

Bridge to Excellence

Harford County Public Schools



Master Plan

2015 Annual Update



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

November 18, 2015

Dear School Community,

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

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

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

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

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

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

Barbara P. Canavan
Superintendent of Schools

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

Vision

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

Mission

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

Master Plan Goals

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

**Members of the Board of Education
2015-2016**

Nancy Reynolds, *President*

Joseph A. Hau

Thomas Fitzpatrick

Robert L. Frisch

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Barbara P. Canavan

SUPERINTENDENT OF SCHOOLS

102 S. Hickory Avenue

Bel Air, Maryland 21014

Harford County Public Schools Bridge to Excellence Master Plan

Strategies to Manage the Master Plan

Development and Implementation of the Master Plan

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

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

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

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

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

The Harford County Public School System's Bridge to Excellence Master Plan is the result of the insights and contributions of many Harford County educators and citizens, who came together to envision a strong, viable future for the school system and to identify resources needed to achieve that vision. While it is not possible to cite the names of everyone involved in the preparation of HCPS' Master Plan, special appreciation is expressed to the following individuals who contributed to the 2015 Annual Update.

Acknowledgements

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Renee Villareal
Coordinator of School Improvement

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

Essential Vocabulary

AP	Advanced Place
BOE	Board of Education
BTE	Bridge to Excellence
C3	College, Career, and Civic Life
CAS	Core Academic Subject
CFIP	Classroom-focused Improvement Process
CIP	Capital Improvement Program
CLG	Core Learning Goals – The high school content standards that form the knowledge base for the Maryland High School Assessment
COMAR	Code of Maryland Regulations
Common Core Standards	State Board-adopted standards that detail what students should know in the academic areas kindergarten through grade twelve
COP	Communities of Practice
CPD	Continuing Professional Development
CSSRP	Comprehensive Secondary School Reform Program
CTAC	Community Training and Assistance Center
CTE	Career and Technology Education
ELL	English Language Learners
EEA	Educator Effectiveness Academy
ESEA	Elementary and Secondary Education Act – Federal legislation, also known as No Child Left Behind (NCLB), which requires an emphasis on and funding for the objectives and action plans for this report.
ESOL	English for Speakers of Other Languages
ETM	Education That Is Multicultural – Information that offers insights and sensitivity to all cultures so that instruction can be better planned to embrace diversity in the classrooms.
ETMA	Education that is Multicultural and Achievement
FARMS	Free and Reduced Meals

Formative Assessments	Classroom assessment that assists teachers in planning the next steps for instruction of individual students
GCC	General Curriculum Committee
GT	Gifted and Talented
HBCU	Historically Black Colleges and Universities
HCEA	Harford County Education Association
HCPS	Harford County Public Schools
Highly Qualified Paraprofessionals	Paraprofessionals who deliver instructional services to students and who have either completed two years of study at an institution of higher education, obtained an associate's or higher degree, or met a rigorous standard of quality and can demonstrate knowledge through a formal assessment
Highly Qualified Teachers	Public elementary or secondary school teachers who have full state certification or have passed a state licensing examination, are licensed to teach in the state, and have not had certification or licensure requirements waived on an emergency, temporary, or provisional basis
HSA	High School Assessment
IDMS	Instructional Data Management System
IDS	Instructional Data Specialist – central office position associated with Race to the Top
IEP	Individualized Education Plan
IF	Instructional Facilitator – school-based position with evaluative duties
ILA	Integrated Language Arts
IIS	Instructional Improvement System
ILT	Instructional Leadership Team – Principal, Assistance Principal(s), Instructional Facilitator, and Teacher Mentor
Instructional Technology	Software that supports the instructional program
LEA	Local Education Agency – The Harford County Public School System
LMS	Learning Management System
LRE	Least Restrictive Environment
LSS	Local School System
LTDB	Longitudinal Test Database
MCCRS	Maryland College and Career Ready Standards

MMSR	Maryland Model of School Readiness
MSA	Maryland School Assessment
MSAP	Maryland Student Assistance Program
MSDE	Maryland State Department of Education
MTLSS	Maryland Technology Literacy Standards for Students
NCLB	No Child Left Behind – Elementary and Secondary Education Act of 2002
PARCC	Partnership for College and Career Readiness
PBIS	Positive Behavior Interventions and Support
PD	Professional Development
PDS	Professional Development School
Performance Levels	Categories of student performance on state academic tests: Basic, Proficient, and Advanced levels
PLC	Professional Learning Community
PM	Performance Matters
PS	Performance Series – Web-based assessment in reading and/or mathematics to determine student performance levels (scaled scores) and student performance growth over time.
RFP	Request for Proposal
RTTT	Race to the Top
SC	State Curriculum
SIS	Student Information System
SLO	Student Learning Objective
SMI	Scholastic Mathematics Inventory
SRI	Scholastic Reading Inventory
STEM	Science, Technology, Engineering, and Math
TPE	Teacher and Principal Evaluation
UDL	Universal for Design of Learning

Maryland's Bridge to Excellence Master Plan

Introduction

Authorization

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

Background

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

In August 2010, Maryland was awarded one of the Race to The Top (RTTT) education grants. The grant provided an additional \$250 million in funds over four years and was used to implement Maryland's Third Wave of Reform, moving the State from national leader to World Class. Beginning in 2012, local Scopes of Work were integrated and reviewed as part of the BTE Master Plan. Over the period of the grant, local school systems submitted RTTT Scopes of Work that were developed by Maryland school systems, and closely aligned with the overall State plan to guide the implementation of educational reforms. The RTTT grant ended in September 2014. In November 2014, local school systems were required to complete a RTTT Close Out Report to provide an overview description of accomplishments for the entire grant period that were aligned with the State's Race to the Top plan. Four local school systems received approved no cost extensions to continue the RTTT grant for year five. The four local school systems are required to complete a 2015 RTTT Close Out Report.

In May 2012, the United States Department of Education approved Maryland's application for flexibility from some of the long-standing requirements of No Child Left Behind. In March 2015, the Elementary and Secondary Education Act (ESEA) renewal flexibility waiver was submitted to continue and improve the intent of the flexibility waiver to support the education reform. The Master Plan has been adjusted to address the demands of Maryland's new accountability structure.

**Bridge to Excellence Master Plan
2015 Bridge to Excellence Annual Update Part 1**

Due: November 18, 2015

Local School System Submitting This Report:

Harford County Public Schools

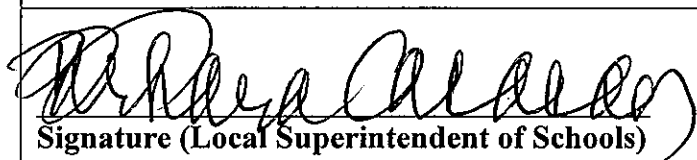
Address:

102 S. Hickory Avenue
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Local Point of Contact:

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E-Mail: Renee.Villareal@hcps.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2015 Annual Update to our Bridge to Excellence Master Plan is correct and complete. We further certify that this Five Year Comprehensive Master Plan has been developed in consultation with members of the local school system's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.


Signature (Local Superintendent of Schools)

11-4-15
Date


Signature (Local Point of Contact)

11-04-15
Date

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Local Planning Team Members

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

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James Boord, III	Supervisor of Music
Susan Brown, Ed. D.	Executive Director of Curriculum
Barbara P. Canavan	Superintendent of Harford County Public Schools
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Eric Clark	Grants Accountant
Mary Edmunds	Budget Specialist
Edward Fields	Director of Budget
Susan Garrett	Supervisor of Career Programs and Art
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Howard Kutcher, Ed. D.	Senior Manager – Human Resources
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Bradley Palmer	Supervisor of Title I
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Jacqueline Tarbert	Coordinator of Curriculum & Professional Development
George Toepfer	Supervisor of Social Studies
Renee Villareal	Coordinator of School Improvement

Section A:
Executive Summary
and State Success
Factors

Introduction

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

The Harford County Board of Education (BOE) is accelerating efforts and making necessary changes to the current way of doing business, and has approved a Strategic Plan that aligns with the HCPS Bridge to Excellence Master Plan. HCPS believes all students can meet high standards. To that end, HCPS commits to the following elements of the State's reform plan as described in the *American Recovery and Reinvestment Act (ARRA)*:

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

The mission of HCPS is to promote excellence in instructional leadership and teaching and to provide facilities and instructional materials that support learning for the 21st century. The Harford County BOE supports this mission by fostering a climate that supports deliberate change and monitoring progress through measurable indicators. Although many students achieve academic success, HCPS is dedicated to ensuring that ALL students are successful. 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 receiving free and reduced meals and African-American students continue to score well below the Harford County proficiency percent in MSA Reading and Mathematics, as well as the Algebra/Data Analysis High School Assessment (HSA).
- Job-embedded professional development for teachers with respect to educational technology, continual funding shortfalls to maintain existing implemented technologies, and an aging infrastructure which cannot meet the growing demand of online and multi-media instructional resources remain a challenge.

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

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

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

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

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

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, comprised of central office directors, supervisors and coordinators, meets monthly to analyze individual school data and school improvement goals and objectives. In June 2015, the team developed a local accountability model. They analyzed three years of historical academic data to determine schools with the greatest need. As a result, Central SIT has identified nine ***Local Priority Schools*** and five ***Local Attention Schools***. Reference the chart below.

Local Priority Schools	Local Attention Schools
Edgewood High School Joppatowne High School Aberdeen Middle School Magnolia Middle School Deerfield Elementary School Edgewood Elementary School Halls Cross Roads Elementary School Magnolia Elementary School Riverside Elementary School	Havre de Grace High School Edgewood Middle School Havre de Grace Middle School George D. Lisby Elementary William Paca/Old Post Road Elem.

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 school.

In addition to developing a local accountability system to support our most struggling schools, the Central School Improvement Team 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' SIPs. Tier 1, 2 and 3 levels of instruction are analyzed for each school during this meeting to ensure fidelity. 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 common core standards. The result of this planning process will be to ensure more students are better prepared for post-secondary STEM careers.

By school year 2021, HCPS will:

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

Budget Narrative

Harford County Public Schools (HCPS) is a fiscally dependent school system with an actual enrollment of 37,537 students in fiscal 2015. HCPS is the 149th largest school system of the 13,588 regular school districts in the country when ranked by enrollment¹. This places HCPS in the top one percent of school districts by size. HCPS is ranked 8th of the 24 school districts in the State of Maryland. The student body will be served by a projected 5,231 FTE teaching and staff positions for fiscal 2016. The enrollment for FY 2016 is projected to continue to decline. The expected decrease in enrollment will have minimal impact when spread over the 54 schools in the system and will not impact the master plan implantation.

Harford County has 54 public schools along with 45 nonpublic schools² located within the County. Citizens in the County have a choice of public or private schools. Approximately 38,000 students attend public schools. The number of students attending private schools is unknown. The 2014 population of Harford County was 251,001 and is projected to increase to 258,355 by 2019³. According to the Bureau of Census, the school age population in 2010 was

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

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

³ www.harfordbusiness.org

52,171 of which 38,637 or 74% attended public schools. School enrollment was 35,963 in 1994 and reached a peak in 2004 of 40,294 and has declined to 37,537 in 2015.

The Fiscal Year 2016 Board of Education adopted Budget for Harford County Public Schools addresses the essential components of federal legislation known as *No Child Left Behind* (NCLB), state legislation known as the Bridge to Excellence Act (BTE), and continues to address the Strategic Plan and Master Plan. Meeting the educational needs of a growing and diverse community so that no child is left behind requires vision, knowledge, organization, effective planning, sufficient coordinated resources, and commitment from all stakeholders.

The primary increase in expenditures of the Unrestricted fund between budgetary years 2009 to 2016 are costs deemed necessary to provide mandated services, meet contractual obligations and to maintain the integrity of the instructional programs. For five of the last seven years, HCPS employees have not received step increases or Cost of Living Adjustments. HCPS employees received only the second salary/wage increase in seven years during fiscal year 2015 which totaled \$8.9 million.

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

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

The fiscal year 2016 operating budget includes the following increased costs: of \$8.9 million for wages, \$1.9 million for employee benefits, \$1.3 million for teacher pension expense transferred from the State of Maryland and a net increase of \$3.0 million in cost of doing business for a total increase of \$15.1 million. The increase in expenses were partially offset by a net increase of \$4.8 million in revenue (\$4.5 million in Local Aid and .3 million in State Aid). However, a shortfall of \$10.3 million remained. The budgetary shortfall was absorbed via employee turnover savings of \$2.4 million and \$7.9 million in operating cost reductions.

Every effort was made to be fiscally conservative in preparing the 2016 Budget. This budget required difficult decisions in order to align projected expenditures with projected revenue. The fiscal 2016 approved Unrestricted Operating, Restricted and Capital budgets are \$431.2 million, \$31.9 million and \$28.1 million, respectively.

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

Finance Section

Introduction

The Five Year Comprehensive Master Plans provide insight into the work in which school systems engage on a daily basis, demonstrating their commitment to accelerating student achievement and eliminating achievement gaps. The finance section, in conjunction with the budget narrative information in the Executive Summary, includes a Current Year Variance Table, a Prior Year Variance Table, and responses to the analyzing questions. For those LSSs with a No Cost Extension, the Finance Section also includes the Race to the Top Scope of Work grant documents and Project Budget workbooks. Together, these documents illustrate the LSS's alignment of the annual budget with the Master Plan priorities.

Background

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

Analyzing Questions

Please respond to the following questions using the information provided in the **Prior Year Variance Table**. Questions 3 and 4 below are based on all ARRA funds.

Revenue and Expenditure Analysis

- 1. Did actual FY 2015 revenue meet expectations as anticipated in the Master Plan Update for 2014? If not, identify the changes and the impact any changes had on the FY 2014 budget and on the system's progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.**

Revenue Section PYVT Unrestricted:

- Because the FY15 Final Budget Total must equal the FY15 Actual Expenditure Total there will always be a difference which will equate to fund balance carried into the next Fiscal year. HCPS budgeted \$5,533,875 in fund balance in FY15. However, due to cost savings measures none of that fund balance was needed to sustain operations. In fact, HCPS received \$2,436,566 in additional Other Local Revenue which in effect increased fund balance.

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.

As noted above, all planned expenditures vs. actual expenditures were well within acceptable variances with the following exception:

Section Standards and Assessments:

- In the PVVT Restricted Table, Title II and Title III expenditures were listed in Planned Expenditures in error. These expenditures should have been listed in Planned Expenditures under Great Teachers and Leaders. They are listed under Actual Expenditures in the Great Teachers and Leaders column. This explains the difference between planned and actual expenditures for Standards and Assessments.

Section Other/ Non Public Placements:

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

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

Not Applicable

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

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

Universal Design for Learning (UDL)

Universal Design for Learning (UDL) integration for consistent, ongoing, innovation, and progress to maximize teaching and learning practices that reflects and aligns with UDL principles and guidelines (COMAR 13A.03.06.01. 01). Include a description of how students are included in or provided access to intervention/enrichment programs, and a description of successes and challenges in the full implementation UDL process to eliminate barriers to learning for all students, including students with disabilities and specialized population students.

In accordance with COMAR 13A.03.06.05, Universal Design for Learning (UDL) Guidelines and Principles, beginning in the 2014 -2015 school year, local school systems shall use UDL guidelines and principles, in the development or revision of curriculum and materials⁴.

⁴ COMAR 13A.03.06.04, defines in the following terms 1) “Materials” means the various media used by a) Educators to present and assess learning content; and. b) Students to demonstrate knowledge and skill. 2) “Universal Design for Learning (UDL) means a research-based framework for curriculum design, that includes goals, methods, materials, and assessments to reduce barriers to learning by providing students

Professional learning opportunities to highlight the concepts and principles of UDL have been embedded into various events, workshops, and curriculum. HCPS continues to utilize the MSDE online webinar/course on UDL. HCPS has instituted a SharePoint site dedicated to hosting UDL resources and information that can be used at the school and system levels. Content supervisors are incorporating and highlighting UDL principles in system-level content PD. During New Teacher Orientation workshops, teachers were presented with examples and ideas to use to incorporate UDL into their lesson planning and unit design. HCPS continues to focus on ways to address individual student needs. School Improvement Teams had an opportunity to engage in UDL sessions during the summer 2014 Unmistakable Impact Conference. A Jim Knight consultant led a keynote and breakout session for school and system personnel to examine the basics of making sure all students have access to high quality instruction and the role of school culture. Teacher teams from each school had the opportunity to engage in a professional learning seminar on 21st Century Teaching which centered on rigorous mathematics instruction, embedded technology, and an infusion of UDL principles. HCPS Curriculum Offices have been working to develop instructional resources to support teachers in their unit and daily instructional planning. These materials are shared with teachers through the use of instructional facilitators at the elementary level and through department chairs at the secondary level. Several content pilots are underway with ItsLearning, HCPS' newly acquired learning management system. Digital curriculum will be developed and resources created for teachers and students in the new system. The Offices of Professional Development, Instructional Technology, and Curriculum, Instruction, and Assessment will be working collaboratively to plan, implement, and support this initiative.

The Division of Curriculum, Instruction, and Assessment held an extended professional learning experience for instructional supervisors and 200 teacher leaders on assessment. The summer sessions included an overview of assessment with Jay McTighe and continued with follow-up and personalized work in the content with McTighe, teacher leaders and supervisors. School based administrators participated in the overview sessions. It is expected that teachers trained in assessment will participate in additional training and work in assessment and serve as leaders to present, lead, and implement this work with colleagues throughout the 2015-16 school year. Additional training is in the planning stage as HCPS continues to develop a comprehensive assessment plan. In November of 2015, HCPS will hold a system-wide professional learning conference for all 2700 teachers across the school system. Teachers will have the opportunity to self-select content-specific sessions that align with individual teacher learning goals. Sessions are aligned to MCCRS/C3/Next Gen and/or the Danielson Framework for Teaching. Topics include best practices for teaching and learning such as UDL, instructional technology, and student engagement techniques. The conference will run over two days in multiple sites offering over 150 session choices. University partners will be participating as presenters and in a graduate fair. Content offices have identified various community locations/businesses appropriate for teachers to visit.

multiple accessible support options for: (a) Acquiring information and knowledge; (b) Demonstrating knowledge and skills in alternative forms of action and expression; and (c) Engaging in learning.

SYSTEMATIC INTEGRATION OF UNIVERSAL DESIGN FOR LEARNING

In COMAR 13A.03.06.01. 01, the purpose of the requirement is to promote the application of Universal Design for Learning (UDL) principles to maximize learning opportunities for students, including students with disabilities, students who are gifted and talented, and students who are English language learners, and guide local school systems in the development of curriculum, instructional planning, instructional delivery, material selection, and assessments.

UDL Point of Contact: Renee L. Villareal, Coordinator of School Improvement			
UDL Principle/Mode	Representation – Process		
<p><i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<p>HCPS School Improvement Plans include the following examples:</p> <ul style="list-style-type: none"> • Differentiated instruction with regard to content <ul style="list-style-type: none"> ○ Multimodality approaches -video, text, apps, visual and performing arts, ○ Assistive Technology (auditory equivalent for visual information) ○ Bring Your Own Technology Initiative (BYOT) at the secondary level ○ Digital curriculum resources • Differentiated instruction with regard to process <ul style="list-style-type: none"> ○ Classroom Focused Improvement Process (CFIP) – data analysis ○ Co-teaching and co-planning to meet the needs of all learners (special education, gifted and talented) ○ Upside Down Teaching Methods –discovery based 		
<p><i>Means for Expressions:</i> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #D8BFD8;"> <th style="text-align: center;">Expression/Action- Product</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>HCPS School Improvement Plans include the following examples:</p> <ul style="list-style-type: none"> • Differentiated instruction with regard to product <ul style="list-style-type: none"> ○ Multimedia methods of communication (video, smart phones, apps, blogs, OneNote) ○ Technology (tablets, laptops, smart phones) ○ Student directed dialogue and discussion in classrooms ○ Student choice with regard to construction/composition ○ Arts Integration methods </td> </tr> </tbody> </table>	Expression/Action- Product	<p>HCPS School Improvement Plans include the following examples:</p> <ul style="list-style-type: none"> • Differentiated instruction with regard to product <ul style="list-style-type: none"> ○ Multimedia methods of communication (video, smart phones, apps, blogs, OneNote) ○ Technology (tablets, laptops, smart phones) ○ Student directed dialogue and discussion in classrooms ○ Student choice with regard to construction/composition ○ Arts Integration methods
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Section B:

Standards and

Assessments

Progress Towards Meeting Academic Targets

With greater accountability on learning and achievement, it is clear that we have to explore practices to effectively improve student achievement. As part of the 2015 Bridge to Excellence Master Plan Five Year Comprehensive Master Plan, local school systems are required to analyze their historical academic State and local assessment data, and their implementation of goals, objectives and strategies and/or evidence-based practices to determine their effect on student achievement and classroom practices, for **all** subgroups and specialized populations. Please use the 2012, 2013, and 2014 Maryland School Assessment (MSA), 2014 High School Assessment (HSA), formative local assessment data, **and/or** other standardized research based data to respond to the following questions:

***Data tables (2.1 – 3.12) Data Overview**

Academic Data Review

1. In a review of your historical academic data (MSA, HSA and formative local assessment, and/or other standardized research based data), identify what you see as priority in terms of student achievement? Identify strategies that will promote gap reduction and growth. Describe how formative local assessments inform your system-wide thinking?

HCPS continues to focus on improving instruction for all students; however, challenges still exist for our students with disabilities. In 2014, there was a 31.4% gap in student performance on MSA Mathematics between the aggregate level and special education students. On MSA Reading in 2014, a 25.4% gap existed between these same two comparative groups. Monthly district meetings are established and gap reduction is discussed. In schools where this gap is extensive, specific questions regarding professional development regarding special education students (or any other identified subgroup) and intervention programs are posed for school administrators. In addition, schools were informed to align their school improvement plan goals to their most challenged subgroup(s).

Formative local assessments remain a continual conversation for our system. In the area of mathematics, unit assessments are created by the content supervisors and aligned to the Maryland College and Career Ready Standards. In the 2014-15 school year, HCPS piloted the PARCC Diagnostic Assessments in twelve schools. In the 2015-16 school year, HCPS will be implementing this assessment in mathematics in all of our Title I schools. In addition, this assessment will be administered in many other participating schools this year. All students in grades 2 through 8 participate in the Scholastic Reading Inventory (SRI) assessment two or three times a year. HCPS will also be piloting the PARCC Diagnostic Assessment in reading/language arts this year in select schools. Since this assessment is better aligned to the Maryland College and Career Ready Standards and will also provide a student's reading level, HCPS may be phasing out the SRI assessment in the near future.

HCPS also has locally developed benchmarks and unit assessments in science, social studies, early childhood, health and physical education, and world languages. HCPS is piloting the UNIFY module of Performance Matters in several contents this year. UNIFY is a tool that allows content offices to design an assessment blueprint and create assessments that include technology enhanced items similar to the PARCC item types. HCPS hopes that this product will improve our locally developed assessments in all content areas as we are moving away from using only selected response item types and focusing on performance based assessments as well as item types that promote rigor in instruction.

The achievement of Harford County Public Schools students with disabilities continues to lag behind that of non-disabled peers. A review of eligibility and placement trends supports the need for a reflective root - cause analysis to determine procedural and instructional factors impacting overall achievement of students with disabilities participating in the general education curriculum. 13.5% of all HCPS students, ages 3 to 21, are identified as having an educational disability requiring specialized instruction; 67.3% are male and 32.7% are female. Further analysis indicates that 26.2% of students with disabilities are Black/African American, as compared to 18.1% of the general education population (MSDE Census, October 1, 2014) this is indicative of a disproportionate representation of Black/African American students. Placement trends are indicative of a continued need for increased understanding of core special education policies, procedures and specialized instructional practices which ensure access, equity and progress for children with disabilities. Key areas of concern include: 7.58% of students with disabilities, ages 6 – 21, educated in separate public and/or private settings (LRE > C) and 52.93% of children with disabilities ages 3 to 5 are educated with their typically developing peers in the regular early childhood classroom environment. Expansion of a full and rich continuum of supports and services provides opportunity for HCPS children with disabilities to meet achievement targets and narrow the gap. Emphasis on expanding communicative competencies via accessibility technologies is providing increased opportunities for students with significant disabilities to demonstrate what they know and are able to do. Working in collaboration with curriculum partners, instructional factors such as: accessible curriculum; differentiated instructional practice; grouping; pacing; and test construct are addressed in a manner that promotes shared responsibility for the progress of all students.

Strategies being used to promote gap reduction and growth to address the over-representation of African American males in special education include working collaboratively with district and community partners to identify barriers to and options for improved outcomes for African American males struggling to meet academic standards prior to the IEP team process. Reviewing the referral and assessment process for equitable implementation of processes, procedures and practices re: SST, intervention and SE eligibility. Continuing to provide professional development and on-site support to schools re: implementation of multi-tiered systems of evidence-based interventions, training re: the identification/ eligibility process for special education, monitoring of placement trends relative to disability, placement and race.

During the 2015- 2016 school year, the Department of Special Education and the Central School Improvement Team are implementing a differentiated and strategic plan of professional development focused on expanded capacity building activities related to IEP team decision-making, procedural and substantive development of student IEPs including student-centered and data driven supports, strategies and services resulting in increased access, opportunity and achievement of children with disabilities in a birth to 21 service continuum. This strategic plan emphasizes evidence –based practices related to intervening supports, expanded training actions reinforcing the decision making process for matching intervention or specialized instruction to student need, as well as the progress monitoring/data collection structures necessary to ensure growth and expand service delivery options and the overall achievement of students with disabilities.

Moving Forward

- 1. As you move forward to the new Partnership for Assessment of Readiness for College and Careers (PARCC) summative assessment program, describe how the review of your historical academic data will inform your decision making over the next five years to address and support students’ needs to ensure improved student achievement.**

In June 2015, the team developed a local accountability model since many components of the state accountability model are “frozen”. The team analyzed three years of historical academic data in each school to determine schools with the greatest need. The data measures used included state and local assessment measures in reading, mathematics, and science at all levels. Additional measures were used at the high school level including the graduation rate, SAT and Advanced Placement performance, and the percentage of students meeting the University of Maryland System requirements.

Through the process of analyzing school data at the district level on a regular basis, HCPS is well positioned to review PARCC data at Central School Improvement Team (SIT) meetings. The composition and purpose of this committee is identified in the next item. Once the PARCC data is released, this committee will carefully analyze the results and provide suggestions for the district to improve student instruction. In addition, individual meetings will be held with members of the school’s instructional leadership teams to address what the data means and how it should be used to improve instruction in that school.

The Department of Special Education has implemented a self-monitoring process for the review of student IEPs using the MSDE Student Record Review to assess the procedural and substantive components of a well-developed, student-centered IEP. This monitoring process provided base-line indicators for improvement related to the Present Levels of Academic Achievement and Functional Performance (PLAAF), Special Considerations such as Supplementary Aids and Services, Assistive Technologies, Instructional and Testing Accommodations which impact access and achievement of students with

disabilities. Goal alignment with the Maryland College and Career Standards promotes access standards-based, grade level expectations which are scaffolded to meet student need and narrow gaps. Professional development training, technical assistance and guidance to school personnel is essential for the identification and implementation of a hierarchy of strategies and structures relative to the needs of all learners: emphasis on embedded supports, accessibility tools, communicative competencies, differentiated instruction and accommodations.

