Strategic and Master Plans

During the 2016-2017 school year, the Board of Education updated and refreshed the Strategic Plan. The update simplified the Strategic Plan and aligned it with the Bridge to Excellence Master Plan for 2017. The Strategic Plan was approved at the June 26, 2017 Board of Education meeting. The Strategic Plan established the vision, mission, core values and long-term goals for the school system, as described below:

HCPS Stategic Plan

Vision:

We will **inspire** and **prepare** each student to **achieve** success in college and career.

Mission:

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

Core Values:

• We empower each student to achieve academic excellence.

• We create reciprocal relationships with families and members of the community.

• We attract and retain highly skilled personnel.

• We assure an efficient and effective organization.

• We provide a safe and secure environment.

Long Term Goals:

Goal 1: Prepare every student for success in postsecondary education and career.

Goal 2: Engage families and the community to be partners in the education of our students.

Goal 3: Hire and support highly effective staff who are committed to building their own professional capacity in order to increase student achievement.

Goal 4: Provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning, creativity and innovation.

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

HCPS Master Plan

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

Fundamental changes in funding for education at the federal and state levels have resulted in new requirements for HCPS. Fortunately, changes in educational standards mandated by the federal and state governments align well with the Board's Strategic Plan and Goals. Harford County Public Schools has been proactive in developing the FY2018 Operating Budget in conjunction with the Master Plan. The development of the Master Plan concurrently with the Operating Budget demonstrates the critical link between the budget and the Master Plan. The budget represents the operational plan, stated in financial terms, for carrying out the goals of the school system.

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

The entire 375 page Approved Master Plan can be found on the HCPS website at the following location, http://www.hcps.org/BOE/masterplan.aspx

Section One of the Master Plan has been provided below as submitted to MSDE. Section One contains the following sections which give an excellent overview of HCPS:

- Executive Summary
- Finance Section
- Maryland's Goals, Objectives and Strategies
- 2016 Bridge to Excellence Master Plan Assessment Requirements Chart

The Maryland State Department of Education approved the Harford County Public Schools 2016 Master Plan Update in December 2016.

Bridge to Excellence
Harford County Public Schools
Master Plan
2016 Annual Update

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

November 17, 2016

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

Strategies to Manage the Master Plan

Development and Implementation of the Master Plan

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

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

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

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

Harford County Public Schools
Bridge to Excellence Master Plan

The Harford County Public School System's Bridge to Excellence Master Plan is the result of the insights and contributions of many Harford County educators and citizens, who came together to envision a strong, viable future for the school system and to identify resources needed to achieve that vision. While it is not possible to cite the names of everyone involved in the preparation of HCPS' Master Plan, special appreciation is expressed to the following individuals who contributed to the 2016 Annual Update.

Acknowledgements

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Harford County Public Schools
Bridge to Excellence Master Plan

Essential Vocabulary

AP	Advanced Placement
BOE	Board of Education
BTE	Bridge to Excellence
C3	College, Career, and Civic Life
Common Core Standards	State Board-adopted standards that detail what students should know in the academic areas kindergarten through grade twelve
EEA	Educator Effectiveness Academy
EL	English Learners
ELA	English Language Arts
ELL	English Language Learners
ESOL	English for Speakers of Other Languages
FARMS	Free and Reduced Meals
Formative Assessments	Classroom assessment that assists teachers in planning the next steps for instruction of individual students
HCPS	Harford County Public Schools
Highly Qualified Paraprofessionals	Paraprofessionals who deliver instructional services to students and who have either completed two years of study at an institution of higher education, obtained an associate's or higher degree, or met a rigorous standard of quality and can demonstrate knowledge through a formal assessment
Highly Qualified Teachers	Public elementary or secondary school teachers who have full state certification or have passed a state licensing examination, are licensed to teach in the state, and have not had certification or licensure requirements waived on an emergency, temporary, or provisional basis
HSA	High School Assessment
IEP	Individualized Education Plan
Instructional Technology	Software that supports the instructional program
LEA	Local Education Agency – The Harford County Public School System
LEP	Limited English Proficiency
MCCRS	Maryland College and Career Ready Standards
MSA	Maryland School Assessment

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

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Maryland's Bridge to Excellence Master Plan

Authorization

The 2016 Bridge to Excellence Master Plan Annual Update is authorized by the following:
- Section 5-401, *Comprehensive Master Plans*, Education Article of the Annotated Code of Maryland;
- Public Law 111-5, *American Recovery and Reinvestment Act of 2009;*
- 2016 Maryland General Assembly Legislation House Bill 999, *Commission on Innovation and Excellence in Education, Chapter 702*;
- 2016 Maryland General Assembly Legislation House Bill 412*, Assessment Administration and Provision of Information, Chapter 264;* and
- Section 7-203.3, Education Article of the Annotated Code of Maryland, as enacted by Senate Bill 533/House Bill 412 of the General Assembly of 2016.

Background

In 2002, the Maryland General Assembly enacted the *Bridge to Excellence in Public Schools Act.* This legislation provides a powerful framework for all 24 Local Education Agencies (LEAs) to increase student achievement for all students and to close the achievement gap. The *Bridge to Excellence* legislation significantly increased State Aid to public education and required each LEA to develop a comprehensive master plan, to be updated annually. Each LEA shall develop and implement a comprehensive master plan that describes the goals, objectives, and strategies that will be used to improve student achievement in each segment of the student achievement. Additionally, each annual update will include detailed summaries of the alignment between the LEA's current year approved budget, prior year actual budget and the master plan goals and objectives.

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

House Bill 999

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

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

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

(3) the strategies to address any disparities in achievement for students in item
(2)(iii) of this subsection; and
(4) the requirements of § 7–203.3 of the Education Article, as enacted H.B. 412/ S.B. 533 of the Acts of the General Assembly of 2016.
(b) (1) The State Department of Education shall convene a group of stakeholders to review the current statutory and regulatory requirements of the master plan and the new requirements of the federal Every Student Succeeds Act.

