do you have the funding amounts for the 2 BCPS student attending an HCPS Private School?

Thanks,
Thomas

Thomas Webber
Assistant Supervisor Title 1 Office

February 12, 2014

Office of Title I
Baltimore County Public Schools
Instructional Support to Nonpublic Students

Addendum to the MOU between Baltimore County Public Schools and Harford County Public Schools

Based on guidance from the Law Office of Baltimore County Public, as a result of a question from Harford County, Section XI of the MOU will be revised.

Previously read:

Section XI. Disputes and Governing Law

This contract shall be governed by the laws of the State of Maryland. Any disputes hereunder concerning the scope of services shall be referred to a mediator jointly appointed by the Parties pursuant to rules and procedures of the American Arbitration Association (AAA). Costs shall be borne equally by each party.

Now reads:

XI. Disputes and Governing Law

This contract shall be governed by the laws of the State of Maryland.

This change will become a part of the original MOU for the 2014-2015 school year.

MEMORANDUM OF UNDERSTANDING

Between The

BOARD OF EDUCATION OF HARFORD COUNTY

And The

BOARD OF EDUCATION OF BALTIMORE COUNTY

Preamble

WHEREAS, federal law requires that equitable services be provided to certain eligible private school students by certain local education agencies, and

WHEREAS, Baltimore County Public Schools will provide services to eligible private school students who reside in Harford County but attend school in Baltimore County

WHEREAS, Harford County Public Schools will provide services to eligible private school students who reside in Baltimore County but attend school in Harford County, and

WHEREAS, these local school systems desire to clarify how services will be provided to eligible private school students, including the exchange of relevant information, scope of services and assessment of success,

NOW, THEREFORE, be it resolved that the Board of Education of Harford County and the Board of Education of Baltimore County (jointly referred to herein as the "Parties")

I. Scope of Services

The Parties will consult with each other and the appropriate private school officials on the scope of services to be provided to each eligible private school student. Parties' consultation will occur within twenty (20) business days of the effective date of this agreement and the scope of services shall include the following components:

A. Service Delivery

B. Assessment

C. Support Services

D. Parties agree that the Scope of Services shall be construed as an addendum to this Agreement. Failure to appropriately define scope of services shall be construed as a material breach of this Agreement. Parties agree that the scope of services shall be accompanied with costs, and that such costs cannot be increased upon submission of same. Each Party will be responsible for any cost increase that occurs after the submission of same to the other.

E. Cost

II. Duties

- A. Inasmuch as each of the Parties includes in its organization an office devoted to Title I; each of the Parties' Title I offices shall:
1. Immediately, upon execution of this Agreement, designate a contact person for Title I services for eligible students attending private schools.
 2. Determine participating public school attendance area and certify eligible private school numbers and provide same to the other party.
 3. Reserve the required amount of Title I funds for instructional services for identified students.
 4. Annually consult with the designated contact or counterpart to determine the scope and nature of Title I services to eligible students who attend private schools in one local school system and reside in another.
 5. Provide to the other Party agreed upon assessment data for eligible students receiving Title I services.

Nothing in this Agreement shall be construed as requiring either Party to maintain a Title I office or to maintain specific staff positions.

III. Funding

The Parties agree that Title I funds will be due and owing to the other for services to be rendered. The amount owed shall be determined annually for services provided in the subsequent year pending MSDE's release of the final allocation. Invoices, which shall include the full amount for costs, must be submitted (as designated by each party) no later than October 31, for services to be provided in that same school year. At the end of the school year, all unspent funds generated by students in each Party's individual school system must be returned to the said Party's system.

IV. Audit

Each Party shall retain and, upon request, make available to the other Party, all accounts and records relating to this Agreement during the term of this Agreement and for four years after this Agreement ends. Each Party has the right, upon reasonable prior written notification, to audit and inspect all accounts and records maintained by the other Party in connection with this Agreement and may do so at the other Party's offices during the Party's normal business hours. It is understood that any audit may include student records and any employee records when such records bear upon ability to provide services to students.

V. Indemnification

Each Party shall defend, indemnify, and hold harmless the other Party against and from any and all claims, actions, damages, injuries, losses, expenses, and costs of every nature and description, including reasonable attorney's fees, litigation expenses, including the fees of expert witnesses, and court costs, to which the other Party may be subjected as a result of, arising from, or in connection with any wrongdoing, controversies, causes of

action, suits, damages, misconduct, want of care, default, or willful or negligent acts or omissions of the other Party or of any of the other Party's board members, employees, agents, servants, assigns, department affiliates, or representatives in the execution or performance of this Agreement.

VI. Counterparts

This Agreement may be executed in one or more counterparts; each of which shall be deemed an original and all of which, taken together, shall constitute one and the same instrument.

VII. Civil Rights

Each Party agrees that it shall obey all pertinent federal laws concerning discrimination in the management of the programs and services covered by this Agreement.

VIII. Term and Termination

The term of this Agreement shall be for the 2013-2014 school year. The Memorandum of Understanding may then be renewed for two successive one year terms upon notice by either Party of its intent to seek renewal.

This Memorandum of Understanding may be terminated by either party, for any reason, upon thirty days' written notice to the other.

IX. Termination for Non-Appropriation

The Board of Education of Baltimore County may terminate this contract, in whole or in part due to insufficient funding, with written notice of same to the Board of Education of Harford County.

X. Required Notices

A. Parties agree that all notices required under this Agreement shall be as follows:

For the Board of Education of Baltimore County

S. Dallas Dance, Superintendent
Baltimore County Public Schools
6901 Charles Street
Towson, MD 21204

c: Margaret-Ann F. Howie, Esq.
General Counsel
Baltimore County Public Schools
6901 Charles Street
Towson, MD 21204

c: Dr. Felicia Lanham Tarason
Title I
Baltimore County Public Schools
6901 Charles Street
Towson, Maryland 21204

For the Board of Education of Harford County

Barbara P. Canavan Interim Superintendent
Harford County Public Schools
102 S. Hickory Avenue
Bel Air, MD 21014

c: Bradley Palmer
Title I
Harford County Public Schools
102 S. Hickory Avenue
Bel Air, MD 21014

c: Thomas Webber
Title I
Harford County Public Schools
102 S. Hickory Avenue
Bel Air, MD 21014

XI. Disputes and Governing Law

This contract shall be governed by the laws of the State of Maryland. Any disputes hereunder concerning the scope of services shall be referred to a mediator jointly appointed by the Parties pursuant to rules and procedures of the American Arbitration Association (AAA). Costs shall be borne equally by each party.

XII. Modifications

Modifications to this Agreement may be made only in writing signed by authorized representatives of both parties.

XIII. Background Check/Fingerprinting

The Board of Education of Baltimore County hereby acknowledges and agrees that Standard Terms pertaining to Criminal Background Checks are applicable to this Agreement.

The Board of Education of Baltimore County, in its sole discretion, may require any Contractor or Subcontractor (hereinafter "Contractor") to have a criminal background

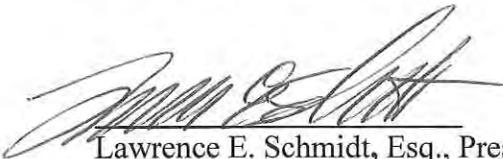
investigation, including fingerprints, before the Contractor begins providing services under this Agreement. In the event that the Board of Education of Baltimore County requires such an investigation, the Board of Education of Baltimore County's investigator shall perform the investigation. The Contractor will pay all fees for the investigation.

Furthermore, Contractor shall advise the Board of Education of Baltimore County of the intention to use any employees that are hired or obtained from any penal pre-release or work-release programs. In the event such employees are used, notification to the Board of Education of Baltimore County shall include name and violation for each individual. The Board of Education of Baltimore County reserves the right to reject any employee listed based upon the nature of their violation. The contractor shall take reasonable precautions when selecting such individuals and provide whatever safeguards are necessary for effective supervision. Contractor's employees are not permitted inside school buildings when the nature of the Agreement is for outside work.

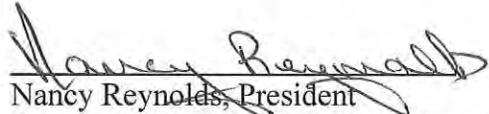
IN WITNESS WHEREOF, each of the undersigned has executed this Agreement by the signatures of their respective authorized representatives as of the date first written above.

**BOARD OF EDUCATION OF
BALTIMORE COUNTY**

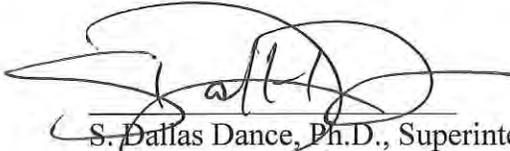
**BOARD OF EDUCATION OF
HARFORD COUNTY**



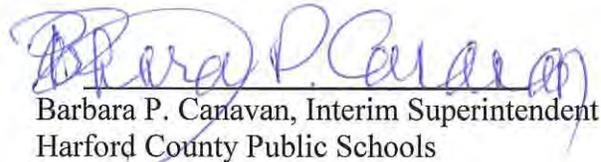
Lawrence E. Schmidt, Esq., President
Board of Education of Baltimore County



Nancy Reynolds, President
Board of Education of Harford County



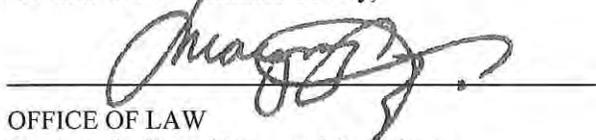
S. Dallas Dance, Ph.D., Superintendent
Baltimore County Public Schools



Barbara P. Canavan, Interim Superintendent
Harford County Public Schools

APPROVED FOR LEGAL FORM AND SUFFICIENCY*

(Subject to Execution by a Duly Authorized
Superintendent and President of the Board
of Education of Baltimore County)



OFFICE OF LAW

*Approval of Legal Form and Sufficiency
Does not Convey Approval or Disapproval
Of the Substantive Nature of this Transaction.
Approval is Based Upon Typeset Document-
All Modifications Require Re-Approval.

**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 25th day of August, 2014 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 2015 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 / 25 / 2014 and shall not extend beyond 6 / 19 / 2015 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 19, 2015.
- 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 FY2015 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
Superintendent of Schools
Harford County Public Schools

Nick Bates
CFO
Catapult Learning, LLC.

Date

Date

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 25, 2014, and extend until June 19, 2015. 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, 2014. 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, 2014, 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, 2014 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, 2014, January 15, 2015, and April 15, 2015.

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 2015 Fees and Payment Table for
Services Provided to HCPS Title I Private School Students

The following pages include the FY 2015 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 2015 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 2015 Fees and Payment Table for Services Provided to HCPS Title I Private School Students

FY'15 Regular Allocation to Catapult Learning, LLC for Harford County Students: SY 2014-2015

School	# of Title I Students	Total Instructional Allocation (PPA)	Equitable Share (Instructional)	Equitable Share (PD)	Total
Bethel Christian Academy	2	\$2,870.90	\$372.02	\$22.50	\$3,265.42
Trinity Lutheran School	2	\$2,674.48	\$372.02	\$22.50	\$3,069.00
St. Margaret's School	10	\$12,269.38	\$1,860.09	\$112.47	\$14,241.94
St. Joan of Arc School	4	\$4,971.21	\$744.04	\$44.99	\$5,760.24
Villa Maria School	4	\$5,379.16	\$744.04	\$44.99	\$6,168.19
Subtotal	22	\$28,165.13	\$4,092.21	\$247.45	\$32,504.79
Combined / Shared Amounts					
Parent Involvement		N/A	N/A	N/A	\$761.55
Administrative Costs		N/A	N/A	N/A	\$8,401.18
TOTAL					\$41,667.52

FY'14 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	2	\$0.00	\$0.00	\$0.00	\$0.00
Trinity Lutheran School	2	\$0.00	\$0.00	\$0.00	\$0.00
St. Margaret's School	10	\$0.00	\$0.00	\$0.00	\$0.00
St. Joan of Arc School	4	\$0.00	\$0.00	\$0.00	\$0.00
Villa Maria School	4	\$0.00	\$0.00	\$0.00	\$0.00
Subtotal	22	\$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

*** '14 Carryover PPA will be determined around December 15, 2014 when the Carryover amount is known

Total Allocation to Catapult Learning, LLC for Harford County Students: SY 2014-2015

School	# of Title I Students	Total Instructional Allocation (PPA)	Equitable Share (Instructional)	Equitable Share (PD)	Total
Bethel Christian Academy	2	\$2,870.90	\$372.02	\$22.50	\$3,265.42
Trinity Lutheran School	2	\$2,674.48	\$372.02	\$22.50	\$3,069.00
St. Margaret's School	10	\$12,269.38	\$1,860.09	\$112.47	\$14,241.94
St. Joan of Arc School	4	\$4,971.21	\$744.04	\$44.99	\$5,760.24
Villa Maria School	4	\$5,379.16	\$744.04	\$44.99	\$6,168.19
Subtotal	22	\$28,165.13	\$4,092.21	\$247.45	\$32,504.79
Combined / Shared Amounts					
Parent Involvement		N/A	N/A	N/A	\$761.55
Administrative Costs		N/A	N/A	N/A	\$8,401.18
TOTAL					\$41,667.52

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
- St. Joan of Arc
- St. Margaret's School
- 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 2014-2015, were discussed on 05/23/2014.

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 2014-2015 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, 2014. 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:

Bethel Christian Academy surveys their parents to determine the number of private school children from low income families living in HCPS Title I School attendance areas.

How HCPS will determine whether or not to pool funds for instruction, servicing only the most at-risk children regardless of which private school generated the funds:

HCPS will not pool funds for instruction in private schools. When funds are pooled, only the most at-risk children receive services first, regardless of the amount of funds that was generated based on the number of children from low-income families attending that private school. When funds are not pooled, the most at-risk children at Bethel Christian Academy will be serviced.

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 schedule and hold the equitable services, which the LEA provides to teachers and families of participating private school children. 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

Mildred A. Flosser
Signature of Authorized Private School Official

Mildred A. Flosser
Name of Private School Official

5/23, 2014
Date

Bethel Christian Academy
Name of School

410-939-4060
Telephone Number

AFFIRMATION OF CONSULTATION

I am the administrator of St. Joan of Arc 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 2014-2015, were discussed on 05/23/2014.

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. Joan of Arc 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. Joan of Arc 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 2014-2015 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 School will be determined and available by August 15, 2014. 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:

St. Joan of Arc School surveys their parents to determine the number of private school children from low income families living in HCPS Title I School attendance areas.

How HCPS will determine whether or not to pool funds for instruction, servicing only the most at-risk children regardless of which private school generated the funds:

HCPS will not pool funds for instruction in private schools. When funds are pooled, only the most at-risk children receive services first, regardless of the amount of funds that was generated based on the number of children from low-income families attending that private school. When funds are not pooled, the most at-risk children at St. Joan of Arc School will be serviced.

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 schedule and hold the equitable services, which the LEA provides to teachers and families of participating private school children. 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

5/23/2013
Date

St. Joan of Arc School
Name of School

410-272-1387
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 2014-2015, were discussed on 05/09/2014.

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 2014-2015 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, 2014. 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:

St. Margaret School surveys their parents to determine the number of private school children from low income families living in HCPS Title I School attendance areas.

How HCPS will determine whether or not to pool funds for instruction, servicing only the most at-risk children regardless of which private school generated the funds:

HCPS will not pool funds for instruction in private schools. When funds are pooled, only the most at-risk children receive services first, regardless of the amount of funds that was generated based on the number of children from low-income families attending that private school. When funds are not pooled, the most at-risk children at St. Margaret School will be serviced.

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.

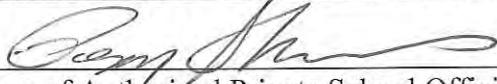
How HCPS will respond to complaints from the Private School

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 schedule and hold the equitable services, which the LEA provides to teachers and families of participating private school children. 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



Signature of Authorized Private School Official

Possy A Messaris

Name of Private School Official

5/5/14

Date

St. Margaret School

Name of School

410 899-1113 ext 148

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 2014-2015, were discussed on 05/20/2014.

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 2014-2015 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, 2014. 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:

Trinity Lutheran School surveys their parents to determine the number of private school children from low income families living in HCPS Title I School attendance areas.

How HCPS will determine whether or not to pool funds for instruction, servicing only the most at-risk children regardless of which private school generated the funds:

HCPS will not pool funds for instruction in private schools. When funds are pooled, only the most at-risk children receive services first, regardless of the amount of funds that was generated based on the number of children from low-income families attending that private school. When funds are not pooled, the most at-risk children at Trinity Lutheran School will be serviced.