In collaboration with the Office of Accountability a range of professional development opportunities is provided to safeguard the appropriate identification and implementation of instructional and testing accommodations relative to student disability, instructional needs and testing parameters. During the 2015 – 16 school year, HCPS students with disabilities will participate in the administration of MSA Science, Alt – MSA Science, HSA, PARCC and NCSC measures utilizing a wide range of accommodations and technologies. Ongoing monitoring, feedback and guidance of instructional and testing accommodations identified in the IEP is conducted in order to effectively support teams and provide appropriate access to assessed content.

2. Describe your school system’s process to ensure successful implementation of major strategies and/or evidence-based practices to determine if they are implemented with fidelity to meet learners’ needs, and are on track to achieve identified outcomes.

Harford County Public Schools ensures the implementation of aligned, evidence-based practices through a centralized school improvement process. The Central School Improvement Team (SIT), comprised of Central Office executive directors, supervisors and coordinators, meets monthly to analyze individual school data and school improvement goals and objectives.

As a result of implementing a local accountability model, Central SIT has identified nine *Local Priority Schools* and five *Local Attention Schools*. Reference the chart below.

Local Priority Schools	Local Attention Schools
Edgewood High Joppatowne High Aberdeen Middle Magnolia Middle Deerfield Elementary Edgewood Elementary Halls Cross Roads Elementary Magnolia Elementary Riverside Elementary	Havre de Grace High Edgewood Middle Havre de Grace Middle George D. Lisby Elementary William Paca/Old Post Road Elementary

This is a comprehensive support model where identified schools receive additional resources and supports through Central SIT. Identified schools receive additional intervention and school improvement funding for research-based before and after school programs. Identified schools also receive additional funding for teacher paid planning opportunities with their school improvement teams. In addition, each of the local attention schools is assigned a Central SIT liaison. The Central SIT liaison is a district administrator and member of Central SIT. The liaison is a conduit between the school and curricular offices. The liaison’s role is to support the school through participation in school improvement and instructional leadership team meetings. The levels of additional support vary based upon the school’s needs.

In addition to developing a local accountability system to support our most challenged schools, Central SIT also reviews instructional programming and data for all HCPS schools. Central SIT reviews a wide variety of academic data measures, attendance and discipline data, TELL survey results and student motivation survey data. In addition, the team analyzes how each school improvement plan is aligned to the areas of improvement identified by Central SIT. Tier 1, 2 and 3 levels of instruction are analyzed for each school during this meeting to ensure fidelity. The team summarizes their findings and shares this information with each school principal. In addition, the team poses questions for the principal to be addressed at an upcoming school visit. The school visits are comprised of school based administrators and school improvement team members. Members participating from Central Office include the Superintendent, the Executive Directors of Elementary and/or Middle and High School Performance, the Executive Director of Curriculum, Instruction, and Assessment, members of the HCPS leadership team, and content supervisors and coordinators. During the visit, school based leadership teams respond to questions posed regarding their instructional program, the culture and climate of the school, 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 culture, climate, and academic progress of the school. Follow-ups with the school often occur based upon the identified needs. Specific content supervisors and coordinators are asked to support the school through various means such as providing additional professional development or the appraisal process.

3. **Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.) Additional funding supports our local priority and local attention schools. Please reference the chart below which shows intervention funding allocations.**

School	Before / After School	Transportation
Abingdon Elementary	4,000.00	0.00
Bakerfield Elementary	7,000.00	0.00
Bel Air Elementary	4,000.00	0.00

Church Creek Elementary	6,000.00	0.00
Churchville Elementary	4,000.00	0.00
Darlington Elementary	4,000.00	0.00
Deerfield Elementary	15,000.00	3,500.00
Dublin Elementary	4,000.00	0.00
Edgewood Elementary	10,000.00	3,500.00
Emmorton Elementary	4,000.00	0.00
Forest Hill Elementary	4,000.00	0.00
Forest Lakes Elementary	4,000.00	0.00
Fountain Green Elementary	4,000.00	0.00
George Lisby Elementary	6,000.00	3,500.00
Hall's Cross Roads Elementary	8,000.00	3,500.00
Havre de Grace Elementary	4,000.00	0.00
Hickory Elementary	4,000.00	0.00
Homestead Wakefield Elementary	4,000.00	0.00
Jarrettsville Elementary	4,000.00	0.00
Joppatowne Elementary	6,000.00	0.00
Magnolia Elementary	15,000.00	3,500.00
Meadowvale Elementary	4,000.00	0.00
Norrisville Elementary	4,000.00	0.00
North Bend Elementary	4,000.00	0.00
North Harford Elementary	4,000.00	0.00
Prospect Mill Elementary	4,000.00	0.00
Red Pump Elementary	4,000.00	0.00
Ring Factory Elementary	4,000.00	0.00
Riverside Elementary	9,000.00	3,500.00
Roye-Williams Elementary	4,000.00	0.00
William Paca OPR Elementary	11,000.00	0.00
William S. James Elementary	4,000.00	0.00
Youth's Benefit Elementary	4,000.00	0.00
Central Office	8,768.00	
Aberdeen Middle	15,000.00	3,500.00
Bel Air Middle	4,000.00	0.00
Edgewood Middle	15,000.00	3,500.00
Fallston Middle	6,000.00	0.00
Havre de Grace Middle	11,000.00	2,500.00
Magnolia Middle	15,000.00	3,500.00
North Harford Middle	4,000.00	0.00
Patterson Mill Middle	4,000.00	0.00

Southampton Middle	4,000.00	0.00
Aberdeen High	10,000.00	0.00
Alternative Ed		0.00
Bel Air High	4,000.00	0.00
C. Milton Wright	4,000.00	0.00
Edgewood High	15,000.00	3,500.00
Fallston High	4,000.00	0.00
Harford Tech	4,000.00	0.00
Havre de Grace High	6,000.00	0.00
Joppatowne High	15,000.00	3,500.00
North Harford High	4,000.00	0.00
Patterson Mill High	4,000.00	0.00

2015 Annual Measureable Objectives (AMOs)

Science

*Data Tables (2.7 – 2.8)

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

The following subgroups continue to show a gap in achievement: Hispanic, African American, Special Education, LEP, FARMS. A significant challenge is the availability of instructional and professional development time for elementary science in light of competing priorities. Additionally, the timeline in which MSA Science is administered places very significant limitations on the quantity of content that can be appropriately addressed in advance of the MSA. Additional time is needed within the school year to best address at minimum, the assessment limits.

- 2. To support student achievement, describe the changes or strategies and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.)**

The Science Office is currently in the process of developing new curriculum to align with the Next Generation Science Standards (NGSS). Through this work, a great deal of professional development has been provided to grade 8 teachers in order to prepare them for the instructional shifts associated with the NGSS. While a new curriculum will not be finalized until 2017, teachers are in the process of engaging students in new approaches that are designed to increase student engagement and motivation. Of particular importance is the notion of inquiry based science and the engineering design process. While a similar theme for professional development has been infused with grade 5, the time for professional development at this grade level is much less than secondary. However, at the elementary level, increasing levels of school-based professional development focused on science note-taking, inquiry, and literacy is assisting schools in making progress with regard to achievement.

Social Studies

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

- 1. In the 2014 Master Plan, school systems developed goals, objectives, timelines, and methods for measuring progress toward the goals. Based on available data, please identify any challenges to attaining the stated goal.**

A significant challenge facing Social Studies continues to be accountability for instructional time at the Elementary level. The emphasis on Math, Reading, and Science as tested areas leaves teachers and principals with little flexibility to address the needs of students and their Social Studies education. The Office of Social Studies added two curriculum specialists in the 2014-2015 school year, but their responsibilities continue to be in support of middle school in the 2015-2016 school year. The Office of Social Studies continues to provide professional development in support of elementary educators as opportunities are provided.

Financial support for work on Social Studies curriculum revisions designed to address instructional and programmatic changes required by the Common Core and the Civics, College and Career Readiness (C3) Framework was provided and this work is ongoing. Revised assessments for elementary, middle, and high school core curriculum are also in the planning and execution stage.

A state middle school assessment in Social Studies was previously announced, but there has been little movement other than the establishment of a committee led by MSDE to begin the initial discussions. A review of the existing middle school curriculum and assessments to support student achievement on the proposed assessment will need to take place once a firm timetable has been established.

- 2. Describe the changes or adjustments that will be made, along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.)**

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, pending publication of the C3 Framework. Review and update curriculum, Grades 1-5, into Its Learning! Digital Platform.	Ongoing, based on BOE guidelines. Review of core curriculum every 5-7 years.	Grade 3 Social Studies program in use with students during 2015-2016 school year. Grade 3 Social Studies program awaiting Civics, College and Career Readiness (C3) Framework review as well as work to update for Maryland College

	<p>Funding assistance was provided in 2015 for initial work on Grades 4-5. Continued funding support anticipated.</p>		<p>and Career Ready Standards (Common Core). Review to be completed in the 2015-2017 school years. In use with students during 2017-2018 school year.</p> <p>Grade 4 Social Studies program awaiting Civics, College and Career Readiness (C3) Framework review. To be completed in the 2015-2017 school years. Grade 4 is currently aligned to the Maryland College and Career Ready Standards (Common Core). Grades 4-5 programs being reviewed simultaneously. In use with students during 2017-2018 school year.</p> <p>Grade 2 Social Studies program awaiting Civics, College and Career Readiness (C3) Framework review as well as work to update for Maryland College and Career Ready Standards (Common Core). Review to be completed in the 2015-2017 school years. In use with students during 2017-2018</p>
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			<p>school year.</p> <p>Grades 1 not scheduled for review until 2015-2017. Will need review for the C3 Framework and update for Maryland College and Career Ready Standards (Common Core). In use with students during 2018-2019 school year.</p>
Elementary Instructional Program in Social Studies	Review and update assessments, Grades 1-5.	Ongoing with curriculum review.	<p>Grades 3, 4, and 5 teachers utilized Pre-Post assessments starting in the 2012-13 school year. Assessment continue in pilot status with curriculum changes underway. Data analysis continues.</p> <p>Unit assessments and Pre-Post Tests will be reviewed during curriculum review/edit process mentioned previously.</p>
Elementary Instructional Program in Social Studies	Review and update Grades 1-5 curriculum to reflect other required initiatives (Environmental Literacy, Financial Literacy).	Ongoing	<p>Grade 3 curriculum infuses Environmental Literacy and Financial Literacy standards. Currently in use.</p> <p>Grades 1, 2, 4, and 5 curriculum will infuse Environmental Literacy</p>

			and Financial Literacy standards as a part of normal review. In use, 2017-2018.
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<p>Middle School Instructional Program in Social Studies</p>	<p>Review and update curriculum, Grades 6-8.</p> <p>Review and update curriculum, Grades 6-8, into Its Learning! Digital Platform.</p> <p>Funding assistance was provided in 2014 and 2015 for work on Grades 6-8. Continued funding support anticipated.</p>	<p>Ongoing, based on BOE guidelines.</p> <p>Review of core curriculum every 5-7 years.</p>	<p>Grades 6-8 curriculum guides have been reviewed within the BOE guidelines and work to orient guides to the Maryland College and Career Ready Standards (Common Core) was completed in Summers 2013 and 2014. Publication of the C3 Framework during the 2014-2015 school year and any subsequent changes should be completed as a part of the Its Learning! Digital Conversion. It is anticipated that the revised curriculum will be in use during the 2017-2018 school year.</p>
<p>Middle School Instructional Program in Social Studies</p>	<p>Review and update assessments, Grades 6-8.</p>	<p>Ongoing with curriculum review.</p>	<p>Grades 6-8 have utilized Pre-Post assessments starting in the 2012-13 school year. Data reviews have been conducted by grade level teachers and instructional plans</p>

			<p>shared with the Office of Social Studies. County-wide data was shared with teachers in August 2013. Review of each instrument will be completed as a part of larger curriculum review that is underway. In place for the 2017-2018 school year.</p> <p>Unit assessments were reviewed during the curriculum review/edit process Summers 2013 and 2014. It is anticipated that the revised unit assessment will be in use during the 2017-2018 school year.</p>
<p>Middle School Instructional Program in Social Studies</p>	<p>Review and update Grades 6-8 curriculum to reflect other required initiatives (Environmental Literacy, Financial Literacy).</p>	<p>Ongoing</p>	<p>Grades 6, 7, and 8 will infuse Environmental Literacy and Financial Literacy standards as a part of normal review process, Summer 2013 and 2014. It is anticipated that the revised curriculum with these required elements will be in use during the 2017-2018 school year.</p>

<p>High School Instructional Program in Social Studies</p>	<p>Review and update curriculum, Grades 9-12.</p> <p>Review and update curriculum, Grades 9-11, into Its Learning! Digital Platform.</p> <p>Funding assistance was provided in 2014 and 2015 for work on Grades 9-12. Continued funding support anticipated.</p>	<p>Ongoing, based on BOE guidelines.</p> <p>Review of core curriculum every 5-7 years.</p>	<p>A revised Grade 9 American Government program is in effect with the 2013-2014 school year. It reflects the Maryland College and Career Ready Standards (Common Core), guidelines of the C3 Framework, and the necessities for preparing students for the reinstated High School Assessment (HSA). Maintenance of the curriculum guide is on-going as HSA preparation and implementation continues.</p> <p>Revised HS World History program is in effect with the 2014-2015 school year. HS World History reflects Maryland College and Career Ready Standards (Common Core) and the C3 Framework.</p> <p>Proposed Scope and Sequence change will not occur.</p> <p>Revised HS United States History program is in effect with the</p>
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			<p>2014-2015 school year. HS United States History reflects Maryland College and Career Ready Standards (Common Core) and the C3 Framework.</p> <p>Review of high school elective courses will be dictated by Its Learning! digital conversion. The need to review and revise Social Studies core content for Grades 1-11 to meet mandates will impact the timeline the Common Core standards. Upon review, high school electives will reflect Common Core Standards and the C3 Framework when completed.</p>
High School Instructional Program in Social Studies	Review and update assessments, Grades 9-12.	Ongoing with curriculum review.	<p>Grade 9 Assessments reflect the format and information necessary to prepare students for the High School Assessment (HSA) in American Government. Data on question quality is reviewed annually.</p> <p>Revised HS World</p>

		<p>History assessments are being implemented during the 2014-2015 and again in the 2015-2016 school year. HS World History assessments reflect Maryland College and Career Ready skills in reading and writing.</p> <p>Revised HS United States History assessments are being implemented during the 2014-2015 and again in the 2015-2016 school year. HS United States History assessments reflect Maryland College and Career Ready skills in reading and writing.</p> <p>End-of-Course assessments for American Government, World History, and United States History are created annually and reflect Selected Response and Constructed Response items.</p> <p>Assessment banks for high school electives were created during</p>
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			Summer 2013 to support teachers as they work on creating Student Learning Objectives (SLO) using generated data.
High School Instructional Program in Social Studies	Review and update Grades 9-12 curriculum to reflect other required initiatives (Environmental Literacy, Financial Literacy).	Ongoing	<p>Grade 9 American Government course has been reviewed and updated to contain relevant Environmental Literacy and Financial Literacy standards.</p> <p>World History and United States History revisions include infusion of the Environmental Literacy and Financial Literacy standards and are in effect for the 2014-2015 school year.</p> <p>High school electives will be updated to reflect Environmental and Financial Literacy standards per the regular review cycle.</p>

Biology

***Data Tables (2.9, 3.7, 3.8, and 3.9)**

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

Achievement gaps continue to persist within the Special Education and FARMS subgroups. Time for increased levels of professional development for staff remains a challenge.

- 2. To support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress.**

Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.)

The Science Office is currently in the process of developing new curriculum to align with the Next Generation Science Standards (NGSS). Through this work, a great deal of professional development has been provided to teachers in order to prepare them for the instructional shifts associated with the NGSS. While new curriculum is not being implemented until 2017, the instructional shifts associated with the Next Generation Science Standards and the MD College Career Readiness Standards are being implemented in classrooms, at present time. These shifts include a focus on disciplinary literacy, the science and engineering practices, inquiry focused science instruction, and the engineering design process. These shifts require teaching at a higher level of rigor, which demands an increased level of student engagement, which in turn will support advances in achievement.

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

Not applicable.

Government

***Data Tables (3.10 - 3.12)**

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

The challenges in Government are reflective of the ongoing budget difficulties faced by HCPS. Nearly 1/2 of all high school teachers have at least one section of Government; this is due to the loss of teaching staff in high school over the past five years. As recently as 2010-2011, there were 104 high school teachers; for the 2014-2015 school year there were 94 high school teachers. In order to offer Advanced Placement (AP) and electives

courses, most teachers have at least two preparations and in many cases, three or more. In the past five years, AP course offerings and student registration are up substantially while the number of teachers has dropped. 23% of the teachers assigned to Government instruction are non-tenured teachers. In almost every case, these teachers are certified in History or Social Studies and have had little background in Political Science. Only one teacher in high school who is teaching Government has a BA in Political Science.

With the reinstatement of the HSA Government requirement, the Office of Social Studies continues to support teachers by providing them a comprehensive curriculum guide that is content rich and focused on moving students beyond the minimum requirements outlined by the Assessment Limits. Assessments and teaching strategies are reflected upon annually, with changes provided to teachers through electronic communication and professional development.

Analysis of the data from 2014 matches data from previous year's when the HSA requirement was in place. The overall passing rate of 74% for first time test takers is aligned with previous administrations. This holds true for the subgroup data; African American (54%) and Special Education (39.5%) testing performance numbers are similar to previous administrations. Schools with the highest numbers of African American students taking Government also had the highest number of non-tenured teachers instructing these classes; three of the four schools with the highest numbers of African American students had at least two non-tenured teachers as Government instructors.

- 2. To support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.)**

In preparation for the reinstatement of the HSA Government requirement, the Office of Social Studies worked with Department Chairpersons from each high school to create remediation and intervention procedures. Department Chairpersons shared this information with department members to obtain feedback. These guidelines were finalized in late 2013 and are currently in-place and available to schools. The Remediation Manual is available for teacher use with students and there are test preparation supports available through the Performance Matters assessment system. A remediation and intervention procedure was developed to support this process and Department Chairpersons at all High Schools were involved in its development. Professional development support is done via scheduled school visits, regular county-wide professional development, or at individual teacher request. Additionally, all Government teachers create Student Learning Objectives (SLO) designed to measure student progress in meeting goals established by the teacher and school-based leadership. The Office of Social Studies supports teachers in the creation of SLOs as requested, and provides resources, such as assessments, for use in this reflection process.

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

Not applicable.

Specific Student Groups

Limited English Proficient Students

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

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

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

- **AMAO 1** is used to demonstrate the percentages of Limited English Proficient students progressing toward English proficiency. For making AMAO 1 progress, Maryland uses an overall composite proficiency level obtained from the *ACCESS for ELLs* assessment. Students are considered to have made progress if their overall composite proficiency level on the *ACCESS for ELLs* is 0.5 higher than the overall composite proficiency level from the previous year's test administration. In order to meet the target for AMAO 1 for school year 2014-2015 **56%** of ELLs will make progress in learning English.
- **AMAO 2** is used to demonstrate the percentages of Limited English Proficient students attaining English proficiency by the end of each school year. For determining AMAO 2 attainment, Maryland uses an overall composite proficiency level **and** a literacy composite proficiency level obtained from the *ACCESS for ELLs* assessment. Students are considered to have attained English proficiency if their overall composite proficiency level is 5.0 and literacy composite proficiency level is 4.0 or higher. In order to meet the target for AMAO 2 for school year 2014-2015, **14%** of ELLs will have to attain proficiency in English.
- **AMAO 3** represents making progress toward Maryland's new accountability measures for the local education agency's Limited English Proficient student subgroup.

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

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

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

Harford County Public Schools (HCPS) met AMAO 1 and AMAO 2 for the 2014-2015 school year. Progress is evident in those English Language Learners (ELLs) who have progressed in their English language development (AMAO 1 = 67.91%) and in those ELLs who have attained English language proficiency (AMAO 2 = 18.01%).

The Office of World Languages and ESOL closely examined the district level 2014-2015 *ACCESS for ELLs* results. This examination revealed that the domains of Writing and Reading were the most challenging for students in Grades K through 12. 5.49% (24) of the 437 students tested scored a 5.0 or higher in Writing. 40.05% (175) of the 437 students tested scored a 5.0 or higher in Reading.

Further examination of the district level data showed that students in each of the WIDA grade-level bands were most challenged in the area of Writing. Reading was the second greatest challenge for students in the Kindergarten and 6-8 grade-level bands. For students in the 3-5 grade-level band, Speaking was equally challenging as Reading, with 49.46% (46) of test-takers scoring 5.0 or higher in each of those domains. For the 1-2 grade-level band, Speaking was the second greatest challenge. For students in the 9-12 grade-level band, Listening was the second greatest challenge.

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

ALL GRADE LEVELS

DOMAIN	NUMBER OF STUDENTS TESTED IN GRADES K-12	NUMBER SCORING AT 5.0+	PERCENT SCORING AT 5.0+
LISTENING	437	237	54.23%
SPEAKING	437	188	43.02%
READING	437	175	40.05%
WRITING	437	24	5.49%

GRADES KINDERGARTEN

DOMAIN	NUMBER OF STUDENTS TESTED	NUMBER SCORING AT 5.0+	PERCENT SCORING AT 5.0+
LISTENING	70	41	58.57%
SPEAKING	70	24	34.29%
READING	70	17	24.29%
WRITING	70	0	0.00%

GRADES 1-2

DOMAIN	NUMBER OF STUDENTS TESTED	NUMBER SCORING AT 5.0+	PERCENT SCORING AT 5.0+
LISTENING	115	86	74.78%
SPEAKING	115	55	47.83%
READING	115	60	52.17%
WRITING	115	0	0.00%

GRADES 3-5

DOMAIN	NUMBER OF STUDENTS TESTED	NUMBER SCORING AT 5.0+	PERCENT SCORING AT 5.0+
LISTENING	93	50	53.76%
SPEAKING	93	46	49.46%
READING	93	46	49.46%
WRITING	93	8	8.60%

GRADES 6-8

DOMAIN	NUMBER OF STUDENTS TESTED	NUMBER SCORING AT 5.0+	PERCENT SCORING AT 5.0+
LISTENING	78	41	52.56%
SPEAKING	78	34	43.59%
READING	78	24	30.77%
WRITING	78	1	1.28%

GRADES 9-12

DOMAIN	NUMBER OF STUDENTS TESTED	NUMBER SCORING AT 5.0+	PERCENT SCORING AT 5.0+
LISTENING	81	19	23.46%
SPEAKING	81	29	35.80%
READING	81	28	34.57%
WRITING	81	15	18.52%

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

2. **Describe the changes or adjustments that will be made to ensure sufficient progress of Limited English Proficient students towards attaining English proficiency. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.)**

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

In May 2014, HCPS ESOL teachers participated in *Write Up a Storm!*, a professional development opportunity presented by Wilda Storm. The workshop built upon strategies for writing which were introduced to the participants in a September 2013 Wilda Storm workshop on *ELLs and the Common Core State Standards*. HCPS ESOL teachers continue to include the learned strategies in their lesson planning and implementation.

In October 2014, the Supervisor of World Languages and two ESOL teachers attended the WIDA Conference in Atlanta. During the conference, they attended sessions pertaining to the development of writing and reading skills. During the school system's Professional Learning conference, they shared the information learned with the rest of the ESOL staff.

HCPS ESOL teachers use Learning A-Z online resources that support mainstream instruction and build reading and writing skills. In addition to Reading A-Z and Writing A-Z, they also benefit from access to the Enhanced ELL Reading Solution. Reading A-Z resources that support reading, listening, speaking, and writing ensure ELLs receive explicit instruction and practice with level appropriate skills and strategies.

HCPS ESOL teachers will continue to collaborate with mainstream classroom teachers to identify reading interventions and activities to build writing skills in the regular classroom. Co-teaching between the ESOL staff and mainstream classroom teachers is promoted; however, it does not take place system-wide. This is largely because the majority of ESOL staff members are itinerant, serving four to thirteen buildings and an average of 57 students each.

In July 2015, the Supervisor of World Languages and two ESOL teachers attended the Center for Applied Linguistics *Sheltered Instruction Observation Protocol (SIOP) Institute*. A continuing professional development course around using the SIOP to plan and implement effective instruction for English Learners is being planned and will be offered to mainstream classroom teachers.

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

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

Trend data shows little overall change for elementary, middle and high school students. Implementation of new programs, high quality instruction, continued professional development for teachers, and new resources will improve results over time.

- 4. *Interventions, enrichments and supports to address diverse learning needs. Describe how Limited English Proficient students are included in or provided access to intervention/enrichment programs in addition to ESOL services. Describe how Universal Design for Learning principles are used in curriculum, instruction, and assessment development/implementation to ensure equitable access for Limited English Proficient students.***

All Harford County Public Schools students are included in or provided access to intervention/enrichment programs in addition to ESOL services.

System-wide professional learning opportunities around Universal Design for Learning have been provided for all teachers. During the 2015-2016 school year, teachers will continue to address principles of Universal Design for Learning to present information to students using multiple means of representation. The upcoming continuing professional development course around using the SIOP to plan and implement effective instruction for English Learners will further support this effort.

Career and Technology Education

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

Instructions:

Please respond to these questions/prompts:

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

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

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

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

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

2. What actions are included in the Master Plan to ensure access to CTE programs and success for every student in CTE Programs of Study

([http://www.msde.maryland.gov/MSDE/divisions/careertech/career technology/programs/](http://www.msde.maryland.gov/MSDE/divisions/careertech/career_technology/programs/)), including students who are members of special populations?