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

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

House Bill 412 and Section 7-203.3

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

7–203.3
(A) (1) In this section, "ASSESSMENT" means a locally, state, or federally mandated test that is intended to measure a student's academic readiness, learning progress, and skill acquisition.
   (2) "ASSESSMENT" does not include a teacher-developed quiz or test.
(B) This section does not apply to an assessment or test given to a student relating to:
   (1) A student's 504 Plan;
   (2) The federal individuals with disabilities education Act, 20 U.S.C.1400; or
   (3) Federal law relating to English Language Learners
(A) (C) For each assessment administered in a local school system, each county board shall provide the following information:
   (1) The title of the assessment;
   (2) The purpose of the assessment;
   (3) Whether the assessment is mandated by a local, state or federal entity;
   (4) The grade level or subject area, as appropriate, to which the test is administered;
   (5) The testing window of the assessment; and
   (6) Whether accommodations are available for students with special needs and what the accommodations are.

(D) On or before November 30 of each year, the information required under subsection (A) of this shall be:
   (1) updated;
   (2) posted on the website of the county board; and
   (3) included in the annual update of the county board's master plan required under § 5–401 of this article section.

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

Executive Summary

I.A

Harford County Public Schools (HCPS) is a diverse jurisdiction serving just under 38,000 students in 34 elementary schools, nine middle schools, nine high schools, one technical/vocational high school, a school for students with disabilities, and an alternative education school.

The Harford County Board of Education (BOE) is accelerating efforts and making necessary changes to the current way of doing business, and has approved a Strategic Plan that aligns with the HCPS Bridge to Excellence Master Plan. HCPS believes all students can meet high standards. To that end, HCPS commits to preparing all students to be college and career ready.
- Supporting the transition to enhanced standards and high-quality assessments;
- Using data to improve instruction;
- Supporting great teachers and great leaders; and
- Turning around HCPS lowest-achieving schools.

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

- Students with disabilities are continually challenged to achieve proficiency on formative and summative assessments.
- Students with limited English proficiency are continually challenged to achieve proficiency on formative and summative assessments.
- Job-embedded professional development for teachers with respect to educational technology, continual funding shortfalls to maintain existing implemented technologies, and an aging infrastructure which cannot meet the growing demand of online and multi-media instructional resources remain a challenge.

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

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

Goal 1: To prepare every student for success in postsecondary education and a career.
Goal 2: To encourage and monitor engagement between the school system and the community to support student achievement.
Goal 3: To hire and support skilled staff who are committed to increasing student achievement.
Goal 4: To provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning.
Additionally, the creation of the HCPS Central School Improvement Team Process and the HCPS Local Accountability Model will strongly impact overall achievement in all 54 schools. HCPS ensures the implementation of aligned, evidence-based practices through a centralized school improvement process. The Central School Improvement Team (SIT), comprised of central office directors, supervisors and coordinators, meets monthly to analyze individual school data and school improvement goals and objectives. In June 2016, the team developed a local accountability model. They analyzed three years of historical data to determine schools with the greatest need. As a result, Central SIT has identified five *Local Priority Schools*. Reference the chart below.

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

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

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

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

By school year 2024, HCPS will:

- Increase student achievement from current rates to 95% proficient in English/Language Arts and Mathematics.
- Increase the graduation rate.
- Increase the percent of graduates who register as full or part-time post-secondary students.
- Increase the number of students earning college credit at institutions of higher learning prior to graduation.
- Increase the number of college credit courses offered in HCPS including Advanced Placement (AP), International Baccalaureate (IB) and online.
- Increase the number of graduates who meet the MSDE University System of Maryland Completer.
- Meet or exceed the national average for critical reading, mathematics, and writing scores on the SAT or the ACT.

Budget Narrative

Harford County Public Schools (HCPS) is a fiscally dependent school system with an actual enrollment of 37,448 students in fiscal 2016. HCPS is the 149th largest school system of the 13,588 regular school districts in the country when ranked by enrollment[1]. This places HCPS in the top one percent of school districts by size. HCPS is ranked 8th of the 24 school districts in the State of Maryland.   The student body will be served by a projected 5,180 FTE teaching and staff positions for fiscal 2017. The enrollment for FY 2017 is projected to remain flat or decline slightly. The expected decrease in enrollment will have minimal impact when spread over the 54 schools in the system and will not impact the master plan implantation.

Harford County has 54 public schools along with 45 nonpublic schools[2] located within the County. Citizens in the County have a choice of public or private schools. Approximately 37,500 students attend public schools. The number of students attending private schools is unknown. The 2014 population of Harford County was 251,001 and is projected to increase to 258,355 by 2019[3]. According to the Bureau of Census, the school age population in 2010 was 52,171 of which 38,637 or 74% attended public schools. School enrollment was 35,963 in 1994 and reached a peak in 2004 of 40,294 and has declined to 37,448 in September 2015.

The Fiscal Year 2017 Board of Education adopted Budget for Harford County Public Schools addresses the essential components of federal legislation known as *No Child Left Behind* (NCLB)*,* state legislation known as the Bridge to

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

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

[3] www.harfordbusiness.org

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

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

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

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

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

The fiscal situation addressed in the budget, including the reallocation of existing resources to cover new expenses, will impact our schools, our students and all employees of Harford County Public Schools.

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I.B

Finance Section

</div>

Introduction

The finance section, in conjunction with the budget narrative information in the Executive Summary, includes a Current Year Variance Table, a Prior Year Variance Table, and analyzing questions. Together, these documents illustrate the LEA's alignment of current year budget and prior year expenditures with the Master Plan goals and objectives. The focus of the finance section will be the total budget and all budgetary changes (retargeted funds, redistributed resources, and new funds.)