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 schedule and hold the equitable services, which the LEA provides to teachers and families of participating private school children. 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

May 20, 2014
Date

Trinity Lutheran School
Name of School

410-679-4000
Telephone Number

AFFIRMATION OF CONSULTATION

I am the administrator of Villa Maria School 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 2014-2015, were discussed on 5/19/2014.

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 School 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 School 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 2014-2015 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 School of Harford County will be determined and available by August 15, 2014. 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:

Villa Maria School of Harford County surveys their parents to determine the number of private school children from low income families living in HCPS Title I School attendance areas.

How HCPS will determine whether or not to pool funds for instruction, servicing only the most at-risk children regardless of which private school generated the funds:

HCPS will not pool funds for instruction in private schools. When funds are pooled, only the most at-risk children receive services first, regardless of the amount of funds that was generated based on the number of children from low-income families attending that private school. When funds are not pooled, the most at-risk children at Villa Maria School of Harford County will be serviced.

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 schedule and hold the equitable services, which the LEA provides to teachers and families of participating private school children. 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

William R. Frank, III

Signature of Authorized Private School Official

William R. Frank, III

Name of Private School Official

MAY 19, 2014

Date

VILLA MARIA SCHOOL OF HARFORD COUNTY

Name of School

410-297-4100

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

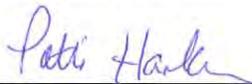
Procedimiento Acción Fechas					
ACCIÓN	FECHA	ACCIÓN	FECHA	ACCIÓN	FECHA

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:		

Title I Homeless Funds 2014 Appropriation Information Webinar with MSDE

**Thursday, April 24, 2014
10:00 – 11:00 a.m.
Business Services Conference Room #322**

PLEASE SIGN IN

<i>Printed Name:</i>	<i>Title/Location:</i>	<i>Signature:</i>
Brad Palmer	Supervisor, Title I/Central	
Thomas Webber	Assistant Supervisor, Title I/Central	
Eric Clark	Grants Accountant/Central Office	
Patti Hankins	Supervisor, Transportation/Hickory Annex	
Steve Richards	Supervisor, Psychological Services and Pupil Personnel/Central Office	
MaryBeth Stapleton	Coordinator of Grants and Business and Community Partnerships/Central	

Title I Homeless Funds
2014 Appropriation Information Webinar with MSDE

Thursday, April 24, 2014

10:00 – 11:00 a.m.

Business Services Conference Room #322

Notes: Meeting Regarding Homeless Support Using Title I Funds

Attendees: See attached Sign-In Sheet

- Viewed and participated in MSDE Title I Webinar
- Source of new regulations is authorization from USDE that Title I funds may be used to support Homeless transportation and salary of the LEA Homeless Liaison
- Only authorized for one year (FY 15) – will include FY 14 Carryover
- Title I support of Homeless transportation can only be those additional cost above and beyond the regular transportation costs incurred for a student (avg LEA cost to transport a student)
 - These funds should supplement other funding sources (LEA, McKinney Vento)
 - Should not significantly impact the Title I program
 - \$ amount to be covered by Title I funds is an LEA decision
- The portion of Steve Richards salary (%) that is related to Homeless Liaison duties may be covered by Title I funds
 - Time and Effort logs must be kept
 - Steve Richards estimated that 10% of his job duties are dedicated to Homeless Liaison duties
- Total costs (above LEA costs) that were incurred in 2012-2013 for Homeless transportation was \$177,860 (178 total Homeless students serviced)
- The team participants agreed to the following recommendation:
 - Title I funds will be dedicated to support \$75,000 of the 2014-2015 LEA (in addition to) costs for transporting Homeless students. Therefore, approximately 75 students will be served at an average cost from 2013-2014 of \$999.21 per student
 - Will not significantly impact the Title I program
 - Not dedicating Title I funds to support portion of Steve Richards salary dedicated to Homeless Liaison duties
 - Roughly a dollar amount of \$10,000
 - The amount of paperwork from the Time and Effort log requirements would make the cost/benefit null
- Next steps:
 - Brad Palmer will schedule a meeting with Angela Morton and Barbara Canavan to receive input and determine final approval for use of Title I funds for Homeless transportation and salary of LEA Homeless Liaison
 - After this meeting, Brad Palmer will notify today's meeting participants of the final decision by the Superintendent

2012 – 2013
Homeless Expense Summary
(in addition to cost)

This summary was used as the basis of our Homeless Student
Transportation Cost.

Homeless Student Transportation



Inspire • Prepare • Achieve

Expense Summary

	GL Trans.					
	Post Date	Date	JE #	Period		
109001990805						
52288						
GL	11/30/12	11/15/2012	13	5	TRANS INVOICE #11538	10293.72
AP	12/12/12	12/06/2012	20	6	20866IMA BUS COMPANY, INC.	208.46
AP	12/12/12	12/06/2012	20	6	12259HEIZER BUS SERVICE IN	673.59
AP	12/12/12	12/06/2012	20	6	11317DAY BUS CO., INC.	1108.64
AP	12/12/12	12/06/2012	20	6	11008CIUFO BUS SERVICE, IN	2052.92
AP	12/12/12	12/06/2012	20	6	10513BEARSCH TRANSPORTATIO	343.59
AP	1/9/13	01/08/2013	10	7	20866IMA BUS COMPANY, INC.	194.75
AP	1/9/13	01/08/2013	10	7	15755CLEARY'S TRANSPORTATI	80.15
AP	1/9/13	01/08/2013	10	7	12525JDT TRANSPORTATION,	67.76
AP	1/9/13	01/08/2013	10	7	12259HEIZER BUS SERVICE IN	629.65
AP	1/9/13	01/08/2013	10	7	11317DAY BUS CO., INC.	925.35
AP	1/9/13	01/08/2013	10	7	11008CIUFO BUS SERVICE, IN	1805.00
AP	1/9/13	01/08/2013	10	7	10513BEARSCH TRANSPORTATIO	477.10
AP	1/9/13	01/08/2013	10	7	21452B & T TRANSPORTATION	2862.39
AP	1/22/13	01/22/2013	23	7	11148CORBIN BUS CO., INC.	77.98
AP	2/6/13	02/05/2013	6	8	11008CIUFO BUS SERVICE, IN	1940.04
AP	2/6/13	02/05/2013	6	8	11148CORBIN BUS CO., INC.	158.07
AP	2/6/13	02/05/2013	6	8	11317DAY BUS CO., INC.	960.30
AP	2/6/13	02/05/2013	6	8	12077GREGORY TRANSPORTATIO	12.52
AP	2/6/13	02/05/2013	6	8	10513BEARSCH TRANSPORTATIO	1799.75
AP	2/6/13	02/05/2013	6	8	12259HEIZER BUS SERVICE IN	728.70
AP	2/6/13	02/05/2013	6	8	21452B & T TRANSPORTATION	1824.97
AP	2/6/13	02/05/2013	6	8	20866IMA BUS COMPANY, INC.	229.85
AP	2/6/13	02/05/2013	6	8	12525JDT TRANSPORTATION,	67.61
AP	2/6/13	02/05/2013	6	8	12679K. A. BENNETT, INC.	597.62
AP	2/19/13	02/19/2013	19	8	12831ANDERSON BUS SERVICE,	1649.55
AP	2/19/13	02/19/2013	19	8	10286ANDERSON BUS COMPANY	3931.95
AP	2/19/13	02/19/2013	19	8	15755CLEARY'S TRANSPORTATI	1028.13
AP	3/5/13	03/05/2013	6	9	10513BEARSCH TRANSPORTATIO	2368.60
AP	3/5/13	03/05/2013	6	9	21452B & T TRANSPORTATION	2366.32
AP	3/5/13	03/05/2013	6	9	20866IMA BUS COMPANY, INC.	248.58
AP	3/5/13	03/05/2013	6	9	12679K. A. BENNETT, INC.	821.50
AP	3/5/13	03/05/2013	6	9	12525JDT TRANSPORTATION,	110.31
AP	3/5/13	03/05/2013	6	9	12077GREGORY TRANSPORTATIO	129.45
AP	3/5/13	03/05/2013	6	9	11148CORBIN BUS CO., INC.	228.86
AP	3/5/13	03/05/2013	6	9	11008CIUFO BUS SERVICE, IN	2304.51
AP	3/18/13	03/15/2013	21	9	20756BAMC STUDENT TRANSPOR	762.45
AP	3/18/13	03/15/2013	21	9	12831ANDERSON BUS SERVICE,	984.45
AP	3/18/13	03/15/2013	21	9	12077GREGORY TRANSPORTATIO	22.51
AP	3/18/13	03/15/2013	21	9	11317DAY BUS CO., INC.	1380.88
AP	3/18/13	03/15/2013	21	9	10286ANDERSON BUS COMPANY	3228.87
AP	4/10/13	04/09/2013	18	10	21452B & T TRANSPORTATION	1448.93
AP	4/10/13	04/09/2013	18	10	12259HEIZER BUS SERVICE IN	1518.83
AP	4/10/13	04/09/2013	18	10	12525JDT TRANSPORTATION,	118.49

only started following in November



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Expense Summary

GL Trans.						
	Post Date	Date	JE #	Period		
AP	4/10/13	04/09/2013	18	10	20866IMA BUS COMPANY, INC.	553.62
AP	4/10/13	04/09/2013	18	10	20756BAMC STUDENT TRANSPOR	723.65
AP	4/10/13	04/09/2013	18	10	15755CLEARY'S TRANSPORTATI	1141.60
AP	4/10/13	04/09/2013	18	10	13665O.H.D. TRANSPORTATION	51.18
AP	4/10/13	04/09/2013	18	10	12831ANDERSON BUS SERVICE,	798.02
AP	4/10/13	04/09/2013	18	10	12679K. A. BENNETT, INC.	1601.39
AP	4/10/13	04/09/2013	18	10	12572JARRETTSVILLE TRANSPO	863.27
AP	4/10/13	04/09/2013	18	10	11317DAY BUS CO., INC.	1384.85
AP	4/10/13	04/09/2013	18	10	11148CORBIN BUS CO., INC.	490.20
AP	4/10/13	04/09/2013	18	10	11008CIUFO BUS SERVICE, IN	1497.15
AP	4/10/13	04/09/2013	18	10	10513BEARSCH TRANSPORTATIO	3114.95
AP	4/10/13	04/09/2013	18	10	10286ANDERSON BUS COMPANY	1758.41
AP	4/10/13	04/09/2013	18	10	12077GREGORY TRANSPORTATIO	21.41
AP	4/24/13	04/22/2013	48	10	10286ANDERSON BUS COMPANY	3161.03
AP	5/7/13	05/07/2013	21	11	21452B & T TRANSPORTATION	2009.49
AP	5/7/13	05/07/2013	21	11	12525JDT TRANSPORTATION,	109.74
AP	5/7/13	05/07/2013	21	11	15755CLEARY'S TRANSPORTATI	664.77
AP	5/7/13	05/07/2013	21	11	13665O.H.D. TRANSPORTATION	50.73
AP	5/7/13	05/07/2013	21	11	12831ANDERSON BUS SERVICE,	1113.68
AP	5/7/13	05/07/2013	21	11	12679K. A. BENNETT, INC.	814.48
AP	5/7/13	05/07/2013	21	11	12572JARRETTSVILLE TRANSPO	295.62
AP	5/7/13	05/07/2013	21	11	10286ANDERSON BUS COMPANY	9586.83
AP	5/7/13	05/07/2013	21	11	10513BEARSCH TRANSPORTATIO	2046.15
AP	5/7/13	05/07/2013	21	11	11008CIUFO BUS SERVICE, IN	1491.59
AP	5/7/13	05/07/2013	21	11	11148CORBIN BUS CO., INC.	397.34
AP	5/7/13	05/07/2013	21	11	11317DAY BUS CO., INC.	1699.11
AP	5/7/13	05/07/2013	21	11	12077GREGORY TRANSPORTATIO	282.60
AP	5/7/13	05/07/2013	21	11	12259HEIZER BUS SERVICE IN	813.16
AP	5/7/13	05/07/2013	21	11	20866IMA BUS COMPANY, INC.	523.24
AP	5/14/13	04/30/2013	25	11	27599G. FELICIA GRIFFIN-HO	723.20
AP	5/21/13	05/21/2013	32	11	20756BAMC STUDENT TRANSPOR	796.74
GL	5/31/13	05/07/2013	1	11	FELICIA GRIFFIN-HOWARD-MAR.13	578.56
GL	5/31/13	05/07/2013	1	11	EBONY BROWN - NOV/DEC.12	1491.84
GL	5/31/13	05/07/2013	1	11	CHRISTINE PROFFITT - NOV.12	62.16
GL	5/31/13	05/07/2013	1	11	CHRISTINE PROFFITT - OCT. 12	372.96
GL	5/31/13	05/07/2013	1	11	EBONY BROWN - FEB.13	745.80
GL	5/31/13	05/07/2013	1	11	EBONY BROWN - JAN. 13	944.68
GL	5/31/13	05/07/2013	1	11	FELICIA GRIFFIN-HOWARD-FEB.13	506.24
AP	6/5/13	06/04/2013	5	12	11148CORBIN BUS CO., INC.	1946.84
AP	6/5/13	06/04/2013	5	12	11008CIUFO BUS SERVICE, IN	1628.82
AP	6/5/13	06/04/2013	5	12	10513BEARSCH TRANSPORTATIO	2423.63
AP	6/5/13	06/04/2013	5	12	10286ANDERSON BUS COMPANY	9110.92
AP	6/5/13	06/04/2013	5	12	11317DAY BUS CO., INC.	1918.88
AP	6/5/13	06/04/2013	5	12	27622MICHELE BERRY	181.93
AP	6/5/13	06/04/2013	5	12	21452B & T TRANSPORTATION	2301.16
AP	6/5/13	06/04/2013	5	12	20866IMA BUS COMPANY, INC.	1498.40
AP	6/5/13	06/04/2013	5	12	17323SANDY'S TRANSPORTATIO	1394.60
AP	6/5/13	06/04/2013	5	12	13665O.H.D. TRANSPORTATION	1131.67

Expense Summary

GL Trans.						
	Post Date	Date	JE #	Period		
AP	6/5/13	06/04/2013	5	12	12831ANDERSON BUS SERVICE,	1217.21
AP	6/5/13	06/04/2013	5	12	12679K. A. BENNETT, INC.	937.10
AP	6/5/13	06/04/2013	5	12	12572JARRETTSVILLE TRANSP	323.26
AP	6/5/13	06/04/2013	5	12	12525JDT TRANSPORTATION,	608.22
AP	6/5/13	06/04/2013	5	12	12077GREGORY TRANSPORTATIO	1063.04
AP	6/11/13	06/11/2013	21	12	10286ANDERSON BUS COMPANY	9774.03
AP	6/11/13	05/31/2013	21	12	27599G. FELICIA GRIFFIN-HO	795.52
AP	6/11/13	06/11/2013	21	12	10513BEARSCH TRANSPORTATIO	825.44
AP	6/11/13	06/11/2013	21	12	12572JARRETTSVILLE TRANSP	88.06
AP	6/11/13	06/11/2013	21	12	12831ANDERSON BUS SERVICE,	331.56
AP	6/17/13	06/17/2013	23	12	10513BEARSCH TRANSPORTATIO	144.66
AP	6/17/13	06/17/2013	23	12	10286ANDERSON BUS COMPANY	590.44
AP	6/17/13	06/17/2013	23	12	12831ANDERSON BUS SERVICE,	55.21
AP	6/17/13	06/17/2013	23	12	11008CIUFO BUS SERVICE, IN	517.49
AP	6/17/13	06/17/2013	23	12	12679K. A. BENNETT, INC.	297.77
AP	6/17/13	06/17/2013	23	12	12572JARRETTSVILLE TRANSP	14.66
AP	6/17/13	06/17/2013	23	12	12525JDT TRANSPORTATION,	71.03
AP	6/17/13	06/17/2013	23	12	12259HEIZER BUS SERVICE IN	282.30
AP	6/17/13	06/17/2013	23	12	12077GREGORY TRANSPORTATIO	356.23
AP	6/17/13	06/17/2013	23	12	11317DAY BUS CO., INC.	540.38
AP	6/17/13	06/17/2013	23	12	11148CORBIN BUS CO., INC.	552.07
AP	6/26/13	06/25/2013	35	12	17323SANDY'S TRANSPORTATIO	662.41
AP	6/26/13	06/25/2013	35	12	13665O.H.D. TRANSPORTATION	641.64
144,281.67						