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

- **Expose students to career awareness and exploration opportunities beginning in elementary and continuing through secondary school and beyond.**
 - **Utilize the career clusters as a means of managing programs of study for grades 9-12 and as a means for implementing the delivery of required courses**
 - **Include *Career Development for Instruction in Grades Prekindergarten-Grade 12*, as per COMAR 13A.04.10.01**
 - **Provide annual career counseling and postsecondary educational planning opportunities for students, grades 8-12, using a 6-year planning tool**
- Support the development of work related and decision-making skills including learning, thinking, communication, technology and interpersonal.
 - Develop and/or identify materials for use with students with disabilities
 - Continue to implement strategies for utilizing technology in all curriculums to support the MSDE Student Technology Literacy Standards for Students (MTLSS)
 - Increase challenging academic offerings
 - Include *Career Development for Instruction in Grades Prekindergarten-Grade 12*, as per COMAR 13A.04.10.01
 - Integrate digital content into all instruction, as appropriate, to support teaching and learning
 - Enable all students to demonstrate mastery of technology literacy as specified in the Maryland Student Technology Literacy Standards, School Library Media state curriculum, and Technology Education state curriculum
 - Implement policies and procedures to address equivalent accessibility to technology-based products for students, as defined by Education Article 7-910 of the Public Schools-Technology for Education Act
 - Provide professional development to educators serving students with disabilities
- Blend skills, concepts and information from all disciplines in order for the school community and the community-at-large to make the connection between classroom instruction and the work environment.
 - Update curriculum and ensure alignment with College and Career Readiness Standards
 - Evaluate and analyze student assessment data to improve instruction
 - Establish, implement and monitor initiatives to address the STEM plan
 - Enhance career and technology education programs
 - Include *Career Development for Instruction in Grades Prekindergarten-Grade 12*, as per COMAR 13A.04.10.01

- Provide students with the information, training, tools, and technologies to prepare them for their future education and career of choice.
 - Seek state and local funding for the Capital Improvements Program that includes projects to increase the capacity of facilities to relieve overcrowding, system deficiencies as well as to address curriculum and instruction program requirements
 - Provide professional development for teachers with regard to new programs and for new teachers in regards to existing programs
 - Update curriculum and ensure alignment with College and Career Readiness Standards
 - Evaluate and analyze student assessment data to improve instruction
 - Enhance career and technology education programs
 - Monitor and report the number of students participating in non-traditional CTE programs
 - Integrate digital content into all instruction, as appropriate, to support teaching and learning
 - Allow students access to instructional resources that incorporate universal design
 - Enable all students to demonstrate mastery of technology literacy as specified in the Maryland Student Technology Literacy Standards, School Library Media state curriculum, and Technology Education State curriculum
 - Implement policies and procedures to address equivalent accessibility to technology-based products for students, as defined by Education Article 7-910 of the Public Schools-Technology for Education Act
 - Participate in the 2016 Harford County Transition EXPO highlighting post-secondary education, employment and community living options.
 - Provide opportunities for instructional personnel to attend and participate in professional development training, including webinars and conferences
- Promote partnerships between schools, businesses, communities, postsecondary educational institutions and families.
 - Identify, implement, evaluate and refine approved magnet and specialized programs
 - Offer coursework that supports student postsecondary activities
 - Provide, through HCPS website, coordinated access to information and resources through collaboration with and linkages to other portal providers
 - Maintain and expand partnerships
 - Maintain informed citizen advisory committees
 - Expand parent awareness of educational initiatives
 - Expand internal and external partnerships promoting community work-based learning opportunities and internships for students with disabilities.
 - Continue to promote internal collaboration aimed at increasing partnerships to support student learning
 - Enhance teaching and learning by providing opportunities for educators to utilize linkages between today's business environment and the classroom

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

When looking at the 2014 HCPS enrollment/completion data for each of the Maryland’s ten Career Clusters (see below), it is evident that clusters that are comprised mostly of programs that are offered at Harford Technical High School (AMC, C&D, MET, and TT) have the highest ratio of enrollment to completion. Students apply to this magnet school for specific programs and enroll in CTE courses all four years of high school. In clusters that are comprised of programs that are offered at the comprehensive high schools, the ratio of enrollment to completion is lower because students often want to explore a wide variety of content areas and they take courses for elective credit only. This will always continue to a certain extent, however, data related to the PLTW Biomedical Sciences and Pre-Engineering Programs at selected comprehensive high schools has shown that students are remaining engaged in and completing these programs. Promotion and support for these programs from school-based administrators and school counselors has been an effective strategy.

MSDE Cluster	HCPS Enrollment (Grades 9-12)	HCPS Concentrators (Grade 11)	HCPS Completers (Grade 12)
AMC	46	13	13
BMF	1906	338	143
C&D	191	67	65
CSHT	1390	232	166
EANR	454	88	85
H&B	383	97	96
HRS	1363	252	157
IT	395	30	15
MET	170	23	22
TT	69	23	23
CRD	250	85	47
TOTAL	6617	1248	832

4. CTE improvement plans are required if a local education agency does not meet at least 90% of the negotiated performance target for a Core Indicator of Performance under the Perkins Act. If your school system did not meet one or more Core Indicators of Performance, please respond to the following:
- a.) Identify the Core Indicator(s) of Performance that did not meet the 90% threshold.
 - b.) Analyze why the indicator was not met, including any disparities or gaps in performance between any category of students and performance of all students.
 - c.) Indicate the section/subsection in the CTE Local Plan for Program Improvement where the improvement plan/strategy is described in the FY 15 Local Plan for Program Improvement.

- d.) **For each Core Indicator of Performance that was not met, describe how the Improvement Plan is being monitored to ensure progress toward meeting the 90% threshold.**
- e.) **If this is the third consecutive year that the same Core Indicator of Performance did not meet the 90% threshold, describe what new actions and strategies are being implemented to ensure progress toward meeting the 90% threshold.**

Harford County Public Schools met the 90% threshold on the 2015 local targets set for all of the Core Indicators of Performance.

Secondary Five-Year Planned Program Improvement Chart

On the Five-Year Planned Program Improvement chart below, indicate by cluster (column A) the current programs of study offered in your school system (column B). In column C indicate the intended action for the programs listed in Column B and any local initiatives that will impact the program. In Column D list CTE programs that will be added or dropped in FY16 or beyond. In Column E, state which fiscal year the action or program review will take place. In Column F list which Strategy Worksheet includes the activities intended for FY16. In Column G, state “yes” or “no” if the FY15 planned activity was completed. Column H is for comments on the proposed improvements to CTE programs.

A	B	C	D	E	F	G	H
Cluster	Current Programs of Study/number of schools (CIP Number and Name)	Major Initiatives Impacting Program	Changes to List A Add/Drop	Fiscal Year of Planned Action or Review	List Strategy Worksheet (A, B1, B2, B3, B4)	FY15 Activity Completed Yes or No	Comments (Optional)
Arts, Media, and Communication	100350 Printing Technologies (1 school)	Industry equipment standards; industry certifications		2015-2019	A, B1, B2, B3, B4	Yes	Upgrade equipment; teacher PD (PrintED)
Business, Finance, and Information Technology	520850 Academy of Finance (1)	Industry equipment standards; AOF updates		2015- 2019	A, B1, B2, B3, B4	Yes	Upgrade equipment; teacher PD (AOF)
	520451 Administrative Services (9)	Low enrollment	Drop	2016			Drop due to low enrollment
	520251 Business Management (9)	Industry equipment standards; upgraded BMF program		2015-2019	A, B1, B2, B3, B4	Yes	Upgrade materials/ equipment; teacher PD (BMF); submit new BMF program proposal
	110950 CISCO (1)	Industry equipment standards; industry certifications; new staff		2015-2019	A, B1, B2, B3, B4	Yes	Upgrade equipment; teacher PD (CISCO, CyberWatch)
	521201 Computer Programming (5)	MD Programs of Study; Monitoring Visit recommendations		2018	A, B1, B2, B3, B4	Yes	Will upgrade program to Computer Science with new HGHS
	520354 Finance and Accounting (9)	Industry equipment standards; upgraded BMF program		2015-2019	A, B1, B2, B3, B4	Yes	Upgrade equipment; teacher PD (BMF); submit BMF program proposal
	521451 Marketing (9)	Industry equipment standards; upgraded BMF program		2015-2019	A, B1, B2, B3, B4	Yes	Upgrade equipment; teacher PD (BMF); submit BMF program proposal

Health and Human Services	511150 Biomedical Sciences (2)	Program expansion and enrichment; new staff		2015-2019	A, B1, B2, B3, B4	Yes	Increase materials/ equipment; teacher PD (PLTW)
	860000 Career Research and Development (9)	State standards established		2015-2019	A, B1, B2, B3, B4	Yes	Teacher PD (CRD)
	200201 Early Childhood Education (9)	Emphasis on dual completion		2015-2019	A, B1, B2, B3, B4	Yes	Upgrade materials/ equipment; utilize marketing materials
	130150 Teacher Academy of Maryland (6)	Staffing cuts and turnovers; weighted grade approval		2015-2019	A, B1, B2, B3, B4	Yes	Teacher PD (TAM); upgrade materials and equipment; utilize marketing materials
	430201 Fire Protection/Safety Tech (10)	Alignment to MFRI expectations; low enrollment		2015-2019	B1, B2, B3, B4	Yes	Will review to stay current with industry standards; utilize marketing materials
	430350 Homeland Security and Emergency Preparedness (1)	Industry equipment standards; industry certifications		2015-2019	A, B1, B2, B3, B4	Yes	Upgrade materials/ equipment; teacher PD (HSEP)
	120450 Careers in Cosmetology (1)	Industry equipment standards; industry certifications; new staff		2015-2019	B1, B2, B3, B4	Yes	Upgrade materials/equipment; teacher PD
	519999 Health Occupations - Sports Technology and Exercise Science (1)	Industry equipment standards; MD Programs of Study		2015-2019	A, B1, B2, B3, B4	Yes	Upgrade materials/equipment Will consider for future program upgrade to Academy of Health Professions
	510050 Academy of Health Professions-Nursing Assistant (1)	Industry equipment standards; industry certifications; addition of pathway		2015-2019	A, B1, B2, B3, B4	Yes	Teacher PD (AHP); purchase materials and equipment; submit program amendment
	200401 Food Production and Management (1)	Industry equipment standards; MD Programs of Study; new staff		2015-2019	A, B1, B2, B3, B4	Yes	Upgrade materials/ equipment; teacher PD (ServSafe) Will consider for future upgrade to Culinary Arts
520955 Food and Beverage Management (9)	Industry equipment standards; industry		2015-2019		Yes	Upgrade materials/ equipment; teacher PD (ProStart and	

		certifications; new staff					ServSafe)
Science, Engineering, and Technology	155000 Pre-Engineering	Program expansion and enrichment; new staff		2015- 2019	A, B1, B2, B3, B4	Yes	Increase materials/equipment; teacher PD (PLTW)
	480508 Certified Welding (1)	Industry equipment standards, industry certifications		2015-2019	A, B1, B2, B3, B4	Yes	Upgrade materials/equipment
	480101 Computer Aided Drafting and Design (1)	Industry equipment and software standards		2015-2019	A, B1, B2, B3, B4	Yes	Upgrade materials/equipment; teacher PD (IRC)
	480503 Computer Aided Machining (1)	Industry equipment standards; new staff		2015-2019	A, B1, B2, B3, B4	Yes	Upgrade materials/equipment
	470105 Computer & Networking Technology (1)	MD Programs of Study	Drop 470105	2017	A, B1, B2, B3, B4	Yes	Upgraded to Cyber Security program in 2013-14; teacher PD (CISCO, CyberWatch)
	010301 Agriculture/ Animal Science (2)	Industry equipment standards		2015-2019	A, B1, B2, B3, B4	Yes	Purchase equipment and materials; teacher PD (MAEF)
	010601 Horticulture/Floral Design (2)	Industry equipment standards		2015-2019	A, B1, B2, B3, B4	Yes	Purchase equipment and materials; teacher PD (MAEF)
	019999 Natural Resources and Agricultural Sciences	Magnet program implementation in county		2015-2019	A,B1,B2, B3, B4	Yes	Purchase equipment and materials; teacher PD (AGIS)
	4706454 Automotive Diagnostics and Systems Repair (1)	Industry equipment standards, industry certifications		2015-2019	A, B1, B2, B3, B4	Yes	Upgrade materials/equipment; teacher PD (AYES)
	4706034 Automotive Refinishing and Collision Repair (1)	Industry equipment standards; MD Programs of Study; new staff		2015-2019	A, B1, B2, B3, B4	Yes	Upgrade materials/ equipment; will consider for future program upgrade to NATEF
	4601014 Brick and Block Masonry (1)	Industry equipment standards, industry certifications; new staff		2015-2019	A, B1, B2, B3, B4	Yes	Upgrade materials/equipment, teacher PD (IRC)
	4602014 Carpentry (1)	Industry equipment standards, industry certifications		2015-2019	A, B1, B2, B3, B4	Yes	Upgrade materials/ equipment, teacher PD (IRC, LEED)
4603024 Electricity (1)	Industry equipment		2015-2019	A, B1, B2,	Yes	Upgrade materials/equipment,	

		standards, industry certifications			B3, B4		teacher PD (IRC)
	4702014 Heating, Air Conditioning and Refrigeration Technology (1)	Industry equipment standards, industry certifications		2015-2018	A, B1, B2, B3, B4	Yes	Upgrade materials/equipment, teacher PD (IRC)
	4605014 Residential Plumbing (1)	Low performance; staffing cuts	Drop 460514	2014	A, B1, B2, B3, B4		
Currently no programs-Future Development	110250 IT Computer Science	MSDE Programs of Study; Monitoring Visit recommendations	Add 110250	2018			Will upgrade Computer Programming program to Computer Science with new HGHS
	100250 Communication and Broadcast Technology	MSDE Programs of Study, school facilities	Add 100250	2017+			New schools have production studios; will add when MSDE completes POS
	110851 Interactive Media Production	MSDE Programs of Study; Monitoring visit recommendations	Add 110851	2017+			
	110150 Academy of Information Technology	MSDE Programs of Study; Monitoring Visit recommendations	Add 110150	2017+			
	Logistics/Distribution/Transportation	Labor Market Needs; LAC recommendation	Add	2017+			Will develop locally
	Electronics/ Pneumatics/ Robotics	Labor Market Needs; LAC recommendation	Add	2017+			Will develop locally

Early Learning

Based on the examination of 2014-15 R4K Kindergarten Readiness Assessment Data:

- A. Describe the school system’s plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Readiness Assessment. Please include a discussion of the best practices the system has implemented to address the achievement gaps found in the Kindergarten Readiness Assessment data and the data that will be collected to show that the best practice have been effective.**

Early Learning Tables 9.1 and 9.2

Table 9.1a: Percentage of All Kindergarten Students at Readiness Stages, Composite			
	% Demonstrating Readiness	% Approaching Readiness	% Emerging Readiness
2014-2015	48	37	15

Table 9.1b: Percentage of All Kindergarten Students at Readiness Stages, Domains								
	% Demonstrating Readiness				% Not Yet Demonstrating Readiness			
	LL	MA	SF	PD	LL	MA	SF	PD
2014-2015	46	56	45	49	54	44	55	51

Table 9.2: Percentage of Kindergarten Students with Previous Public Prekindergarten Experience at Readiness Stages									
	% Demonstrating Readiness				% Not Yet Demonstrating Readiness				
	LL	MA	SF	PD	LL	MA	SF	PD	
2014-2015	47	55	46	50	53	45	54	50	

Domain Abbreviations

SF: Social Foundations
LL: Language and Literacy
MA: Mathematics
PD: Physical Development

Following 2014-15 curricular enhancements with prekindergarten and kindergarten teachers, all curriculum, progress reports and assessments have been aligned with the Maryland College and Career Ready Standards. Prekindergarten and kindergarten teachers met in the beginning of the 15-16 school year to discuss the alignment and address the implementation of the Maryland College and Career Ready Standards. All new and new to grade level kindergarten teachers received initial training on the Ready for Kindergarten Assessment and completed a content and simulator assessment. Returning kindergarten teachers received updated KRA training for version 1.5 of the Kindergarten Readiness Assessment and completed a content assessment. iPads were purchased and will be utilized during the 2015-16 school year for assessing the KRA and to enhance and reinforce instruction through content specific apps. Through professional development in the beginning of the school year and throughout SY 15-16 prekindergarten, kindergarten and special education teachers will continue to be intentional in gathering data that addresses Ready for Kindergarten Readiness Skills (R4K) and Maryland College and Career Ready Standards for a clearer identification of readiness skills. As teachers become more deliberate in the delivery of instructional gaps, skills will become more apparent and can be documented for the purpose of differentiating instruction. Finally, kindergarten teachers will continue to articulate during the spring semester with prekindergarten and first grade to discuss specific intervention and enrichment needs to the receiving grade-level in the areas of social foundations, language and literacy, mathematics, and physical development.

B. Describe how the school system is working in collaboration with their local Early Childhood Advisory Council and other early childhood partners/programs (i.e., Judy Centers, Preschool Special Education; Preschool Expansion sites; Head Start; Child Care Programs) to ensure that children are entering kindergarten “demonstrating readiness”.

The school system has expanded the Preschool Co-Taught Learning Classes for a total of four regional sites for the 2015-16 school year. These prekindergarten inclusion classrooms offer a morning and afternoon session providing for increased access to the least restrictive learning environment to 40 children with disabilities. The classes have a general education teacher and a special education teacher who co-teach. HCPS special education and early childhood departments work closely to identify children who may need support in the general education prekindergarten classes. Professional development including job-embedded supports for co-teaching teams provides direct support and guidance relative to establishing and implementing an effective instructional support model. This ensures that identified children are receiving the support to achieve academically.

The Magnolia Elementary Judy Center (MJC) of Harford County provides comprehensive early childhood programs and services for children age's birth through five years old and their families in the high poverty community of Magnolia Elementary School (MAES). The Early Childhood Coordinator, the staff at the MJC, and the MJC Steering Committee work together and with other partners to ensure that all children in this high risk community enter school ready to learn. Currently, the MJC works with the following partner programs and agencies: Harford County Health Department, Harford County Public Library, Abilities Network, Project ACT, Villa Maria, Catholic Charities Early Head Start; MRDC Head Start of Harford County, Infants and Toddlers Program, and Child Care Links Resources and Referral Center; Harford County Community Action Agency; Harford County Department of Social Services; KinderCare Learning Center and the Office of Child Care. Some of the services the MJC offers are: parent workshops, field trips, community family health events, dental screenings, parenting classes, home visits, summer school programs, playgroups, dual placement services, and early identification services, and meal programs. The MJC also provides the neediest students with a safe environment that meets their needs for nutrition, social-emotional stability, safety and well-being, as well as academic support.

The Coordinator of Early Childhood, along with many prekindergarten and kindergarten teachers, attend end of the year sessions with child care providers that seek to share "transition" information to public school shared with parents. A FAQ is shared about the expectations in kindergarten, one-to-one conversations with parents about special concerns and topics like bussing, special areas and cafeteria use can also be addressed. The Coordinator of Early Childhood also attends monthly meetings with child care directors to discuss curriculum, assessments, changes to standards, and current trends in early childhood for informational purposes as well as to provide guidance to programs that want to change to meet best practices. Occasionally teachers attend and provide a lesson to model best practices and strategies.

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

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

Beginning with the 2015-16 school year Harford County Public Schools will offer full-day prekindergarten at two elementary schools under the Prekindergarten Expansion Grant Program. William Paca Old Post Road Elementary School will serve 100 eligible students within five prekindergarten classrooms and Deerfield Elementary will serve 60

eligible students within three prekindergarten classrooms. Additionally, Harford County Public Schools has entered into a MOU with Kiddie Academy of Abingdon to support their Prekindergarten Expansion Grant program.

Increased access and partnerships signals a commitment to gap reduction; setting the stage for improved achievement outcomes long term for school readiness. Participation of preschool children with disabilities with their typically developing peers provides expanded learning opportunities for all. October 1, 2014 MSDE Census data is indicative of the need to expand service delivery options for children with disabilities, ages 3 to kindergarten.

In collaboration with Preschool Special Education, Harford County Infants and Toddlers, the Office of Early Childhood is working to improve outcomes for Harford County preschool children with disabilities, ages three to kindergarten, served through an Extended Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP); narrow the readiness performance gap for preschool children with disabilities, ages three through kindergarten; and improve learning outcomes for typically developing preschool children, ages three to kindergarten. There is a continued emphasis to provide targeted professional learning opportunities that foster learning communities committed to continuous improvement, collective responsibility and effective equitable education for all learners. Special education services were provided to approximately 580 children with disabilities ages 3 to 5, during the 2014- 2015 school year. Participation in the regular early childhood program for a minimum of 10 hours continues to be a challenge for children with disabilities in this age group with 1.6% of three year olds; 23.08% of four year olds; and 49.19% of five year olds accessing services in the least restrictive environment.

During the 2015 – 2016 school year, Harford County Public Schools will implement a plan to build local capacity utilizing a training of trainers (TOT) model to deliver professional learning related to the following outcomes:

- Implementation of the Child Outcome Summary (COS) process for preschool children, ages three to Kindergarten served through an IEP;
- Administration of the Early Learning (formative) Assessment, a component of Maryland's Ready for R4K - Early Childhood Comprehensive Assessment System (EC-CAS) for preschool children, ages three to Kindergarten served through an Extended IFSP or IEP; and
- Administration of the Early Learning (formative) Assessment, a component of Maryland's R4K- Early Childhood Comprehensive Assessment System (EC-CAS) for preschool children without disabilities.

As evidenced by the Kindergarten Readiness data, 48% of Harford County's children entered kindergarten demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum. 46% of the children demonstrated readiness in Language and literacy, 56% of the children demonstrated readiness in Mathematics, 49% of the children demonstrated readiness in physical well-being and motor, and 45% of the children demonstrated readiness in social foundations.

Based on the new higher standards and the first year of implementation data indicates that the bar has been raised for school readiness. Further analysis suggests that students with disabilities, English Language Learners, and students from low-income households require more instructional support and/or interventions to close the achievement gap. Kindergarteners attending public prekindergarten the year prior to entering school are equivalent with the overall composite scores. Children with prior public prekindergarten experience achieved 47% readiness in language and literacy, 55% readiness in mathematics, 50% readiness in physical well-being and motor and 46% readiness in social foundations. To narrow the gap there is a continuing need to expand access and opportunity to high quality public prekindergarten programming.

Based on the examination of the 2014-2015 Public Prekindergarten Enrollment Data (Table 7.3)

- 1. Please verify the accuracy of the Prekindergarten enrollment data, as it was provided to the MSDE, Division of Early Childhood Development Early Learning Office for school year 2014-2015.**

As reported by the Office of Early Childhood, data presented in Table 7.3 Prekindergarten enrollment is accurate.

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

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

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

- a. Child whose family must meet the criteria for homeless, foster care, or poverty as established by the U.S. Department of Agriculture 185% and below for half-day programs and 200% and below for the full-day prekindergarten expansion programs. For half-day programs, children who do not meet the automatic criteria for eligibility will be considered based upon availability of space and prioritized criteria.

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

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

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

3. Describe any actions the school system has put in place to work collaboratively with other early learning and development programs to provide a prekindergarten program for all eligible children, including any collaboration related to the Prekindergarten Expansion Grant program.

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

Beginning with the 2015-16 school year Harford County Public Schools will offer full-day prekindergarten at two elementary schools under the Prekindergarten Expansion Grant Program. William Paca Old Post Road Elementary School will serve 100 eligible students within five prekindergarten classrooms and Deerfield Elementary will serve 60 eligible students within three prekindergarten classrooms. Additionally, Harford County Public Schools has entered into a MOU with Kiddie Academy of Abingdon to support their Prekindergarten Expansion Grant program.

The Department of Special Education provides support to preschool children with disabilities in a wide range of community placements. Community-based providers work with center personnel to provide direct and consultative services.

4. Describe how students enrolled in Early Learning grades are included in, or provided access to, intervention/enrichment programs. Universal Design for Learning principles are used in the administration of the new Ready for Kindergarten assessment. Describe how these principles will also be used in curriculum and instruction development/implementation to eliminate barriers to learning for all students.

The overall goal of prekindergarten is to provide learning experiences to help children develop and maintain the basic skills necessary for school readiness. Prekindergarten focuses on the whole child and learning is differentiated based on each child's needs and

skills. Kindergarten students are provided access to reading interventions and enrichments such as Foundations, SIPPS, Istation, and leveled readers based on individual assessment scores. Kindergarten students are also provided access to mathematic interventions and enrichments such as Dream Box and Math Recovery based on individual assessment scores.

Universal Design for Learning principles are utilized for all students enrolled in Early Learning Grades to eliminate barriers. Teachers utilize Universal Design daily throughout instruction for multiple means of directions, presentation, engagement, redirection, setting, and scheduling. The curriculum is fully accessible to all children and incorporates intervention and enrichment to provide all students with the opportunity to learn.

Gifted and Talented Programs

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

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

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

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

<p><u>Goal 1. Student Identification</u></p>
<p>Each local education agency shall establish a process for identifying gifted and talented students as they are defined in the Educational Article §8-201 [<i>COMAR 13A.04.07.02(A)</i>].</p>
<p><u>Goal 2. Programs and Services</u></p>
<p>Each local education agency shall provide different services beyond those normally provided by the regular school program in order to develop the gifted and talented student’s potential [<i>COMAR 13A.04.07.03(A)</i>]</p>
<p><u>Goal 3. Professional Development</u></p>
<p>Teachers and other personnel assigned to work specifically with students identified as gifted and talented shall engage in professional development aligned with the competencies specified by 13A 12.03.12 Gifted and Talented Education Specialist.</p>

Use the chart on the next page to report the school system’s 2014-2015 objectives and strategies for these three goals along with implementation timelines and assessment of progress.

List the local education agency’s 2015-2016 initiatives for gifted and talented students which support the three goals in *COMAR 13A.04.07 Gifted and Talented Education*. Please indicate the specific COMAR reference for each initiative.

<u>Goal 1. Student Identification</u>				
Each local education agency shall establish a process for identifying gifted and talented students as they are defined in the Educational Article §8-201 [13A.04.07.02(A)].				
Reference	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
COMAR 13A.04.07.02	Review identification procedures with all GT staff.	August, 2015	PD completed	
COMAR 13A.04.07.02	Develop online identification procedures to share with Grade 3 teachers.	August, 2015-October, 2015	Course developed in our LMS, itsLearning	
COMAR 13A.04.07.02	Work in conjunction with our Office of Accountability to identify possible alternatives to the COGAT for identification of GT students.	August, 2015-June, 2016	Alternatives identified and communicated to GT teachers.	
<u>Goal 2. Programs and Services</u>				
Each local education agency shall provide different services beyond those normally provided by the regular school program in order to develop the gifted and talented student’s potential [13A.04.07.03 (A)]				

Reference	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
COMAR 13A.04.07.03	Develop before or after school coding programs for students in a minimum of 6 elementary schools.	October, 2015-March, 2016	Surveys of student and teacher satisfaction conducted.	

Goal 3 . Professional Development

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

Reference	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
COMAR 13A.04.07.04	In conjunction with the Office of English and Language Arts, develop lessons with GT teachers surrounding higher level texts for students in grades 3, 4, 5.	September, 2015-June, 2016	Lessons developed and aligned with ELA curriculum.	
COMAR 13A.04.07.04	Based on GT teacher survey results, provide PD for GT teachers on effective reading practices.	September, 2015-June, 2016	PD completed and GT teachers surveyed.	

COMAR 13A.04.07.04	Based on GT teacher survey results, provide PD for GT teachers on effective technology strategies.	September, 2015-June, 2016	PD completed and GT teachers surveyed.	
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2015- 2016 Gifted and Talented Enrollment

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

Beginning with the grade level in which the system’s identification process is initiated, report the number of students identified for programs and services at each grade level. Observe the FERPA rules for reporting student data in small cells; however, include those students in the totals for “All GT Students.”