Components

1. *The Executive Summary (I.A)* provides an overview of school system successes, challenges, and coming year priorities, and includes a description of how resources are being distributed to support priorities. The Executive Summary also includes a budget narrative.

   a. *Supporting Budget Tables*

        i.   Current Year Variance Table: the budgetary plan for **FY 2017.**
        ii.   Prior Year Variance Table: a comparative look at the **FY 2016** plan versus actual events.

2. ***Resource Allocation Discussions are included in the content analysis throughout the 2016 Master Plan Update.*** This provides school systems with an opportunity to illustrate the totality of their commitment to accelerating student achievement and eliminating gaps. These discussions should include use of new funds, redirected funds, retargeted resources. Discussions of a particular initiative may occur in several places within the content analysis, but expenditures should appear only once in the variance table.

3. ***Analyzing Questions*** are based on the Prior Year Variance Tables. Responses to these questions should be included in section c of the Budget Narrative within the Executive Summary.

Analyzing Questions

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

Revenue and Expenditure Analysis

1. **Did actual FY 2016 revenue meet expectations as anticipated in the Master Plan Update for 2016? If not, identify the changes and the impact any changes had on the FY 2016 budget and on the system's progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.**

   Yes, revenues met expectations

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

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

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

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

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

1.1A: Current Year Variance Table Local School System: Harford County									SUMMARY Budget		
Revenue Category										**FY 18 Budget**	
Local Appropriation										$238,715,645	
Other Local Revenue										$0	
State Revenue										$208,407,248	
Federal Revenue	84.386: Education Technology									$0	
	84.388: Title I - School Improvement									$0	
	84.389: Title I - Grants to LEAs, Neglected and Delinquent									$0	
	84.394: State Fiscal Stabilization Fund Education Program									$0	
	84.395: Race to the Top									$0	
	84.410: Education Jobs Fund									$0	
	84.010: Title I									$5,390,261	
	84.027: IDEA, Part B									$8,530,979	
										$0	
										$0	
Other Federal Funds										$6,215,499	
Other Resources/Trans										$8,714,814	
Total										**$475,974,446**	

Instructions: Itemize FY 2018 expenditures by source (CFDA for ARRA funds, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

Section B - Standards and Assessments

Reform Area 1: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.

Expenditures:			**Source**			**Amount**			**FTE**
Administrative Services			Unrestricted Operating Budget (2)			$565,480			7.00
Mid-Level Administration			Unrestricted Operating Budget			$1,976,882			22.75
Instructional Salaries			Unrestricted Operating Budget			$724,627			3.50
Textbooks & Supplies			Unrestricted Operating Budget			$19,325			0.00
Other Instructional Costs			Unrestricted Operating Budget			$110,985			0.00
RTTT			84.395			$0			0.00
Other Restricted Federal						$601,021			0.50
Other Restricted State Funds						$0			0.00
Other Restricted Funds						$0			0.00
					Total	**$3,998,320**			**33.75**

Section C - Data Systems to support instruction

Reform Area 2: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.

Expenditures:			**Source**			**Amount**			**FTE**
Administrative Services			Unrestricted Operating Budget			$3,619,243			31.00
Instructional Salaries			Unrestricted Operating Budget			$0			0.00
Textbooks & Supplies			Unrestricted Operating Budget			$0			0.00
Other Instructional Costs			Unrestricted Operating Budget			$0			0.00
Special Education			Unrestricted Operating Budget			$0			0.00
Health Services			Unrestricted Operating Budget			$0			0.00
RTTT			84.395			$0			0.00
					Total	**$ 3,619,243**			**31.0**

Section D: Great Teachers and Leaders
Reform Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.

Expenditures:	Source	Amount	FTE
Mid-Level Administration	Unrestricted Operating Budget	$18,969,450	245.67
Instructional Salaries	Unrestricted Operating Budget	$127,926,485	1984.41
Textbooks & Supplies	Unrestricted Operating Budget	$5,482,242	0.00
Other Instructional Costs	Unrestricted Operating Budget	$1,999,520	0.00
Special Education	Unrestricted Operating Budget	$28,074,150	679.39
Student Services	Unrestricted Operating Budget	$1,633,681	18.98
Health Services	Unrestricted Operating Budget	$3,087,477	56.40
RTTT	84.395	$0	0.00
IDEA	84.027	$5,791,250	105.80
Title I	84.010	$276,306	0.00
Other Restricted Federal		$3,799,063	57.20
Other Restricted State Funds		$2,407,689	33.60
Other Restricted Funds		$27,500	0.00
	Total	**$ 199,474,813**	**3181.5**

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

Expenditures:	Source	Amount	FTE
Mid-Level Administration	Unrestricted Operating Budget	$5,604,145	72.58
Instructional Salaries	Unrestricted Operating Budget	$35,449,197	549.89
Textbooks & Supplies	Unrestricted Operating Budget	$1,505,869	0.00
Other Instructional Costs	Unrestricted Operating Budget	$549,231	0.00
Special Education	Unrestricted Operating Budget	$7,479,890	181.01
Student Services	Unrestricted Operating Budget	$130,695	1.52
Health Services	Unrestricted Operating Budget	$766,235	14.00
Title I	84.010	$3,613,756	45.30
Other Restricted Federal		$254,110	1.00
Other Restricted State		$245,099	3.00
Other Restricted Funds		$8,000	0.00
	Total	**$ 55,606,227**	**868.3**

Mandatory Cost of Doing Business: Please itemize mandatory costs not attributable to an assurance area in this category. Refer to the guidance for items considered mandatory costs.