Grand Total **144,281.67**

4/23/2014

July thro Oct. → + 32,578⁹⁵
 176,860⁰²
 - 178

 993⁶⁰

FY13 Total Transportation

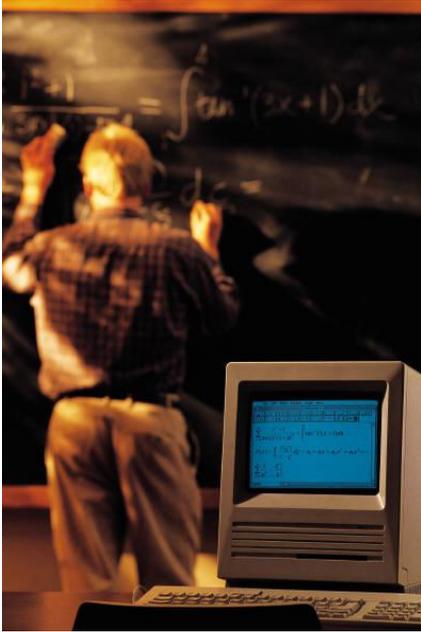
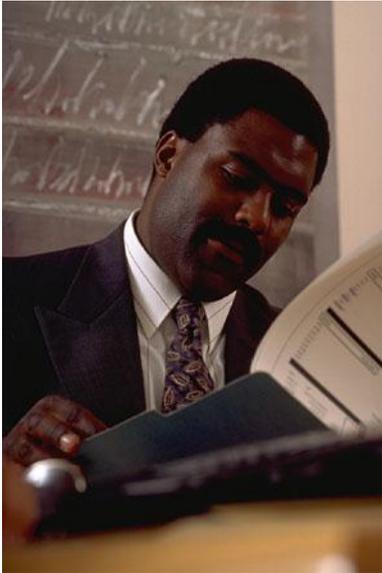
31,152,481⁵³

9/21/12 = 37,868

822⁶⁵

~~31,008,199⁸⁶~~
~~716,666~~
~~822,822²⁶~~

Attachment 8



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

**TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2015
Title II-A Coordinator: <u>Mary Beth Stapleton</u>	
Telephone: <u>(410) 588-5219</u> Email: <u>mary.stapleton@hcps.org</u>	

- 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 focused on providing professional development for staff transitions to using the new Common Core Standards. Priorities and initiatives identified by HCPS are as follows:

- Educator Effectiveness Academy;
- County-wide professional development; and
- 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

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PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2015
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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. Session topics included planning lessons for Common Core Mathematics and English/Language Arts/Reading; Charlotte Danielson’s Framework for Teaching; Universal Design for Learning; Integrating Literacy across disciplines; and the new Teacher Evaluation Process. During the 2013-2014 school year, system-wide and school-based professional development focused on Danielson’s Framework for Teaching, new Teacher Evaluations, and support for teachers as they transition to the implementation of Common Core. During the summer of 2014, a School Improvement Conference was held in order to support school improvement efforts and teacher quality system-wide.

New Teacher Induction: The Coordinator of Teacher Induction, originally hired through the support of Race to the Top grant funding, has been sustained through the FY 15 Operating budget. The role of the Coordinator of Teacher Induction is to: participate in all of the State’s Induction Program Academies and send HCPS mentors as allowable by the state; oversee a comprehensive teacher induction program based on the model shared at the Teacher Induction Academies; supervise the continuation 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. This position provides focused professional development for new teachers including: professional development orientation conference; workshops throughout the year on reflecting teaching practices, preparing for parent conferences, managing a classroom, assessing student performance, and integration of technology in the classroom; 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.

TITLE II, PART A
 PREPARING, TRAINING AND RECRUITING
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Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2015
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Table 8-1 IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND 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: 2012-2013 = 95.8% HCPS: 2013-2014 = 95.4%</p> <p>Percentage of Classes Taught by Highly Qualified Teachers in High Poverty Schools</p> <p>2002-2003 Baseline: 46.65 HCPS: 2002-2003 = Not Available</p> <p>2003-2004 Target: 48 HCPS: 2003-2004 = Not Available</p> <p>2004-2005 Target: 65 HCPS: 2004-2005 = 90.0%</p> <p>2005-thereafter Target: 100 2010-2011 = 91.6% 2011-2012 = 93.73% 2013-2014 = 100%</p>

**TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

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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</p>	<p><u>REDUCING CLASS SIZE</u> Classroom teachers will continue to be employed under Title II, Part A funding to reduce class size. According to the National Education Association, “Teachers with small classes can spend time and energy helping each child to succeed. Smaller classes also enhance safety, discipline and order in the classroom. Its common sense and the research proves that it works to increase student achievement.” The HCPS system teachers are placed in schools with class sizes that exceed the county averages to provide more individualized instruction. Smaller class sizes should afford every student the opportunity to receive the individual attention necessary to assist him or her in being successful. Class size reduction efforts</p>	<p>FUNDING FOR SERVICES:</p> <ul style="list-style-type: none"> • 13 teachers @ an average of \$41,583 per teacher = \$540,579 • Fixed Costs – An average of \$11,909.54/teacher x 13 = \$154,824 (This includes Retirement, Health, Life & Dental Insurance) • FICA and Worker’s Compensation Insurance @ 8.36% of Salaries = \$45,193 <p style="text-align: right;"><u>Reducing Class Size: \$740,596</u></p> <p><u>ACTIVITY 1.2 TOTAL BUDGET: \$740,596</u></p>

**TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2015
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<p>academic achievement produced by the efforts of the teacher or principal [section 2101(1)].</p>	<p>will support the goals and activities identified in Section D: Great Teachers and Great Leaders.</p> <p>The recruitment of teachers to fill various vacancies for positions used to reduce class size will focus on teacher candidates that have successfully completed all certification requirements. Highly-qualified candidates will be pursued.</p> <p>TIMELINE AND TARGET DATES:</p> <ul style="list-style-type: none"> • Schools identified, teachers hired and professional development, training provided for teachers employed to reduce class size 9/1/14-6/30/15. • Recruitment of highly-qualified teachers – ongoing. 	
<p>1.3 Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades [section 2123(a)(7)].</p>	<p>(see above)</p>	

TITLE II, PART A
 PREPARING, TRAINING AND RECRUITING
 HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2015
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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
<p>2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in <i>(a) Content knowledge</i>. Providing training in one or more of the core academic subjects that the teachers teach; and <i>(b) Classroom practices</i>. Providing training to improve teaching practices and student academic achievement through (i) effective instructional strategies, methods, and skills; and (ii) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [Section 2123(a)(3)(A)].</p>	<p>HCPS will use the Maryland Teacher Professional Planning Guide to design professional learning for all teachers as they continue to 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 individual teachers' professional learning needs as identified through teacher's Professional Development Plans.</p>	<p>11,466 hours @ \$20/hr. = \$229,320</p> <p>FICA and Worker's Comp @ 8.36 of Salary & Wages = \$229,320 x .0836 = \$19,171</p> <p><u>ACTIVITY 2.1</u> <u>SUBTOTAL: \$248,491</u></p>

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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 Schools (HCPS), 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 2013-2014, 95.4% 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 (HQT), the two major reasons cited are that Testing Requirements have not been met or the teacher holds a Conditional Certificate. To meet the challenge of Highly Qualified Teachers in every core academic class, Human Resources (HR) has developed recruitment strategies including the use of emerging technologies that promote HCPS to a wide range of candidates. State and federal guidelines for the NCLB Act and Common Core Standards demand more rigorous standards of our employees, thus creating additional recruitment opportunities and magnifying the need to retain our highly qualified staff members. All placements are made to ensure compliance with NCLB and, as a result, those teachers not HQT are given opportunities to take classes fully funded by HCPS. System-wide strategies are in place to ensure highly qualified teachers in core academic subject areas are attracted and retained. 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: In 2014, over 300 new teachers were hired. In order to meet the challenge of having a HQT teaching in every core academic class, Human Resources (HR) has developed recruitment strategies including the use of emerging technologies that promote HCPS to a wide range of candidates. State and federal guidelines for the NCLB Act and Common Core Standards demand more rigorous standards of our employees, thus creating additional recruitment opportunities and magnifying the need to retain our highly qualified staff members.

Ongoing partnerships with area colleges to support student internships and the expanded use of electronic/Internet accessibility, are key factors in our outreach efforts. The implementation of a web-based application system ensures HCPS presence in the regional and national recruitment market. All placements are made to ensure compliance with NCLB and as a result those teachers not HQT are given opportunities to take classes fully funded by HCPS.

HCPS continues to see a steady increase in the number of applications for employment. 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

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principals to place new hires and transfers in positions for which they are highly qualified. Credentials for individuals who are not HQ are evaluated and, if applicable, individuals are notified. Each year, principals and teachers are notified to determine the best way for the teacher to become HQ. Principals are requested to submit their staffing rosters to HR to verify accurate placement. In order to ensure that all teachers funded through Title II, Part A retain their highly qualified status, principals are requested to submit their staffing rosters to HR to verify accurate placement.

Attendance at college fairs is targeted to include colleges/universities with teacher education programs in critical shortage areas as well as in geographical areas of the country with high teacher production and low teacher employment ratios (including North Carolina, New York, and Virginia). Reshaping our recruitment and recruiter training efforts has allowed us to focus on recruiter selection and training. These changes have proven successful in determining the candidates to focus on during our recruitment efforts. As presented in the annual Recruitment and Retention Report to the HCPS BOE, the plan included the creation of a recruiter training program which focuses on identifying and targeting candidates (quality vs. quantity), assessment and evaluation of candidates, legal implications, promoting HCPS as an employer of choice and the logistics of a job fair (marketing and booth display). Recruiters are now nominated by the appropriate Executive Director with returning recruiters and new recruiters attending separate training sessions which are focused on their specific needs.

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.

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In addition to the HCPS system-wide structure designed to support the retention of all teachers, Harford County provides all professional development based on Maryland Teacher Professional Development Standards. Using the context for High-Quality Teacher Professional Development, HCPS leadership supports:

- 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.
- Support and technical assistance provided by teacher specialists in various content areas.

A Central Instructional Leadership Team (CILT) provides overall guidance for classroom instruction. Each school's Instructional Leadership Team is comprised of school administrators, instructional facilitators, and teacher mentors, engage in training sessions annually to focus on professional learning communities, group effectiveness, change, research-based best practices, and job-embedded professional development. This training supports the cultivation of PLC's within the school community. Teachers have opportunities to engage in PLC's during faculty meetings, team planning periods, duty periods, and/or during the designated countywide professional development days. Professional learning communities consistently operate along five dimensions: (1) supportive and shared leadership, (2) shared values and vision, (3) collective learning and application of learning (formerly identified as collective creativity), (4) supportive conditions, and (5) shared personal practice.

Second year teachers who are surveyed consistently cite the support of the Teacher Mentors and assistance of Instructional Facilitators as reasons for choosing to return to HCPS. HCPS is committed to providing teachers with access to high-quality professional development opportunities designed to enhance teaching skills and to accelerate student learning.

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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 2013-2014, 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 2014, 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.**

SEE ATTACHED ATTACHMENT 6-A.

- 2. Describe the school system's process for providing equitable participation to students in private schools:**

- a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-A services. Also, if your non-public schools did not respond to your initial invitation, please describe your follow-up procedures;**

Non-public schools were invited to participate along with the HCPS System in using funding to improve student achievement and better prepare the professional staff for their role in achieving excellence in instruction. A letter was sent inviting non-public representatives to participate in consultations. Non-public schools in Harford County were identified using the lists of eligible non-public schools provided by the Maryland State Department of Education. Only schools with students 5 years of age or older were contacted and included. These schools were forwarded a certified letter requesting their participation in a planning and consultation meeting. At that meeting factors affecting funding were discussed, possible programs outlined and discussed, and comments and questions addressed. The meeting occurred prior to the development of the Title II program. (See meeting agenda, sign-in sheet, and signed affirmation of consultation on the following pages.) During April, May, and early June several non-public schools were again contacted via email and the telephone to encourage their participation in grant-funded activities. Additionally, throughout the school year, as needed, nonpublic schools are contacted either via email and or telephone calls to discuss program and funding issues.

- b) The basis for determining the professional development needs of private school teachers and other staff;**

Professional development needs of private school teachers and other staff were determined by the administration and staff of individual schools. Formal evaluations, classroom observations, surveys and accreditation requirements were used to determine need. Professional staffs from private schools were informed of designated programs within the HCPS System. Subsequently, they were afforded the opportunity to either participate in the school system's programs or design their own professional development sessions thereby meeting their specific needs. Several non-public school administrators indicated that they identified the staff's professional development needs through surveys.

- c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and**

Each non-public school participating Title II funding develops a proposal and submits a plan for using Title II funds based on their needs assessment. In order to determine need, non-public schools used surveys; others used faculty suggestions to determine specific needs. The plans, which were reviewed by HCPS Central Office staff, will be used to direct the non-public schools' grant related activities.

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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.**

SEE ATTACHED MSDE C-125 FORM

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

SEE ATTACHED BUDGET NARRATIVE

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

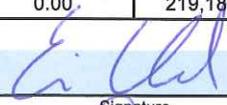
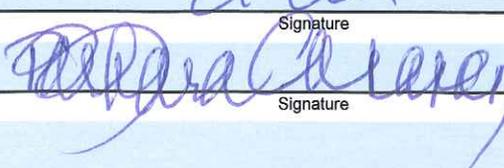
Attachment 6-A: Nonpublic School Information for ESEA Programs

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

ORIGINAL GRANT BUDGET	\$1,031,404	AMENDED BUDGET #		REQUEST DATE	11/01/14
GRANT NAME	Title II Part A	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	22425		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2014	6/30/2016	

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						26,431.00	26,431.00
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.	540,579.00						540,579.00
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						15,886.00	15,886.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	229,320.00						229,320.00
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				219,188.00			219,188.00
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	769,899.00	0.00	0.00	219,188.00	0.00	42,317.00	1,031,404.00

Finance Official Approval	Eric Clark		11/1/2014	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Barbara Canavan		11/1/2014	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

FY 2015

Harford County Public Schools

A8.16

TITLE II, PART A
 PREPARING, TRAINING AND RECRUITING
 HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: Harford County Public Schools	Fiscal Year 2015
---	-------------------------

2. BUDGET NARRATIVE

ACTIVITY 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 \$41,583/teacher = \$540,579 MSDE Performance Goal 3	540,579	540,579
TOTAL SALARIES AND WAGES			540,579	540,579
OTHER CHARGES				
Regular Programs/ Fixed Charges	Fixed Costs	As required by law, fixed costs @ an average of \$11,909.54 per teacher = \$154,824 This includes Retirement, Health, Life and Dental Insurance Plus FICA & Worker’s Compensation @ 8.36% of Salary and Wages $\$540,579 \times .0836 =$ \$45,193 MSDE Performance Goal 3	154,824 45,193	154,824 45,193
TOTAL OTHER CHARGES			200,017	200,017
TOTAL MSDE PERFORMANCE GOAL 3		ACTIVITY 1.2 Reducing Class Size	740,596	740,596
		TOTAL BUDGET		

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/STEM Standards, and teachers are using the Danielson Framework for self- assessment of their teaching skills, the school-based and county-wide and professional development for elementary and secondary teachers after school and during the summer will continue to be needed. Teachers are Professional development 11,466 hours@ \$20/hr. = \$229,320	229,320	229,320
TOTAL SALARIES AND WAGES			229,320	229,320
OTHER (Fixed) CHARGES				
Fixed Charges	Teacher Training	FICA & Worker’s Compensation for experienced teacher stipends and sub days = $\$229,320 \times .0836 =$ \$19,171	19,171	19,171
TOTAL FIXED CHARGES			19,171	19,171
		ACTIVITY 2.1 Teacher Training Activities	248,491	248,491
		TOTAL BUDGET		

**TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: Harford County Public Schools

Fiscal Year 2015

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 	5,545	5,545
		<i>Mountain Christian:</i> <ul style="list-style-type: none"> • Training/professional development activities; convention and workshop attendance; professional development supplies and materials 	1,620	1,620
		<i>Oak Grove:</i> <ul style="list-style-type: none"> • Training/professional development activities; convention and workshop attendance; professional development supplies and materials 	701	701
		<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 	1,523	1,523
		<i>St. Margaret School:</i> <ul style="list-style-type: none"> • Training/professional development activities; convention and workshop attendance; professional development supplies and materials 	4,490	4,490
		<i>Trinity Lutheran:</i> <ul style="list-style-type: none"> • Training/professional development activities; convention and workshop attendance; professional development supplies and materials 	2,007	2,007
		TOTAL TRANSFERS NON-PUBLIC SCHOOL PARTICIPATION	15,886	15,886

BUSINESS SUPPORT

		BUSINESS SUPPORT		
Administrative Business Support Services/Transfers	Administrative Indirect Costs	2.63% of grant funds. Indirect cost for business support of grant. $\$1,004,970 \times .0263 = \$26,431$	26,431	26,431
		TOTAL BUSINESS SUPPORT	26,431	26,431
TOTAL MSDE TITLE II, PART A GRANT FUNDING			\$1,031,404	\$1,031,404

<p>ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS</p> <p><i>Fiscal Year 2015</i></p>	<p>Local School System: <u>Harford County Public Schools</u></p>
--	--

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			110			
	Public School						
	Neutral Site						
Mountain Christian School 1824 Mountain Road Joppa, MD 21085	Private School			36			
	Public School						
	Neutral Site						
Oak Grove Classical Christian School 2106 E. Churchville Road Bel Air, MD 21015	Private School			22			
	Public School						
	Neutral Site						

St. Joan of Arc 230 Law Street Aberdeen, MD 21001	Private School				26			
	Public School							
	Neutral Site							
St. Margaret School 205 N. Hickory Avenue Bel Air, MD 21014	Private School				85			
	Public School							
	Neutral Site							
Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085	Private School				31			
	Public School							
	Neutral Site							
Bethel Christian Academy 21 N. Earlton Road Ext. Havre de Grace, MD 21078	Private School				-			
Villa Maria School of Harford County 1370 Brass Mill Road Belcamp, MD 21017	Private School				-			

ATTACHMENT 7

NON-PUBLIC DOCUMENTATION

February 14, 2014

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, two meetings will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2015/School Year 2014-2015, please plan to attend **one of the two scheduled meetings** or send a representative from your school.