	K	1	2	3	4	5	6	7	8	8	10	11	12
All GT Students	*Formal identification for elementary GT services begins at the end of second grade.			69	278	287	<p style="text-align: center;">N/A</p> <p>Identification procedures and criteria for grades 6-12 with transition plan for a continuum of services are currently being developed.</p> <p>Currently, Honors, IB and AP courses are available to all students, including, but not limited to, those who may be identified as gifted in grades 9-12. Dual enrollment is another option for motivated achievers.</p> <p>Accelerated mathematics (7th grade high school Algebra I and 8th grade high school Geometry) are offered for advanced and potentially gifted learners in the middle schools.</p> <p>High school level I world language courses are offered in the middle schools for all students who are ready to accept this challenge.</p>						
Hispanic/Latino of any race				6	6	7							
American Indian or Alaskan Native				0	0	0							
Asian				6	13	25							
Black or African American				10	29	15							
Native Hawaiian or other Pacific Islander				0	1	0							
White				42	212	222							
Two or more races				5	18	18							
Special Education				3	5	2							
Limited English Proficient (LEP)				5	0	0							
Free/Reduced Meals FARMS	*	*	*										

Education that is Multicultural and Achievement (ETMA)

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

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

- a. Practices and policies related to the COMAR regulations continue to evolve and change based on current research and data analysis.
- b. A strategic focus has been placed on school climate initiatives as a means of providing inclusive, respectful, and safe learning environments through required school improvement plan goal area.
- c. Leadership and learning conferences for students who have been identified as not meeting academic or behavioral standards.
- d. Individualized professional development and school culture and climate supports have been provided to many schools in our system.
- e. Cultural proficiency staff development is provided to new bus drivers and attendants, food and nutrition workers, custodians, clerical, and instructional employees.
- f. All teachers newly hired by HCPS must complete, within the first two years of employment, a three-credit course entitled *Education That Is Multicultural in the Classroom of the 21st Century*.
- g. Curriculum provides information which enables students to demonstrate an understanding of and an appreciation for cultural groups in the United States as an integral part of education for a culturally pluralistic society.
- h. The LSS addresses how all schools promote aspects of an inclusive climate.
- i. All schools use data disaggregated by race/ethnicity, gender, English Language Learners, and socio-economic status/FARMS to assess inequities in course/class participation, student placement, discipline, grouping, and in making adjustments to assure equity.
- j. A committed demonstration of high expectations for all students is visible.
- k. The LSS has written policies and practices that prohibit discrimination against students and staff based on the disability and diversity factors.

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

- a. Staff capacity to support and address the unique learning needs of our gay, lesbian, and transgender students.
- b. Hiring and retaining a diverse work force.
- c. Disproportionality in suspension in several schools in the areas of race and special education.

3. Summarize your progress in meeting 2014-15 ETMA goals.

- Leadership and learning conferences for students who have been identified as not meeting academic or behavioral standards. *Hosted an At-Promise Academy for 109 at-risk male students in grades 8, 9, and 10 to address academic and behavioral needs in a leadership conference format. A 2016 conference is planned for spring. Female students will take part in conference on October 22, 2015.*
- Continue to use data to identify achievement gaps that exist in academic performance between subgroup populations, disproportionality in special education identification and in behavioral data amongst subgroup populations, and enrollment in Advanced Placement and Gifted and Talented programs. *Ongoing; support and professional development provided to high disproportionality.*
- Continue to collaborate with stakeholders to address the findings using research based practices and in the distribution of resources. *Ongoing.*
- Continue to expand and create professional development opportunities for school system staff relevant to Education that is Multicultural and Cultural Proficiency. *Ongoing; created and facilitated 48 different professional development sessions.*
- Partner with the Office of Human Resources to support minority recruitment efforts. *Ongoing; Partnered with HR to increase number of recruitment outreach efforts to Historically Black Colleges and Universities. Increase was by 4 schools.*
- Provide 2015-16 ETMA goals along with strategies for meeting the goals.
- 2015-16 goals may be continuing goals from 2014-15 with revised strategies, new goals that address areas needing improvement and new initiatives, or any combination thereof.

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

- a. Build capacity for school staffs to support the academic and social emotional growth of all students; with a unique focus on our gay, lesbian, and transgender student population.
 - i. Identify best practices and resources.
 - ii. Create and offer professional development to school staff.
- b. Hire and maintain a diverse workforce as well as identify culturally proficient candidates in the recruitment process.
 - i. Continue partnership with Human Resources.
 - ii. Continue outreach to historically black colleges and universities.
 - iii. Develop questions that identify culturally proficient educators.
- c. Create a strategic plan to address disproportionality in referral and suspension data across identified schools.
 - i. Analyze data in the areas of behavioral performance for African American students, students who receive FARMS, as well as students with disabilities.
 - ii. Share data with appropriate school personnel.
 - iii. Create individualized action plans unique to each school, in partnership with the School Improvement Teams at identified schools.
 - iv. Provide professional development to build capacity for culturally proficient classroom management and PBIS practices to support behavioral growth of our students.
 - v.

- d. Partner with the Superintendent's Cultural Proficiency Council to celebrate the 50th anniversary of the desegregation of Harford County Public Schools.
 - i. Unit plan for K-12 students
 - ii. Gala celebration
 - iii. Day of Service

School System Harford County Public Schools

Name and Title of ETMA Contact Laurie Namey, Supervisor of Equity and Cultural Proficiency

Email Laurie.Namey@hcps.org

Telephone 410-809-6065 Fax 410-588-5370

Section C:

Data Systems to

Support Instruction

Data Systems to Support Instruction

In alignment with Maryland's vision for reform to utilize an infrastructure that links all data elements with analytic and instructional tools to monitor and promote student achievement, please respond to the following questions describing your current data systems (**State and local**) to support instruction.

1. What data systems are currently used to guide data driven decision making to support effective instruction?

Harford County Public Schools (HCPS) is using Performance Matters as our student instructional database management and assessment system. In addition to the module that displays student data, we also use the Response to Intervention module to analyze student participation in school intervention programs. This school year, Performance Matters is also piloting the UNIFY module of Performance Matters. This module allows for technology enhanced assessment items to be included on teacher-created and countywide assessments. The largest pilot of this particular module is occurring in the mathematics content for grade 8 students enrolled in Introduction to Algebra. These students are using tablets as a part of the curriculum and will take countywide assessments online using UNIFY.

HCPS utilizes data from the MSDE Census Report to review and refine placement decisions and disability trends related to equitable educational opportunities for children and youth with disabilities. The district participates in an annual evaluation of the system's performance in meeting specific indicators aligned with IDEA Part B expectations; ensuring compliance, the correction of identified noncompliance, and the receipt of accurate and timely data reporting. The process indicators used to measure performance include: the provision of services in the Least Restrictive Environment (LRE); rate of suspensions and expulsions greater than 10 days in a school year; and parent involvement.

2. How do you use data systems to inform instruction and make adjustments to instructional practices?

Schools used the Classroom Focused Improvement Process (CFIP) to analyze data in their grade level or content. Meetings are held on a regular basis and monitored by a member of their school's instructional leadership team. Performance Matters is frequently used during these meetings to monitor teacher assessment data in addition to countywide, state, and national assessment data. Using a report called the Baseball Card, the teacher has the ability to bring up numerous data elements for a student over time. This report gives a wider scope of the student performance in numerous contents.

In addition to assessment data, other data elements available for users include the student's independent reading level, demographic data, attendance data, quarterly course grades, discipline data (for administrators only), and participation and performance in student intervention programs.

3. How well is it being implemented? Who is using it?

HCPS implemented Performance Matters in the summer of 2010. We had mandatory training for all teachers regarding the site. In addition, each year we train all new teachers with basic navigation of

the site. The following groups of individuals use Performance Matters in HCPS: teachers, counselors, pupil personnel workers, teacher specialists, administrators, Central Office staff members including specialists, curriculum coordinators and supervisors, and members of the Superintendent's Leadership Team. Each school has a teacher identified as the Performance Matters Liaison and works collaboratively with the Office of Accountability regarding professional development, site navigation, data analysis, and implementation of new modules.

Section D: Great Teachers and Leaders

Highly Qualified Staff

No Child Left Behind Goal 3: By 2005-2006, all students will be taught by Highly Qualified Teachers (HQT).

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

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

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

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

LSS responses to Section I.D.vi in Part I and the Title II, Part A attachment in Part II will continue to serve as the school system’s Highly Qualified Teacher Improvement Plan.⁵ In this section, each LSS should address the factors that prevent the district from attaining the 100% HQT Goal. Please see the instructions on the next page.

Instructions:

1. Complete data tables 6.1 – 6.7.
2. Review the criteria associated with each table on the next two pages.
3. If the school system **did not** meet the targeted criteria for each data table, respond to the associated prompt(s) for each table. Be sure to respond to **all prompts** for **each** criterion not met.
4. **If the school system has met all of the criteria in the following data tables, no additional written response is required.**

⁵ Section 2141(a) of the Elementary and Secondary Education Act.

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
<p>6.1: Percentage of Core Academic Subjects (Classes) (CAS) Taught by Highly Qualified Teachers</p>	<p>The percentage of CAS is 98% HQT or higher.</p> <p style="text-align: center;">95.4% Criteria Not Met</p>	<ol style="list-style-type: none"> 1. Describe where challenges are evident. 2. Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress placing <u>HQT in CAS</u>. <p>Partially due to newly hired teachers from out of State requiring additional tests. Partially due to curriculum changes in Science and Earth where endorsements not available. Many are Special Ed related.</p>
<p>6.2: Percentage of Core Academic Subjects Classes Taught by Highly Qualified Teachers in Title I Schools.</p>	<p>The percentage of CAS in Title I schools is 100% HQT.</p> <p style="text-align: center;">100% Criteria Met</p>	<ol style="list-style-type: none"> 1. Describe where challenges are evident. 2. Describe the strategies used to ensure all CAS in Title I schools are taught by HQT.
<p>6.3: Number of Classes <u>Not</u> Taught by Highly Qualified (NHQ) Teachers by Reason.</p>	<p>The <i>combined</i> percentage total of NHQT <i>across all reasons</i> is less than 10%.</p> <p style="text-align: center;">8.7% Criteria Met</p>	<ol style="list-style-type: none"> 1. Describe where challenges are evident. 2. Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress in targeted areas <u>of NHQT</u>.

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
<p>6.4: Core Academic Classes taught by Highly Qualified Teachers in both <i>Elementary and Secondary Schools</i> High Poverty and Low Poverty Schools.</p>	<p>The percentage of CAS taught by HQT in high-poverty is equal to or greater than the percentage of HQT CAS in low-poverty schools. (Explanation: Data represents an equal distribution of HQT staff between high and low poverty).</p> <p>100% > 95.9% Elem 92.9% > 91.3% Sec</p> <p>Criteria Met</p>	<ol style="list-style-type: none"> 1. Describe where challenges are evident. 2. Describe the changes or adjustments to ensure an equal distribution of HQT staff in both High and Low poverty schools.
<p>6.5: Core Academic Classes taught by Highly Qualified Teachers in both <i>Elementary and Secondary</i> High Poverty and Low Poverty Schools By Level and Experience.</p>	<p>The percentage of <i>inexperienced HQT</i> in CAS in high-poverty schools is not greater than the percentage of <i>experienced HQT</i> in CAS in low-poverty schools.</p> <p>2.0% < 99.6% Elem 0.0% < 100.0% Sec</p> <p>Criteria Met</p>	<ol style="list-style-type: none"> 1. Describe where challenges are evident. 2. Identify the changes or adjustments to ensure low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. What evidence does the school system have that strategies are in place are having the intended effect?
<p>6.6: Attrition Rates.</p>	<p><i>Total overall attrition</i> is less than 10%</p> <p>8.7%</p> <p>Criteria Met</p>	<ol style="list-style-type: none"> 1. Identify the practices, programs, or strategies and the corresponding resource allocations to address the overall retention of staff. What evidence does the school system have that the strategies in place are having the intended effect?
<p>6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools.</p>	<p>Percentage of <i>qualified</i> paraprofessionals in Title I schools is 100%</p> <p>100%</p> <p>Criteria Met</p>	<ol style="list-style-type: none"> 1. Describe the strategies used to ensure all paraprofessionals working in Title I schools will be qualified.

Table 6.1: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers

School Year	% of Core Academic Subject Classes Taught by Highly Qualified Teachers	% of Core Academic Subject Classes Not Taught by Highly Qualified Teachers
2006-2007	88.2	11.8
2007-2008	88.2	11.8
2008-2009	91.9	8.1
2009-2010	94.9	5.1
2010-2011	95.6	4.4
2011-2012	96.5	3.5
2012-2013	95.8	4.2
2013-2014	95.4	4.6
2014-2015	95.4	4.6

Table 6.2: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers in Title I Schools. Include Title I Schools Funded With ARRA Funds.

School Year	Total Number of Core Academic Subject Classes in Title I Schools	Core Academic Subject Classes in Title I Schools Taught by Highly Qualified Teachers	% of Core Academic Subject Classes in Title I Schools taught by HQT
2011-2012	699	699	100.0
2012-2013	535	535	100.0
2013-2014	554	554	100.0
2014-2015	560	560	100.0

Table 6.3: Number of Classes Not Taught by Highly Qualified (NHQ) Teachers by Reason

School Year	Expired Certificate		Invalid Grade Level(s) for Certification		Testing Requirement Not Met		Invalid Subject for Certification		Missing Certification Information		Conditional Certificate	
	# classes	%	# classes	%	# classes	%	# classes	%	# classes	%	# classes	%
2008-2009	12	3.2	1	0.3	138	37.3	39	10.5	98	26.5	82	22.2
2009-2010	7	1.5	40	8.5	88	18.7	214	45.5	29	6.2	92	19.6
2010-2011	15	4.6	21	6.5	61	18.8	199	61.2	12	3.7	17	5.2
2011-2012	2	1.04	24	12.5	36	18.7	109	56.77	8	4.17	13	6.77
2012-2013	0	0.0	40	12.7	37	11.8	226	72.0	0	0.0	11	3.5
2013-2014	0	0.0	0	0.0	25	12.4	167	83.1	9	4.5	0	0.0
2014-2015	0	0.0	17	.36%	23	.49%	148	3.12%	11	.23%	19	.40%

Table 6.4: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High Poverty and Low Poverty Schools By Level

	Core Academic Subject Classes Taught by HQT					
	High Poverty*			Low Poverty		
	Total Classes	Taught by HQT		Total Classes	Taught by HQT	
	#	#	%	#	#	%
2008-2009						
Elementary	50	50	100.0	482	462	95.9
Secondary	46	40	87.0	1733	1618	93.4
2009-2010						
Elementary	220	220	100.0	2114	2056	97.3
Secondary	148	132	89.2	2394	2264	94.6
2010-2011						
Elementary	222	218	98.2	1988	1932	97.2
Secondary	157	129	82.2	2802	2671	95.3
2011-2012						
Elementary	413	409	99.3	2144	2080	97.0
Secondary	138	112	81.2	3096	3001	96.9
2012-2013						
Elementary	287	287	100.0	685	669	97.6
Secondary	82	70	85.4	176	152	86.3
2013-2014						
Elementary	70	70	100.0	535	510	95.3
Secondary	48	40	83.3	2034	1849	90.1
2014-2015						
Elementary	60	60	100%	195	187	95.9%
Secondary	42	39	93.2%	390	356	91.3%

Table 6.5: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High and Low Poverty Schools By Level and Experience

Core Academic Subject Classes									
School Year	Level	High Poverty*				Low Poverty			
		Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT		Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT	
		#	%	#	%	#	%	#	%
2011-2012	Elementary	52	98.0	1	0.2	449	97.6	11	2.4
	Secondary	17	89.5	2	10.5	572	96.7	19	3.3
2012-2013	Elementary	91	94.8	5	5.2	645	96.4	24	3.6
	Secondary	39	100.0	0	0.0	144	94.7	8	5.3
2013-2014	Elementary	70	100.0	0	0.0	510	100.0	0	0.0
	Secondary	40	100.0	0	0.0	1849	100.0	0	0.0
2014-2015	Elementary	257	98.0	6	2.0	494	99.6.0	2	0.4
	Secondary	45	100.0%	0	0.0%	1777	100.0%	0	0.0%

* Some local school systems will not have schools that qualify as "high poverty".

** "Experience" for the purposes of differentiation in accordance with No Child Left Behind, is defined as two years or more as of the first day of employment in the 2013-2014 school year.

Table 6.6: Attrition Rates													
Attrition Due To (Category):	Retirement			Resignation			Dismissal/Non-renewal			Leaves			Total Overall Attrition
	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	%
2009-2010	63	3290	1.9	105	3290	3.2	3	3290	0.0	25	3290	0.1	6.0
2010-2011	73	3171	2.3	109	3171	3.4	3	3171	0.1	28	3171	0.1	6.7
2011-2012	73	3327	2.2	135	3327	4.1	2	3327	0.1	20	3327	0.6	6.9
2012-2013	74	2982	2.5	157	2982	5.3	2	2982	0.1	32	2982	0.1	8.9
2013-2014	95	3000	3.2	236	3000	7.9	3	3000	0.1	5	3000	0.2	11.3
2014-2015	66	2967	2.2	186	2967	6.3	3	2967	0.1	4	2967	0.1	8.7

Use the data available as of September 1st following each of the school years to be reported. Report data for the entire teaching staff or for teachers of Core Academic Subject areas if those data are available. Indicate the population reflected in the data:

- Entire teaching staff or
 Core Academic Subject area teachers

Table 6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools. Include Title I Schools Funded With ARRA Funds.			
	Total Number of Paraprofessionals Working in Title I Schools	Qualified Paraprofessionals Working in Title I Schools	
		#	%
2011-2012			
2012-2013			
2013-2014			
2014-2015			
2015-2016*	58	58	100%

*As of July 1, 2015

High Quality Professional Development

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

I. Professional Learning

Please provide your local school system Professional Learning Plan. Be sure to include how your Plan addresses:

1. Underperforming populations;
2. Universal Design for Learning (UDL) Guidelines and Principles for all student populations;
3. Maryland College- and Career-Ready Standards, including English language arts; disciplinary literacy; mathematics; and Next Generation Science;
4. Science, Technology, Engineering and Mathematics (STEM) Standards of Practice;
5. College, Career, and Civic Life (C3) Framework;
6. Teacher and Principal Evaluation (TPE) System; and
7. Job-embedded professional learning, such as Professional Learning Communities (PLC), Communities of Practice (COP), and Data Dialogue.

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

HCPS has taken a hybrid approach of both systemic and school-based professional development to meet the needs of teachers and administrators during this period of transition and implementation. Professional development dates and times are determined on the HCPS Master Calendar to secure dedicated time for system-wide and school-based activities. Key this year is the continuation of a system-wide professional learning conference that provides opportunities for personalized, professional learning.

1 Underperforming populations

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

- Use professional development days for teachers to share best practices in conference style format.
- Utilize the newly assigned position of content curriculum specialists to support instructional practices.
- Utilize annotated scoring tools for quarterly benchmarks to provide models for consistent scoring and ideas for instruction.
- Stress access to rigor within the general curriculum utilizing research-based instructional practices and a focus on their effective implementation including the CCS- Application to Students with Disabilities recommendations.
- Utilize a reflective root - cause analysis to determine instructional factors impacting overall achievement of students with disabilities participating in the general education curriculum which may include: accessible curriculum; differentiated instructional practice; grouping; pacing; and test construct.
- Implementation of a comprehensive strategic plan of professional development related to systemic needs connected to delivery of a full continuum of supports and services focused on accountability, shared responsibility for the effective identification of eligibility for and participation in special education.

HCPS continues to enhance instructional practices by embedding the concepts of ETMA throughout professional development opportunities. This approach will help to build capacity of all staff. The Office of Equity and Cultural Proficiency provides professional learning opportunities tailored to the individual needs of schools and school communities that build the capacity of teachers and staff to work with a diverse population of students. Direct support is provided to schools based upon identified need – both from a school and central perspective. Schools and individual teams of teachers engage in professional learning communities and utilize the Classroom Focused Improvement Process (CFIP). CFIP provides a structure for teachers to engage in purposeful dialogue about the needs of students and the strengths and weaknesses of current instructional practices. In these conversations it is expected to consider the needs of all students and to set clear instructional targets for all students. Teachers learn from one another and continue to refine and enhance their repertoire of best practices. HCPS began working with CFIP Consultants Hickey/Thomas in the 2009 school year to build the foundation and structures for effective team meetings. Summer 2014 Hickey/Thomas returned to provide a required session for all school improvement teams at the summer 2014 Unmistakable Impact Conference. CFIP is a structure expected to be evident in each school. For the past five years, the Superintendent and key central office administrators engage in school visits to meet with school instructional leadership teams to discuss student achievement and school climate/culture. New in 2015 is an additional oversight to CFIP. During the school visit, administrators are asked to address the way that CFIP operates in the school. Support in the process or structure can be offered at this point.

2 Universal Design for Learning (UDL)

Professional learning opportunities to highlight the concepts and principles of UDL have been embedded into various events, workshops, and curriculum. HCPS continues to utilize the MSDE online webinar/course on UDL. HCPS has instituted a SharePoint site dedicated to hosting UDL resources and information that can be used at the school and system levels. Content supervisors are incorporating and highlighting UDL principles in system-level content PD. During New Teacher Orientation workshops, teachers were presented with examples and ideas to use to

incorporate UDL into their lesson planning and unit design. HCPS continues to focus on ways to address individual student needs. School Improvement Teams had an opportunity to engage in UDL sessions during the summer 2014 Unmistakable Impact Conference. A Jim Knight consultant led a keynote and breakout session for school and system personnel to examine the basics of making sure all students have access to high quality instruction and the role of school culture. In the summer of 2015, School Improvement Teams engaged in professional learning around high leverage strategies found to be effective in moving teaching and learning forward in all schools. Schools were required to identify specific strategies to meet the needs of the various subgroups.

A component of the 2015 School Improvement Team Summer Conference included required professional development for school leadership and special education representatives from each HCPS school. Training focused on effective and comprehensive processes, procedures and practices related to: IEP team decision-making, compliance with federal, state and local procedural expectations and substantive development of student IEPs including student-centered supports, strategies and services. This professional development serves as a springboard for a series of required professional learning activities for increased capacity of school leaders to address the needs of staff, students with disabilities and families.

3/4 Implementation of Maryland College- and Career-Ready Standards, including those related to English language arts and disciplinary literacy; mathematics; Next Generation Science; and Science, Technology, Engineering and Mathematics (STEM) Education

HCPS has used the trainings from the EEAs to lead the professional learning relative to STEM. Schools are incorporating STEM standards of practice in school-based PD. Content supervisors are highlighting these practices during content PD. HCPS is planning for system-level professional development. A STEM workgroup continues to develop system PD relative to STEM. Two priorities of the STEM workgroup include: provide training in inquiry- and problem- based instruction for teachers and school-based instructional leaders and develop authentic inquiry- and problem- based model lessons. The 2014 professional learning seminar on 21st Century Teaching led teachers and resource support teachers (mentors, coaches, department chairs) in an inquiry-based approach to the teaching of mathematics. Several teacher leaders modeled and led the group of 140 teachers through several lessons around the MCCRS on fractions using an inquiry approach. Instructional technology was an essential component of this seminar. Instead of highlighting the technology as a separate session it was intentionally demonstrated in the model lesson and embedded within the structure of the professional development. The offices of Professional Development, Mathematics, and Instructional Technology collaborated in the planning and implementation of the seminar. Plans are to incorporate this type of integrated planning and professional learning in various venues, including online modules using a newly acquired learning management system.

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

The Division of Curriculum, Instruction, and Assessment held an extended professional learning experience for instructional supervisors and 200 teacher leaders as a part of the Curriculum Development Institute. Time was devoted to facilitating specialized learning about the development of curriculum, disciplinary literacy, assessment, and professional development. Content sessions focused upon the intricate nature of standards and instruction within each content. This event was a continuation of the work began summer 2014 and essential learning was repeated for new participants to allow all Institute participants to be on a common ground of understanding. This foundational work is a component of HCPS' comprehensive assessment plan.

In November of 2014, HCPS held a system-wide professional learning conference for all 2700 teachers across the school system. Teachers had the opportunity to self-select content-specific sessions that align with individual teacher learning goals. Sessions were aligned to MCCRS/C3/Next Gen and/or the Danielson Framework for Teaching. Topics included best practices for teaching and learning such as UDL, instructional technology, and student engagement techniques. The Professional Learning Conference was recognized by Learning Forward Maryland as an Innovative Approach to Professional Learning. Plans are well underway to repeat this structure again this year in November. The 2015 Professional Learning Conference will run over two days in multiple sites offering over 600 session choices. University partners will be participating as presenters and in a graduate fair. Content offices have identified various community locations/businesses appropriate for teachers to visit as a part of self-guided field trips. Support staff will participate in professional learning and will be able to self-select sessions that meet their needs and align to their work assignments. New this year, will be a leadership strand for HCPS building administrators which will include a session to receive peer feedback on school improvement plans.

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

5 College, Career, and Civic Life (C3) Framework

Professional Development in social studies is focused on aspects of the inquiry area of C3. The overview had been presented to teachers over the last several years. The intent is to deepen understanding or focus on specific skills as related to the standards.

It has been important to provide a continuum of professional development to address the needs of new and experienced teachers.

New teacher (August 2015):

- Teachers were introduced to the C3 framework, specifically the inquiry arc and participated in a demo lesson that demonstrated the components of the arc.
- A session was available on a variety of instructional techniques that support students in the reading and analysis of text.

All teachers (August 2015):

- Both middle and high school teachers attended a session on Upside Down Learning which from a pedagogical standpoint supports the planning for an inquiry based lesson.
- Middle school teachers attended a session on questioning which is aligned with dimension 1 of the inquiry arc.

- High school teachers attended a session on close reading which is aligned with dimension 3 of the inquiry arc.

September 2015 – June 2016:

- Department chairs are working on a book study focused on “Make Just One Change” which is focused on the Question Formulation Technique which relates to dimension 1 of the inquiry arc.
- Non-tenured teachers will have the option of attending an after school session in which they will have the opportunity to focus on the thinking skills of a social scientist which supports all dimensions of the inquiry arc.
- All teachers will develop a greater understanding of Upside Down learning and its correlation to planning an inquiry based lesson.

6 Implementation of the teacher and principal evaluation system

Work to prepare all teachers and principals for the new evaluation system began in the spring of 2013. HCPS has utilized both system-wide and school-based professional development time to build capacity for teachers on the various components of the evaluation system. Ongoing collaboration with representatives of the teachers’ association HCEA results in refinement to the components of the evaluation model. The resources created in 2014 continue to serve to support teachers and administrators. HCPS has participated in regional trainings with MSDE and CTAC on TPE. Materials and resources shared are used to support the work in HCPS around SLOs at Leadership professional development sessions, with school teams, and with teachers.

Ongoing professional development is occurring with evaluators on the Danielson Framework for Teaching. All administrators, mentors, and high school department chairs attended extended training on the Danielson Framework in June 2014. Throughout the 2014-15 school year, evaluators continued to refine skill and knowledge of the Framework for Teaching during leadership professional development. In 2015-16, plans are to incorporate a peer coaching structure to assist our administrators in consistently utilizing the components of the Framework and calibrating the use of the rubrics. Enhancement of skill is the target.

An online Teacher Evaluation and Observation System (TEOS) was created in-house. This system replaces the old system of scan sheets and hard copies of files. Training and support were provided in the 2014-15 school year in using the new tool. AS staff develop a deeper understanding of the nuances within the professional development aspect of teacher observation and evaluation, the online tool is refined and enhanced. Ongoing training occurs.

Principal evaluation didn’t see any changes from the previous year. Executive Directors will provide initial training for new principals. Each principal will engage in the beginning of the year conferences to set goals, mid-year checks during the Superintendent school visit, and end-of-year conferences as a part of the total evaluation.

7 Job-embedded professional learning, such as Professional Learning Communities (PLC), Communities of Practice (COP), and Data Dialogue.