Expenditures:	Source	Amount	FTE
Administrative Services	Unrestricted Operating Budget	$6,631,799	78.70
Student Transportation	Unrestricted Operating Budget	$30,926,715	188.40
Operations of Plant	Unrestricted Operating Budget	$27,996,759	339.80
Maintenance of Plant	Unrestricted Operating Budget	$13,648,436	125.50
Fixed Charges (1)	Unrestricted Operating Budget	$113,048,988	0.00
Community Service	Unrestricted Operating Budget	$491,549	1.60
Capital Outlay	Unrestricted Operating Budget	$592,213	0.00
RTTT	84.395	$0	0.00
IDEA	84.027	$2,552,419	0.00
Title I	84.010	$1,379,837	0.00
Other Restricted Federal		$937,886	0.00
Other Restricted State Funds		$827,465	0.00
Other Restricted Funds		$80,000	0.00
	Total	**$ 199,114,066**	**734.0**

Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category.									
Expenditures:			**Source**				**Amount**		**FTE**
Special Education - NonPublic Placement Costs			Unrestricted Operating Budget				$6,990,792		0.00
RTTT			84.395				$0		0.00
IDEA			84.027				$187,310		0.00
Title I			84.010				$120,362		0.00
Other Restricted Federal							$203,419		0.00
Other Restricted State Funds							$6,655,394		0.00
Other Restricted Funds							$4,500		0.00
						Total	**$ 14,161,777**		**0.00**
Total									
*Indicate non-ARRA IDEA and Title I funds by CFDA in Federal Revenue. All other federal funds can be consolidated into the Other Federal Funds line. Add lines if necessary.									
						Check Figures	**$ 475,974,446**		**4848.5**

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)						
Local School System:	**Harford County Public Schools**					
			FY 2017 Original Budget	**FY 2017 Final Budget**	**Summary Actuals**	
Revenue			**7/1/2015**	**6/30/2016**	**Change**	**% Change**
Local Appropriation			233,534,504	233,534,504	-	0.00%
Other Local Revenue			-	-	-	#DIV/0!
State Revenue			206,887,781	205,109,694	(1,778,087)	-0.86%
Federal ARRA Funds	84.395	Race to the Top	-	-	-	#DIV/0!
Federal Revenue	84.010	Title I	4,720,000	5,374,021	654,021	13.86%
Federal Revenue	84.027	IDEA	8,605,051	8,773,292	168,241	1.96%
Other Federal Funds			6,032,842	7,285,276	1,252,434	20.76%
Other Resources/Transfers			9,117,381	3,429,317	(5,688,064)	-62.39%
Total			**468,897,559**	**463,506,105**	**(5,391,454)**	**-1.15%**

Change in Expenditures - Instructions: Itemize FY 2017 expenditures by source (CFDA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

Assurance Area	**Source**		**Expenditure Description**	**Planned Expenditure**	**Actual Expenditure**	**Planned FTE**	**Actual FTE**
Standards and Assessments	Unrestricted		Administrative Services	533,141	529,871	6.00	6.00
Standards and Assessments	Unrestricted		Instructional Salaries	404,786	397,247	-	5.50
Standards and Assessments	Unrestricted		Mid-Level Administration	1,711,476	1,679,475	20.25	15.25
Standards and Assessments	Unrestricted		Other Instructional Costs	183,024	199,987	-	-
Standards and Assessments	Restricted		Other Restricted Federal	-	962,305	-	0.50
Standards and Assessments	Restricted		Other Restricted Funds	-	-	-	-
Standards and Assessments	Restricted		Other Restricted State Funds	-	-	-	-
Standards and Assessments	84.395	Race to the Top	RTTT	-	-	-	-
Standards and Assessments	Unrestricted		Textbooks & Supplies	35,649	36,368	-	-
Standards and Assessments				**2,868,076**	**3,805,252**	**26.25**	**27.25**
Data Systems to Support Instruct	Unrestricted		Administrative Services	2,959,074	2,651,013	53.00	53.00
Data Systems to Support Instruct	Unrestricted		Health Services	-	-	-	-
Data Systems to Support Instruct	Unrestricted		Instructional Salaries	-	-	-	-
Data Systems to Support Instruct	Unrestricted		Other Instructional Costs	-	-	-	-
Data Systems to Support Instruct	84.395	Race to the Top	RTTT	-	-	-	-
Data Systems to Support Instruct	Unrestricted		Special Education	-	-	-	-
Data Systems to Support Instruct	Unrestricted		Textbooks & Supplies	-	-	-	-
Data Systems to Support Instruction				**2,959,074**	**2,651,013**	**53.00**	**53.00**
Great Teachers and Leaders	Unrestricted		Health Services	2,580,452	2,557,521	52.80	53.37
Great Teachers and Leaders	84.027	IDEA	IDEA	6,379,329	6,064,353	114.00	105.80
Great Teachers and Leaders	Unrestricted		Instructional Salaries	114,754,316	113,110,144	1,848.30	1,845.40
Great Teachers and Leaders	Unrestricted		Mid-Level Administration	17,010,182	17,007,039	228.80	231.63
Great Teachers and Leaders	Unrestricted		Other Instructional Costs	1,898,082	3,404,386	-	-
Great Teachers and Leaders	Restricted		Other Restricted Federal	2,624,656	3,743,119	49.30	57.20
Great Teachers and Leaders	Restricted		Other Restricted Funds	39,063	64,721	-	-
Great Teachers and Leaders	Restricted		Other Restricted State Funds	2,082,104	2,092,462	25.80	33.60
Great Teachers and Leaders	84.395	Race to the Top	RTTT	-	-	-	-
Great Teachers and Leaders	Unrestricted		Special Education	24,665,393	24,765,163	628.80	636.94
Great Teachers and Leaders	Unrestricted		Student Services	670,334	659,393	7.90	7.88
Great Teachers and Leaders	Unrestricted		Textbooks & Supplies	5,034,284	4,804,933	-	-
Great Teachers and Leaders	84.010	Title I	Title I	215,000	762,948	-	-
Great Teachers and Leaders				**177,953,195**	**179,036,181**	**2,955.70**	**2,971.82**