Date: Monday, March 24, 2014
Time: 10:00 a.m. - 11:30 a.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Curriculum Conference Room 215 - 2nd Floor

OR

Date: Thursday, April 24, 2014
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 Wednesday, March 19, 2014. (Please see Attachment B for detailed instructions).

In addition, regarding Title I funding, the federally-funded No Child Left Behind Act of 2001 provides supplementary educational services for educationally disadvantaged children residing in economically deprived areas. With these funds under this program, Harford County Public Schools may provide individual/small group instruction and supplies/materials that will improve student performance.

(over)

This letter has two purposes: (1) to determine if your institution is interested in participating in Title I, and (2) to determine if there is a sufficient number of eligible children enrolled to include your institution in the Harford County Public Schools Title I project.

A letter of this nature cannot begin to describe the scope of the No Child Left Behind Act of 2001, Maryland State Department of Education Guidelines, and the Harford County Public Schools project. However, some essential points are as follows:

1. All participating students must reside in the area of a public Title I funded school.
2. The measure of poverty shall be the number of children ages 5-17 eligible for free and reduced priced lunches under the National School Lunch Act.
3. Student selection is based on multiple criteria for those students who reside in a public school participating attendance area.
4. Strategies must be provided to increase the meaningful involvement of parents of participating children.
5. The state educational agency shall annually review the progress of each local education agency receiving funds to determine whether schools receiving assistance are making adequate progress toward meeting the State's student performance standards.
6. The purchase of goods or services with funds from this grant for sectarian instruction or religious worship is prohibited.
7. All purchases made by Title I funds are the property of Harford County Public Schools.
8. In the 2014-2015 school year, the following elementary schools will be eligible for Title I funding:

Bakerfield Elementary	Edgewood Elementary
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 2014-2015 Title I program, please complete and sign the attached information form (Attachment A) and return it to Mrs. Barbara Wieczynski no later than Wednesday, March 19, 2014.

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 Wednesday, March 19, 2014.

Sincerely,

Mary Beth Stapleton

Mary Beth Stapleton
Coordinator of Grants

Thomas Webber

Thomas Webber
Assistant Supervisor of Title I

Enclosures

Attachment A

HARFORD COUNTY PUBLIC SCHOOLS
102 S. Hickory Avenue
Bel Air, MD 21014

PRIVATE NON-PROFIT SCHOOL INFORMATION FOR TITLE I

(To be completed if interested in pursuing inclusion in Harford County Public Schools' Title I Program)

Name of School: _____

Address of School: _____

Phone Number: _____

Principal/Director: _____

1. Title I income eligible students by grade residing in these attendance areas:

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

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

(over)

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

	<i>Testing Criteria / Instrument Used to Determine Below Grade Level Performance</i>	<i>Average Grade Level Performance For All Students</i>	<i>Cut-off Score Indicating below Grade Level Performance</i>
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

3. Needs of Students

Reading: Number _____

Math: Number _____

Both: Number _____

4. Principal/Director:

Signature

Date

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2014-2015 School Year

Please type or print all information.

School: _____

Address: _____

Contact Person: _____

Telephone Number: _____ Fax Number: _____

E-mail Address: _____

Check (✓) the appropriate line.

_____ Either I or a representative will attend the HCPS meeting on Monday, March 24, 2014.

_____ Either I or a representative will attend the HCPS meeting on Thursday, April 24, 2014.

_____ I am unable to attend neither of the two HCPS meetings on Monday, March 24, 2014 nor Thursday, April 24, 2014. 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 2014-2015 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 Wednesday, March 19th, indicates that your school does not want to participate in the federal grants program for the 2014-15 School Year.

Private Schools
Federal Non-Public School Meeting
2014-2015

Revised 3/13/2014

	School Name	Address	City	State	Zip	Note	Date Letter Mailed	Received Return Receipt	Accept	March 24	April 24	Accept/Unable to attend mtg	Decline	Title I Part A	Title II Part A	Title III Part A	Comments on Title I/II/III applicability for other grants
Publicly Funded	Arrow Center for Education Fair Meadows	2416 Creswell Rd	Bel Air	MD	21015	Not Title I/for Mary Beth	2/14/2014	✓					✓				✓
Church-Exempt	Bel Forest Christian Academy	603 Vale Rd	Bel Air	MD	21014		2/14/2014	✓									
Non-Public	BelAir North Child Care and Montessori School	2529 Conowingo Rd	Bel Air	MD	21015		2/14/2014	✓									
Church-Exempt	Bethel Christian Academy	21 North Earleton Rd	Havre de Grace	MD	21078		2/14/2014	✓	✓	✓				✓	✓		
Church-Exempt	Christ Our King Coop Nursery	10 Lexington Rd	Bel Air	MD	21014		2/14/2014	✓									
Church-Exempt	Emmorton Baptist Academy	106 Plumtree Rd	Bel Air	MD	21015		2/14/2014	✓									
Church-Exempt	First Presbyterian Preschool	224 North Main Street	Bel Air	MD	21014		2/14/2014	✓									
Church-Exempt	Good Shepherd Lutheran Preschool	1515 Emmorton Rd	Bel Air	MD	21014		2/14/2014	✓									
Church-Exempt	Good Shepherd's Children's Center	622 Joppa Farm Rd	Joppa	MD	21085		2/14/2014	✓									
Church-Exempt	Grace Baptist Christian Academy	1501 Stockton Rd	Joppa	MD	21085		2/14/2014	✓									
Church-Exempt	Grace Cooperative Nursery	110 West Bel Air Avenue	Aberdeen	MD	21001		2/14/2014	✓									
Church-Exempt	Harford Christian School	1736 Whiteford Rd	Darlington	MD	21034		2/14/2014	✓					✓				
Non-Public	Harford Day School	715 Moores Mill Rd	Bel Air	MD	21014		2/14/2014	✓									
Non-Public	Harford Friends School	2230 Rock Spring Rd	Forest Hill	MD	21050		2/14/2014	✓									
Church-Exempt	Harford Jewish Center Pre-School	8 North Earleton Rd	Havre de Grace	MD	21078		2/14/2014	✓									
Church-Exempt	Helping Hands Child Development Academy	3237 Level Rd	Churchville	MD	21028		2/14/2014	✓									
Church-Exempt	Hickory Child Development Center	2430 Conowingo Rd	Bel Air	MD	21014		2/14/2014	✓									
Non-Public	Highlands School	2409 Creswell Rd	Bel Air	MD	21015		2/14/2014	✓									
Non-Public	John Carroll School, Inc., The	703 Churchville Rd	Bel Air	MD	21014	Not Title I/for Mary Beth	2/14/2014	✓	✓	✓				✓	✓		✓
Non-Public	Monarch Montessori School	6 Asbury Rd	Churchville	MD	21028		2/14/2014	✓									
Church-Exempt	Mountain Christian School	1824 Mountain Rd	Joppa	MD	21085		2/14/2014	✓									
Church-Exempt	New Covenant Christian School	128 St. Mary's Church Rd	Abingdon	MD	21009		2/14/2014	Received via e-mail									
Non-Public	Oak Grove Classical Christian School	2106 East Churchville Rd	Bel Air	MD	21015		2/14/2014	✓	✓	✓				✓			✓
Church-Exempt	Open Arms Family Learning Center	1810 Nuttal Avenue	Edgewood	MD	21040		2/14/2014	✓									
Church-Exempt	St. Francis de Sales Preschool	1450 Abingdon Rd	Abingdon	MD	21009		2/14/2014	✓									
Church-Exempt	St. Joan of Arc School	230 S. Law Street	Aberdeen	MD	21001		2/14/2014	✓									
Church-Exempt	St. Margaret School	205 North Hickory Avenue	Bel Air	MD	21014		2/14/2014	✓	✓	✓				✓	✓		✓
Church-Exempt	St. Matthew Cooperative Nursery	1200 Churchville Rd	Bel Air	MD	21014		2/14/2014	✓									
Church-Exempt	Tiny Tot School	21 Linwood Avenue	Bel Air	MD	21014		2/14/2014	✓									
Non-Public	Trinity Lutheran School	1100 Philadelphia Rd	Joppa	MD	21085		2/14/2014	Received via e-mail	✓	✓				✓	✓		✓
Publicly Funded	*Villa Maria at Edgewood Middle School	2311 Willoughby Beach Rd	Edgewood	MD	21040	Not Title I/for Mary Beth	2/14/2014	✓									
Publicly Funded	Villa Maria School of Harford County	1370 Brass Mill Rd	Belcamp	MD	21017		2/14/2014	✓									

*Villa Maria at EDMS is not applicable for Title I because they are grades 6-8.

RECEIVED
MAR 10 2014
Title I

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2014-2015 School Year

Please type or print all information.

School: The John Carroll School

Address: 703 E. Churchville Rd.
Bel Air, MD 21034

Contact Person: Madelyn Ball

Telephone Number: 410-879-2480 Fax Number: 410-836-8514
x2525

E-mail Address: mball@johncarroll.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Monday, March 24, 2014.

Either I or a representative will attend the HCPS meeting on Thursday, April 24, 2014.

I am unable to attend neither of the two HCPS meetings on Monday, March 24, 2014 nor Thursday, April 24, 2014. 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 2014-2015 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 Wednesday, March 19th, indicates that your school does not want to participate in the federal grants program for the 2014-15 School Year.



HARFORD COUNTY
PUBLIC SCHOOLS

Inspire • Prepare • Achieve

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

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2014-2015 School Year

Please type or print all information.

School: St. Joan of Arc School

Address: 230 South Law St.

Aberdeen MD, 21001

Contact Person: Virginia P. Bahr

Telephone Number: 410-272-1387 Fax Number: 410-272-1959

E-mail Address: v.bahr@stjoanarc.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Monday, March 24, 2014.

Either I or a representative will attend the HCPS meeting on Thursday, April 24, 2014.

I am unable to attend neither of the two HCPS meetings on Monday, March 24, 2014 nor Thursday, April 24, 2014. 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)



**HARFORD COUNTY
PUBLIC SCHOOLS**

Inspire • Prepare • Achieve

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

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 2014-2015 school year.

Please return this form to:

Mrs. Barbara Wleczynski, 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 Wednesday, March 19th, indicates that your school does not want to participate in the federal grants program for the 2014-15 School Year.



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2014-2015 School Year

Please type or print all information.

School: The Arrow Center for Education

Address: 2416 Creswell Road

Bel Air, MD 21015

Contact Person: Kate Corbin

Telephone Number: 410 734-0560 Fax Number: 410 734-0561

E-mail Address: KCorbin@arrow.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Monday, March 24, 2014.

Either I or a representative will attend the HCPS meeting on Thursday, April 24, 2014.

I am unable to attend neither of the two HCPS meetings on Monday, March 24, 2014 nor Thursday, April 24, 2014. 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*

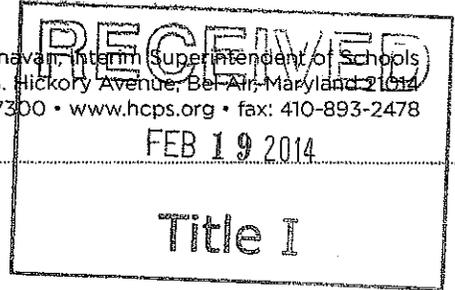
The Language Instruction for Limited English Proficient (LEP) and Immigrant Students program provides funds for helping LEP students attain English proficiency and meet the same challenging State academic standards required of all students.

- 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 2014-2015 school year.

Please return this form to:

Mrs. Barbara Wiczynski, 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 Wednesday, March 19th, indicates that your school does not want to participate in the federal grants program for the 2014-15 School Year.



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2014-2015 School Year

Please type or print all information.

School: Bethel Christian Academy
Address: 21 N. Earlton Rd. Ext.
Harve de Grace, MD 21078
Contact Person: Heather Flosser
Telephone Number: (410) 939-0174 Fax Number: _____
E-mail Address: bca.flosser@yahoo.com

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Monday, March 24, 2014.

Either I or a representative will attend the HCPS meeting on Thursday, April 24, 2014.

I am unable to attend neither of the two HCPS meetings on Monday, March 24, 2014 nor Thursday, April 24, 2014. 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 2014-2015 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 Wednesday, March 19th, indicates that your school does not want to participate in the federal grants program for the 2014-15 School Year.

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2014-2015 School Year

Please type or print all information.

School: Harford Christian School
 Address: 1736 Whiteford Rd.
Darlington, MD 21034
 Contact Person: Bryan Wilson
 Telephone Number: 410-457-5103 Fax Number: 1-410-836-9749
 E-mail Address: bwilson@harfordchristian.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Monday, March 24, 2014.

Either I or a representative will attend the HCPS meeting on Thursday, April 24, 2014.

I am unable to attend neither of the two HCPS meetings on Monday, March 24, 2014 nor Thursday, April 24, 2014. 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 2014-2015 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 Wednesday, March 19th, indicates that your school does not want to participate in the federal grants program for the 2014-15 School Year.

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2014-2015 School Year

Please type or print all information.

School: Oak Grove Classical Christian School
 Address: 2106 E. Churchville Rd.
Bel Air MD 21015
 Contact Person: Jaqueline J. Hutcheson, PhD
 Telephone Number: W-410-838-1333 (Fax Number: not available) C-443 6172126
 E-mail Address: jhutcheson@oakgroveclassical.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Monday, March 24, 2014.

Either I or a representative will attend the HCPS meeting on Thursday, April 24, 2014.

I am unable to attend neither of the two HCPS meetings on Monday, March 24, 2014 nor Thursday, April 24, 2014. 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 2014-2015 school year.

Please return this form to:

Mrs. Barbara Wiczynski, 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 Wednesday, March 19th, indicates that your school does not want to participate in the federal grants program for the 2014-15 School Year.

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2014-2015 School Year

Please type or print all information.

School: Saint Margaret School
 Address: 205 N. Hickory Ave
Bel Air, MD 21014
 Contact Person: Peggy Messaris
 Telephone Number: 410-879-1113 ext 148 Fax Number: _____
 E-mail Address: PMessaris@smsch.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Monday, March 24, 2014.

Either I or a representative will attend the HCPS meeting on Thursday, April 24, 2014.

I am unable to attend neither of the two HCPS meetings on Monday, March 24, 2014 nor Thursday, April 24, 2014. 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.