Professional Learning Communities have been a learning structure in HCPS for the past 10 years. School leadership teams received comprehensive professional development in the early and formative years in developing the structures within each school. Over the years, the

expectation for having PLCs in schools has remained. Accountability for PLCs comes through a review the School Improvement Plan, dialogue during Superintendent School Visits, and review of School Professional Development Calendars/Structures. Most of our schools have instituted a designated time in teachers' schedules for PLC/CFIP time.

Leadership professional development days will include a time for School Improvement PLCs. These teams will have the opportunity to share and explore with colleagues. The groups have been established to have each PLC work with one of the high-leverage strategies identified in the School Improvement Plan. Each group will have a facilitator to guide the group and provide resources or research to consider. A OneNote notebook will be used as a tool to aid in the sharing of these ideas and best practices for all members of school leadership.

Professional learning communities consistently operate along five dimensions: (1) supportive and shared leadership, (2) shared values and vision, (3) collective learning and application of learning, (4) supportive conditions, and (5) shared personal practice.

Thirteen instructional facilitators provide instructional leadership in conjunction with the school principal at each of the elementary schools. Instructional facilitators serve as members of the school's evaluative administrative team and share in the responsibility for the teacher observation and evaluation process. Effective use of this process results in meaningful job-embedded professional development. The partnership of the school principal, the instructional facilitator, the assistant principals, and the mentor teacher is the school system's approach of institutionalizing strong school instructional leadership teams. The instructional facilitator serves as a key member of the ILT for the school's instructional initiatives.

Twenty-nine mentor teachers have been assigned to schools where they provide support and challenge to non-tenured teachers of Harford County Public Schools. The HCPS mentors engage teachers in professional dialogue about teacher effectiveness and student learning through coaching conversations. As members of school instructional leadership teams, mentors assist in the design and implementation of professional development activities for the teachers of each school community.

Teacher Induction

Please provide the following information regarding your District Teacher Induction/Mentoring Program:

- A. A description of your Comprehensive Teacher Induction Program, including orientation programs, standards for effective mentoring, and mentoring supports. Options to include your LEA Action Plans and TELL Survey Data.

HCPS Comprehensive Teacher Induction Program

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

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

Induction/Orientation Activities for Teachers New to HCPS include:

Induction Activity	Focus/Content	Dates
Professional Development Orientation Conference	Professional Development designed for educators of different experience levels <ul style="list-style-type: none"> • Orient teachers to HCPS culture and expectations • Plan for the first day, week, year • Create a working draft of a classroom management plan • Build professional relationships with colleagues, mentors, Instructional Facilitators, and building administrators • Work with experienced educators in a “model classroom” format • Content-specific professional development with content Supervisors • Meaningful integration of technology in instruction and usage/navigation of technology systems 	August 17, 18, 19 (2.5 days)
Workshops throughout the year	Develop knowledge and skills related to teaching Topics include (but are not limited to): <ul style="list-style-type: none"> ▪ Reflecting on teaching practice 	Periodic evenings throughout the school year

	<ul style="list-style-type: none"> ▪ Preparing for parent conferences ▪ Implementing curriculum ▪ Managing a classroom ▪ Planning for active learning ▪ Assessing student performance ▪ Maintaining certification ▪ Teaching ELL students ▪ Co-teaching ▪ Meaningful integration of technology in instruction 	
Mini-Courses throughout the Year	<p>12 different 4-hour courses related to best instructional practices exist. Teachers can sign up for as many courses as they would like. Topics include:</p> <ul style="list-style-type: none"> • Academic conversations • Aligning lessons • Using data to make instructional decisions • Making curriculum accessible for students with low and high incidence disabilities 	Offered throughout the school year
New teacher visitations	<ul style="list-style-type: none"> • Observe experienced teachers teach the curriculum • Conference and plan with experienced educators • Debriefing and planning time with Instructional Facilitators and/or content Supervisor 	<p>At least one time within the first year</p> <p>Elementary classroom and special education teachers visit classrooms to observe integrated language arts and mathematics instruction</p> <p>Secondary content-specific visitations</p>
Job-embedded Professional Development	<ul style="list-style-type: none"> • Collaborate with a teacher mentor • Participate in grade level/department team meetings • Collaborate with department chairperson • Participate in content Professional Learning Communities 	Ongoing

- B. Data regarding the scope of your mentoring program, including the number of probationary teachers and the number of mentors who have been assigned. Also, please indicate the breakdown of your mentors' roles in the district as indicated in the chart below: (1) FULL-TIME MENTORS: Mentoring is their full-time job, (2) PART-TIME MENTORS: Mentoring is their part-time job, (3) RETIREES: Mentoring is done by retirees hired to mentor, and (4) FULL-TIME TEACHERS: Teaching is their full-time job and they mentor. *Please complete the chart below:*

Effectiveness of Induction/Mentoring

Data and Needs Assessment

HCPS conducts a survey of teachers completing their first year with the school system in June of each year. Recent survey results indicate second year teachers citing a "rewarding experience" and "students" as the two primary reasons why they chose to return to HCPS. First year teachers are asked to provide feedback on the degree to which the mentor met their needs as a teacher new to HCPS. In an effort to receive the most specific feedback as possible, participants (for the first time) could indicate "met my needs," "met most of my needs," "met only some of my needs" or "did not need." In the chart which follows, the first column indicates the percent of respondents who selected a response of "met my needs" or "met most of my needs." The second column represents respondents who indicated they did not need this service.

QUESTION	Met <u>at least most</u> of my needs	Did not Need
The mentor helped me to network with content experts when he/she could not address my needs.	74.8%	11.1%
The mentor has collected data to facilitate my instructional decision making.	70.8%	9.4%
The mentor was accessible.	89.5%	1.2%
The mentor has introduced me to instructional approaches/techniques.	83.4%	4.1%
The mentor and I have collaborated to plan instruction for my students.	66.1%	13.5%
The mentor has observed my teaching and has provided me with meaningful feedback.	77.8%	5.9%
The mentor has provided encouragement and support.	93.6%	1.2%
The mentor has located/provided resources for me to use in my instruction.	83.0%	2.9%
The mentor has suggested effective classroom management techniques.	79.5%	9.4%
The mentor has clarified school/system policies and procedures for me.	86.0%	4.1%
The mentor has helped me problem-solve.	84.2%	4.7%
The mentor has helped me reflect on and analyze my teaching.	87.1%	4.1%
The mentor has helped me analyze student work.	68.4%	13.5%

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

QUESTION	2009	2011	2013	2015
Formally assigned a mentor	91%	95%	97%	97%
Sessions specifically designed for new teachers	91%	90%	86%	93%
Common planning time with other teachers	25%	69%	73%	76%
Release time to observe other teachers	49%	63%	68%	61%
Access to PLCs where I can discuss concerns	54%	67%	67%	72%
Additional support I received as a new teacher improved my instructional practice*	65%	80%	83%	81%
Additional support I received as a new teacher helped me to impact my students' learning*	64%	83%	86%	82%

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

Analysis and Action

A review of recent survey data and suggested that not all probationary teachers were being given the same type of support or to the same degree. In an effort to ensure that all probationary

teachers have equitable access to experiences with their mentors, HCPS worked in the 2011-12 school year to develop *Starting Strong: A Continuum of Experiences for Probationary Teachers*. Mentors worked to identify a set of six essential experiences:

- setting professional goals
- planning and teaching collaboratively
- observing instruction in others' classrooms
- developing a classroom management plan
- participating in professional learning sessions
- planning for and reflecting upon data from the mentor's non-evaluative visits

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

Based on the results of the 2013-2014 survey of new teachers, a draft of *Continuing Strong: A Continuum of Experiences for Second Year Teachers* was created. The draft was modified by teacher mentors over the summer of 2014 and presented for approval at a September 2014 General Curriculum Committee Meeting. The document was approved and has guided the work of mentors with teachers in their second year of service. This guiding document includes the original six essential experiences slightly adjusted to place more responsibility and ownership on the teacher rather than on the teacher mentor. In addition, a new experience has been added which includes the opportunity for second year teachers to be video recorded teaching and then to reflect on that recording with the guidance of the mentor.

Mentors have also drafted *Leading Strong: A Continuum of Experiences for Third Year Teachers*. This project is a result of mentor teacher observations and evaluations which suggested that probationary teachers would benefit from experiences that prepare them to independently complete the type of reflection and data-analysis tasks they have completed over their non-tenured time with the support of a teacher mentor. That document will be submitted to the General Curriculum Committee for review and approval on September 15, 2015.

Activities to Support New Teachers

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

1. Teacher Mentors (29.5 mentors) available in schools to work directly with teachers
 - a. Teach demonstration lessons
 - b. Assist in daily and unit planning and organization
 - c. Provide guidance in addressing classroom/behavior management
 - d. Guide the use of curricula and materials of instruction
 - e. Acclimate teachers to the protocols and procedures within their assigned school(s)
 - f. Address topics facing teachers new to teaching

- Reporting student progress
 - Grading
 - Assessment
 - Parent conferencing/communication
 - Special education issues
2. Instructional Facilitators (13 instructional facilitators) available in elementary schools and six middle schools to work directly with teachers
 - a. Engage in informal and formal observations
 - b. Engage in the evaluation process
 - c. Guide the use of curricula and materials of instruction
 - d. Conduct demonstration lessons and model strategies and teaching techniques
 - e. Provide opportunities for teachers to visit other classrooms/teachers
 - f. Address topics facing teachers new to teaching
 - Reporting student progress
 - Grading
 - Assessment
 - Parent conferencing/communication
 - Special education issues
 3. Content supervisors available to support professional growth within content areas
 - a. Provide curriculum guides, teacher texts, and other curricular materials
 - b. Complete informal instructional walk-throughs
 - c. Work as part of instructional appraisal team at the school level
 - d. Provide content-specific professional development as noted on the HCPS Professional Development Calendar
 - e. Work with secondary Department Chairpersons to support teachers at the school level
 - f. Provide opportunities for teachers to visit other classrooms/teachers
 4. Principals and Assistant Principals available in schools to work directly with teachers
 - a. Engage in informal and formal observation
 - b. Engage in the evaluation process
 - c. Guide the use of curricula and materials of instruction
 - d. Provide school-based professional development on building level procedures and guidelines
 5. Curriculum Content Specialists
 - a. Eight content specialists who are assigned to all of the county's middle schools
 - b. Engage in informal and formal observation
 - c. Provide content-specific feedback
 - d. Guide the use of curricula and materials of instruction
 - e. Provide school-based professional development in a given content
 6. Centralized professional development provided at the beginning of and throughout the school year

- a. Provide the opportunity to attend the HCPS August Orientation Professional Conference at \$120/day paid stipend
 - Orient teachers to HCPS culture and expectations
 - Model Classrooms
 - Planning for the First Day and First Week of School
 - b. Provide the opportunity to complete online Technology Workshops prior to the start of the school year to support the use of HCPS email, GradeQuick, and EdLine
 - c. Provide the opportunity for online modules to support the use of technology and develop an online discussion board-based support community.
 - d. Provide specific curriculum content professional development.
 - e. Provide sessions designed to assist teachers in understanding Appropriate Staff/Student Relationships and the Teacher Evaluation Process.
7. Evening professional development sessions offered on various topics according to the level, department, and/or school of the new hires including:
- a. How to Conduct Parent Conferences
 - b. Reporting Student Progress
 - c. Mathematics Strategies and Teaching Techniques
 - d. Writer's Workshop
 - e. The Use of Nonfiction and Informational Text
 - f. Differentiating Instruction
 - g. Using Performance Matters Student Data Management System
8. Other professional growth opportunities provided
- a. Provide opportunities for teachers to participate in Professional Learning Communities in school and at a system level
 - b. Provide the Education that is Multicultural course required of contract within the first two years of HCPS employment
 - c. Provide College Board training for new hires responsible for teaching AP courses
 - d. Provide Continuing Professional Development MSDE credit courses
 - e. Encourage teachers to become involved in school and county committees, summer curriculum writing, and summer professional development activities

Coordination of the Teacher Induction Program

The Coordinator of Teacher Induction is a member of the Office of Professional Development and collaborates with the Coordinator of Leadership and Professional Development and the Executive Directors of Elementary School, Middle School, and High School Performance. Deployment of teacher mentors is directed by Central Office. HCPS mentors are released from the classroom and are full-time mentors. Once assigned to each school based upon the total number of teachers to support -- both tenured and probationary -- currently, mentors are now assigned to schools according to the number of probationary teachers on staff. This is the result of budget cuts. HCPS used the COMAR regulations to guide decisions about mentor assignments for 2014-15.

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

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

Mentor Ratio 2013-2014

1 st Year Teachers	2 nd Year Teachers	3 rd year teachers	Newly Hired Experienced Teachers	Total # of Teachers	Total # of Mentors	M to T Ratio
334	176	188	77	698	30	1:23

Mentor Ratio 2015-2016

LEA	1 st Year Teachers	2 nd Year Teachers	3 rd Year Teachers	Newly Hired Experienced Teachers	Total # Teachers	Total # Mentors	Mentor to Teacher Ratio
Harford County	306	303	117	<i>This data not yet available.</i>	726	#Full-Time Mentors: 29 #Part-Time Mentors: 1 #Retirees: 0 #Full-Time Teachers: 0 TOTAL: <u>30</u>	1:24 Ratio

Mentor Identification and Training

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

Mentors are provided with professional development geared to the relationships and interactions of this unique position. Experience in the role is taken into consideration. Mentors in their 1st and 2nd years in the position have specialized training to teach the basic skills of coaching and mentoring. Experienced mentors participate in on-going monthly professional development geared to enhance skills and knowledge in coaching, content, and instructional practice. In addition, both veteran and new mentors receive informal feedback on their professional development and learning focused conversations, spend at least one full day shadowing another mentor, and are provided with articles and books monthly that address educational issues especially those most relevant to mentoring.

Training for Central Office and School Based Administrators

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

A survey is administered to all teachers completing their first year teaching for HCPS each June. Data from this survey is shared and reviewed by the Central Instructional Leadership Team. Mentors, teacher specialists, and Instructional Facilitators also analyze this survey data to make adjustments to the induction program to ensure that appropriate services and support are being provided to all probationary teachers and their self-identified professional development needs are being met.

Special Teaching Considerations for New Teachers

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

Section E:

Culture and Climate

Persistently Dangerous Schools

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

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

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

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

Harford County Public Schools does not have any schools on this list.

Attendance

Based on the Examination of the Attendance Data: *Data table (5.1)

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

Harford County Public Schools (HCPS) continues to monitor the attendance of all of our schools. In 2015, all levels (elementary, middle, and high) met the annual measurable objective (AMO) of 94% at the aggregate level. It has been a challenge to meet this AMO at the high school level. However, HCPS has now met this AMO at the high school level for the past two years. This AMO was not met at the high school level in 2009 through 2013.

In 2015, several subgroups did not meet the AMO of 94%. The list below indicates the level, subgroup, and attendance rate.

2014-15 AMO of 94% Not Met

Level	Subgroup	Attendance Rate
High	Hispanic	93.4%
High	American Indian or Alaska Native	92.1%
High	Black or African American	93.5%
High	Two or More Races	92.6%
High	Special Education	92.1%
High	FaRMS	91.2%
Middle	FaRMS	93.6%

The FaRMS subgroup at the high school level remains our largest challenge for meeting the AMO of 94%.

2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.)

The Central School Improvement Team (CSIT) in HCPS will continue to review attendance data at our monthly meetings. This committee is comprised of Central Office administrators and analyzes a wide variety of data from each of our schools. Discussions will be held with school administrators regarding specific school improvement measures that can be taken to improve their attendance rate. HCPS will continue to monitor the attendance data for subgroups at all levels, specifically at the high school level where meeting the AMO of 94% remains the largest challenge. Schools are allocated intervention funds and may use them for

the instructional program. In addition, all schools are allocated the per pupil expense and will use their school based funds in the manner that they determine.

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

The attendance rates from subgroups that have not met the AMO in 2015 remain relatively consistent from our 2014 data. One notable increase was the special education subgroup at the middle school level. In 2014, this subgroup had a rate of 93.8%. In 2015, this AMO was considered met at 94%. For the past five years, the attendance rates for these subgroups have increased slightly during the past five years. We will continue to work with all of our high schools regarding the attendance rate of all of their subgroups.

The FaRMS rate at the high school level declined from 91.5% to 91.2%. However, the 2015 rate is an increase from our 2010 rate of 89.3%.

Graduation and Dropout Rates (4-Year Cohort)

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

No Child Left Behind Indicator 5.1: The percentage of students who graduate each year with a regular diploma.

No Child Left Behind Indicator 5.2: The percentage of students who drop out of school.

Based on the Examination of Graduation and Dropout Rate Data:

***Data Tables (4.1, 4.2)**

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

In Harford County Public Schools (HCPS), three subgroups did not meet the AMO for students who entered grade 9 for the first time in the fall of 2010. Students in this cohort should have graduated in 2014. The chart below indicates the subgroups that did not meet the four year graduate rate AMOs.

**AMO Not Met
Cohort: Students Entering Grade 9 in Fall 2010**

Subgroup	Four Year Cohort Graduation Rate	AMO
Asian	93%	95%
Two or More Races	81.2%	92.2%
Special Education	63.5%	65.5%

- 2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.)**

Historical graduation rate data is shared with high school administrators and indicates all subgroups that have met and not met the school’s AMO. This data is reviewed at the Central School Improvement Team (CSIT) at monthly meetings. Conversations are held with school principals for high schools that have at least one subgroup not meeting the four year cohort graduation rate AMO. For schools that did not meet the AMO, specific school strategies will also be shared in school visitation meetings that are attended by members of Central Office.

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

In almost all subgroups, HCPS has seen an increase since the Class of 2010 (students who entered grade 9 in the fall of 2006). The aggregate rate in 2010 was 85.7% and increased to 89.8% in 2014. The Hispanic rate in 2010 was 79.6% and increased to 87.6% in 2014. The Black or African American rate increased nearly nine points from 74.7% in 2010 to 83.3% in 2014. The White rate increased from 88.2% in 2010 to 91.8% in 2014. The rate for special education students increased from 57% in 2010 to 63.5% in 2014. The rate for students receiving FaRMS services increased from 73.1% to 80.9% in 2014.

The largest decline from 2010 to 2014 occurred with students who are identified as two or more races. In 2010, the rate was 91.4%. In 2015, the rate was 81.2%. The subgroup with the lowest cohort graduation rate continues to be special education. This subgroup met the county AMO in 2011, 2012, and 2013. In 2014, this subgroup failed to meet the AMO by 2%, six students shy of meeting the target. As many students in this subgroup are on the certificate track, HCPS will continue to work with returning seniors to have these students graduate in five years.

HCPS will continue to monitor the attendance data for subgroups at all levels, specifically at the high school level where meeting the AMO of 94% remains the largest challenge. Schools are allocated intervention funds and may use them for the instructional program. In addition, all schools are allocated the per pupil expense and will use their school based funds in the manner that they determine.

School Safety - Suspension⁶

In January 2014, the Maryland State Board of Education adopted new regulations guiding student discipline. The regulations are designed to keep students in school and maintain progress toward graduation, while strengthening school safety. The regulations change the definition of short, long, and extended suspension, require local school systems to update their codes of discipline, identify minimum educational services, and require local school systems to identify how and when suspension is a last resort, collect data on school arrest, and to identify and eliminate disproportionate disciplinary practice for minority students and students with disabilities. The regulations also seek to eliminate the disproportionate impact of school discipline on students of color and students with disabilities.

Based on the Examination of the Discipline Data provided, please respond to the following.

1. Based on the Examination of the Discipline Data provided, please complete Table 8.1:

Elementary Schools with Suspension Rates Exceeding Identified Limits

Based on the Examination of all Discipline Data, identify the systematic strategies/changes or adjustments that are being used to prevent/reduce suspensions, along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.)

- 2. ***If applicable***, based on discipline data for 2013-2014, identify whether the changes or adjustments stated are the same that are being used for the current school year (2014-2015). Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased 2012-2013 to 2013-2014.
- 3. ***If applicable***, include the strategies/changes or adjustments that are being used to address the disproportionate suspension among the subgroup/gender.

Table 8.1: Any Elementary School with a Suspension Rate Exceeding Identified Limits⁷		
Total Enrollment	2012-2013	2013-2014
	Number With a Suspension Rate that Exceeded 10%	Number With a Suspension Rate that Exceeded 10%
	0	0

⁶ According to COMAR 13A.08.06.01 “suspension rate” means the unduplicated count of students who receive out-of-school suspension as a disciplinary action during a year divided by the September 30 enrollment count.

⁷According to COMAR 13A.08.06.01 “Elementary school” means any comprehensive public school, [including] excluding alternative settings or special schools, in which the school population includes any combination of students in prekindergarten through grade 5.

***If the number of elementary schools in Table 8.1 with a suspension rate exceeds 10% or above, please complete Table 8.2. listing all applicable elementary schools**

Table 8.2: Identified Schools That Have Not Implemented Positive Behavioral Intervention and Support System⁸ or an Alternative behavior modification program⁹			
Schools	School year in which the suspension rate was exceeded	Provide reason for non-compliance	Provide a timeline for compliance
N/A			

***Add additional rows if necessary**

Identify challenges based on the following grade band data, and **list the interventions** used to reduce in school and out of school suspensions:

- o Pre-Kindergarten
- o Elementary schools
- o Middle Schools
- o High schools

Prevention

- o **Establishing a school-wide behavior support system, such as PBIS**
- o **Providing clear expectations in classroom for:**
 - **schedules and routines timing of activities and**
 - **roles and responsibilities for students and staff**
- o **Providing challenging material and instruction to all students to promote student engagement and critical thinking.**
- o **Assisting students in the development of resiliency skills.**
- o **Assisting students in developing prosocial skills.**
- o **Teaching conflict resolution skills**
- o **Building adult-student relationships.**

Intervention

- o **Mediation**
- o **Restorative justice practices, e.g., group conferencing**
- o **Restitution (financial or social, such as a written apology)**
- o **Consequences/Sanctions**
 - **Phone call to parents and/or a parent conference**
 - **After school or lunch detention**
 - **School-based or home-school contingency contract**
 - **Saturday school**
 - **Referral to Teen Court or Fire Marshall**

Postvention

⁸ According to COMAR 13A.08.06.01 "Positive behavioral interventions and support program (PBIS)" means the research-based, systems approach method adopted by the State Board to: (a) Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and (b) Improve the link between research-validated practices and the environments in which teaching and learning occur.

⁹ "Alternative behavior modification program" means a research-based, positive and effective school-wide program that includes the following:(a) Systems and practices that: (i) Enhance the capacity for all children to be successful; and (ii) Recognize appropriate behaviors and respond to behavioral violations; and (b) A continuous assessment of school discipline data to facilitate appropriate decisions about implementation of research based practices.

- Alternative education
- Referrals to mental health/substance abuse counseling
- Referral to 504/IEP team if a disability is suspected

Table 8.5:

School Level	Percentage of representation of total <u>in school</u> suspension		Percentage of representation of total <u>out of school</u> suspension	
	Total Number	Percentage	Total Number	Percentage
Pre-Kindergarten	0	0.0	7	0.2
Elementary	261	10.2	523	17.6
Middle	1,010	39.5	1,119	37.6
High	1,287	50.3	1,328	44.6
LSS	2,558	100.0	2,977	100.0

2013-2014 Discipline Data

Table 8.3: Number of Student Suspended – Out of School – by Subgroup and Gender for 2013-2014 School Year

Total Enrollment: 37,913																											
Am. Indian/ AK Native				Asian				Black/African American				Hispanic/ Latino				HI/Pac. Islander				White				Two or more races			
Male	Male	Female	Female	Male	Male	Female	Female	Male	Male	Female	Female	Male	Male	Female	Female	Male	Male	Female	Female	Male	Male	Female	Female	Male	Male	Female	Female
Total # of unduplicated suspension	% of suspensions	Total # of unduplicated suspension	% of suspensions	Total # of unduplicated suspension	% of suspensions	Total # of unduplicated suspension	% of suspensions	Total # of unduplicated suspension	% of suspensions	Total # of unduplicated suspension	% of suspensions	Total # of unduplicated suspension	% of suspensions	Total # of unduplicated suspension	% of suspension	Total # of unduplicated suspension	% of suspensions	Total # of unduplicated suspension	% of suspensions	Total # of unduplicated suspension	% of suspensions	Total # of unduplicated suspension	% of suspensions	Total # of unduplicated suspension	% of suspensions	Total # of unduplicated suspension	% of suspensions
6	0.5	0	0.0	9	0.7	2	0.4	538	41.0	262	46.0	85	6.5	35	6.1	4	0.3	1	1.7	574	44.0	217	38.0	98	7.0	49	8.0

Table 8.4: Number of Student Suspended – In School – by Subgroup and Gender for 2013-2014 School Year

Total Enrollment: 37,913																													
		Am. Indian/ AK Native				Asian				Black/African American				Hispanic/ Latino				HI/Pac. Islander				White				Two or more races			
	Male	Male	Female	Female	Male	Male	Female	Female	Male	Male	Female	Female	Male	Male	Female	Female	Male	Male	Female	Female	Male	Male	Female	Female					
Total # of unduplicated suspension	5		1		12		0		381		216		70		33		1		2		443		161		69				
% of suspensions	0.5		0.0		1.2		0.0		38.8		48.4		7.2		7.4		0.1		0.5		45.2		36.2		7.0				
Total # of unduplicated suspension																										33			
% of suspensions																										7.5			

Harford County Public Schools has implemented a new school improvement plan procedure and template to address school culture and climate. Schools are analyzing data, as well as the Central school improvement team, and addressing areas of school culture and climate specifically related to student conduct. All schools are required to put strategies in place to prevent discipline and increase positive school climate. In schools where suspension and referral data needs to be addressed, central office supports schools in implementation of proactive measures and Tier II and Tier II intervention strategies to prevent reoccurring behaviors. Professional development on the county and school levels have taken place to build capacity for teachers and administrators in order to implement alternatives to suspensions and school wide focus on character building and positive behaviors.

Strategies to address disproportionate suspension of minority students

- **School Improvement Teams are expected to examine discipline data for evidence of disproportionate suspension and develop strategies as appropriate.**
- **System-wide professional development for all administrators that defined disproportionate suspension, provided the MSDE formula, provided school-specific data, and the role of the SIT to address as needed**
- **Ongoing PBIS training and addition of new PBIS schools through the Office of Equity and Cultural Diversity**
- **Promote the practice of administrators consulting with Student Services to check pending disciplinary action against system norms**
- **Developed a county-wide database and procedure for administrators to submit and share alternatives to suspension**
- **Made the term “restorative practice” part of administrator vocabulary as they seek to reduce or replace suspensions in exchange for learning opportunities designed to change behavior**
- **Created and delivered a relationship-building in-service training for teachers called “CARE” [Creating A Respectful Environment]**

School Safety - Suspension for Sexual Harassment, Harassment, and Bullying

In January 2014, the Maryland State Board of Education adopted new regulations guiding student discipline. The regulations are designed to keep students in school and maintain progress toward graduation, while strengthening school safety. The regulations require local school systems to adopt policies that reduce long-term out-of-school suspensions and expulsions, and use such actions only when a student poses an imminent threat of serious harm to other students or staff, or when a student is engaged in chronic or extreme disruptive behavior. The regulations also seek to eliminate the disproportionate impact of school discipline on students of color and students with disabilities.