Turning Around Lowest Performi	Unrestricted		Health Services	860,151	815,925	17.60	17.03
Turning Around Lowest Performi	Unrestricted		Instructional Salaries	45,293,545	44,553,741	729.52	726.90
Turning Around Lowest Performi	Unrestricted		Mid-Level Administration	6,981,612	7,057,796	93.92	96.12
Turning Around Lowest Performi	Unrestricted		Other Instructional Costs	741,810	1,314,864	-	-
Turning Around Lowest Performi	Unrestricted		Special Education	9,215,641	8,816,719	234.93	226.76
Turning Around Lowest Performi	Unrestricted		Student Services	1,070,792	1,055,029	12.61	12.62
Turning Around Lowest Performi	Unrestricted		Textbooks & Supplies	1,967,502	1,855,793	-	-
Turning Around Lowest Performing Schools			Other Restricted Federal	1,560,056	907,699	1.70	1.00
Turning Around Lowest Performing Schools			Other Restricted Funds	5,250	25,759		
Turning Around Lowest Performing Schools			Other Restricted State Funds	226,625	187,390	3.00	3.00
Turning Around Lowest Performi	84.010	Title I	Title I	3,210,570	3,168,279	47.00	45.30
Turning Around Lowest Performing Schools				**71,133,554**	**69,758,995**	**1,140.28**	**1,128.73**
Mandatory Costs of Doing Busin	Unrestricted		Administrative Services	7,162,084	6,878,155	109.70	56.70
Mandatory Costs of Doing Busin	Unrestricted		Capital Outlay	575,044	566,673	-	-
Mandatory Costs of Doing Busin	Unrestricted		Community Service	533,031	495,829	1.60	1.60
Mandatory Costs of Doing Busin	Unrestricted		Fixed Charges (1)	108,977,281	108,786,658	-	-
Mandatory Costs of Doing Busin	84.027	IDEA	IDEA	2,032,810	2,521,588	-	-
Mandatory Costs of Doing Busin	Unrestricted		Maintenance of Plant	13,615,431	13,059,405	125.50	125.50
Mandatory Costs of Doing Busin	Unrestricted		Operations of Plant	29,490,168	28,136,592	340.30	340.30
Mandatory Costs of Doing Busin	Restricted		Other Restricted Federal	1,076,462	1,075,386	-	-
Mandatory Costs of Doing Busin	Restricted		Other Restricted State Funds	1,164,925	807,218	-	-
Mandatory Costs of Doing Busin	Restricted		Other Restricted Funds	-	86,489	-	-
Mandatory Costs of Doing Busin	84.395	Race to the Top	RTTT	-	-	-	-
Mandatory Costs of Doing Busin	Unrestricted		Student Transportation	31,816,998	30,835,528	217.40	217.40
Mandatory Costs of Doing Busin	84.010	Title I	Title I	1,186,900	1,328,049	-	-
Mandatory Costs of Doing Business				**197,631,134**	**194,577,570**	**794.50**	**741.50**
Other items deemed necessary b	84.027	IDEA	IDEA	192,912	187,351	-	-
Other items deemed necessary b	Restricted		Other Restricted Federal	381,668	205,113	-	-
Other items deemed necessary b	Restricted		Other Restricted Funds	100,500	235,357	-	-
Other items deemed necessary b	Restricted		Other Restricted State Funds	7,379,124	5,811,150	-	-
Other items deemed necessary b	84.395	Race to the Top	RTTT	-	-	-	-
Other items deemed necessary b	Unrestricted		Special Education - NonPublic Placement Costs	8,190,792	7,123,376	-	-
Other items deemed necessary b	84.010	Title I	Title I	107,530	114,746	-	-
Other items deemed necessary by the Local Board of Education				**16,352,526**	**13,677,093**	**-**	**-**
Total				**468,897,559**	**463,506,105**	**4,969.73**	**4,922.30**

Maryland's Goals, Objectives and Strategies

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

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

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

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

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

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

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

- **Indicator 1** is used to demonstrate the percentages of ELs progressing toward English proficiency. To demonstrate progress, Maryland uses an overall composite proficiency level obtained from the *ACCESS for ELLs 2.0.* ELs are considered to have made progress if their overall composite proficiency level on the *ACCESS for ELLs 2.0* is 0.5 higher than the overall composite proficiency level from the previous year's test. In order to meet the Indicator 1 target for school year 2015-2016, LEAs must show that **57%** of ELs made progress.

- **Indicator 2** is used to demonstrate the percentages of ELs attaining English proficiency by the end of each school year. For determining Indicator 2, Maryland uses an overall composite proficiency level **and** a literacy composite proficiency level based upon *ACCESS for ELLs 2.0.* ELs are considered to have attained English proficiency if their overall composite proficiency level is 5.0 and literacy composite proficiency level is 4.0 or

higher. In order to meet the Indicator 2 target for school year 2015-2016, LEAs must show that **15%** of ELs have attained proficiency.

▪ **Indicator 3** represents achievement on the Reading/Language Arts and Mathematics State's assessments for the EL subgroup.

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

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

PARCC Performance Levels
· **Level 1**: Did not yet meet expectations
· **Level 2:** Partially met expectations
· **Level 3**: Approached expectations
· **Level 4**: Met expectations
· **Level 5**: Exceeded expectations

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

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

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

   Grades 3-5: Special Education scores showed 11.6% proficient and the Limited English Language Proficient subgroup scored 11.0% proficient.
   Grades 6-8: Special Education scores showed 9.4% proficient and FARMS was 29.3% proficient.

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

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

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

The Special Education Office and the Content Area Offices have reviewed data regarding achievement gaps. Professional Development is provided to all new teachers (GE and SE) regarding the co-teaching model and instructional implications. Further professional development and support is provided to all special educators and general educators teaching in co-taught classrooms. Targeted support is available to those requiring or requesting additional supports by teacher mentors, school based administrators, teacher specialists, and/or SE Coordinators.