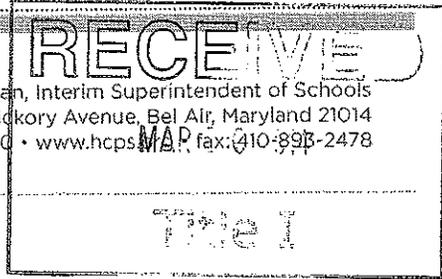


I decline participation in all federal grant programs during the 2014-2015 school year.

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 Wednesday, March 19th, indicates that your school does not want to participate in the federal grants program for the 2014-15 School Year.



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2014-2015 School Year

Please type or print all information.

School: Trinity Lutheran School
Address: 1100 Philadelphia Rd.
Joppa, MD 21085
Contact Person: Patricia Ree or Bridget Kurcoba ext. 180
Telephone Number: 410-679-4000 Fax Number: 410-679-3472
E-mail Address: Bridget Kurcoba bkurcoba@hsonline.org
Patricia Ree pree@hsonline.org

Check (✓) the appropriate line.

- Either I or a representative will attend the HCPS meeting on Monday, March 24, 2014.
- Either I or a representative will attend the HCPS meeting on Thursday, April 24, 2014.

I am unable to attend neither of the two HCPS meetings on Monday, March 24, 2014 nor Thursday, April 24, 2014. 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)



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

_____ **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 2014-2015 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 Wednesday, March 19th, indicates that your school does not want to participate in the federal grants program for the 2014-15 School Year.



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

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2014-2015 School Year

Please type or print all information.

School: _____

Address: Villa Maria School of Harford County
1370 Brass Mill Road
Belcamp, MD 21017

Contact Person: RICE 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 Monday, March 24, 2014.

Either I or a representative will attend the HCPS meeting on Thursday, April 24, 2014.

I am unable to attend neither of the two HCPS meetings on Monday, March 24, 2014 nor Thursday, April 24, 2014. 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)



**HARFORD COUNTY
PUBLIC SCHOOLS**

Inspire • Prepare • Achieve

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

_____ **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 2014-2015 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 Wednesday, March 19th, indicates that your school does not want to participate in the federal grants program for the 2014-15 School Year.

FEDERAL EDUCATION PROGRAMS MEETING

March 24, 2014, 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	

Non-Public School Meeting

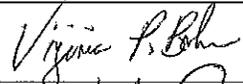
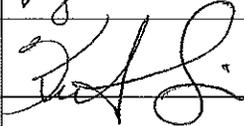
Monday, March 24, 2014

10:00 – 11:30 a.m.

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

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

Non-Public Schools			
School	Name (please print)	Job Title	Signature
Bethel Christian Academy	Heather Flosser	teacher	
John Carroll School	Madelyn Ball	Principal	
St. Joan of Arc School	Virginia Bohr	principal	
John Carroll	Kurt Sudbrink	Vice President	

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 24, 2014, the HCPS System and Bethel Christian Academy School engaged in consultation about the following federally funded programs for the 2014-2015 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.

[Handwritten Signature]
Signature of Non-Public School Representative

3/24/2014
Date

(410) 939-0174
Telephone Number

Affirmation of Consultation

I am an administrator/representative of The John Carroll School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on March 24, 2014, the HCPS System and The John Carroll School engaged in consultation about the following federally funded programs for the 2014-2015 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

3/24/14
Date

410 879 2480
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 24, 2014, the HCPS System and St. Joan of Arc School engaged in consultation about the following federally funded programs for the 2014-2015 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

3/24/2014
Date

410-272-1387
Telephone Number

FEDERAL EDUCATION PROGRAMS MEETING

April 24, 2014, 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	

Non-Public School Meeting

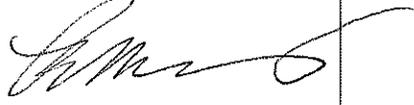
Thursday, April 24, 2014

10:00 – 11:30 a.m.

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

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

Non-Public Schools			
School	Name (please print)	Job Title	Signature
Mountain Christian School	Melissa Lindner	ASSISTANT PRINCIPAL	
Oak Grove Classical Christian School	Jacqueline Hutcherson	Administrative Director	
St. Margaret School	Christy A. Messaris	School Counselor	
Trinity Lutheran School	Bridget Kurcoba	School Counselor	

Affirmation of Consultation

I am an administrator/representative of Oak Grove Classical Christian 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 April 24, 2014, the HCPS System and Oak Grove Classical Christian School engaged in consultation about the following federally funded programs for the 2014-2015 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, Oak Grove Classical 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.

Jacqueline J. Hutcherson
Signature of Non-Public School Representative

4-24-2014
Date

443-617-2126 (c)
Telephone Number

410-838-1333 (w)

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 April 24, 2014, the HCPS System and Mountain Christian School School engaged in consultation about the following federally funded programs for the 2014-2015 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 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.

Mehsan J. Lindner
Signature of Non-Public School Representative

4/24/14
Date

410-877-7333 (ext. 145)
Telephone Number

Affirmation of Consultation

I am an administrator/representative of St. Margaret School
School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on April 24, 2014, the HCPS System and St. Margaret School School engaged in consultation about the following federally funded programs for the 2014-2015 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, St. Margaret School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.


Signature of Non-Public School Representative

4/24/14
Date

410-879-1113
Telephone Number

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 April 24, 2014, the HCPS System and Trinity Lutheran School School engaged in consultation about the following federally funded programs for the 2014-2015 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 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. Kwabaa
Signature of Non-Public School Representative

4/24/14
Date

410-679-4000 ext. 180
Telephone Number

Title II, Part A

PROGRAM NARRATIVE

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

Part I – Priority Being Addressed by this Program

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

Part II – Results of Needs Assessment

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

Part III – Plan of Operation

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

Part IV – Budget Narrative

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

Part V – The Evaluation

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

SAMPLE OF: Form 4 – Program Narrative

Title II-A: Improving Teacher Quality 2011-2012

1. Name of Program: Curriculum Mapping and the Integration of Technology through Professional Learning Communities

2. Detailed Description of Program:

In order to begin a meaningful curriculum review and document the integration of technology across the curriculum, time and resources must be allocated. The following proposal would allow for the implementation of curriculum mapping following the tested model developed by Heidi Hayes Jacobs in Getting Results with Curriculum Mapping (ASCD, 2004) and the documentation of the integration of technology across the curriculum. During the 2011-2012 academic year, John Carroll School teachers will work collaboratively in professional learning communities (PLCs) to begin curriculum mapping or to document the integration of technology. Through PLCs faculty could receive training, resource materials, or funding to visit other schools, attend conferences, or receive a stipend for leadership in a PLC.

3. Timeline: 2011-2012 Academic Year

- **Quarter One**

Teachers assemble professional learning communities (PLCs) for curriculum mapping or the documentation of the integration of technology and collaborate on developing a plan for the PLC.

- **Quarter Two**

Each PLC submits a proposal to the Academic Vice Principal outlining the shared goal(s) of the PLC, the contribution of each group member, how the group intends to reach the goals, including the proposed budgetary needs, if any, and any special needs.

- **Quarter Three**

Each PLC reports on the group's progress and the contribution of each faculty member.

- **Quarter Four**

Each PLC submits a final document either in the form of a curriculum map or a report on strategies for integrating technology.

4. Number of students involved/affected:

Ultimately, all students will be affected as all faculty will be directly involved either in curriculum mapping or in documenting the integration of technology.

5. Number of faculty involved/affected:

All faculty members.

6. Total Available Funds: \$2,747.00

Budget Narrative

Funds will be used to allow faculty to receive training, resource materials, or professional development. Funding may also be used for faculty to visit other schools, attend conferences, or receive a stipend for leadership in PLC.

- Professional Development (conferences, workshops, or speakers): **\$1,500.00**
- Training materials, curriculum resources: **\$500.00**
- Transportation (for conferences/workshops, visit other schools): **\$500.00**

7. How will you evaluate the program?

The administration will review the quarterly reports submitted by each PLC.

8. Will future funding be required and if so, where will the funding come from?

There are no inherent on-going costs associated with the PLCs.

**TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

ALLOWABLE ACTIVITIES

Strategies and Activities to Improve the Quality of the Teaching Force	
1.	<p>Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <p>(a) <i>Content knowledge.</i> Providing training in one or more of the core academic subjects that the teachers teach;</p> <p>(b) <i>Classroom practices.</i> Providing training to improve teaching practices and student academic achievement through:</p> <p>(1) effective instructional strategies, methods, and skills;</p> <p>(2) The use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [Section 2123(a) (3) (A)].</p>
2.	<p>Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that –</p> <p>2.1 Involve collaborative groups of teachers and administrators;</p> <p>2.2 Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency;</p> <p>2.3 Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;</p> <p>2.4 Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and</p> <p>2.5 Provide training on how to use data and assessments to improve classroom practice and student learning. [Section 2123(a) (3) (B)].</p>
3.	<p>Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders. [Section 2123(a) (6)].</p>

PROFESSIONAL DEVELOPMENT - The term ‘professional development’ -

- (A) includes activities that -
- (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
 - (ii) are an integral part of broad school-wide and district-wide educational improvement plans;
 - (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
 - (iv) improve classroom management skills;
 - (v) (I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and
(II) are not 1-day or short-term workshops or conferences;
 - (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

- (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.

**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

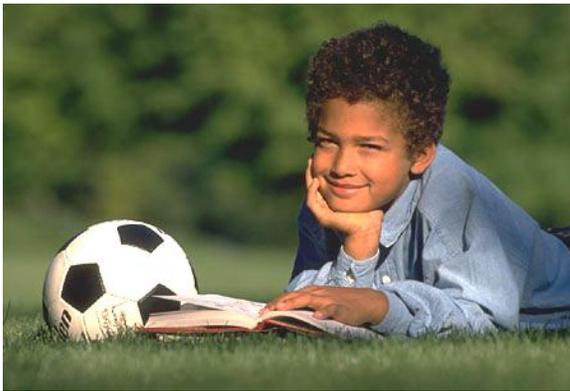
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

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

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 2015
Title III-A Coordinator: Kimberly Banks	
Telephone: (410) 588-5218 Email: Kimberly.Banks@hcps.org	

SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

A. REQUIRED ACTIVITIES [Section 3115(c)]: For all required activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 2014 Bridge to Excellence Master Plan, (d) the amount of funding for services to 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 Costs

<p>1.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].</p>	<p>Activity 1: Collaborate with a consortium of small LEAs to develop a thematic framework aligned with WIDA’s ELD Standards and Maryland’s College and Career-Ready Standards.</p> <p>Timeline: Summer 2015</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.</p> <p>Nonpublic schools: N/A</p>	<p>Funding for Service <i>Instructional Staff Development: Salary & Wages</i> Teacher stipend for curriculum writing services compensated at \$120/day. Rate: \$120/day x 5 days x 2 teachers (Total \$120 x 5 x 2 = \$1,200)</p> <p><i>Fixed Charges: Other Charges</i> Fringe Benefits Rate: 8.31% of Salary (Total \$1,200 x 8.31% = \$100)</p> <p><i>Instructional Staff Development: Other Charges</i> Hotel accommodations at \$200/night x 4 nights x 3 participants (Total \$200 x 4 x 3 = \$2,400)</p> <p><i>Instructional Staff Development: Other Charges</i> Meals at \$60/day x 5 days x 3 participants (Total \$60 x 5 x 3 = \$900)</p> <p><i>Instructional Staff Development: Other Charges</i> Mileage at \$0.560/mile x 180 miles round-trip x 3 participants (Total \$0.560 x 180 x 3 = \$302)</p> <p>(Activity 1: \$4,902)</p> <p style="text-align: right;">Total 1.1: \$4,902</p>	<p>N/A</p>
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<p>1.2 Improving the instruction program for ELL children by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].</p>	<p>Activity 1: Provide supplemental Learning A-Z 5-site bundle plus Enhanced ELL Reading Solutions educational software for English Learners. This will reflect 11 licenses.</p> <p>Timeline: Daily access, September 2015 – September 2016</p> <p>Activity 2: Continue to provide supplemental Rosetta Stone educational software for English Learners. This will reflect 65 user licenses.</p> <p>Timeline: Daily access, October 2015 – October 2016</p> <p>Activity 3: Requisition supplemental curricular materials to support the content area instruction for ELLs based on individual school needs and requests.</p> <p>Timeline: August 2014 – June 2015</p> <p>All of these activities support 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</p>	<p>Funding for Service</p> <p><i>Special Programs: Contracted Services</i> Learning A-Z 5-site bundle plus Enhanced ELL Reading Solutions with individual student access via ESOL teacher accounts Rate: approximately \$309/account x 11 teacher accounts (Total \$309 x 11 = \$3,400)</p> <p>(Activity 1: \$3,400)</p> <p><i>Special Programs: Contracted Services</i> Rosetta Stone Internet Licensing with individual user access to English language tutorials Rate: \$109/license x 65 licenses (Total \$109 x 65 = \$7,085)</p> <p><i>Special Programs: Contracted Services</i> Headphones for use with Rosetta Stone licenses Rate: \$12/headset x 35 headsets (Total \$12 x 35 = \$420)</p> <p>(Activity 2: \$7,505)</p> <p><i>Special Programs: Supplies & Materials</i> Purchase sheltered English instructional texts for content areas (Reading, Writing, Math, US Government)</p> <p>(Activity 3: \$1,529)</p> <p style="text-align: right;">Total 1.2: \$12,434</p>	<p>N/A</p>
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	<p>mathematics.</p> <p>Nonpublic schools: N/A</p>		
1.3 Providing intensified instruction for ELL children [section 3115(d)(3)(B)].			
1.4 Improving the English proficiency and academic achievement of ELL children [section 3115(d)(5)].			

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC
ACHIEVEMENT**

Local School System: <u>Harford County Public Schools</u>	Fiscal Year <u>2015</u>
Title III-A Coordinator: <u>Kimberly Banks</u>	
Telephone: <u>(410) 588-5218</u> Email: <u>Kimberly.Banks@hcps.org</u>	

A. REQUIRED ACTIVITIES [Section 3115(c)] continued

<p>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)]</p>			
<p>Authorized Activities</p>	<p>Descriptions</p>	<p>Public School Costs</p>	<p>Nonpublic Costs</p>
<p>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</p>	<p>Please address each item (a-d) in your activity descriptions.</p> <ul style="list-style-type: none"> a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2014 Master Plan. d) services to nonpublic schools 		

<p>employing the teacher [section 3115(c)(2)(D)].</p>			
<p>2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].</p>	<p>Activity 1: Attend the M.E.L.L.F.I.N. Conference to gather information and resources in support of ELL families living in Maryland.</p> <p>Timeline: May 20, 2015</p> <p>Activity 2: Attend the SIOP Training of Trainers: Foundations at the Marriott Courtyard Hotel in Chevy Chase, Maryland, in order to learn how to provide SIOP Model professional development tailored to the needs of Harford County Public Schools.</p> <p>Timeline: July 2015</p> <p>Both of these activities support 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.</p> <p>Nonpublic schools: N/A</p>	<p>Funding for Service</p> <p><i>Instructional Staff Development: Other Charges</i> M.E.L.L.F.I.N. Conference registration fee, including membership Rate: \$40 x 12 participants (Total \$40 x 12 = \$480)</p> <p>(Activity 1: \$480)</p> <p><i>Instructional Staff Development: Other Charges</i> SIOP Training of Trainers registration fee Rate: \$1,275 x 3 participants (Total \$1,275 x 3 = \$3,825)</p> <p><i>Instructional Staff Development: Other Charges</i> Hotel accommodations at \$200/night x 4 nights x 3 participants (Total \$200 x 4 x 3 = \$2,400)</p> <p><i>Instructional Staff Development: Other Charges</i> Meals at \$60/day x 4 days x 3 participants (Total \$60 x 4 x 3 = \$720)</p> <p><i>Instructional Staff Development: Other Charges</i> Mileage at \$0.560/mile x 180 miles round-trip x 3 participants</p>	<p>N/A</p>

		(Total $\$0.560 \times 180 \times 3 = \302) (Activity 2: \$7,247) Total 2.1: \$7,727	
2.2 Providing for professional development designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for ELL children [section 3115(c)(2)(B)].	<p>Activity 1: Provide professional development for classroom teachers and administrators on topics such as WIDA 101 and Using WIDA ACCESS for ELLs Scores to Help Guide Instruction. Sessions will be taught by a WIDA consultant during the Harford County Public Schools Professional Learning Conference.</p> <p>Timeline: November 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.</p> <p>Nonpublic schools: N/A</p>	<p>Funding for Service <i>Instructional Staff Development: Supplies & Materials</i> WIDA ELD Standards Rate: \$14/each x 30 copies + 10% shipping & handling (Text $\\$14 \times 30 = \\420) (S/H $\\$142 \times 10\% = \\42) (Total $\\$142 + \\$42 = \\$462$)</p> <p>(Activity 1: \$462) Total 2.2: \$462</p>	N/A
2.3 Providing for scientifically-based professional development to substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers [section 3115(c)(2)(C)].			