Based on the Examination of the Discipline Data for:

**Table 8.6 - Number of Suspensions/Expulsions for Sexual Harassment, Harassment, and Bullying.*

**Table 8.7 – Number of Reported Incidents of Bullying, Harassment, or Intimidation*

4. Identify the systematic strategies/changes or adjustments that are being used to prevent/reduce suspensions for sexual harassment, harassment, bullying and gang related offenses, along with the corresponding resource allocations to ensure sufficient progress.

Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.)

- How frequent is the suspension data reviewed? How are you using the data to implement your strategies/changes or mid-course adjustments?

County wide data analysis takes place on a monthly basis through the central school improvement team. Student Services reviews reports of bullying data. The office of Equity and Cultural Proficiency receives all incidents related to sexual harassment and possible Title IX violations when reports or referrals are received on a school level.

- If applicable*, based on the data, identify whether the changes/adjustments stated are the same form last year. Describe the rationale for continuing the change or adjustment if the data was stagnant or deceased?

Offenses	Sexual Harassment		Harassment		Bullying		Gang Related		Total Number
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
2013-2014	59	38%	69	44%	29	18%	0	0	157
2012-2013	99	45%	80	36%	40	18%	3	1	222

	2012-2013	2013-2014
Number of reported incidents	124	97
Number of students suspended 10 or more day	3	5

Strategies used to prevent/reduce suspensions for sexual harassment, harassment, bullying and gang related offenses

- School Improvement Teams are expected to examine data to determine the nature and extent of bullying, harassment and gang activity, and develop strategies as appropriate
- Provide county policy brochures to all schools to share with stakeholders as needed
- Maintain the county bullying awareness website
- Continue to promote social skills programs for students such as Rachel's Challenge
- Continue annual training for administrators on the procedures for reporting investigating, and follow-up
- Promote the strategy of empowering bystanders to speak up for victims

- Address chronic bullying with strong consequences up to expulsion for extreme cases
- Support victims of assault by changing the placement of offenders at the time of criminal charges

The office of Equity and Cultural Proficiency analysis suspension data by subgroups and also works with schools with disproportionality concerns in the areas of suspension. Efforts county-wide continue related to anti-bullying, harassment, sexual harassment and discrimination occur yearly so that administrators may be better equipped to prevent behaviors in their individual schools. Schools that implement PBIS (17) are required to submit action plans that align with the school improvement plans to address school wide behavior.

Alternative to suspensions are provided to schools to implement in their individual schools. Schools are provided with professional development as needed to address behavior management as well as strategies in creating supportive and inclusive classroom environments. School climate is a required element of the School Improvement plans in efforts to establish a positive school culture and decrease behavior incidents leading to suspensions.

Positive Behavioral Intervention and Supports or Behavior Management Systems^{5, 6}

1. Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in those schools.

Three new PBIS schools were trained and three schools were retrained during a two-day workshop in July 2015. The training focused on Tier 1 (Prevention/Proactive), Tier II (Secondary Prevention), and Tier III (Specialized Intervention and Prevention) Interventions. A one-day training session for all returning teams was also held in July 2015. Professional development will continue to be provided to the 17 schools implementing PBIS throughout the 2015/16 school year with direct support from the Office of Equity and Cultural Proficiency to implement PBIS with fidelity. New schools for 2016 will be identified.

⁵ The Code of Maryland Regulations (COMAR) 13.A.08.06.01-02 requires that each local school system ensure that any elementary school with a suspension rate of 10% or higher implement Positive Behavioral Intervention and Supports (PBIS) or another behavior management system. If a school meeting that target has already been trained in PBIS or another behavior management system, the local school system, in collaboration with the Maryland State Department of Education, will ensure that additional training is provided to expand the school's capacity to intervene. In addition, COMAR 13.A.08.06.01-02 requires that each local school system ensure that ALL schools with a habitual truancy rate 10 of 6% (SY 2009/2010) implement PBIS or another behavior management system. This percentage decreases to 4% in SY 2010/2011; 2% in SY 2011/2012 and 1% in SY 2012/2013.

⁶ According to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-based, systems approach method adopted by the State Board to:

- (a) Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
- (b) Improve the link between research-validated practices and the environments in which teaching and learning occur.

Appendices

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

Appendix A: HCPS Professional Development Plan School Year August-June

Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format*
Accelerated Learning	Elementary	Expand options for offering gifted and talented services to students at the elementary level.	Train one teacher from each school in grades 3, 4, 5 in accelerated learning strategies in reading and mathematics.	August, 2015-June, 2016	Face to Face PD - recorded sessions - built into itsLearning
Accelerated Learning	Elementary	Introduce opportunities for coding in elementary environments.	Pilot 8 week coding sessions with a small group of elementary schools.	October, 2015-February, 2016	Small Groups Before School Intervention Funds
Accelerated Learning	Elementary	Training for new GT Specialists	Provide professional development for new GT specialists.	September, 2015-June, 2016	Mentors assigned - Face to Face Documents
Accelerated Learning	High School	Introduce opportunities for maker spaces in 3 high schools.	Begin to build maker spaces in three high schools in conjunction with the principals, Supervisor of Media, and Coordinator of Instructional Technology.	October, 2015-June, 2016	Book Study Meetings
Accelerated Learning	High School	Systematize the role of the College and Career Coordinator.	Construct a handbook for CCRC depicting roles, responsibilities and other pertinent documents.	September, 2015-June, 2016	Quarterly Meetings
Accelerated Learning	High School	Build AP Success Program	Construct the AP success Program for the Summer of 2016 for students new to AP.	September, 2015-June, 2016	Quarterly Meetings
Accountability	Elementary, Middle, and High	Support the HCPS Assessment Program	Provide training sessions for school test coordinators and other staff members involved in the testing program in order to comply with local and state assessment guidelines	September-May	Face to Face

Appendix A: HCPS Professional Development Plan School Year August-June

Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format*
Accountability	Elementary, Middle, and High	Improve Assessment and Data Literacy	Provide professional development and support for leadership and school-based staff to build capacity with creating, selecting, effectively using assessment, providing feedback, and evaluating mastery of content	September-May	Face to Face, web-based opportunities, and school-based requests or Central School Improvement requests
Accountability	Elementary, Middle, and High	Incorporate locally developed online assessments	Provide training and on-going support to content offices and schools using online/electronic platforms for administering assessments	September-May	Face to Face and web-based opportunities
Work Based Learning	High	Bring curriculum up to date with current GCC expectations and new MSDE standards - Dependable Strengths	Provide Training to WBL coordinators that were unable to attend MSDE/Stevenson University Training	July - January	3 day training @ Stevenson University
Business Education	High	Update BMF pathway with GCC, Student planning Guide and MSDE	Bring current Business Education course offerings in line with MSDE/UMES pathway offerings	June- July	MSDE training at Notre Dame University and summer meeting days
Career and Trade	High	Bring curriculum up to date with current GCC expectations	Update Curriculum and prepare to present to GCC	August- June	Summer PD and beyond the duty day
Technology	High	Continue to update FoT curriculum with EbD.	HCPS/FoT curriculum to meet ITEEA/EbD standards	July-September	
Gateway/PLTW	Middle	Explore expansion of GTT offerings	Provide ongoing training through PLTW for continual program updates	August - June	Summer training ay UMBC and beyond the duty day

Appendix A: HCPS Professional Development Plan School Year August-June

Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format*
Computer Science	High	Implement new Computer Science Principles course	Implement new Computer Science course and present to GCC for AP status in 2016-17	June - July	AP training at UMBC and UMD/ College Park
CTE Programs	Middle and High	Support the professional learning and efficacy of teachers	Train new teachers in HCPS curriculum and best instructional practices	August and October	County-wide new teachers PD and Fall new teacher visitation days
CTE Programs	Middle and High	Support the professional learning and efficacy of teachers	Build content knowledge around effective instructional practices and CCRS implementation	November	County-wide PD day
CTE Programs	Middle and High	Support the professional learning and efficacy of teachers	Conduct formal observations of non-tenured teachers and teachers on PPG	September - June	Observe with school-based administrators during the school day
CTE Programs	Middle and High	Support the professional learning and efficacy of teachers	Support teachers in the development of SLOs	September - December	Meetings with teachers and/or departments during planning time
CTE Programs	High	Support the professional learning and efficacy of teachers	Support interdisciplinary teachers with the implementation of the Teacher Academy of Maryland program	November and April	After-school sessions
CTE Programs	High	Support the professional learning and efficacy of teachers	Support teachers with the implementation of the new ProStart Guide-On-The Side; increase student performance on industry exams	October - June	County-wide professional development day; FACS Program Committee meetings
Family Life Education	Elementary, Middle, and High	Support the professional learning and efficacy of teachers	Train teachers who are new to teaching Family Life content in Grade 5, middle or high school	October and November	County-wide Family Life PD during the school day

Appendix A: HCPS Professional Development Plan School Year August-June

Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format*
CTE Programs	High - Biomedical Sciences, Homeland Security, HTHS	Support the professional learning and efficacy of teachers	Support teachers with the implementation of CTE curriculum	August - June	After-school sessions
CTE Programs	High - Biomedical Sciences, Homeland Security, HTHS	Support the professional learning and efficacy of teachers	Support teachers with the implementation of CTE curriculum	September - June	Department meetings or PAC meetings
Early Childhood - ELA/Mathematics	Kindergarten	Provide updates and training on progress report and assessments	Provide all kindergarten teachers updates and training on report card and assessment revisions	May-September	Voluntary. After-school PD and job-embedded at various schools
Early Childhood - ELA/Mathematics	Prekindergarten	Performance Matters training and progress report training	Provide all prekindergarten teachers with updates and training on the revised report card; train all prekindergarten teachers in Performance Matters	June	County-wide Pre-k day PD
Early Childhood -All	Kindergarten	Provide support in Early Childhood	Provide support with PPG's and content in early childhood content	August - June	Job-embedded at various schools
Early Childhood -All	Prekindergarten	Provide support in Early Childhood	Provide support with PPG's and content in early childhood content	August - June	Job-embedded at various schools
Early Childhood	Kindergarten	Provide KRA Training	Provide all new and new to grade level kindergarten teachers an introduction and training on administering the MSDE KRA assessment	August	Full-day summer training

Appendix A: HCPS Professional Development Plan School Year August-June

Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format*
Early Childhood - ELA/Mathematics/ Science	Prekindergarten/Kindergarten	Offer a variety of ELA, mathematics, and science choice sessions	Provide teachers with job embedded professional development in early childhood curricula related to the Maryland College Career Ready Standards, and the Next Generation Science Standards	August - September	County-wide PD, after-school, and school visits
Early Childhood	Kindergarten	Provide KRA Training	Provide all kindergarten teachers an update on version 1.5 for administering the MSDE KRA assessment	August- September	MSDE Webinar
English/Reading	Elementary	Support the professional learning and efficacy of teachers	Support teachers with the 3rd year of Common Core implementation; review the revisions to the elementary curriculum units, create an additional lesson for each unit, and discuss instructional implications	August-June	Based on school request, PD options could include: school based grade level planning sessions, faculty meetings, meetings with ILT, instructional walkthroughs
English/Reading	Elementary	Support the professional learning and efficacy of teachers	Develop the knowledge of reading specialists in order Support school based instruction	September, December, February, May	County-wide reading specialist meetings, school visits and walkthroughs with reading specialists

Appendix A: HCPS Professional Development Plan School Year August-June

Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format*
English/Reading	Elementary and Middle	Implement the Making Meaning Program for the second year for original schools and year one for new schools to the program	Refine implementation of the new intervention program and develop an understanding of the model for implementation	September-June	Training sessions with DSC consultant, school-based professional development sessions
English/Language Arts	Middle and High	Support the professional learning and efficacy of teachers	Train new teachers in HCPS curriculum and best instructional practices	August and October	County-wide new teacher PD and Fall Grade Level Visitation Day
English/Language Arts	Middle and High	Support the professional learning and efficacy of teachers	Conduct formal observations of non-tenured teachers and teachers on PPG	September-June	Observe with school-based administrators
English/Language Arts	Middle	Support the professional learning and efficacy of teachers	Meet with sixth and seventh grade language arts teachers to facilitate articulation dialogue	April and May	Grade level articulation sessions
English	Middle and High	Support the professional learning and efficacy of teachers	Build content knowledge around effective instructional practices in writing	November	County-wide professional development day
English	Middle and High	Support the professional learning and efficacy of teachers	Develop the knowledge of department chairs in order; support school based instruction	September, December, January, March, May	County-wide department chair meetings

Appendix A: HCPS Professional Development Plan School Year August-June

Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format*
English	Middle and High	Support the professional learning and efficacy of teachers	Provide teachers with an opportunity to give curriculum feedback or ask instructional questions to deepen their understanding of Common Core practices	September - June	School-based department meetings at least once a year
Music, Art, Dance & Theater	Elementary, Middle, and High	Assist teachers on PPGs	Assess lesson plans, work with teachers on a 1:1 and release them for their plan if possible.	September - June	Direct work with teachers during the school day.
Music, Art, Dance & Theater	Elementary	Work with teachers on the use of the curriculum guides.	Enhance instruction	September - May	Meet with teachers in their schools during meeting times and/or during common planning time.
Music, Art, Dance & Theater	Elementary, Middle, and High	Create quality SLOs for evaluation purposes.	Assist teachers in developing quality SLOs.	September - October	Direct work with teachers during the school day.
Music, Art, Dance & Theater	Elementary, Middle, and High	Participate in the observation and evaluation process.	Support school administrations and music teachers with curriculum knowledge.	September - August	Observations with school administration
Music, Art, Dance & Theater	Elementary, Middle, and High	Support the professional learning and efficacy of teachers.	Train new teachers in HCPS curriculum and best instructional practices.	August and October	County-wide new teachers PD and Fall new teacher visitation days.
Music, Art, Dance & Theater	Elementary, Middle, and High	Support the professional learning and efficacy of teachers.	Build content knowledge around effective instructional practices and Common Core implementation.	November	County-wide PD day

Appendix A: HCPS Professional Development Plan School Year August-June

Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format*
Music, Art, Dance & Theater	Elementary, Middle, and High	Support the professional learning and efficacy of teachers.	Conduct formal observations of non-tenured teachers and teachers on PPG.	September - June	Observe with school-based administrators during the school day.
Music, Art, Dance & Theater	Elementary, Middle, and High	Support the professional learning and efficacy of teachers.	Support teachers in the development of SLOs.	September - December	Meetings with teachers and/or departments during planning time.
Music, Art, Dance & Theatre	Elementary, Middle, and High	Support the professional learning and build teacher/leader capacity through program committee meetings.	Conduct professional development that plans, supports, and implements the structure of Fine Arts in HCPS. Plan county-wide events that support student growth and success.	September - May	Meetings with department chairs and other designated teacher leaders.
Health	Grades 7,8,9	Create Family Life education units	Align units of instruction to best practices	Fall	November PD
Health	Elementary	Complete pilot to full status	Refine pilot	September	Job embedded
Intervention	Elementary, Middle and High	Evaluate effectiveness of Intervention Programs	Create a simple uniform system that evaluates the implementation and transfer of learning from intervention programs	September, 2015- June, 2016	CSIT
Library/Media	Elementary, and Middle	Provide new teacher learning by observing a successful Library Media Specialist	Work with new Library/Media Specialists during a school visitation/observation of a seasoned LMS	October	Due to the number of new teachers we will be doing three small groups

Appendix A: HCPS Professional Development Plan School Year August-June

Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format*
Library/Media	Elementary, Middle, and High	Promote Library/Media Specialist Success	Support teachers in the writing and implementation of SMART Goals and assist with their benchmarks	Sept/Oct	
Library/Media	Elementary, Middle, and High	To make teacher's aware of the use of Performance Matters in the use of their benchmarks for present and future analysis	Support teachers in the use and analysis of Performance Matters and its relevance to their subject	September and November	Voluntary Training afterschool and during our November PD Conference
Library/Media	Elementary, Middle, and High a total of 12 members; 6 elementary, 6 secondary	Steering Committee Meetings	Develop the knowledge of the Library/Media committee members of news for the year in conjunction with databases, and curriculum revisions and various state and local updates	Quarterly	Committee meeting
Library/Media	Middle School	Department Meetings	To meet quarterly to discuss updates and new initiatives/ideas to better interweave our curriculum with other subject areas	4x a year	Committee meeting

Appendix A: HCPS Professional Development Plan School Year August-June

Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format*
Library/Media	Elementary School	Department Meetings	Will meet in October and April for Professional Development and Conversation of the changing curriculum in its relation to ItsLearning	2x a year	Meeting
Library/Media	Media Technicians	Meeting	Will meet in October and April for Professional Development and Conversation on the changes of our circulation systems and policies and procedures	2x a year	Meeting
Library/Media	High school - 3 pilot high schools, JHS, AHS, CMS	Meeting to develop Makerspace pilot and implementation	To meet to set pilot standards on establishing a Makerspace at the three schools and meet as necessary to discuss implementation, troubleshoot, and progress checks	Summer - June 2015	

Appendix A: HCPS Professional Development Plan School Year August-June

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

Appendix A: HCPS Professional Development Plan School Year August-June

Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format*
Mathematics	High	Increase understanding of MDCCRS and align instructional practice with current research on teaching and learning	Explore Mathematical practices; explore big ideas and essential questions for grade-specific content; promote student-centered learning through effective lesson development; examine assessment format and the technology expectations for students, strengthen instructional practices, including technology	August - June	Multiple sessions during the November Conference; school-based support through Department Chairpersons during department and PLC meetings, voluntary after-hours workshop sessions
Physical Education	Elementary	Curriculum update	Complete gap analysis	November	November PD
Physical Education	High	Motivate teachers to take steps to improve their instructional pedagogy.	Inform teachers of the teaching expectations for HS PE and provide materials for them to create instructional goals	August	County Wide PD
Physical Education	High	Increase the confidence of teachers to step outside the box in regards to utilizing technology in their lessons.	Have colleagues provide activities that use technology.	August - June	County Wide PD
Physical Education	High	Develop an understanding of the new state standards and the direction that PE is going.	Analyze the current curriculum to identify similarities and differences with the new standards.	September- June	Department Chair Meetings/Department Meetings

Appendix A: HCPS Professional Development Plan School Year August-June

Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format*
Physical Education	High	Improve objective writing that has been a weakness in observations	Identify the difference between agendas and objectives to improve communication between students and teachers regarding the learn and the do.	December	Department Chair Meetings/Department Meetings
Professional Development	All	To provide information to instructional staff new to HCPS so they are ready for students	Provide initial content for new hires relative to curriculum and pedagogy	Aug-15	New Teacher Orientation Conference
Professional Development	All	To provide models of classrooms and instruction to instructional staff new to HCPS	Provide opportunities for new hires to visit grade and/or content appropriate classrooms with master teachers and content experts	Ongoing (with most taking place during the first semester)	Full-day classroom visits structured to include demonstration lesson, debriefing time, and supported planning time.
Professional Development	All	To provide continuing information on best instructional practices	Provide a menu of workshop options to instructional staff in their probationary years so they may self-select areas of growth related to classroom instruction	November, 2015 and March 2016	Workshops at a central location in the evening
Professional Development	All	To provide ongoing individualized support through mentor-led professional development at the school-level	Provide targeted support to teachers in areas such as instruction, management, and communication	Ongoing	Professional development workshops held at the school
Science	Elementary Science Facilitators	Increase the knowledge and skill base of science leaders.	Provide professional development and administrative support to elementary science contacts	Semester one and two meeting	Face to face

Appendix A: HCPS Professional Development Plan School Year August-June

Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format*
Science	Department Chairs	Increase the knowledge and skill base of science leaders.	Provide professional development and administrative support to department chairs.	Quarterly	Face to face
Science	Department Chairs	Increase the knowledge and skill base of science leaders.	Walkthrough secondary science classrooms, with department chairs, for the purpose of supporting high quality science instruction.	Sept - June	School-based
Science	NGSS PLC	Increase the knowledge and skill base of science leaders.	Continue to meet with the PLC in order to support the implementation of the NGSS	Semester one and two meeting	Face to face
Science	First year science teachers	Increase the knowledge and skill base of science teachers.	Provide science-specific professional development designed for the first year science teacher.	Semester one and two meeting	Face to face
Science	New elementary teachers	Increase the knowledge and skill base of elementary teachers of science.	Provide science-specific professional development designed for the first year elementary science teacher	Semester one	Face to face
Science	All	Increase the knowledge and skill base of science teachers.	Provide science-specific professional development with a focus on the instructional shifts and nature of NGSS	November	Face to face, field-based
School Improvement - Leadership	Aspiring Administrators	Administrative Personnel Preparation	Provide strategies and techniques to enable aspiring leadership to be equipped to tackle future administrative responsibilities	Fall & Winter	Optional participation, after-school
School Improvement - SIT Facilitators	Elementary, Middle, and High	Provide PD to SIT facilitators during the 2015-2016 school year	Enhance their understanding of current best practices in relation to school improvement and data analysis	Winter & Spring	Two half days

Appendix A: HCPS Professional Development Plan School Year August-June

Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format*
School Improvement - Rookie Principal/IF/AP meetings	Elementary, Middle, and High	Provide new administrators with PD on school improvement best practices during the 2015-2016 school year	Enhance participant understanding of current best practices in relation to school improvement	Fall & Winter	Two one hour sessions Principals, AP's and IF's
School Improvement - SIT Facilitators	Elementary, Middle and High	To provide voluntary PD to SIT facilitators who would like to learn more about strategic planning and data analysis	Enhance their understanding of current best practices in relation to school improvement and data analysis	Winter	One two hour after school voluntary session
Social Studies	Middle/High - Grades 6-11	Assessment Data Review	To review essential concepts and measurement of student performance	Spring 2016	Job-embedded PD
Social Studies	Middle/High - Grades 6-12	Support SLO Process	Availability to conference with teachers regarding individual and/or PLC SLOs	Fall 2015, Ongoing	Job-embedded PD
Social Studies	High - Grades 9-11	Honors Course Criteria (Based on CIA Meetings)	To establish a criteria and work with teachers on implementation procedures	Spring 2016	Job-embedded PD
Social Studies	Middle/High - Grades 6-12	Close Reading Strategies for Primary Sources (During Reading Note-Making and Questioning)	Development of instructional skills related to C3 Framework	Fall 2015	County-Wide PD
Social Studies	Middle/High - Grades 6-11	Upside-Down Classroom Dynamics (Based on 2015 Walkthroughs)	Defining the process of Upside-Down teaching as connected to inquiry learning	Fall 2015	Job-embedded PD

Appendix A: HCPS Professional Development Plan School Year August-June

Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format*
Social Studies	Middle/High - Grades 6-12	Inquiry-Based Learning - Essential Questions	Creation of essential questions as part of inquiry-based learning process	Fall 2015	County-Wide PD
Social Studies	Middle/High - Grades 6-12	Planning Inquiry-Based Lessons	Supported planning time for inquiry-based lessons	Fall 2015	County-Wide PD
Social Studies	Middle/High - Grades 6-12	C3 Transition/Skills and Processes	Heighten Department Chair understanding of curriculum and instructional changes	Fall-Winter 2015/2016	Department Chair Meetings
Social Studies	Middle/High - Grades 6-12	Application of Thinking Like a Social Scientist Skills	Continue professional learning on the application and implementation of the skills within the classroom	Winter	Job-embedded PD
Social Studies	Middle/High - Grades 6-12	Conduct Observations and Walkthroughs	Build knowledge of instructional practices as related to the Danielson Framework	Ongoing	Department Chair Meetings and Job-embedded PD
Social Studies	Middle/High - Grades 6-12	Book Study	Book study focused on instructional strategies to support implementation of C3	Ongoing	Department Chair Meetings
ESOL	Elementary, Middle, and High	Support the professional learning and efficacy of teachers	Develop teacher leaders for the writing of curriculum and assessments	Summer 2015	HCPS Curriculum Development Institute
ESOL	Elementary, Middle, and High	Support the professional learning and efficacy of teachers	Support teachers with the third year of SLO and PDP implementation	September-June	Voluntary after-school sessions, job-embedded meetings with individual teachers

Appendix A: HCPS Professional Development Plan School Year August-June

Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format*
ESOL	Elementary, Middle, and High	Support the professional learning and efficacy of teachers	Increase knowledge of WIDA standards, ACCESS score interpretation, and lesson development for teachers of ESOL students	August - June	Professional Development presented by WIDA conference attendees to ESOL staff members during ESOL meetings; PD presented by ESOL staff members to classroom teachers during faculty meetings
ESOL	Elementary, Middle, and High	Support the professional learning and efficacy of teachers	Train new teachers in logistics related to the job (e.g., how to use the ELL PLAN application and develop EL PLAN folders)	August	County-wide new teacher professional development
ESOL	Elementary, Middle, and High	Support the professional learning and efficacy of teachers	Train new teachers in HCPS best instructional practices	October	Fall visitation day
ESOL	Elementary, Middle, and High	Support the professional learning and efficacy of teachers	Conduct formal observations of non-tenured teachers and teachers with Plans for Professional Growth	September - June	Observe with school-based administrators
ESOL	Elementary, Middle, and High	Support the professional learning and efficacy of teachers	Develop the knowledge of the ESOL staff members in order Support school-based instruction	September - June	Monthly staff meetings
ESOL	Elementary, Middle, and High	Support the professional learning and efficacy of teachers	Develop the knowledge of the ESOL staff members around the state-mandated W-ACCESS for ELLs	September - June	Staff meetings presented in conjunction with the Office of Accountability
World Languages	Middle and High School	Support the professional learning and efficacy of teachers	Develop teacher leaders for the writing of curriculum and assessments	Summer 2015	HCPS Curriculum Development Institute I and II

Appendix A: HCPS Professional Development Plan School Year August-June

Content Area	Elementary, Middle, and/or High	Goal	Objective(s)	Timeline	Format*
World Languages	Middle and High School	Support the professional learning and efficacy of teachers	Support teachers with the third year of SLO and PDP implementation	September - June	Voluntary after-school sessions, department meetings, job-embedded meetings with individual teachers
World Languages	Middle and High School	Support the professional learning and efficacy of teachers	Train new teachers in HCPS curriculum	August	County-wide new teacher professional development
World Languages	Middle and High School	Support the professional learning and efficacy of teachers	Train new teachers in HCPS best instructional practices	Fall 2015	Fall visitation day
World Languages	Middle and High School	Support the professional learning and efficacy of teachers	Train new teachers in HCPS curriculum and best instructional practices	November, March	Voluntary after-school meetings with World Languages mentor teachers
World Languages	Middle and High School	Support the professional learning and efficacy of teachers	Build knowledge around NCSSFL-ACTFL Can-Do Statements, ACTFL Proficiency Levels and Targets, and presentational writing and speaking rubrics	November	County-wide professional development day
World Languages	Middle and High School	Support the professional learning and efficacy of teachers	Develop the knowledge of department chairs and liaisons in order Support school-based instruction	September, December, March, May	County-wide department chair/liaison meetings

Appendix A: HCPS Professional Development Plan School Year August-June

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

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

Revenue Category	FY 16 Budget
Local Appropriation	\$228,208,971
Other Local Revenue	\$3,529,035
State Revenue	\$206,676,137
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	\$250,000
84.410: Education Jobs Fund	\$0
84.010: Title I	\$4,831,297
84.027: IDEA, Part B	\$8,709,485
	\$0
	\$0
Other Federal Funds	\$5,985,424
Other Resources/Transfers	\$4,989,562
Total	\$463,179,911