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

- Continue to implement intervention reading programs for identified students in grades K-8. Intervention programs have been identified to support students in phonics and decoding, comprehension, and fluency. Making Meaning is in the second year of implementation in elementary and middle schools. This program supports students in need of comprehension and higher level thinking. It also incorporates the Maryland College and Career Ready Standards in listening and speaking.
- Monitor and support school improvement initiatives at schools identified as in need of assistance in reading performance. Schools in Harford County have identified high leverage strategies such as: close and critical reading, writing in response to reading and writing from source, questioning, differentiation, and vocabulary. The RELA Office is working directly with school teams to support the professional development and instructional implementation of their high leverage strategy. Each strategy can be incorporated across disciplines and the RELA Office is supporting directly how these strategies impact language arts instruction.
- Pilot a new writing program in nine elementary schools. This year Harford County Public Schools will implement the Lucy Calkins Units of Study in Writing. This program will support teachers in the teaching of writing and in the implementation of the writing workshop model. The program has built in on-demand pre-assessments and post-assessments in order to track student progress in the areas of narrative, informative, and opinion writing. Teachers were provided professional development in the spring of 2016 to provide an overview of the program. This year training and support sessions are scheduled for September, November, and December. Teachers will also be provided with on-going school-based support.
- Develop curriculum in the new HCPS learning management system, itslearning. Reading curriculum is being developed for all elementary grades 1-5 and middle school language arts 6-8. itslearning allows our curriculum to move forward in a blended learning environment for our students. The summer of 2016 teacher leader curriculum teams worked for two weeks to develop curriculum and resources. The August county-wide professional development day provided an overview of the platform and provided teachers time to work in grade level teams across all schools. Curriculum specialists in the RELA Office will provide on-going school based support during the 2016-2017 school year.
- Adopt a new anthology program, Harcourt Houghton Mifflin *Collections*, for grade 8 language arts in all our middle schools. Professional development has been provided to teachers in June of 2016 as a kick-off to the program. Summer workshops were provided to support teachers as they planned using the new program and curriculum support materials have been developed in itslearning for students and teachers.
- Continue regular professional development sessions with the elementary reading specialists and secondary English department chairs. Professional development modules in discussion, effective grammar instruction, and writing feedback have been created to share with department chairs for their use as a trainer of trainers' model with their school teams.
- Train general education teachers, special education teachers, and reading specialists for identified elementary and middle school reading intervention programs. All teachers new to intervention programs will receive training opportunities in order to support the effective implementation of program and program fidelity.
- Implement the early reading assessment, Fountas and Pinnell Benchmark Assessments, at all elementary schools in kindergarten and first grade. The assessment is administered during a fall, winter, and spring window.
- Implement an on-line reading assessment, Scholastic Reading Inventory (SRI), in all elementary and middle schools to gather more reliable and valid data for identifying students in need and for providing an opportunity for progress monitoring in reading.

- Utilize the middle school content curriculum specialists and special education teacher specialists to support instructional practices. The RELA specialists are able to co-plan, co-teach, and deliver professional development in all of our middle schools.
- Review additional intervention programs for implementation in order to meet the needs of students.
- Collaborate with the Office of Special Education and the Office of World Languages and ESOL in order to deliver professional development, identify resources, and provide training.
- Provide county-wide and on-site support to schools for the implementation of Maryland College and Career Ready Standards.
- Work with teacher teams in the creation of Student Learning Objectives tailored to meet the needs of their students.
- Collaboration among Special Education and the RELA department to provide training and interventions for reading including Fundations. Special Educators are also trained in Wilson Reading Systems, Fundations, Edmark and Corrective Reading depending on the needs of the students within schools.
- Train Elementary and Secondary Special Educators in the administration of informal assessments such as the Qualitative Reading Inventory, Comprehensive Word Test, Brigance Comprehensive Inventory of Basic Skills, Curriculum Based Writing Assessment, and the Scholastic Reading Inventory to establish present levels of performance and instructional levels.
- Continue to ensure Special Educators serve on the Curriculum Development Institute to allow their input on curriculum writing committees in the content areas.
- Train Special Educators in Professional Development that addresses strategies to support students and increase their achievement in ELA/English.
- Train Special Educators to utilize assessments to develop SMART goals for students in areas of deficit designed to support and enhance progress in the individual student's area(s) of need.
- Provide reading interventions in the Middle Schools including Corrective Reading, Making Meaning, Plugged into Reading, Read 180, Fast Track and EdMark.
- Provide reading interventions in the High Schools including Corrective Reading and Strategic Reading. Two high schools also offer Read 180.
- Provide reading interventions at the Elementary Schools including Fundations, Wilson Reading Systems, Edmark, and a pilot program for Corrective Reading.
- Collaboration among the Department of Curriculum and Instruction and the Department of Special Education to approve Tier II and Tier III Social, Emotional and Behavioral Interventions in order to allow better access to the General Education curriculum by all students through the integration of self-regulation skills. Any students who are unable to self-regulate will learn these skills to improve their opportunity to learn all content areas in the regular classrooms as much as possible.
- Encourage English teachers to participate in professional development offered by the ESOL staff. Session topics include a SIOP Model Overview; Newcomers in Your School: Instructional Strategies; and Practices and Tools for Differentiated Instruction for All Proficiency Levels. Three-day SIOP Model professional development led by Center for Applied Linguistics-trained ESOL staff members are also available.
- Work with the Office of World Languages and ESOL to identify English Language Learners who would benefit from additional academic and content tutorial intervention services in English with emphasis on language use to ultimately increase their reading, writing, listening, and speaking proficiency and content area achievement.