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC
ACHIEVEMENT**

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2015
Title III-A Coordinator: <u>Kimberly Banks</u>	
Telephone: <u>(410) 588-5218</u> Email: <u>Kimberly.Banks@hcps.org</u>	

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 allowable activities. *(Please note that the entity must utilize Title III funds to support A. Required Activities prior to allocating funds for B. Allowable Activities.)*

3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)]

Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].	<p>Please address each item (a-d) in your activity descriptions.</p> <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>		
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>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 Parent Teacher Conferences as requested.</p> <p>Timeline: September 2014 – June 2015</p> <p>Activity 2: Provide English Language lessons to non-English speaking parents to increase their involvement in their children’s educations.</p> <p>Timeline: Winter and Spring 2015</p>	<p>Funding for Service <i>Special Programs: Salary & Wages</i> Translation/interpretation stipends compensated at \$21.50/hour. Rate: \$21.50/hour x 2 translators/interpreters x 24 1-hour sessions (Total \$21.50 x 2 x 24 = \$1,032)</p> <p><i>Fixed Charges: Other Charges</i> Fringe Benefits Rate: 8.31% of Salary (Total \$1,032 x 8.31% = \$86)</p> <p>(Activity 1: \$1,118)</p>	N/A

	<p>Activity 3: Provide supplemental Rosetta Stone educational software for English Language Learners' parents who participate in the English Language learning opportunity described in Activity 3.2.2. This will reflect 25 user licenses.</p> <p>Timeline: Daily access, October 2015 – October 2016</p> <p>All of these activities support 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.</p> <p>Nonpublic schools: N/A</p>	<p><i>Special Programs: Salary & Wages</i> Teacher stipend for services compensated at \$21.50/hour. Rate: \$21.50/hour x 2 teachers x 2-hour sessions x 12 sessions (Total \$21.50 x 2 x 2 x 12 = \$1,032)</p> <p><i>Fixed Charges: Other Charges</i> Fringe Benefits Rate: 8.31% of Salary (Total \$1,032 x 8.31% = \$86)</p> <p>(Activity 2: \$1,118)</p> <p><i>Special Programs: Contracted Services</i> Rosetta Stone Internet Licensing with individual user access to English language tutorials Rate: \$109/license x 25 licenses (Total \$109 x 25 = \$2,725)</p> <p>(Activity 3: \$2,725)</p> <p style="text-align: right;">Total 3.2: \$4,961</p>	
4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(3)(4)(7)]			
<p>4.1 Providing tutorials and academic and vocational education for ELL children [section 3115(d)(3)(A)].</p>	<p>Activity 1: Provide additional tutorial intervention services to English Learners on grade-specific content areas with emphasis on language use.</p> <p>Timeline: September 2014 – June 2015</p>	<p>Funding for Service <i>Special Programs: Salary & Wages</i> Teacher stipend for tutorial services compensated at \$21.50/hour. Rate: \$21.50/hour x 230 hourly sessions (Total \$21.50 x 230 = \$4,945)</p>	<p>N/A</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.</p> <p>Nonpublic schools: N/A</p>	<p><i>Fixed Charges: Other Charges</i> Fringe Benefits Rate: 8.31% of Salary (Total \$4,945 x 8.31% = \$411)</p> <p>(Activity 1: \$5,356)</p> <p style="text-align: right;">Total 4.1: \$5,356</p>	
<p>4.2 Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].</p>	<p>Activity 1: Provide tablets for students to utilize during instruction, as they develop speaking and listening skills in English.</p> <p>Timeline: November 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.</p> <p>Nonpublic schools: N/A</p>	<p>Funding for Service <i>Special Programs: Equipment</i> Tablets with hard keyboards Rate: \$800 x approximately 24 tablets (Total \$800 x 24 = \$19,178)</p> <p><i>Special Programs: Supplies & Materials</i> Headphones for use with tablets Rate: \$30/headset x 30 headsets (Total \$30 x 30 = \$900)</p> <p><i>Special Programs: Supplies & Materials</i> Cart for tablet storage Rate: \$1,430/each x 1 cart + 10% shipping & handling (Cart \$1,430 x 1 = \$1,430) (S/H \$1,430 x 10% = \$143) (Total \$1,430 + \$143 = \$1,573)</p> <p>(Activity 1: \$21,512)</p> <p style="text-align: right;">Total 4.2: \$21,651</p>	<p>N/A</p>
<p>4.3 Providing for access to, and participation in electronic</p>			

networks for materials, training and communication [section 3115(d)(7)(B)].			
4.4 Incorporation of educational technology and electronic networks into curricula and programs [section 3115(d)(7)(C)].			
4.5 Developing and implementing elementary or secondary school language instruction educational programs that are coordinated with other relevant programs and services [section 3115(d)(4)].			
5. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>No Child Left Behind</i>. (Specify and describe below.) [section 3115(d)(8)]:			
5.1 Carrying out other activities that are consistent with the purposed of this section [section 3115(d)(8)].			

C. ADMINISTRATIVE EXPENSES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year must use the LEA's approved indirect cost rate for administering this subpart.

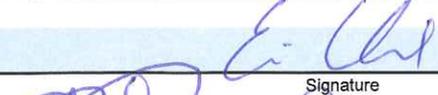
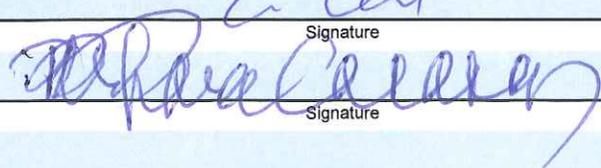
6. Administrative Expenses		Public School Costs	Nonpublic Costs
6.1 Each eligible entity receiving funds under section 3114(a) for a fiscal year must use the LEA's <u>approved</u> indirect cost rate for administering this subpart [section 3115(b)].		<i>Business Support: Transfers</i> $\$57,493 - \$19,178 = \$38,315$ $\times 0.263 = \$1,008$ (Total \$1,008) <p style="text-align: right;">Total 6.1: \$1,008</p>	N/A
TOTAL ELL TITLE III-A (FUNDING) AMOUNT		\$58,501	

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

ORIGINAL GRANT BUDGET	\$58,501	AMENDED BUDGET #		REQUEST DATE	10/28/2014
GRANT NAME	Title III LEP Portion	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	154432-01	RECIPIENT GRANT #	22875		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	6945	GRANT PERIOD	7/1/2014	9/30/2016	

FROM _____ TO _____

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						1,008.00	1,008.00
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.	7,009.00	13,210.00	4,422.00		19,178.00		43,819.00
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.	1,200.00		462.00	11,329.00			12,991.00
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				683.00			683.00
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	8,209.00	13,210.00	4,884.00	12,012.00	19,178.00	1,008.00	58,501.00

Finance Official Approval	Eric Clark		10/28/2014	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Barbara Canavan		10/28/2014	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

FY 2015

Harford County Public Schools

A10.15

Harford County Public Schools FY 2015
Title III ELL Budget Narrative

CATEGORY:

OBJECT	LINE ITEM	CALCULATION	AMOUNT	INKIND	TOTAL
Activity 1.1					
Instructional Staff Development: Salaries & Wages	Small consortium development of a thematic framework aligned with WIDA's ELD Standards and Maryland's College and Career-Ready Standards	\$120/day x 5 days x 2 teachers = \$1,200	\$1,200.00		\$1,200.00
Fixed Charges: Other Charges	FICA	8.31% of \$1,200 = \$100	\$100.00		\$100.00
Instructional Staff Development: Other Charges	Hotel accommodations for 3 participants for 4 nights	\$200/night x 4 nights x 3 participants = \$2,400	\$2,400.00		\$2,400.00
Instructional Staff Development: Other Charges	Meals for 3 participants for 5 days	\$60/day x 5 days x 3 participants	\$900.00		\$900.00
Instructional Staff Development: Other Charges	Mileage for 3 participants	\$0.560/mile x 180 miles x 3 participants	\$302.00		\$302.00

Total: \$4,902.00

Activity 1.2					
Special Programs: Contracted Services	11 Learning A-Z 5-site bundles plus Enhanced ELL Reading Solutions	\$309/account x 11 teacher accounts = \$3,400	\$3,400.00		\$3,400.00
Special Programs: Contracted Services	Rosetta Stone Licensing to purchase 65 individual licenses for student use	\$109/license x 65 licenses = \$7,085	\$7,085.00		\$7,085.00
Special Programs: Supplies & Materials	Headphones for use with Rosetta Stone licenses	\$12/headset x 35 headsets = \$420	\$420.00		\$420.00
Special Programs: Supplies & Materials	Supplemental instructional materials such as bilingual dictionaries, leveled readers, student workbooks	Total = \$1,529	\$1,529.00		\$1,529.00

Total: \$12,434.00

Harford County Public Schools FY 2015
Title III ELL Budget Narrative

CATEGORY

OBJECT	LINE ITEM	CALCULATION	AMOUNT	INKIND	TOTAL
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Activity 2.1

Instructional Staff Development: Other Charges	M.E.L.L.F.I.N. memberships and conference registration fees for 12 ESOL staff members	\$40 x 12 participants = \$480	\$480.00		\$480.00
Instructional Staff Development: Other Charges	SIOP Training of Trainers registration fees for 3 ESOL staff members	\$1,275 x 3 participants = \$3,825	\$3,825.00		\$3,825.00
Instructional Staff Development: Other Charges	Hotel accommodations for 3 people for 4 nights	\$200/night x 4 nights x 3 participants = \$2,400	\$2,400.00		\$2,400.00
Instructional Staff Development: Other Charges	Meals for 3 people for 4 days	\$60/day x 4 days x 3 participants	\$720.00		\$720.00
Instructional Staff Development: Other Charges	Mileage for 3 people	\$0.560/mile x 180 miles x 3 participants	\$302.00		\$302.00
Total:					\$7,727.00

Activity 2.2

Instructional Staff Development: Supplies & Materials	WIDA 2012 ELD Standards books for professional development for classroom teachers and school-based administrators	\$14 each x 30 copies + 10% shipping and handling = \$462	\$462.00		\$462.00
Total:					\$462.00

Harford County Public Schools FY 2015
Title III ELL Budget Narrative

CATEGORY

OBJECT	LINE ITEM	CALCULATION	AMOUNT	INKIND	TOTAL
Activity 3.2					
Special Programs: Salary & Wages	Provide translation/interpretation services to parents of English Language Learners	\$21.50/hour x 2 translators/interpreters x 24 1-hour sessions = \$1,032	\$1,032.00		\$1,032.00
Fixed Charges: Other Charges	FICA	8.31% of \$1,032 = \$86	\$86.00		\$86.00
Programs: Salary & Wages	Provide English Language lessons to parents of English Language Learners	\$21.50/hour x 2 teachers x 12 2-hour sessions = \$1,032	\$1,032.00		\$1,032.00
Fixed Charges: Other Charges	FICA	8.31% of \$1,032 = \$86	\$86.00		\$86.00
Special Programs: Contracted Services	Rosetta Stone Licensing to purchase 25 individual licenses for parent use	\$109/license x 25 licenses = \$2,725	\$2,725.00		\$2,725.00

Total: \$4,961.00

Activity 4.1

Programs: Salary & Wages	Provide tutorial services to English Language Learners	\$21.50/hour x 230 1-hour sessions = \$4,945	\$4,945.00		\$4,945.00
Fixed Charges: Other Charges	FICA	8.31% of \$4,945 = \$411	\$411.00		\$411.00

Total: \$5,356.00

Activity 4.2

Special Programs: Equipment	Tablets for English Language Learner use at Harford Technical High School	\$800/tablet x approx. 24 tablets = \$19,178	\$19,178.00		\$19,178.00
Special Programs: Supplies & Materials	Headphones for use with tablets	\$30/headset x 30 headsets = \$900	\$900.00		\$900.00
Special Programs: Supplies & Materials	Cart for tablet storage	\$1,430/each x 1 cart + 10% shipping and handling = \$1,573	\$1,573.00		\$1,573.00

Total: \$21,651.00

Activity 6.1

Business Support: Transfers		\$57,493 - \$19,178 = \$38,315 * .0263 = \$1,008	\$1,008.00		\$1,008.00
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Total: \$1,008.00

Title III ELL Total: \$58,501.00

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC
ACHIEVEMENT**

Local School System: Harford County Public Schools	Fiscal Year 2015
Title III-A Coordinator: Kimberly Banks	
Telephone: (410) 588-5218 Email: Kimberly.Banks@hcps.org	

SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

A. 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	Public School Costs	Nonpublic Costs
	<p>Please address each item (a-d) in your activity descriptions.</p> <ul style="list-style-type: none"> a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2014 Master Plan d) services to nonpublic schools 		

<p>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>			
<p>1.2 Support personnel including teacher aides who have been specifically trained or are being trained to provide services to immigrant children and youth [section 3115(e)(1)(B)].</p>			
<p>1.3 Providing tutorials mentoring and academic or career counseling for immigrant children and youth [section 3115(e)(1)(C)].</p>			
<p>1.4 Identifying and acquiring curricular materials, educational software, and technologies to be used carried out with these funds [section 3115(e)(1)(D)].</p>	<p>Activity 1: Provide tablets for students to utilize during instruction, as they develop speaking and listening skills in English.</p> <p>Timeline: November 2014</p> <p>NCLB Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum</p>	<p>Funding for Service <i>Special Programs: Equipment</i> Tablets with hard keyboards Rate: \$842.50 x 6 tablets (Total \$842.50 x 6 = \$5,055)</p> <p>(Activity 1: \$5,055)</p> <p style="text-align: right;">Total 1.4: \$5,055</p>	<p>N/A</p>

	attaining proficiency or better in reading/language arts and mathematics. Nonpublic schools: N/A		
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)].			
1.6 Providing other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the USA, such as programs of introduction to the educational system and civics education [section 3115(e)(1)(F)].			
1.7 Providing activities, coordinated with community based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with			

immigrants, to assist parents of immigrant children and youth by offering comprehensive community services [section 3115(e)(1)(G)].			
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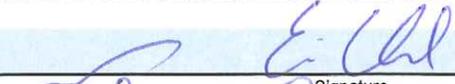
B. ADMINISTRATIVE EXPENSES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year must use the LEA's approved indirect cost rate for administering this subpart.

2. Administrative Expenses		Public School Costs	Nonpublic Costs
2.1 Each eligible entity receiving funds under section 3114(a) for a fiscal year must use the LEA's <u>approved</u> indirect cost rate for administering this subpart [section 3115(b)].			
TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT		\$5,055	

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

ORIGINAL GRANT BUDGET	\$5,055	AMENDED BUDGET #		REQUEST DATE	10/28/14
GRANT NAME	Title III Immigrant Portion	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	154432-02	RECIPIENT GRANT #	22875		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	6945	GRANT PERIOD	7/1/2014	TO	9/30/2016

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								0.00
Prog. 23 Centralized Support								0.00
202 Mid-Level Administration								
Prog. 15 Office of the Principal								0.00
Prog. 16 Inst. Admin. & Supv.								0.00
203-205 Instruction Categories								
Prog. 01 Regular Prog.								0.00
Prog. 02 Special Prog.			5,055.00					5,055.00
Prog. 03 Career & Tech Prog.								0.00
Prog. 04 Gifted & Talented Prog.								0.00
Prog. 07 Non Public Transfers								0.00
Prog. 08 School Library Media								0.00
Prog. 09 Instruction Staff Dev.								0.00
Prog. 10 Guidance Services								0.00
Prog. 11 Psychological Services								0.00
Prog. 12 Adult Education								0.00
206 Special Education								
Prog. 04 Public Sch Instr. Prog.								0.00
Prog. 09 Instruction Staff Dev.								0.00
Prog. 15 Office of the Principal								0.00
Prog. 16 Inst. Admin & Superv.								0.00
207 Student Personnel Serv.								0.00
208 Student Health Services								0.00
209 Student Transportation								0.00
210 Plant Operation								
Prog. 30 Warehousing & Distr.								0.00
Prog. 31 Operating Services								0.00
211 Plant Maintenance								0.00
212 Fixed Charges								0.00
214 Community Services								0.00
215 Capital Outlay								
Prog. 34 Land & Improvements								0.00
Prog. 35 Buildings & Additions								0.00
Prog. 36 Remodeling								0.00
Total Expenditures By Object	0.00	0.00	5,055.00	0.00	0.00	0.00	0.00	5,055.00

Finance Official Approval	Eric Clark		10/28/2014	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Barbara Canavan		10/28/2014	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Grant Budget C-1-25 Rev: 11/29/07

Harford County Public Schools FY 2015
Title III ELL Budget Narrative

CATEGORY:

OBJECT	LINE ITEM	CALCULATION	AMOUNT	INKIND	TOTAL
Activity 1.4					
Special Programs: Equipment	Tablets for immigrant English Language Learner use at Harford Technical High School	\$842.50/tablet x approx. 6 tablets = \$5,055	\$5,055.00		\$5,055.00
Total:					\$5,055.00
Total Immigrant Title III-A Funding:					\$5,055.00

F. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]:

1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 10 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 – pages A10.27 and A10.28.