Instructions: Itemize FY 2013 expenditures by source (CFDA for ARRA funds, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

Section B - Standards and Assessments

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

Expenditures:	Source	Amount	FTE
Administrative Services	Unrestricted Operating Budget (2)	\$507,901	6.00
Mid-Level Administration	Unrestricted Operating Budget	\$3,649,817	44.30
Instructional Salaries	Unrestricted Operating Budget	\$4,222,223	44.20
Textbooks & Supplies	Unrestricted Operating Budget	\$340,692	0.00
Other Instructional Costs	Unrestricted Operating Budget	\$312,059	0.00
RTTT	84.395	\$0	0.00
Other Restricted Federal		\$675,822	0.00
Other Restricted State Funds		\$120,236	0.00
Other Restricted Funds		\$60,000	0.00
	Total	\$9,888,750	94.50

Section C - Data Systems to support instruction

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

Expenditures:	Source	Amount	FTE
Administrative Services	Unrestricted Operating Budget	\$196,917	0.00
Instructional Salaries	Unrestricted Operating Budget	\$2,088,564	0.00
Textbooks & Supplies	Unrestricted Operating Budget	\$6,000	0.00
Other Instructional Costs	Unrestricted Operating Budget	\$43,100	0.00
Special Education	Unrestricted Operating Budget	\$60,812	0.00
Health Services	Unrestricted Operating Budget	\$41,784	0.00
RTTT	84.395	\$200,000	0.00
	Total	\$ 2,637,177	0.0

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	\$15,226,597	210.90
Instructional Salaries	Unrestricted Operating Budget	\$108,550,052	1840.25
Textbooks & Supplies	Unrestricted Operating Budget	\$4,930,120	0.00
Other Instructional Costs	Unrestricted Operating Budget	\$1,754,179	0.00
Special Education	Unrestricted Operating Budget	\$24,049,109	649.30
Student Services	Unrestricted Operating Budget	\$651,797	7.89
Health Services	Unrestricted Operating Budget	\$2,433,969	54.53
RTTT	84.395	\$46,300	0.00
IDEA	84.027	\$6,007,710	112.90
Title I	84.010	\$400,000	0.00
Other Restricted Federal		\$3,507,346	34.70
Other Restricted State Funds		\$2,436,858	16.40
Other Restricted Funds		\$30,000	0.00
Total		\$ 170,024,037	2926.9

Section E: Turning Around the Lowest Achieving Schools

Reform Area 4: Turning around our lowest-achieving schools

Expenditures:	Source	Amount	FTE
Mid-Level Administration	Unrestricted Operating Budget	\$6,249,562	86.57
Instructional Salaries	Unrestricted Operating Budget	\$42,844,720	726.35
Textbooks & Supplies	Unrestricted Operating Budget	\$1,926,793	0.00
Other Instructional Costs	Unrestricted Operating Budget	\$685,569	0.00
Special Education	Unrestricted Operating Budget	\$8,985,382	242.60
Student Services	Unrestricted Operating Budget	\$1,041,183	12.60
Health Services	Unrestricted Operating Budget	\$811,323	18.18
Title I	84.010	\$3,113,717	42.00
Other Restricted Federal		\$595,982	1.70
Other Restricted State		\$227,625	2.40
Other Restricted Funds		\$20,000	0.00
Total		\$ 66,501,856	1132.4

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

Expenditures:	Source	Amount	FTE
Administrative Services	Unrestricted Operating Budget	\$9,814,047	112.70
Student Transportation	Unrestricted Operating Budget	\$30,329,248	217.40
Operations of Plant	Unrestricted Operating Budget	\$30,285,517	337.30
Maintenance of Plant	Unrestricted Operating Budget	\$12,989,265	125.00
Fixed Charges (1)	Unrestricted Operating Budget	\$106,908,676	0.00
Community Service	Unrestricted Operating Budget	\$526,862	1.60
Capital Outlay	Unrestricted Operating Budget	\$558,419	0.00
RTTT	84.395	\$3,700	0.00
IDEA	84.027	\$2,504,533	0.00
Title I	84.01	\$1,203,300	0.00
Other Restricted Federal		\$665,711	0.00
Other Restricted State Funds		\$929,023	0.00
Other Restricted Funds		\$2,000	0.00
Total		\$ 196,720,301	794.0

Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category.

Expenditures:	Source	Amount	FTE
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Special Education - NonPublic Placement Costs	Unrestricted Operating Budget	\$8,190,792	0.00
RTTT	84.395	\$0	0.00
IDEA	84.027	\$197,242	0.00
Title I	84.01	\$114,280	0.00
Other Restricted Federal		\$150,563	0.00
Other Restricted State Funds		\$8,627,351	0.00
Other Restricted Funds		\$127,562	0.00
Total		\$ 17,407,790	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 \$ 463,179,911 4947.8

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

Unrestricted Budget

Revenue Category	FY 16 Budget
Local Appropriation	\$228,208,971
Other Local Revenue	\$3,529,035
State Revenue	\$194,335,044
Federal Revenue	\$0
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	\$0
84.027: IDEA, Part B	\$0
Other Federal Funds	\$390,000
Other Resources/Transfers	\$4,750,000
Total	\$431,213,050

Instructions: Itemize FY 2016 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)	\$507,901	6.00
Mid-Level Administration	Unrestricted Operating Budget	\$3,649,817	44.30
Instructional Salaries	Unrestricted Operating Budget	\$4,222,223	44.20
Textbooks & Supplies	Unrestricted Operating Budget	\$340,692	0.00
Other Instructional Costs	Unrestricted Operating Budget	\$312,059	0.00
RTTT	84.395		
Other Restricted Federal			
Other Restricted State Funds			
Other Restricted Funds			
Total		\$9,032,692	94.50

Section C - Data Systems to support instruction

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

Expenditures:	Source	Amount	FTE
Administrative Services	Unrestricted Operating Budget	\$ 196,917	
Instructional Salaries	Unrestricted Operating Budget	\$ 2,088,564	
Textbooks & Supplies	Unrestricted Operating Budget	\$ 6,000	
Other Instructional Costs	Unrestricted Operating Budget	\$ 43,100	
Special Education	Unrestricted Operating Budget	\$ 60,812	
Health Services	Unrestricted Operating Budget	\$ 41,784	
RTTT	84.395		
Total		\$ 2,437,177	0.0

Other Restricted Federal			
Other Restricted State Funds			
	Total	<u>\$ 191,412,034</u>	<u>794.0</u>

Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category.

Expenditures:	<u>Source</u>	<u>Amount</u>	<u>FTE</u>
Special Education - NonPublic Placement Costs	Unrestricted Operating Budget	\$ 8,190,792	0.0
RTTT	84.395		
IDEA	84.027		
Title I	84.01		
Other Restricted Federal			
Other Restricted State Funds			
Other Restricted Funds			
	Total	<u>\$ 8,190,792</u>	<u>0.00</u>

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	\$ 431,213,050	4737.7
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1.1A: Current Year Variance Table
Local School System: Harford County

Restricted Budget

Revenue Category	FY 16 Budget
Local Appropriation	\$0
Other Local Revenue	\$0
State Revenue	\$12,341,093
Federal Revenue	\$0
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	\$250,000
84.410: Education Jobs Fund	\$0
84.010: Title I	\$4,831,297
84.027: IDEA, Part B	\$8,709,485
	\$0
	\$0
Other Federal Funds	\$5,595,424
Other Resources/Transfers	\$239,562
Total	\$31,966,861

Instructions: Itemize FY 2016 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:	<u>Source</u>	<u>Amount</u>	<u>FTE</u>
Administrative Services	Unrestricted Operating Budget (2)		
Mid-Level Administration	Unrestricted Operating Budget		
Instructional Salaries	Unrestricted Operating Budget		
Textbooks & Supplies	Unrestricted Operating Budget		
Other Instructional Costs	Unrestricted Operating Budget		
RTTT	84.395	\$0	0.00
Other Restricted Federal		\$675,822	
Other Restricted State Funds		\$120,236	
Other Restricted Funds		\$60,000	
	Total	\$856,058	0.00

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:	<u>Source</u>	<u>Amount</u>	<u>FTE</u>
Administrative Services	Unrestricted Operating Budget		
Instructional Salaries	Unrestricted Operating Budget		
Textbooks & Supplies	Unrestricted Operating Budget		
Other Instructional Costs	Unrestricted Operating Budget		
Special Education	Unrestricted Operating Budget		
Health Services	Unrestricted Operating Budget		
RTTT	84.395	\$ 200,000	0.0
	Total	\$ 200,000	0.0

		Total	\$ 5,308,267	0.0
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			
RTTT	84.395		\$ -	
IDEA	84.027		\$ 197,242	
Title I	84.010		\$ 114,280	
Other Restricted Federal			\$ 150,563	
Other Restricted State Funds			\$ 8,627,351	
Other Restricted Funds			\$ 127,562	
		Total	\$ 9,216,998	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	\$ 31,966,861	210.1

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)

Local School System: Harford County Public Schools

Revenue			FY 2015 Original Budget	FY 2015 Final Budget	Summary Actuals	
			7/1/2014	6/30/2015	Change	% Change
Local Appropriation			223,667,302	223,667,302	-	0.00%
Other Local Revenue			3,335,928	5,772,494	2,436,566	73.04%
State Revenue			204,682,716	206,379,033	1,696,317	0.83%
Federal ARRA Funds	84.395	Race to the Top	20,000	913,183	893,183	4465.92%
Federal Revenue	84.010	Title I	4,934,902	5,088,346	153,444	3.11%
Federal Revenue	84.027	IDEA	8,478,410	8,421,706	(56,704)	-0.67%
Other Federal Funds			5,541,439	4,730,978	(810,461)	-14.63%
Other Resources/Transfers			5,722,043	(2,824,884)	(8,546,927)	-149.37%
Total			456,382,740	452,148,157	(4,234,583)	-0.93%

Change in Expenditures - Instructions: Itemize FY 2013 expenditures by source (CFDA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

Assurance Area	Source	Expenditure Description	Planned	Actual	Planned	
			Expenditure	Expenditure	FTE	Actual FTE
Standards and Assessments	Unrestricted	Administrative Services	503,277	517,365	6.00	6.00
Standards and Assessments	Unrestricted	Instructional Salaries	4,183,087	3,923,125	47.50	44.20
Standards and Assessments	Unrestricted	Mid-Level Administration	3,143,605	3,579,780	39.30	44.30
Standards and Assessments	Unrestricted	Other Instructional Costs	367,707	401,701	-	-
Standards and Assessments	Restricted	Other Restricted Federal	1,981,763	936,192	-	-
Standards and Assessments	Restricted	Other Restricted Funds	132,137	96,269	-	-
Standards and Assessments	Restricted	Other Restricted State Funds	22,606	120,623	-	-
Standards and Assessments	84.395	Race to the Top RTTT	-	-	-	-
Standards and Assessments	Unrestricted	Textbooks & Supplies	413,192	198,061	-	-
Standards and Assessments			10,747,374	9,773,116	92.80	94.50
Data Systems to Support Instruction	Unrestricted	Administrative Services	281,435	185,000	-	-
Data Systems to Support Instruction	Unrestricted	Health Services	40,840	32,649	-	-
Data Systems to Support Instruction	Unrestricted	Instructional Salaries	1,806,349	1,792,293	-	-
Data Systems to Support Instruction	Unrestricted	Other Instructional Costs	16,100	36,673	-	-
Data Systems to Support Instruction	84.395	Race to the Top RTTT	-	394,459	-	-
Data Systems to Support Instruction	Unrestricted	Special Education	47,478	4,129	-	-
Data Systems to Support Instruction	Unrestricted	Textbooks & Supplies	6,000	5,806	-	-
Data Systems to Support Instruction			2,198,202	2,451,009	-	-
Great Teachers and Leaders	Unrestricted	Health Services	2,455,538	2,322,057	51.54	50.80
Great Teachers and Leaders	84.027	IDEA	5,778,497	5,764,155	116.10	109.50
Great Teachers and Leaders	Unrestricted	Instructional Salaries	98,448,608	95,596,787	1,706.84	1,686.70
Great Teachers and Leaders	Unrestricted	Mid-Level Administration	14,167,594	13,386,911	198.73	190.50
Great Teachers and Leaders	Unrestricted	Other Instructional Costs	1,582,913	1,602,730	-	-
Great Teachers and Leaders	Restricted	Other Restricted Federal	1,915,807	2,669,161	25.30	33.90
Great Teachers and Leaders	Restricted	Other Restricted Funds	72,326	43,318	-	-
Great Teachers and Leaders	Restricted	Other Restricted State Funds	1,979,038	3,245,512	21.70	20.10
Great Teachers and Leaders	84.395	Race to the Top RTTT	19,318	466,841	-	-
Great Teachers and Leaders	Unrestricted	Special Education	22,749,162	21,997,377	626.97	615.70
Great Teachers and Leaders	Unrestricted	Student Services	920,898	913,507	11.40	11.40
Great Teachers and Leaders	Unrestricted	Textbooks & Supplies	4,573,849	4,536,821	-	-
Great Teachers and Leaders	84.010	Title I	190,957	243,251	-	-
Great Teachers and Leaders			154,854,505	152,788,428	2,758.58	2,718.60
Turning Around Lowest Performing Schools	Unrestricted	Health Services	1,007,844	1,001,211	21.16	21.90
Turning Around Lowest Performing Schools	Unrestricted	Instructional Salaries	51,579,750	52,076,091	894.25	918.90
Turning Around Lowest Performing Schools	Unrestricted	Mid-Level Administration	7,468,927	7,588,906	104.77	108.00
Turning Around Lowest Performing Schools	Unrestricted	Other Instructional Costs	674,843	832,863	-	-
Turning Around Lowest Performing Schools	Unrestricted	Special Education	9,703,280	9,687,851	267.43	271.20
Turning Around Lowest Performing Schools	Unrestricted	Student Services	735,394	730,805	9.10	9.10
Turning Around Lowest Performing Schools	Unrestricted	Textbooks & Supplies	2,283,496	2,357,570	-	-
Turning Around Lowest Performing Schools	Unrestricted	Other Restricted Federal	135,170	152,379	-	1.70

Turning Around Lowest Performing Schools		Other Restricted Funds	7,500	19,118	-	-
Turning Around Lowest Performing Schools		Other Restricted State Funds	-	166,808	-	2.40
Turning Around Lowest Performing 84.010	Title I	Title I	3,580,586	3,676,478	44.00	44.00
Turning Around Lowest Performing Schools			77,176,790	78,290,080	1,340.71	1,377.20
Mandatory Costs of Doing Business Unrestricted		Administrative Services	9,535,251	9,346,020	113.70	112.70
Mandatory Costs of Doing Business Unrestricted		Capital Outlay	421,259	381,088	-	-
Mandatory Costs of Doing Business Unrestricted		Community Service	530,114	444,114	1.60	1.60
Mandatory Costs of Doing Business Unrestricted		Fixed Charges (1)	105,879,766	105,312,655	-	-
Mandatory Costs of Doing Business 84.027	IDEA	IDEA	2,493,288	2,436,931	-	-
Mandatory Costs of Doing Business Unrestricted		Maintenance of Plant	12,616,970	12,394,993	125.50	125.00
Mandatory Costs of Doing Business Unrestricted		Operations of Plant	29,988,963	28,366,757	345.30	347.30
Mandatory Costs of Doing Business Restricted		Other Restricted Federal	1,016,309	480,953	-	-
Mandatory Costs of Doing Business Restricted		Other Restricted State Funds	796,832	725,680	-	-
Mandatory Costs of Doing Business Restricted		Other Restricted Funds	-	1,929	-	-
Mandatory Costs of Doing Business 84.395	Race to the Top	RTTT	-	17,036	-	-
Mandatory Costs of Doing Business Unrestricted		Student Transportation	30,732,242	30,182,754	217.40	217.40
Mandatory Costs of Doing Business 84.010	Title I	Title I	1,040,463	1,039,509	-	-
Mandatory Costs of Doing Business			195,051,457	191,130,418	803.50	804.00
Other items deemed necessary by t84.027	IDEA	IDEA	206,625	220,620	-	-
Other items deemed necessary by t Restricted		Other Restricted Federal	102,390	102,292	0.80	0.80
Other items deemed necessary by t Restricted		Other Restricted Funds	85,736	142,763	-	-
Other items deemed necessary by t Restricted		Other Restricted State Funds	7,730,526	8,076,226	-	-
Other items deemed necessary by t84.395	Race to the Top	RTTT	682	34,847	-	-
Other items deemed necessary by t Unrestricted		Special Education - NonPublic Placement Costs	8,105,557	9,009,248	-	-
Other items deemed necessary by t84.010	Title I	Title I	122,896	129,109	-	-
Other items deemed necessary by the Local Board of Education			16,354,412	17,715,106	0.80	0.80
Total			456,382,740	452,148,157	4,996.39	4,995.10

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)

Local School System: Harford County Public Schools

Revenue			FY 2015 Original Budget	FY 2015 Final Budget	Unrestricted Budget	
			7/1/2014	6/30/2015	Change	% Change
Local Appropriation			223,667,302	223,667,302	-	0.0%
Other Local Revenue			3,335,928	5,772,494	2,436,566	73.0%
State Revenue			194,044,183	194,044,183	-	0.0%
Federal ARRA Funds	84.395	Race to the Top			-	
Federal Revenue	84.010	Title I			-	
Federal Revenue	84.027	IDEA			-	
Other Federal Funds			390,000	390,000	-	0.0%
Other Resources/Transfers			5,533,875	(3,128,281)	(8,662,156)	-156.5%
Total			426,971,288	420,745,698	(6,225,590)	-83.5%

Change in Expenditures - Instructions: Itemize FY 2014 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	503,277	517,365	6.00	6.00
Standards and Assessments	Unrestricted	Instructional Salaries	4,183,087	3,923,125	47.50	44.20
Standards and Assessments	Unrestricted	Mid-Level Administration	3,143,605	3,579,780	39.30	44.30
Standards and Assessments	Unrestricted	Other Instructional Costs	367,707	401,701	-	-
Standards and Assessments	Restricted	Other Restricted Federal				
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	413,192	198,061	-	-
Data Systems to Support Instruction	Unrestricted	Administrative Services	281,435	185,000	-	-
Data Systems to Support Instruction	Unrestricted	Health Services	40,840	32,649	-	-
Data Systems to Support Instruction	Unrestricted	Instructional Salaries	1,806,349	1,792,293	-	-
Data Systems to Support Instruction	Unrestricted	Other Instructional Costs	16,100	36,673	-	-
Data Systems to Support Instruction	84.395	Race to the Top	RTTT			
Data Systems to Support Instruction	Unrestricted	Special Education	47,478	4,129	-	-
Data Systems to Support Instruction	Unrestricted	Textbooks & Supplies	6,000	5,806	-	-
Great Teachers and Leaders	Unrestricted	Health Services	2,455,538	2,322,057	51.54	50.80
Great Teachers and Leaders	84.027	IDEA	IDEA			
Great Teachers and Leaders	Unrestricted	Instructional Salaries	98,448,608	95,596,787	1,706.84	1,686.70
Great Teachers and Leaders	Unrestricted	Mid-Level Administration	14,167,594	13,386,911	198.73	190.50
Great Teachers and Leaders	Unrestricted	Other Instructional Costs	1,582,913	1,602,730	-	-
Great Teachers and Leaders	Restricted	Other Restricted Federal				
Great Teachers and Leaders	Restricted	Other Restricted Funds				
Great Teachers and Leaders	Restricted	Other Restricted State Funds				
Great Teachers and Leaders	84.395	Race to the Top	RTTT			
Great Teachers and Leaders	Unrestricted	Special Education	22,749,162	21,997,377	626.97	615.70
Great Teachers and Leaders	Unrestricted	Student Services	920,898	913,507	11.40	11.40
Great Teachers and Leaders	Unrestricted	Textbooks & Supplies	4,573,849	4,536,821	-	-
Great Teachers and Leaders	84.010	Title I	Title I			
Turning Around Lowest Performing School: Unrestricted		Health Services	1,007,844	1,001,211	21.16	21.90
Turning Around Lowest Performing School: Unrestricted		Instructional Salaries	51,579,750	52,076,091	894.25	918.90
Turning Around Lowest Performing School: Unrestricted		Mid-Level Administration	7,468,927	7,588,906	104.77	108.00
Turning Around Lowest Performing School: Unrestricted		Other Instructional Costs	674,843	832,863	-	-
Turning Around Lowest Performing School: Unrestricted		Special Education	9,703,280	9,687,851	267.43	271.20
Turning Around Lowest Performing School: Unrestricted		Student Services	735,394	730,805	9.10	9.10
Turning Around Lowest Performing School: Unrestricted		Textbooks & Supplies	2,283,496	2,357,570	-	-
Turning Around Lowest Performing School: 84.010		Title I	Title I			
Mandatory Costs of Doing Business	Unrestricted	Administrative Services	9,535,251	9,346,020	113.70	112.70
Mandatory Costs of Doing Business	Unrestricted	Capital Outlay	421,259	381,088		
Mandatory Costs of Doing Business	Unrestricted	Community Service	530,114	444,114	1.60	1.60
Mandatory Costs of Doing Business	Unrestricted	Fixed Charges (1)	105,879,766	105,312,655		
Mandatory Costs of Doing Business	84.027	IDEA	IDEA			
Mandatory Costs of Doing Business	Unrestricted	Maintenance of Plant	12,616,970	12,394,993	125.50	125.00
Mandatory Costs of Doing Business	Unrestricted	Operation of Plant	29,988,963	28,366,757	345.30	347.30

Mandatory Costs of Doing Business	Restricted		Other Restricted Federal				-
Mandatory Costs of Doing Business	Restricted		Other Restricted State Funds				-
Mandatory Costs of Doing Business	84.395	Race to the Top	RTTT				-
Mandatory Costs of Doing Business	Unrestricted		Student Transportation	30,732,242	30,182,754	217.40	217.40
Mandatory Costs of Doing Business	84.010	Title I	Title I				
Other items deemed necessary by the Loca	84.027	IDEA	IDEA				
Other items deemed necessary by the Loca	Restricted		Other Restricted Federal				
Other items deemed necessary by the Loca	Restricted		Other Restricted Funds				
Other items deemed necessary by the Loca	Restricted		Other Restricted State Funds				
Other items deemed necessary by the Loca	84.395	Race to the Top	RTTT				
Other items deemed necessary by the Loca	Unrestricted		Special Education - NonPublic Placement Costs	8,105,557	9,009,248	-	-
Other items deemed necessary by the Loca	84.010	Title I	Title I				-
Total				426,971,288	420,745,698	4,788.49	4,782.70

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)

Local School System:

Harford County Public Schools

Revenue			FY 2015 Original Budget <u>7/1/2014</u>	FY 2015 Final Budget <u>6/30/2015</u>	Restricted Budget	
					Change	% Change
Local Appropriation						
Other Local Revenue						
State Revenue			10,638,533	12,334,849.98	1,696,316.98	13.75%
Federal ARRA Funds	84.395	Race to the Top	20,000	913,183.33	893,183.33	97.81%
Federal Revenue	84.010	Title I	4,934,902	5,088,345.84	153,443.84	3.02%
Federal Revenue	84.027	IDEA	8,478,410	8,421,705.65	(56,704.35)	-0.67%
Other Federal Funds			5,151,439	4,340,977.69	(810,461.31)	-18.67%
Other Resources/Transfers			188,168	303,396.91	115,228.91	37.98%
Total			29,411,452	31,402,459.40	1,991,007	6.34%

Change in Expenditures - Instructions: Itemize FY 2015 expenditures by source (CFDA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

Assurance Area	Source	Expenditure Description	Planned Expenditure	Actual Expenditure	Planned FTE	Actual FTE
Standards and Assessments	Unrestricted	Administrative Services				
Standards and Assessments	Unrestricted	Instructional Salaries				
Standards and Assessments	Unrestricted	Mid-Level Administration				
Standards and Assessments	Unrestricted	Other Instructional Costs				
Standards and Assessments	Restricted	Other Restricted Federal	1,981,763.00	936,192.14	-	-
Standards and Assessments	Restricted	Other Restricted Funds	132,137.00	96,268.51	-	-
Standards and Assessments	Restricted	Other Restricted State Funds	22,606.00	120,623.23	-	-
Standards and Assessments	84.395 Race to the Top	RTTT	-	-	-	-
Standards and Assessments	Unrestricted	Textbooks & Supplies				
Data Systems to Support Instruction	Unrestricted	Administrative Services				
Data Systems to Support Instruction	Unrestricted	Health Services				
Data Systems to Support Instruction	Unrestricted	Instructional Salaries				
Data Systems to Support Instruction	Unrestricted	Other Instructional Costs				
Data Systems to Support Instruction	84.395 Race to the Top	RTTT	-	394,459.25	-	-
Data Systems to Support Instruction	Unrestricted	Special Education				
Data Systems to Support Instruction	Unrestricted	Textbooks & Supplies				
Great Teachers and Leaders	Unrestricted	Health Services				
Great Teachers and Leaders	84.027 IDEA	IDEA	5,778,497.00	5,764,154.74	116.10	109.50
Great Teachers and Leaders	Unrestricted	Instructional Salaries				
Great Teachers and Leaders	Unrestricted	Mid-Level Administration				
Great Teachers and Leaders	Unrestricted	Other Instructional Costs				
Great Teachers and Leaders	Restricted	Other Restricted Federal	1,915,807.00	2,669,161.14	25.30	33.90
Great Teachers and Leaders	Restricted	Other Restricted Funds	72,326.00	43,318.22	0	-
Great Teachers and Leaders	Restricted	Other Restricted State Funds	1,979,038.00	3,245,511.95	21.70	20.10
Great Teachers and Leaders	84.395 Race to the Top	RTTT	19,318.00	466,840.91	-	-
Great Teachers and Leaders	Unrestricted	Special Education				
Great Teachers and Leaders	Unrestricted	Student Services				
Great Teachers and Leaders	Unrestricted	Textbooks & Supplies				
Great Teachers and Leaders	84.010 Title I	Title I	190,957.00	243,250.63	-	-
Turning Around Lowest Performing Schools	Unrestricted	Health Services				
Turning Around Lowest Performing Schools	Unrestricted	Instructional Salaries				
Turning Around Lowest Performing Schools	Unrestricted	Mid-Level Administration				
Turning Around Lowest Performing Schools	Unrestricted	Other Instructional Costs				
Turning Around Lowest Performing Schools	Unrestricted	Special Education				
Turning Around Lowest Performing Schools	Unrestricted	Student Services				
Turning Around Lowest Performing Schools	Unrestricted	Textbooks & Supplies				
Turning Around Lowest Performing Schools		Other Restricted Federal	135,170	152,379.28		1.70
Turning Around Lowest Performing Schools		Other Restricted Funds	7,500	19,118.08		
Turning Around Lowest Performing Schools		Other Restricted State Funds	-	166,808.34		2.40
Turning Around Lowest Performing Schools	84.010 Title I	Title I	3,580,586.00	3,676,477.50	44.00	44.00
Mandatory Costs of Doing Business	Unrestricted	Administrative Services				

Mandatory Costs of Doing Business	Unrestricted		Capital Outlay					
Mandatory Costs of Doing Business	Unrestricted		Community Service					
Mandatory Costs of Doing Business	Unrestricted		Fixed Charges (1)					
Mandatory Costs of Doing Business	84.027	IDEA	IDEA	2,493,288.00	2,436,930.60	-		
Mandatory Costs of Doing Business	Unrestricted		Maintenance of Plant					
Mandatory Costs of Doing Business	Unrestricted		Operations of Plant					
Mandatory Costs of Doing Business	Restricted		Other Restricted Federal	1,016,309.00	480,952.79	-		
Mandatory Costs of Doing Business	Restricted		Other Restricted State Funds	796,832.00	725,680.23	-		
Mandatory Costs of Doing Business	Restricted		Other Restricted Funds	-	1,928.86	-		
Mandatory Costs of Doing Business	84.395	Race to the Top	RTTT	-	17,035.94	-		
Mandatory Costs of Doing Business	Unrestricted		Student Transportation					
Mandatory Costs of Doing Business	84.010	Title I	Title I	1,040,463.00	1,039,508.67	-		
Other items deemed necessary by the Local Boa	84.027	IDEA	IDEA	206,625.00	220,620.31	-		
Other items deemed necessary by the Local Boa	Restricted		Other Restricted Federal	102,390.00	102,292.34	0.80	0.80	
Other items deemed necessary by the Local Boa	Restricted		Other Restricted Funds	85,736.00	142,763.24	-		
Other items deemed necessary by the Local Boa	Restricted		Other Restricted State Funds	7,730,526.00	8,076,226.23	-		
Other items deemed necessary by the Local Boa	84.395	Race to the Top	RTTT	682.00	34,847.23	-		
Other items deemed necessary by the Local Boa	Unrestricted		Special Education - NonPublic Costs					
Other items deemed necessary by the Local Boa	84.010	Title I	Title I	122,896.00	129,109.04	-	-	
Total				29,411,452.00	31,402,459.40	207.90	212.40	



2015 BTE Master Plan Update Harford County Public Schools

FY 2016 Part II: Attachments



**Bridge to Excellence Master Plan
2015 Bridge to Excellence Annual Update**

Part 2: Attachments—Due: November 18, 2015

Local School System Submitting This Report:

Harford County Public Schools

Address:

102 S. Hickory Avenue
Bel Air, Maryland 21014

Local Point of Contact:

Name: Renee Villareal
Telephone: (410) 809-6073
E-Mail: Renee.Villareal@hcps.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2015 Annual Update to our Bridge to Excellence Master Plan is correct and complete. We further certify that this Five Year Comprehensive Master Plan has been developed in consultation with members of the local school system's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.