PARCC Mathematics for Grades 3-8:

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

    The PARCC data in Mathematics for students in grades 3-5 shows incremental improvement from the previous year, 48.3% in 2015-16 compared to 44.7% in 2014-15. Grade six performance remained relatively stable at 43.2%. There are incremental improvements for most subgroups as well. Data for Grades 7 and 8 is more complex because students are enrolled in a variety of mathematics courses. Twenty-five percent of grade 7 students are enrolled in Algebra I and 48% of grade 8 students are enrolled in either Algebra or Geometry. Although only 30% of the students enrolled in Grade 7 mathematics and 17% of students enrolled Grade 8 mathematics demonstrated proficiency at a Level 4 or 5, that data does not give a true picture of middle school

student performance. When students who are enrolled in above grade level courses are factored into the data, the percent of seventh grade students who performed at a proficiency level of 4 or 5 in either Math 7 or Algebra I (Grade 7), the overall proficiency level is 45%. Similarly, eighth grade students who performed at Levels 4 or 5 on either Math 8, Algebra I (Grade 8) or Geometry (Grade 8) have an overall proficiency rate of 46.9%.

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

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

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

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

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

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

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

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

PARCC Algebra I

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

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

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

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

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

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

   The Office of World Languages and ESOL will offer support for mathematics teachers around working with English Language Learners in the content classroom. Included among professional development offered by the ESOL staff are a SIOP Model Overview; Newcomers in Your School: Instructional Strategies; and

Practices and Tools for Differentiated Instruction for All Proficiency Levels. Three-day SIOP Model professional development led by Center for Applied Linguistics-trained ESOL staff members are also available to content teachers.

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

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

MSA Science

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

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

   GRADE 5
   Black or African American, 46% proficient
   Hispanic/Latino of any race, 55% proficient
   Special Education, 28% proficient
   Limited English Proficient, 11% proficient
   Free/Reduced Meals, 48% proficient

   GRADE 8
   Black or African American, 56% proficient
   Special Education, 40% proficient
   Limited English Proficient, 28% proficient

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

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

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

While curriculum has been in development, professional development during county-wide identified days, for all teachers, has been provided to prepare staff for the instructional shifts associated with the NGSS. This training has focused on strategies and approaches that are designed to increase understanding of the NGSS and its relationship to student engagement, motivation, and overall student performance (through a focus on inquiry, engineering, disciplinary literacy, and three dimensional teaching). The office of special education will work with the science office to ensure all co-teach special educators are trained in the NGSS. Additionally, professional development was provided to all middle school teachers during the summer of 2016 for the purposes of increasing individual capacity in making connections between the NGSS instructional shifts and actual classroom practice. Professional development at the county wide level for elementary teachers will increase in quantity beginning January 2017 as training is provided for the rollout of new, life science curricular units that are aligned with the NGSS. This training will include a significant emphasis on the NGSS instructional shifts and how they are represented in new curriculum.

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

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

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

High School Assessment (HSA) Biology

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

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

Black or African American, 49% proficient – modest improvement, potentially statistically insignificant
Native Hawaiian or Other Pacific Islander, 22% proficient – small "n" with a significant performance decline
Special Education, 32% proficient – modest improvement noted
Limited English Proficient, 36% proficient – significant improvement noted
Free/Reduced Meals, 55% proficient – modest decline, potentially statistically insignificant

A challenge exists in terms of further identifying strategies that will meet the needs of such diverse learners with varied academic backgrounds (with particular emphasis on reading). Additional collaboration and discussion with the Office of Special Education is needed in order to further make progress in this area. It will be critical to collaborate with Special Education personnel as new NGSS aligned curriculum is developed.

Directly related is the increased professional development time that will be needed in order to build the capacity of staff with this regard. In light of other equally critical professional development needs, it has become even more challenging to balance available time and priorities.

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

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

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

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

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

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

<u>High School Assessment (HSA) Government</u>

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

Harford County's HSA Government scores remain consistent with previous year's performance standards. 79% of first time test takers passed the exam; with most students finding success with a curriculum that is regularly reviewed and enhanced. Within the numbers there are challenges that remain; including, scores for African American and Hispanic students which are below the county average and students with disabilities

who are also passing the test in low numbers. The Limited English Proficiency (LEP) student number is relatively small (38 students), but their passing rate is substantially below the county average. The following actions have been taken to address these performance levels:

- The Grade 9 American Government curriculum guide is being reviewed, revised, and transferred into the itslearning digital platform which will allow for greater teacher and student interaction. This will promote greater access to digital exercises that will assist students as they are provided opportunities to take the on-line version of the HSA Government assessment. Additionally, College, Career, and Civic Readiness standards (C3) reflected in a revised document provided by the State Coordinator for Social Studies was received in early August and plans are underway to infuse this work into the itslearning platform. Inquiry-based lessons that have been created will also be infused in the platform and assessments will be revised to reflect the changes in assessment limits. The Office of Social Studies has also rewritten assessments to correspond to the inquiry arc and to increase the rigor for all students as they prepare for the High School Assessment. This included the development of anchor papers through range-finding that occurred in June 2016 and will be employed during the 2016-2017 school year.
- Approximately 20% of the teachers of American Government are non-tenured in their status and also have varying levels of background in political science and the teaching of American Government. Planning experiences with veteran teachers have been provided as well as classroom visitations that ask non-tenured teachers to reflect on the best practices that are a part of the American Government classroom. These include the use of focused vocabulary strategies (i.e., Vocabulary Notebook), technology applications focused on Web 2.0 tools that provide immediate diagnostic data to both teachers and students such as Quizlet, Padlet, and Kahoot, and Close Reading with a concentration on higher order questions developed by students. All teachers were provided training in the Question Focused Technique (QFT) as a part of job-embedded professional learning during the 2015-2016 school year as well as interactive discussion techniques at the August 23, 2016, Social Studies Professional Development. Close reading was addressed at a Social Studies Professional Development held on August 25, 2015.
- Several years ago the Office of Social Studies worked with the LEP instructor at Harford Technical High School to develop an adapted curriculum guide specifically for ELL students. While this teacher has left employment with the Harford County Public Schools (HCPS), the materials remain available for the current instructor's use.