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 2014 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 2014-2015 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 2014 – 2015 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.

SEE ATTACHMENT 7 NON-PUBLIC DOCUMENTATION – Page A10.29.

G. 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 <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-9662> .

ATTACHED – Page A10.15 and Page A10.23

2. Provide a detailed budget narrative using the attached “Guidance for Completion of the Budget Narrative for Individual Grants” (pp. 12-16 of this guidance document). For Title III, use the sample narrative on page 16. An [Excel version](#) of this budget narrative is available at: <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177> 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 – Page A10.16 and Page A10.24

H. 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 – **Page A10.27 and A10.28**

Attachment 7: Affirmation of Consultation (with nonpublic schools) documentation - **Page A10.29**

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS <i>Fiscal Year 2015</i>	Local School System: <u>Harford County Public Schools</u>
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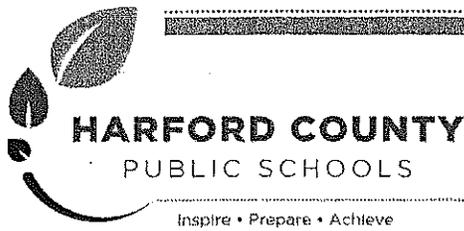
Enter the complete information for each **participating** nonpublic school, including mailing address. Use the optional “Comments” area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under “Comments.” **NOTE:** Complete Attachment 6-A for Title I-A, Title II-A, and Title III services. *Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						
	Title I-A			Title II-A	Title III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
The John Carroll School 703 E. Churchville Road Bel Air, MD 21014	Private School				688	110	
	Public School						
	Neutral Site						
Mountain Christian School 1824 Mountain Road Joppa, MD 21085	Private School				201	36	
	Public School						
	Neutral Site						
Oak Grove Classical Christian School 2106 E. Churchville Road Bel Air, MD 21015	Private School				87	22	
	Public School						
	Neutral Site						

St. Joan of Arc 230 Law Street Aberdeen, MD 21001	Private School					189	26	
	Public School							
	Neutral Site							
St. Margaret School 205 N. Hickory Avenue Bel Air, MD 21014	Private School					557	85	
	Public School							
	Neutral Site							
Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085	Private School					249	31	
	Public School							
	Neutral Site							
Bethel Christian Academy 21 N. Earlton Road Ext. Havre de Grace, MD 21078	Private School							
Villa Maria School of Harford County 1370 Brass Mill Road Belcamp, MD 21017	Private School							

ATTACHMENT 7

NON-PUBLIC DOCUMENTATION



February 14, 2014

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, two meetings will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2015/School Year 2014-2015, please plan to attend **one of the two scheduled meetings** or send a representative from your school.

Date: Monday, March 24, 2014
Time: 10:00 a.m. - 11:30 a.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Curriculum Conference Room 215 - 2nd Floor

OR

Date: Thursday, April 24, 2014
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 Wednesday, March 19, 2014. (Please see Attachment B for detailed instructions).

In addition, regarding Title I funding, the federally-funded No Child Left Behind Act of 2001 provides supplementary educational services for educationally disadvantaged children residing in economically deprived areas. With these funds under this program, Harford County Public Schools may provide individual/small group instruction and supplies/materials that will improve student performance.

(over)

This letter has two purposes: (1) to determine if your institution is interested in participating in Title I, and (2) to determine if there is a sufficient number of eligible children enrolled to include your institution in the Harford County Public Schools Title I project.

A letter of this nature cannot begin to describe the scope of the No Child Left Behind Act of 2001, Maryland State Department of Education Guidelines, and the Harford County Public Schools project. However, some essential points are as follows:

1. All participating students must reside in the area of a public Title I funded school.
2. The measure of poverty shall be the number of children ages 5-17 eligible for free and reduced priced lunches under the National School Lunch Act.
3. Student selection is based on multiple criteria for those students who reside in a public school participating attendance area.
4. Strategies must be provided to increase the meaningful involvement of parents of participating children.
5. The state educational agency shall annually review the progress of each local education agency receiving funds to determine whether schools receiving assistance are making adequate progress toward meeting the State's student performance standards.
6. The purchase of goods or services with funds from this grant for sectarian instruction or religious worship is prohibited.
7. All purchases made by Title I funds are the property of Harford County Public Schools.
8. In the 2014-2015 school year, the following elementary schools will be eligible for Title I funding:

Bakerfield Elementary	Edgewood Elementary
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 2014-2015 Title I program, please complete and sign the attached information form (Attachment A) and return it to Mrs. Barbara Wieczynski no later than Wednesday, March 19, 2014.



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

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 Wednesday, March 19, 2014.

Sincerely,

Mary Beth Stapleton

Mary Beth Stapleton
Coordinator of Grants

Thomas Webber

Thomas Webber
Assistant Supervisor of Title I



HARFORD COUNTY
PUBLIC SCHOOLS

Inspire • Prepare • Achieve

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



Enclosures

Attachment A

HARFORD COUNTY PUBLIC SCHOOLS
 102 S. Hickory Avenue
 Bel Air, MD 21014

PRIVATE NON-PROFIT SCHOOL INFORMATION FOR TITLE I

(To be completed if interested in pursuing inclusion in Harford County Public Schools' Title I Program)

Name of School: _____

Address of School: _____

Phone Number: _____

Principal/Director: _____

1. Title I income eligible students by grade residing in these attendance areas:

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

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

(over)

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

	<i>Testing Criteria / Instrument Used to Determine Below Grade Level Performance</i>	<i>Average Grade Level Performance For All Students</i>	<i>Cut-off Score Indicating below Grade Level Performance</i>
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

3. Needs of Students

Reading: Number _____

Math: Number _____

Both: Number _____

4. Principal/Director:

Signature

Date

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2014-2015 School Year

Please type or print all information.

School: _____

Address: _____

Contact Person: _____

Telephone Number: _____ Fax Number: _____

E-mail Address: _____

Check (✓) the appropriate line.

_____ Either I or a representative will attend the HCPS meeting on Monday, March 24, 2014.

_____ Either I or a representative will attend the HCPS meeting on Thursday, April 24, 2014.

_____ I am unable to attend neither of the two HCPS meetings on Monday, March 24, 2014 nor Thursday, April 24, 2014. 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 2014-2015 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 Wednesday, March 19th, indicates that your school does not want to participate in the federal grants program for the 2014-15 School Year.

Private Schools
Federal Non-Public School Meeting
2014-2015

Revised 3/13/2014

	School Name	Address	City	State	Zip	Note	Date Letter Mailed	Received Return Receipt	Accept	March 24	April 24	Accept/Unable to attend mtg	Decline	Title I Part A	Title II Part A	Title III Part A	Comments on Title I/II/III applicability for other grants
Publicly Funded	Arrow Center for Education Fair Meadows	2416 Creswell Rd	Bel Air	MD	21015	Not Title I/for Mary Beth	2/14/2014	✓					✓				✓
Church-Exempt	Bel Forest Christian Academy	603 Vale Rd	Bel Air	MD	21014		2/14/2014	✓									
Non-Public	BelAir North Child Care and Montessori School	2529 Conowingo Rd	Bel Air	MD	21015		2/14/2014	✓									
Church-Exempt	Bethel Christian Academy	21 North Earlington Rd	Havre de Grace	MD	21078		2/14/2014	✓	✓	✓				✓	✓		
Church-Exempt	Christ Our King Coop Nursery	10 Lexington Rd	Bel Air	MD	21014		2/14/2014	✓									
Church-Exempt	Emmorton Baptist Academy	106 Plumtree Rd	Bel Air	MD	21015		2/14/2014	✓									
Church-Exempt	First Presbyterian Preschool	224 North Main Street	Bel Air	MD	21014		2/14/2014	✓									
Church-Exempt	Good Shepherd Lutheran Preschool	1515 Emmorton Rd	Bel Air	MD	21014		2/14/2014	✓									
Church-Exempt	Good Shepherd's Children's Center	622 Joppa Farm Rd	Joppa	MD	21085		2/14/2014	✓									
Church-Exempt	Grace Baptist Christian Academy	1501 Stockton Rd	Joppa	MD	21085		2/14/2014	✓									
Church-Exempt	Grace Cooperative Nursery	110 West Bel Air Avenue	Aberdeen	MD	21001		2/14/2014	✓									
Church-Exempt	Harford Christian School	1736 Whiteford Rd	Darlington	MD	21034		2/14/2014	✓					✓				
Non-Public	Harford Day School	715 Moores Mill Rd	Bel Air	MD	21014		2/14/2014	✓									
Non-Public	Harford Friends School	2230 Rock Spring Rd	Forest Hill	MD	21050		2/14/2014	✓									
Church-Exempt	Harford Jewish Center Pre-School	8 North Earlington Rd	Havre de Grace	MD	21078		2/14/2014	✓									
Church-Exempt	Helping Hands Child Development Academy	3237 Level Rd	Churchville	MD	21028		2/14/2014	✓									
Church-Exempt	Hickory Child Development Center	2430 Conowingo Rd	Bel Air	MD	21014		2/14/2014	✓									
Non-Public	Highlands School	2409 Creswell Rd	Bel Air	MD	21015		2/14/2014	✓									
Non-Public	John Carroll School, Inc., The	703 Churchville Rd	Bel Air	MD	21014	Not Title I/for Mary Beth	2/14/2014	✓	✓	✓				✓	✓		✓
Non-Public	Monarch Montessori School	6 Asbury Rd	Churchville	MD	21028		2/14/2014	✓									
Church-Exempt	Mountain Christian School	1824 Mountain Rd	Joppa	MD	21085		2/14/2014	✓									
Church-Exempt	New Covenant Christian School	128 St. Mary's Church Rd	Abingdon	MD	21009		2/14/2014	Received via e-mail									
Non-Public	Oak Grove Classical Christian School	2106 East Churchville Rd	Bel Air	MD	21015		2/14/2014	✓	✓	✓				✓			✓
Church-Exempt	Open Arms Family Learning Center	1810 Nuttal Avenue	Edgewood	MD	21040		2/14/2014	✓									
Church-Exempt	St. Francis de Sales Preschool	1450 Abingdon Rd	Abingdon	MD	21009		2/14/2014	✓									
Church-Exempt	St. Joan of Arc School	230 S. Law Street	Aberdeen	MD	21001		2/14/2014	✓									
Church-Exempt	St. Margaret School	205 North Hickory Avenue	Bel Air	MD	21014		2/14/2014	✓	✓	✓				✓	✓		✓
Church-Exempt	St. Matthew Cooperative Nursery	1200 Churchville Rd	Bel Air	MD	21014		2/14/2014	✓									
Church-Exempt	Tiny Tot School	21 Linwood Avenue	Bel Air	MD	21014		2/14/2014	✓									
Non-Public	Trinity Lutheran School	1100 Philadelphia Rd	Joppa	MD	21085		2/14/2014	Received via e-mail	✓	✓				✓	✓		✓
Publicly Funded	*Villa Maria at Edgewood Middle School	2311 Willoughby Beach Rd	Edgewood	MD	21040	Not Title I/for Mary Beth	2/14/2014	✓									
Publicly Funded	Villa Maria School of Harford County	1370 Brass Mill Rd	Belcamp	MD	21017		2/14/2014	✓									

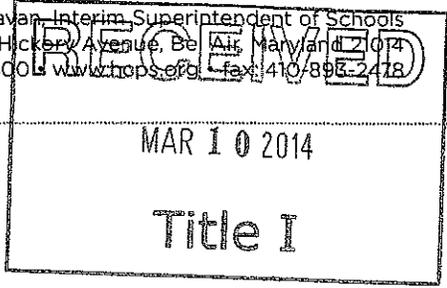
*Villa Maria at EDMS is not applicable for Title I because they are grades 6-8.



HARFORD COUNTY
PUBLIC SCHOOLS

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Barbara P. Canavan, Interim Superintendent of Schools
102 S. Hickory Avenue, Bel Air, Maryland 21034
Office: 410-838-7300 • www.hcps.org • fax: 410-838-2478



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2014-2015 School Year

Please type or print all information.

School: The John Carroll School

Address: 703 E. Churchville Rd.
Bel Air, MD 21034

Contact Person: Madelyn Ball

Telephone Number: 410-879-2480 Fax Number: 410-836-8514
x2525

E-mail Address: mball@johncarroll.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Monday, March 24, 2014.

Either I or a representative will attend the HCPS meeting on Thursday, April 24, 2014.

I am unable to attend neither of the two HCPS meetings on Monday, March 24, 2014 nor Thursday, April 24, 2014. 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 2014-2015 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.

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Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2014-2015 School Year

Please type or print all information.

School: St. Joan of Arc School

Address: 230 South Law St.

Aberdeen MD, 21001

Contact Person: Virginia P. Bahr

Telephone Number: 410-272-1387 Fax Number: 410-272-1959

E-mail Address: v.bahr@stjoanarc.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Monday, March 24, 2014.

Either I or a representative will attend the HCPS meeting on Thursday, April 24, 2014.

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Title I, Part A – Improving Basic Programs Operated by LEAs

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Office: 410-838-7300 • www.hcps.org • fax: 410-893-2478

Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students

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Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2014-2015 School Year

Please type or print all information.

School: The Arrow Center for Education

Address: 2416 Creswell Road

Bel Air, MD 21015

Contact Person: Kate Corbin

Telephone Number: 410 734-0560 Fax Number: 410 734-0561

E-mail Address: KCorbin@arrow.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Monday, March 24, 2014.

Either I or a representative will attend the HCPS meeting on Thursday, April 24, 2014.

I am unable to attend neither of the two HCPS meetings on Monday, March 24, 2014 nor Thursday, April 24, 2014. However, my school plans to participate in federal grants during the 2013-14 school year.

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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

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(over)



Title III, Part A – *Language Instruction for Limited English Proficient and Immigrant Students*

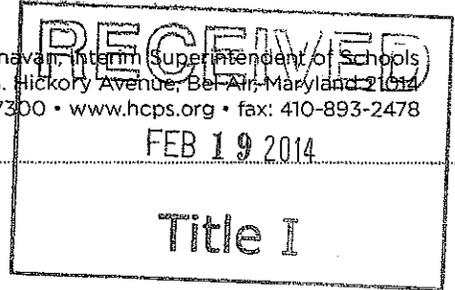
The Language Instruction for Limited English Proficient (LEP) and Immigrant Students program provides funds for helping LEP students attain English proficiency and meet the same challenging State academic standards required of all students.

- 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 2014-2015 school year.

Please return this form to:

Mrs. Barbara Wiczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

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Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2014-2015 School Year

Please type or print all information.

School: Bethel Christian Academy

Address: 21 N. Earlton Rd. Ext.

Harve de Grace, MD 21078

Contact Person: Heather Flosser

Telephone Number: (410) 939-0174 Fax Number: _____

E-mail Address: bca.flosser@yahoo.com

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Monday, March 24, 2014.

_____ Either I or a representative will attend the HCPS meeting on Thursday, April 24, 2014.

_____ I am unable to attend neither of the two HCPS meetings on Monday, March 24, 2014 nor Thursday, April 24, 2014. However, my school plans to participate in federal grants during the 2013-14 school year.

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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

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(over)



Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students

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_____ Please check here if you are interested in being contacted when HCPS applies for other grants that require involvement of non-public schools.

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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.

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Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2014-2015 School Year

Please type or print all information.

School: Harford Christian School
 Address: 1736 Whiteford Rd.
Darlington, MD 21034
 Contact Person: Bryan Wilson
 Telephone Number: 410-457-5103 Fax Number: 1-410-836-9749
 E-mail Address: bwilson@harfordchristian.org

Check (✓) the appropriate line.

- Either I or a representative will attend the HCPS meeting on Monday, March 24, 2014.
- Either I or a representative will attend the HCPS meeting on Thursday, April 24, 2014.
- I am unable to attend neither of the two HCPS meetings on Monday, March 24, 2014 nor Thursday, April 24, 2014. However, my school plans to participate in federal grants during the 2013-14 school year.
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(over)



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Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2014-2015 School Year

Please type or print all information.

School: Oak Grove Classical Christian School
 Address: 2106 E. Churchville Rd.
Bel Air MD 21015
 Contact Person: Jaqueline J. Hutcheson, PhD
 Telephone Number: W-410-838-1333 (Fax Number: not available) C-443 6172126
 E-mail Address: jhutcheson@oakgroveclassical.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Monday, March 24, 2014.

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I am unable to attend neither of the two HCPS meetings on Monday, March 24, 2014 nor Thursday, April 24, 2014. However, my school plans to participate in federal grants during the 2013-14 school year.

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(over)



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Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2014-2015 School Year

Please type or print all information.

School: Saint Margaret School
Address: 205 N. Hickory Ave
Bel Air, MD 21014
Contact Person: Peggy Messaris
Telephone Number: 410-879-1113 ext 148 Fax Number: _____
E-mail Address: PMessaris@smsch.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Monday, March 24, 2014.

Either I or a representative will attend the HCPS meeting on Thursday, April 24, 2014.

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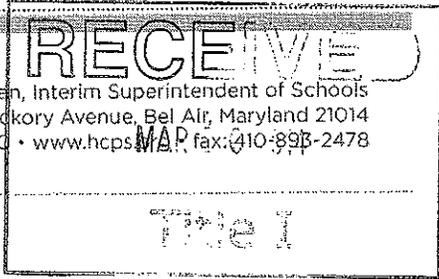
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Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2014-2015 School Year

Please type or print all information.

School: Trinity Lutheran School
Address: 1100 Philadelphia Rd.
Joppa, MD 21085
Contact Person: Patricia Ree or Bridget Kurcoba ext. 180
Telephone Number: 410-679-4000 Fax Number: 410-679-3472
E-mail Address: Bridget Kurcoba bkurcoba@hsonline.org
Patricia Ree pree@hsonline.org

Check (✓) the appropriate line.

- Either I or a representative will attend the HCPS meeting on Monday, March 24, 2014.
- Either I or a representative will attend the HCPS meeting on Thursday, April 24, 2014.

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

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2014-2015 School Year

Please type or print all information.

School: _____

Address: Villa Maria School of Harford County
1370 Brass Mill Road
Belcamp, MD 21017

Contact Person: RICE 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 Monday, March 24, 2014.

Either I or a representative will attend the HCPS meeting on Thursday, April 24, 2014.

I am unable to attend neither of the two HCPS meetings on Monday, March 24, 2014 nor Thursday, April 24, 2014. 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)



**HARFORD COUNTY
PUBLIC SCHOOLS**

Inspire • Prepare • Achieve

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_____ **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 2014-2015 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 Wednesday, March 19th, indicates that your school does not want to participate in the federal grants program for the 2014-15 School Year.

FEDERAL EDUCATION PROGRAMS MEETING

March 24, 2014, 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	

Non-Public School Meeting

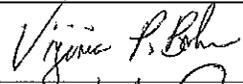
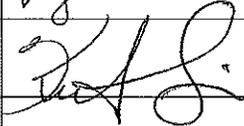
Monday, March 24, 2014

10:00 – 11:30 a.m.

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

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

Non-Public Schools			
School	Name (please print)	Job Title	Signature
Bethel Christian Academy	Heather Flosser	teacher	
John Carroll School	Madelyn Ball	Principal	
St. Joan of Arc School	Virginia Bohm	principal	
John Carroll	Kurt Sudbrink	Vice President	

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 24, 2014, the HCPS System and Bethel Christian Academy School engaged in consultation about the following federally funded programs for the 2014-2015 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.

[Handwritten Signature]
Signature of Non-Public School Representative

3/24/2014
Date

(410) 939-0174
Telephone Number

Affirmation of Consultation

I am an administrator/representative of The John Carroll School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on March 24, 2014, the HCPS System and The John Carroll School engaged in consultation about the following federally funded programs for the 2014-2015 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

3/24/14
Date

410 879 2480
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 24, 2014, the HCPS System and St. Joan of Arc School engaged in consultation about the following federally funded programs for the 2014-2015 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

3/24/2014
Date

410-272-1387
Telephone Number

FEDERAL EDUCATION PROGRAMS MEETING

April 24, 2014, 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	

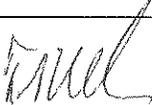
Non-Public School Meeting

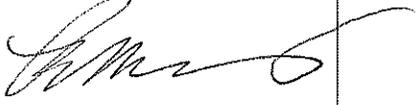
Thursday, April 24, 2014

10:00 – 11:30 a.m.

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

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

Non-Public Schools			
School	Name (please print)	Job Title	Signature
Mountain Christian School	Melissa Lindner	ASSISTANT PRINCIPAL	
Oak Grove Classical Christian School	Jacqueline Hutcherson	Administrative Director	
St. Margaret School	Christy A. Messaris	School Counselor	
Trinity Lutheran School	Bridget Kurcoba	School Counselor	

Affirmation of Consultation

I am an administrator/representative of Oak Grove Classical Christian 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 April 24, 2014, the HCPS System and Oak Grove Classical Christian School engaged in consultation about the following federally funded programs for the 2014-2015 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, Oak Grove Classical 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.

Jacqueline J. Stutcheson
Signature of Non-Public School Representative

4-24-2014
Date

443-617-2126 (c)
Telephone Number

410-838-1333 (w)

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 April 24, 2014, the HCPS System and Mountain Christian School School engaged in consultation about the following federally funded programs for the 2014-2015 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 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.

Rebecca J. Lindner
Signature of Non-Public School Representative

4/24/14
Date

410-877-7333 (ext. 145)
Telephone Number

Affirmation of Consultation

I am an administrator/representative of St. Margaret School
School, a non-public school within attendance area boundaries of the Harford County Public
School (HCPS) System. I hereby affirm that in a meeting on April 24, 2014, the HCPS System
and St. Margaret School School engaged in
consultation about the following federally funded programs for the 2014-2015 school year.
(Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, St. Margaret
School agrees to provide all information necessary to comply with
program requirements, including program plans along with the method of identifying students'
and teachers' needs, related to federally funded grant programs. Additionally, the school agrees
to provide documentation which will enable the HCPS System to distribute federal funds on
behalf of non-public school students and teachers. The school agrees to provide reports as
mandated by the programs in which participation occurs.


Signature of Non-Public School Representative

4/24/14
Date

410-879-1113
Telephone Number

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 April 24, 2014, the HCPS System and Trinity Lutheran School School engaged in consultation about the following federally funded programs for the 2014-2015 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 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. Kwabaa
Signature of Non-Public School Representative

4/24/14
Date

410-679-4000 ext. 180
Telephone Number

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.

RESULTS OF NEEDS ASSESSMENT

Note: All requested information below must be included in order for a proposal to be considered for funding. The needs assessment should be used to identify students' needs and teachers' needs – in particular, those needs that must be addressed to ensure that all teachers are highly qualified.

1. When and how was the needs assessment conducted?

2. Specifically, how were teachers and principals involved in the needs assessment?

3. Complete the chart below for the identified needs of your school and the data that supports those needs as a priority:

State of Need	Supporting Data	Source of Data
1.		
2.		
3.		
4.		

(Add additional rows as needed.)

**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.

**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

Local School System: Harford County Public Schools	Fiscal Year 2015
Fine Arts Coordinator: Jim Boord	
Telephone: (410) 588-5277	Email: Jim.Boord@hcps.org

The Bridge to Excellence in Public Schools Act requires that the updated Master Plan “shall include goals, objectives, and strategies” for Programs in Fine Arts. Local school systems are expected to provide a cohesive, stand-alone response to the prompts and questions outlined below.

Harford County Public Schools (HCPS) offers all students fine arts instruction in a variety of venues. Students in full day kindergarten through grade 8 receive arts instruction each year of their schooling. Instrumental music and choral programs are available for students in grades 4 through 12. HCPS high school students have the opportunity to select from a wide variety of fine arts courses to meet graduation requirements. Throughout their school years, students have multiple opportunities to display art productions and to perform musical, drama and dance selections for a wide range of audiences.

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 2013-2014 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the System’s Bridge to Excellence (BTE) Master Plan.

During the 2013-2014 School Year (SY), HCPS addressed the majority of the goals pertaining to fine arts outlined in the Bridge to Excellence Master Plan. Progress for each of FY 14 objectives is listed below:

- a. Art** – The HCPS art program continues to move forward, placing an emphasis on training for Advanced Placement (AP) Art History and Art Studio as well as providing appropriate equipment and materials in the classroom. The 2013-2014 Fine Arts grant helped to fund sets of Scholastic Art to be placed in each of the ten 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 supplying schools with resource materials and hiring adjudicators and conductors.
- c. Dance** – Three high schools now offer dance programs. Aberdeen High School, Edgewood High School and C. Milton Wright High School were able to purchase costumes to enhance their programs.

Local School System: Harford County Public Schools	Fiscal Year 2015
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- d. **Drama** – The drama program held an acting workshop to improve the skills of students and give them an authentic drama experience. Schools also received money to purchase needed supplies and materials to enhance instruction.

2. **Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.**

- a. **Art** – The HCPS Master Plan has provided guidance for the art program and is a blueprint for measuring the successes that were achieved in SY 2013-2014. 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 again 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 SY 2013-2014. 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 more than 200 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 SY 2013-2014. The maintenance of Fine Arts Initiative (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 FAI grant has been allocated for the three high schools in the system having a program.
- d. **Drama** – The HCPS Master Plan has provided guidance for the drama program and a blueprint for measuring successes that were achieved in SY 2013-2014. The maintenance of FAI funding has helped the program acquire needed materials and focus on areas that can improve the level of the students’ experience. The drama program held an actor’s workshop and was able to give supply and material money to schools to assist with program needs through the FAI grant.

3. **Describe which goals, objectives, and strategies included in the BTE Master Plan were not attained and where challenges in making progress toward meeting Programs in Fine Arts goals and objectives are evident.**
- a. **Art** – The HCPS art program was very productive during SY 2013-2014, 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 SY 2013-2014. 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, but because of the FAI grant’s assistance, three curriculum guides were completed and one other guide is nearly completed. No new sources of funds are available.
 - c. **Dance** – Dance program goals for SY 2013-2014 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 SY 2013-2014 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 2014-2015 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 2014–2015 SY are aligned with transition to the Common Core Standards and implementing the Danielson framework for evaluation.

In fall 2014, HCPS BOE developed a new strategic plan. The following BOE goal and supporting objective support implementation of HCPS Fine Arts strategies.

Local School System: Harford County Public Schools	Fiscal Year 2015
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<p>Board of Education: Goal 2: To prepare every student for success in postsecondary education and a career. Goal 3: To encourage and monitor engagement between the school system and the community to support student achievement.</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.
<p>Strategy 1: Music - During the 2014-2015 SY, the music program will focus funding to enhance the professional development opportunities for music technology and purchase needed resource materials at all levels.</p>
<p>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.</p>
<p>Strategy 3: Art/Dance - During the 2014-2015 SY, 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 and materials to support art/dance classroom activities.</p>
<p>Strategy 4: Drama - Drama productions in HCPS have grown considerably over the past several years. During the 2014-2015 SY, FAI funds will be allocated to enroll students in NETF programs and supplement in-kind funding for the purchase of scripts and other supplies related to drama performance.</p>

BUDGET INFORMATION AND NARRATIVE

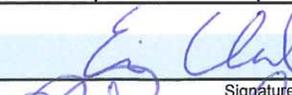
1. Provide a detailed budget on the *MSDE Proposed Fine Arts Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence 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	09/23/14
GRANT NAME	Fine Arts	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	154408	RECIPIENT GRANT #	24065		
REVENUE SOURCE	State	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2014	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						652.00	652.00
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.		4,230.00	14,550.00				18,780.00
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.		6,000.00					6,000.00
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	10,230.00	14,550.00	0.00	0.00	652.00	25,432.00

Finance Official Approval	Eric Clark		9/23/2014	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Barbara Canavan		9/23/2014	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

FY 2015

Harford County Public Schools

A13.6

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2015
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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}$ • (Dance) Costumes for ABHS: 50 @ \$26/each = \$1,300 • (Dance) Costumes for CMWHS: 30 @ \$30/each = \$900 • (Dance) Costumes for EDHS: 50 @ \$26/each = \$1,300 • (Art) Cutting Board for HWES: 1 @ \$800 • (Art) Circle Pro glass cutter with accessories for BAHS: 1 @ \$230 • Aluminum Easel for Alt Ed 10 @ \$16.40 = \$164 	3,600 1,300 900 1,300 800 230 164	8,294
Total Supplies and Materials			8,294	8,294
TOTAL ART/DANCE BUDGET			\$8,294	\$8,294

MUSIC

Category/Object	Line Item	Calculation	Cost	Total
CONTRACTED SERVICES				
Special Programs	Contracted Services	<ul style="list-style-type: none"> • 5 days @ \$1,200/day for Music Technology professional development. 	6,000	6,000
Total Contracted Services			6,000	6,000
SUPPLIES AND MATERIALS				
Special Programs	Supplies and Materials	<ul style="list-style-type: none"> • Purchase reference materials for all schools to include new <i>Teaching Music through Performance</i> books and CDs as well as other texts. 53 schools x \$118.04 = \$6,256 	6,256	6,256
Total Supplies and Materials			6,256	6,256
TOTAL MUSIC BUDGET			\$12,256	\$12,256

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	Contracted Services	<ul style="list-style-type: none"> • \$423 each for ten high schools to offset costs of North East Theatre Festival = \$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
		CONTRACTED SERVICES		
Instructional Staff Development	Contracted Services	Music: 5 days @ \$1,200/day for Music Technology professional development = \$6,000	6,000	6,000
Special Program	Contracted Services	Drama: \$423 each for ten high schools to offset costs of North East Theatre Festival = \$4,230	4,230	4,230
		Total Contracted Services	10,230	10,230
		SUPPLIES AND MATERIALS		
Special Programs Supplies and Materials	Materials for professional development and classroom instruct.	Materials of Instruction: Art - \$8,294 Music - \$6,256 Drama - \$0	8,294 6,256 0	14,550
		Total Supplies and Materials	14,550	14,550
		TRANSFERS		
Business Support	Indirect Costs	Administrative costs figured at 2.63% total grant funds. \$24,780 x .0263	652	652
		Total Transfers	652	652
		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 2013-14

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	1			
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	1	Zero	Zero	Zero

NOTE: Please read the attached guidance before completing the VVCOs in Schools Report.

**TRANSFER OF EDUCATIONAL RECORDS
CHILDREN IN STATE-SUPERVISED CARE
CERTIFICATION STATEMENT
2014**

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:** 41-638-4313 _____

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 *[Signature]* **Date** *July 3, 2014*

Please complete certification statement and to John McGinnis by **August 2, 2013**. 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

**REVIEW AND UPDATING STUDENT RECORDS
VERIFICATION STATEMENT
2014**

Local School System: Harford County Public Schools _____

Point of Contact: Stephen C. Lentowski _____

Address: _____
102 S. Hickory Ave
Bel Air, MD 21014

Telephone: _____ 410-588-533 _____ **FAX:** 410-638-4313 _____

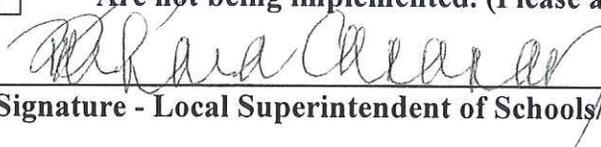
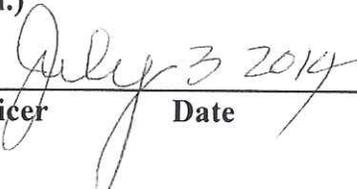
Email: _____ steve.lentowski@hcps.org _____

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**

Please complete certification statement and submit to John McGinnis by **August 2, 2013**. 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