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

On-going curriculum revisions are in effect to ensure alignment with content and skills necessary for student success on the Government High School Assessment. Middle and elementary school curriculum are backwards mapped off of the required content for American Government and this information is communicated to grade-level teachers. All middle and high school social studies teachers have received training in close reading, technology applications, and student-centered instruction in the last twelve months. Continued training and support of C3 standards and instructional strategy (i.e., Inquiry Arc) are provided to teachers as their grade-level curriculum is revised and exported. The current cycle of curriculum revision is focused on middle school curriculum and the planned cycle for elementary should begin in June-July 2017. The revisions include review of assessment data as a part of the selection of instructional strategies. The Office of Social Studies was provided with approximately $50,000 of unrestricted funds to continue curriculum revisions and support teachers in their growth.

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

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

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

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

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

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

High School Instructional Program in Social Studies	Review and update curriculum, Grades 9-12. Expected funding assistance is anticipated.	Core curriculum in Grades 9-11 (Government, World History, US History) continues to be reviewed and revised (2016-2017 school year).	Revisions to Grade 9 American Government are underway. New assessment limits have been provided to the Office of Social Studies from State Coordinator (August 2016). Work on this will be incorporated to revisions during 2016-2017 school year. High School World History standards are under reconsideration from MSDE. Work group will be meeting during the 2016-2017 school year. High School US History is under review and revision. This will continue through 2016-2017 school year and into summer 2017. Review of high school elective course curriculum is currently on hold due to significant changes to core program. Upon review, high school electives will reflect Common Core Standards and the C3 Framework when completed.
High School Instructional Program in Social Studies	Review and update assessments, Grades 9-12. Expected funding assistance is anticipated.	Ongoing with curriculum review.	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. New assessments with the rigor to meet Common Core standards and PARCC requirements are planned for construction in Summer 2017. Revised World History assessments with the rigor to meet Common Core and PARCC requirements are under construction during the 2016-2017 school year. Revised US History assessments with the rigor to meet Common Core and PARCC requirements are under construction during the 2016-2017 school year.

			New End-of-Course assessments for American Government, World History, and United States History were piloted in the 2015-2016 school year. These were aligned with rigor for Common Core and C3 in mind. Review of data is continuing during the 2016-2017 school year. Same assessments will be in place this year with anchor papers created via range finding completed Summer 2016.
			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.

2016 BRIDGE TO EXCELLENCE MASTER PLAN ASSESSMENTS ADMINISTERED BY LEAs

In accordance with requirements of §7-203.3, for each assessment administered, the LEA must provide the following information. Use the template on page 18 to list the required assessment information:
· The title of the assessment;
· The purpose of the assessment;
· Whether the assessment is mandated by a local or state entity;
· The grade level or subject area, as appropriate, to which the test is administered;
· The testing window of the assessment; and
· Whether accommodations are available for students with special needs and what accommodations are.

Assessments refer to local, state or federally mandated tests that are intended to measure a student's academic readiness, learning progress, and skill acquisition. Assessment **does not** include a teacher- developed quiz or test, or an assessment or test given to a student relating to the following:
• A student's 504 Plan;
• The federal Individuals with Disabilities Education Act, 20U.S.C.1400; or
• Federal law relating to English Language Learners.

On or before October 15, 2016, assessment information required in §7-203.3 (see above) are intended to measure a student's academic readiness, learning progress, and skill acquisition, shall be:
▪ updated;
▪ posted on the website of the LEA; and included in the Annual update of the LEA master plan required under §5-401.

ANNUAL UPDATE ASSESSMENT ADMINISTERED BY LEA

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

ANNUAL UPDATE ASSESSMENT ADMINISTERED BY LEA

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

ANNUAL UPDATE ASSESSMENT ADMINISTERED BY LEA

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

ANNUAL UPDATE ASSESSMENT ADMINISTERED BY LEA

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	Grade Level	Subject Area	Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
National Assessment of Educational Progress (NAEP)	To provide state and national trend data on student achievement in several subjects and allows comparisons between states and the nation.	State	4 and 8	Sample of schools selected by MSDE annually	Jan 30 - Mar 10	Yes, with the exception of the "read to" accommodation.	Partnership for Assessment of Readiness for College and Career (PARCC) Accessibility Features and Accommodations Manual; Maryland Accommodations Manual
Multi-State Alternative Assessment (MSAA)	To assess students with the most significant cognitive disabilities in the area of English/Language Arts and Mathematics as required by federal law.	State	3 – 8 and 11 (applicable students)	Reading/English/Language Arts and Mathematics	Mar 31 – May 12	Yes	Maryland Accommodations Manual
New Alternative Science Assessment TBD (Note: This assessment replaces the Alternative-MSA Science Assessment).	To assess students with significant cognitive disabilities in the area of Science as required by federal law.	State	5, 8 and grade 10 or 11 (applicable students)	Science	Mar 6 - May 12	Yes	Maryland Accommodations Manual

ANNUAL UPDATE ASSESSMENT ADMINISTERED BY LEA

Unit, Quarterly, and Final Exams	To determine mastery of the curriculum in specific courses.	Local	K-12	Varies at grade levels and dependent upon course/subject	Unit assessment dates vary dependent upon course/subject pacing. Quarterly and final exam dates: Oct 25 - Oct 28 (Q1) Jan 17 - Jan 20 (Q2) Mar 21 - Mar 24 (Q3) Jun 2 - Jun 7 (Q4)	Yes	Partnership for Assessment of Readiness for College and Career (PARCC) Accessibility Features and Accommodations Manual Maryland Accommodations Manual