Signature (Local Superintendent of Schools)

11-4-15

Date



Signature (Local Point of Contact)

11-04-15

Date

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Attachment 4
School Level Budget Summary
Fiscal Year 2016
Local School System: LEA 12: Harford County

1. Rank order all schools by percentage of poverty. After school name indicate as appropriate: (SW) for Title I Schoolwide Schools; (TAS) for Targeted Assistance Title I Schools; or (CH) for Charter Schools.

2. Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding. Expand Table as needed.

School Name	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquent and Youth at Risk of Dropping Out	Title II-A Teacher and Principal Training and Recruiting Fund	Title III-A English Language Acquisition	Other	Other	Total ESEA Funding by School
Magnolia Elementary (SW)	0131	87.61%	\$672,228.00						
Halls Cross Roads Elementary (SW)	0230	83.67%	\$506,088.00						
William Paca/Old Post Road Elementary (SW)	0140	77.75%	\$769,816.08						
G. Lisby Elementary at Hillsdale (SW)	0211	75.98%	\$368,843.58						
Edgewood Elementary (TAS)	0115	75.62%	\$319,985.64						
Center for Educational Opportunity	0292	73.12%							
Deerfield Road Elementary (TAS)	0120	69.21%	\$465,545.58						
Bakerfield Elementary (TAS)	0212	69.00%	\$247,241.88						
Havre de Grace Elementary (SW)	0632	66.13%	\$160,431.60						
Magnolia Middle	0184	62.57%							
Riverside Elementary	0143	59.54%							
Joppatowne High	0181	57.76%							
Edgewood Middle	0177	57.52%							
Aberdeen Middle	0265	57.22%							
Edgewood High	0176	49.09%							
Joppatowne Elementary	0137	45.03%							
Aberdeen High	0270	44.46%							
John Archer School	0391	42.86%							
Roye-Williams Elementary	0639	41.46%							
Dublin Elementary	0522	39.58%							
Havre de Grace Middle	0679	39.34%							
Church Creek Elementary	0125	35.11%							
Havre de Grace High	0678	33.56%							
Darlington Elementary	0518	32.33%							

Meadowvale Elementary	0638	29.12%							
North Harford Elementary	0544	27.03%							
Bel Air Elementary	0314	27.02%							
Abingdon Elementary	0123	24.14%							
Harford Technical High	0304	21.53%							
Prospect Mill Elementary	0329	20.69%							
Churchville Elementary	0316	20.42%							
North Harford Middle	0583	17.64%							
North Bend Elementary	0447	16.86%							
William S. James Elementary	0113	16.63%							
Norrisville Elementary	0441	15.68%							
Bel Air Middle	0372	14.87%							
Patterson Mill Middle School	0188	14.59%							
Southampton Middle	0374	14.44%							
North Harford High	0580	14.42%							
Red Pump Elementary School	0349	13.61%							
Ring Factory Elementary	0345	13.55%							
C. Milton Wright High	0385	13.40%							
Fountain Green Elementary	0327	13.21%							
Hickory Elementary	0333	12.61%							
Bel Air High	0373	12.59%							
Homestead/Wakefield Elementary	0335	12.47%							
Jarrettsville Elementary	0436	11.95%							
Forest Lakes Elementary	0328	11.69%							
Emmorton Elementary	0121	9.87%							
Youths Benefit Elementary	0348	8.89%							
Fallston Middle School	0386	8.64%							
Fallston High	0382	7.90%							
Forest Hill Elementary	0326	4.47%							
Patterson Mill High School	0187	0.00%							
Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column N.)						\$3,510,180.36			
School System Administration (For Title I, Use # on Table 7-8 LINE 5)						\$758,568.07			
System-wide Programs and School System Support to Schools (For Title I, Use # on Table 7-8 LINE 12)						\$334,532.66			
Nonpublic Costs (For Title I, Table 7-10 LINE 7)						\$27,539.91			
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)						\$4,630,821.00			

Attachment 5A

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

Fiscal Year 2016

Local School System: LEA 12: Harford County

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

50% limitation for local school systems not identified for school improvement or corrective action. 30% limitation for districts identified for school improvement. A school system identified for corrective action may not use the fund transfer option.

Funds Available for Transfer	Total FY 2016 Allocation	\$ Amount to be transferred <u>out of each program</u>	\$ Amount to be transferred into each of the following programs			
			Title I-A	Title II-A	Title II-D	Title IV-A
Title II-A Teacher Quality	HARFORD COUNTY PUBLIC SCHOOLS WILL NOT CONSOLIDATE ESEA FUNDS					
Title II-D Ed Tech						
Title IV-A Safe and Drug Free Schools & Communities						

Attachment 5B

Consolidation of ESEA Funds for Local Administration (ESEA Section 9203)

Fiscal Year 2016

Local School System: LEA 12: Harford County

Section 9203 of ESEA allows a local school system, with approval of MSDE, to consolidate ESEA administrative funds. In consolidating administrative funds, a school system *may not* (a) designate more than the percentage established in each ESEA program, and (b) use any other funds under the program included in the consolidation for administrative purposes. A school system may use the consolidated administrative funds for the administration of the ESEA programs and for uses at the school district and school levels for such activities as:

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

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

If the school system plans to consolidate ESEA administrative funds, indicate below the ESEA programs and amounts that the school system will consolidate for local administration. Provide a detailed description of how the consolidated funds will be used.

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

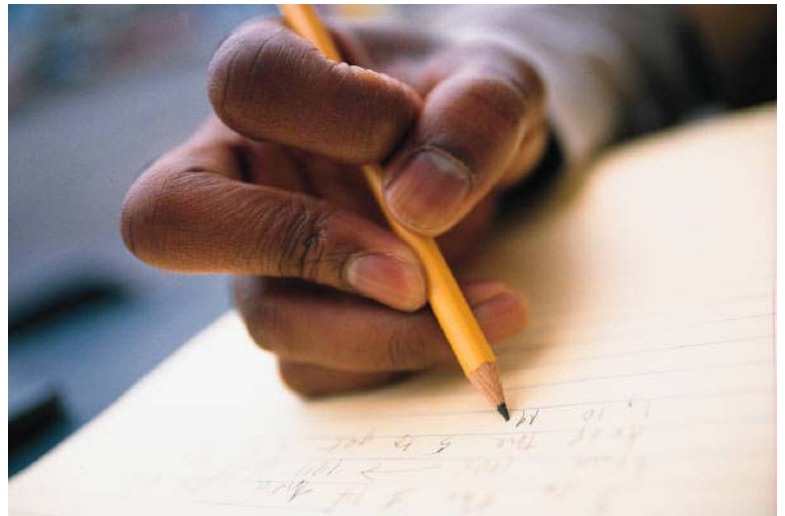
ATTACHMENT 6-A**NONPUBLIC SCHOOL INFORMATION
FOR ESEA PROGRAMS***Fiscal Year 2016*Local School System: Harford County Public Schools

Enter the complete information for each participating nonpublic school, including mailing address. Use the optional “Comments” area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under “Comments.” NOTE: Complete Attachment 6-A for Title I-A, Title II-A, and Title III services. *Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
			Title I-A		Title II-A	Title III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:		Students Read/Lang Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
The John Carroll School 703 E. Churchville Road Bel Air, MD 21014	Private School				114	700	114	
	Public School							
	Neutral Site							
Oak Grove Classical Christian School 2106 E. Churchville Road Bel Air, MD 21015	Private School				20	95	20	
	Public School							
	Neutral Site							
St. Joan of Arc 230 Law Street Aberdeen, MD 21001	Private School	3	3**	3**	22	182	22	**3 students generated funds for this year, but the number of students serviced may be higher or lower. Title I services will be provided through a third party contractor.
	Public School							
	Neutral Site							
St. Margaret School 205 N. Hickory Avenue Bel Air, MD 21014	Private School				78	607	78	
	Public School							
	Neutral Site							
Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085	Private School	6	6**	6**	28	244	28	**6 students generated funds for this year, but the number of students serviced may be higher or lower. Title I services will be provided through a third party contractor.
	Public School							
	Neutral Site							

Bethel Christian Academy 21 N. Earlton Road Ext Havre de Grace, MD 21078	Private School	2	2**	2**				**2 students generated funds for this year, but the number of students serviced may be higher or lower. Title I services will be provided through a third party contractor.
	Public School							
	Neutral Site							
Villa Maria School of Harford County 1370 Brass Mill Road Belcamp, MD 21017	Private School	2	2**	2**				**2 students generated funds for this year, but the number of students serviced may be higher or lower. Title I services will be provided through a third party contractor.
	Public School							
	Neutral Site							

Attachment 7



Title I, Part A Improving Basic Programs

LEA: 12 – Harford County

Submission Date: 8/12/2015

SY 2015-2016

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

ATTACHMENT 7 NARRATIVE: TITLE I, PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Local Educational Agency: 12-Harford	Fiscal Year 2016
Title I Coordinator: Brad Palmer	
Telephone: 410-588-5278	E-mail: Bradley.Palmer@hcps.org

I. TITLE I THEMES IN THE BRIDGE TO EXCELLENCE MASTER PLAN

Describe the LEA’s strategies to provide high quality sustained support to all Title I elementary, middle, and secondary schools. Label each question and answer. Be sure to **address each lettered and/or bulleted item separately.** **ALL REQUESTED DOCUMENTATION SHOULD BE LABELED AND SUBMITTED AS SECTION IV.**

A. HIGHLY QUALIFIED:

1. DESCRIBE the process **including specific timelines/dates** used to notify parents whose children attend Title I schools about the qualifications of their teachers **by addressing each lettered item separately.** Sec. 1111 (h)(6)(A)

a. Describe how and when (date) the school or LEA notifies the parents, of each student attending Title I schools, that they may request information regarding the professional qualifications of their child’s classroom teacher (known as “Parent’s Right to Know”).

During the first week of September, a letter is sent to the parents of children in Title I schools notifying them that they have the right to request information about their child’s teachers and paraprofessionals. The letter outlines what information they may request and explains that they may request the information in writing from the school principal. This information is also communicated on school websites, parent newsletters and in school offices. If letters are returned, Title I school personnel go out to homes to deliver this information to parents.

The following information may be requested:

- *College or university degrees earned;*
- *Maryland certification information, including the certificate type and specific certification areas; and*
- *Qualifications of paraprofessional, if children are being served by one.*

If a request is made for any of the above information, the principal will provide information within 30 business days. The principal compiles a binder

of Title I teacher/paraprofessional profiles which contain all highly qualified information. This binder is kept on file in the principal's office and is updated whenever there are staff changes throughout the year. At a parent's request, the information from the binder is shared.

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

- b. Describe the process of providing timely notice (letter) to parents when their child has been assigned or taught for 4 or more consecutive weeks by a teacher or substitute teacher who is not highly qualified.

In the event the system has a non-highly qualified Title I teacher/paraprofessional, the Human Resources and Title I Offices will meet with the employee and principal immediately upon notification. As per the HQ Process Document, (Appendix A.2 – HQ Process Document), a plan will be put in place that documents support to teachers/para-professionals in an effort to obtain highly qualified status.

Parents will be notified in writing if their child is taught by a teacher for 4 or more weeks (20 days) that does not meet the state's definition of highly qualified. Letters will go home on day 18. On day 18, a copy of the letter is sent to the Title I Supervisor's office, to be kept on file.

(See Appendix A.2 – HQ Process Document)

Principals will use the Verification of Compliance Attestation to document highly qualified status of all teachers and paraprofessionals in their schools. The Title I Office will maintain documentation and provide follow-up.

Retaining highly qualified teachers in Title I schools will be promoted through additional professional development activities with stipends and MSDE credit, co-teaching opportunities, and mentoring support (after school/weekends).

Attestation documents will be sent to all Title I Principals on September 1, 2015. These Attestations will be due to the Title I Office on September 30, 2015.

- c. Identify by name, title, and department the person(s) responsible for ensuring compliance with Section 1111(h)(6)(A).

- *Brad Palmer, Supervisor of Compensatory Education*
- *Jake Little, Coordinator of Compensatory Education*
- *Melissa Surgeon, Coordinator of Compensatory Education*
- *Thomas Webber, Assistant Supervisor of Compensatory Education*
- *Barbara Matthews, Human Resources Coordinator, ESEA*
- *Deborah Cannon, Human Resources Specialist, Compliance*

- *Patricia Chenworth, Principal, George D. Lisby Elementary School at Hillsdale*
- *Ayn Ford, Principal, Hall's Cross Roads Elementary School*
- *Ronald Wooden, Principal, Havre de Grace Elementary School*
- *Patricia Mason, Principal, Magnolia Elementary School*
- *Tammy Bosley, Principal, William Paca/Old Post Road Elementary School*
- *Jennifer Drumgoole, Principal, Edgewood Elementary School*
- *Tara Dedeaux, Principal, Bakerfield Elementary School*
- *Gregory Lane, Principal, Deerfield Elementary School*

- d. Describe how the LEA coordinates Highly Qualified notification between Human Resources, the Title I Office, and school administration (for a. **and b.** in this section).

The Title I Office meets, as needed, with the Harford County Public School Human Resources Office to review Highly Qualified status for teachers and paraprofessionals in Title I schools. Any issues that need to be addressed are discussed with the Executive Director of Elementary Programs, the school principal, and Harford County Public Schools Human Resources Office. Documentation is maintained as to these discussions. In the event the system has a non-highly qualified Title I teacher/paraprofessional, the Human Resources and Title I Offices will meet with the employee and principal immediately upon notification. As per the HQ Process Document, (Appendix A.2 – HQ Process Document), a plan will be put in place that documents support to teachers/paraprofessionals in an effort to obtain highly qualified status.

- e. Describe how the LEA ensure the Highly Qualified status of teachers assigned to Title I schools is maintained.

The Title I Office meets with the Human Resources Office, on an as needed basis (a yearly internal MOA is signed), to review all Title I teachers' and paraprofessionals' highly qualified status. All certification requirements are validated by Harford County Public Schools certification specialist for accuracy. Sign-in sheets, agendas, and minutes are kept to document the effort toward maintaining 100% highly qualified status for all Harford County Public Schools Title I schools. Title I principals notify the Supervisor of Title I as to highly qualified status of all teachers/paraprofessionals candidates.

(See Appendix A.2 – HQ Process Document)

- 2. DOCUMENTATION: Include** sample copies of English and translated letters that will be used to meet the requirements (for **a.** and **b.**) in school year 2015-2016.

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

- 3. The LEA certifies that all paraprofessionals in Title I schoolwide schools are qualified.**

Yes **Not Applicable**

4. The LEA certifies that all paraprofessionals paid with Title I funds in targeted assistance schools are qualified.

Yes **Not Applicable**

B. SCHOOLWIDE PROGRAMS:

If the LEA does not have any Title I schoolwide programs, proceed to Section C - Targeted Assistance.

Under Maryland's ESEA Flexibility Plan, the requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40% or more in order to operate a schoolwide program has been waived if the school has been designated as a Priority School or focus school by the SEA. *See the end of this application for the list of Maryland's approved Priority and Focus Schools.*

1. For LEAs with Title I schoolwide programs, **DESCRIBE** the steps taken to help the Title I schools make effective use of schoolwide programs **by addressing each lettered item separately.** Reg. 200.25-28 and Sec. 1114.

- a. **Consolidating Funds (Check one):**

Federal funds
 Federal, State, local funds
 Not Consolidating Funds

- i. Describe how the system will assist schools in consolidating funds for schoolwide programs.

N/A

- ii. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.

Funds are not consolidated. The Title I Office and the Office of Finance work closely to ensure all funds for Title I schools are effectively appropriated with on-going frequent contact between both departments. Title I schools utilize these funds for additional staff, intervention programs and supplies/materials/equipment which support Title I student achievement.

The Title I Office communicates regularly with selected departments within the school system to ensure the coordination of funds, for purchases of intervention supplies, materials and programs, which will increase student achievement in Title I Schools. The Coordinator of School Improvement reviews all school improvement plans including the review of Title I Schoolwide components (includes funding). The Coordinator of School Improvement and Title I Office

discuss the best use of these funds. Once the funds are disbursed to the schools, the principals order the instructional tools needed to support student achievement.

- b. Describe the process to ensure that the *10 Components of a Schoolwide Program* are part of the development, peer review, implementation, and monitoring of Schoolwide/School Improvement Plans.

The HCPS Title I process to ensure the 10 Components of a Schoolwide Program are part of the development, peer review, implementation, and monitoring of Schoolwide/School Improvement plans are:

- 1. Schools receive staff development from the Title I Supervisors, Title I Teacher Specialists, and MSDE specialists on how to make effective use of schoolwide programs.*
- 2. Embedded in staff development are the 10 components of a schoolwide program and how those components help to effect change for all stakeholders. The Schoolwide Component Checklist: (Schoolwide Components NCLB section 1114(b) (1) (A-J)) is introduced and interwoven into in the writing of each school's School Improvement Plan. The Schoolwide Component Matrix is incorporated into each school's School Improvement Plan. The Schoolwide Component Matrix details each of the 10 Schoolwide Components and on which page they are found. The Schoolwide Component Matrix is used to ensure all 10 Schoolwide components are included in the School Improvement Plan.*
- 3. Peer reviews are conducted to review school improvement plans and to help schools ensure that the plans are a working document at the school site. (Scheduled for October 2015). Schools are assigned a "partner school" and a "partner school advisee". The "partner school advisee" visits the School Improvement Team meeting and gives an overview of the School Improvement Plan. The "partner school advisee" will be able to answer any specific questions and will be able to provide additional information if needed. Each member of the School Improvement Team reviews the "partner school's" School Improvement Plan. During each school's review of the partner school's School Improvement Plan the School wide Component Checklist will be checked to ensure that all 10 components are in each school's plan. Each School Improvement Team member will provide specific feedback on the School wide Component Checklist. William Paca/Old Post Road ES will be paired with another school to specifically address their status as a "FOCUS" school.*
- 4. The Title I Teacher Specialist will gather the Schoolwide Component Checklist feedback from their School Improvement Team and will report out the data during the Title I Peer Review. Written feedback will be provided as well. If any of the 10 School-Wide components are not adequately addressed, these components will be addressed in the feedback first; suggestions about the School Improvement Plan will come second. A copy of all feedback will be provided to the Title I Supervisor and Title I Assistant Supervisor*

5. *After the Title I SIP (School Improvement Plan) Peer Review, the Title I Teacher Specialist will provide feedback during their school's next SIT meeting. Based upon the feedback the school reviews and rewrites the plan to incorporate any suggested changes, if needed.*
6. *After the Title I SIP (School Improvement Plan) Peer Review, Title I Supervisor and Coordinators will review all School Improvement Plans to ensure completion of Title I School Wide components, completed by November 15, if any SIPs did not adequately address any of the 10 School-Wide components.*
7. *School Improvement Teams meet regularly to review the 10 components to ensure implementation.*
8. *Title I principals and teacher specialists maintain binders/bins that are divided into the 10 components. Evidence of each component is filed and maintained. The Title I coordinators monitor and review all evidence on a quarterly basis. Title I principals meet monthly to discuss progress and student needs. Title I Teacher Specialists meet with Title I Coordinators on a quarterly basis to discuss additional support, if needed.*
9. *For the 2015-2016 School Year, the Title I Office will conduct Internal Program Reviews (IPRs) for each of the Title I Schools in the Fall of 2015. The purpose of the internal program reviews is to provide support and guidance to the schools to ensure that each school is meeting 100% of the Title I program review requirements. The results of the Internal Program Review will be communicated to the school principal, the Executive Director of Elementary Programs, and the Superintendent of Schools.*
10. *Title I Supervisor and Coordinators meet with ILT (Instructional Leadership Team), SIT (School Improvement Team) to review ongoing implementation of the 10 components.*
11. *Title I Supervisor and Coordinator monitor timelines for implementation/review school improvement team minutes on a regular basis to ensure the minutes highlight which component(s) are referenced during the meeting.*

(See Appendix B.1 – Schoolwide Process Document)

- c. *If any of the 10 Components of the schoolwide plan are not adequately addressed, describe steps the LEA will take to ensure that revisions to schoolwide plans occur in a timely manner.*

The Plan, Do, Study, Act cycle of continuous improvement will be used to review data related to the 10 components of a schoolwide program. During the month of October, the Title I schools will conduct a peer review of school improvement plans. The Schoolwide Component Checklist: (Schoolwide Components NCLB section 1114(b) (1) (A-J) is used to document that all 10 components are in each school's plan. The Schoolwide Component Matrix is incorporated into each School's Improvement Plan, detailing each of the 10 Schoolwide Components and on which page they are found. The Schoolwide Component Matrix is used to

ensure all 10 Schoolwide components are included in the School Improvement Plan.

After the Title I SIP (School Improvement Plan) Peer Review, the school reviews and rewrites the plan to incorporate any suggested changes, if needed. Completion of revisions are due back to the Title I Office by mid-November. If any SIPs did not adequately address any of the 10 Schoolwide components. The central Title I Office will review the SIP, offer corrections, and meet with ILT and SIT to ensure the components are addressed.

- d. Describe specific steps to be taken by the LEA to review and analyze the effectiveness of schoolwide programs.
- *Regular data meetings are conducted by Title I Teacher Specialists with grade level teams to identify whether or not students are making appropriate progress. If students are not making appropriate progress, decisions about changes in interventions will be made on how to increase student achievement.*
 - *Title I Coordinator meets quarterly with teacher specialists to review data meetings and school/student progress. Feedback is given to the teacher specialists during the quarterly meetings. Minutes are maintained to capture the feedback. The Title I Coordinators monitors the intervention data provided by the teacher specialists to ensure, the program's effectiveness*
 - *A regular review of implementation of School Improvement Plans by SIT teams is monitored for student benchmark progress. Minutes of all School Improvement Team meetings are provided to the Title I Coordinators. These minutes are reviewed to determine student progress based upon benchmark information provided. Feedback is provided, as needed, to each school's SIP team.*
 - *The Title I Coordinators will attend each school's SIT meetings on a regular basis.*
 - *The Title I Coordinators will attend family involvement team meetings and events in order to monitor the effectiveness of these events.*
 - *The Title I Coordinators, with each school's Principal, will participate in reviews of Title I programs and personnel.*
- e. Describe how the system and/or schools provide extended learning time, such as an extended school year, before- and after-school, and summer program opportunities.

All Title I schools in Harford County offer extended learning time through programs such as:

- *The 2015 Title I Jump Start STEM Program is an 8 day program designed to introduce students, in grades 3 – 5, to specialized STEM instruction that is focuses on Science, Technology, Engineering, Math (STEM) skills, and literacy skills with an interwoven Arts Integration component. In addition, the program is held two weeks prior to the beginning of the school year to assist students in acclimatizing to the regular school year. The curriculum for this*

program was custom designed by a committee of Teachers, Principals, and Support Staff. Curriculum guides are available upon request.

- *Homework Club, Math Club and Reading Club are before and/or after school programs that support identified students by providing time and guidance for remediation.*
- *After-school reading and mathematics programs are available to support special education students to improve their achievement.*
- *Intervention Programs are offered before, during, after school: SuccessMaker, Educate Online, SIPPS (Systematic Instruction in Phonemic Awareness, Phonics and Sight Words), Imagination Station, Wilson Reading Program and Knowing Math.*
- *Title I Selection Instruments and Selection Criteria are utilized to provide extended learning opportunities for students in academic need.*

(See Appendix B.2 – Title I Selection Instruments Criteria)

- f. In addition to the Title I Supervisor, identify other central office staff by name, title, and department responsible for monitoring the 10 components in schoolwide plans, the effectiveness of schoolwide program implementation, fiduciary issues, and program effectiveness.

Angela Morton, Executive Director of Elementary Programs, 410-588-5207
Jacob Little, Coordinator of Compensatory Education, 410-588-5266
Melissa Surgeon, Coordinator of Compensatory Education, 410-809-6194
Thomas Webber, Assistant Supervisor of Compensatory Education, 410-809-6062
Renee Villareal, Coordinator of School Improvement, 410-809-6073
Nancy Beltz, Title I Teacher Specialist, 410-273-5530
Shani Goodman, Title I Teacher Specialist, 410-612-1566
Jody Stover, Title I Teacher Specialist, 410-273-5524,
Alice Jaffe, Title I Teacher Specialist, 410-612-1566
Kristin Schaub, Title I Teacher Specialist, 410-939-6616
Tara Sample, Title I Teacher Specialist, 410-612-1553

2. **For LEAs with Priority Schools and schools that receive 1003g SIG funds:**
Describe how the LEA will insure that the 10 components for schoolwide are integrated throughout the schools' models/plans.

N/A

C. TARGETED ASSISTANCE SCHOOLS:

If the LEA does not have any Title I targeted assistance programs, proceed to Section E - Parent Involvement.

1. **DESCRIBE the step-by-step process including timelines/dates used to identify eligible children most in need of services.** Include in the description how students are **ranked using multiple selection (academic)** criteria. (**Note:** Children from preschool through grade 2 must be selected solely on the basis of such criteria as

teacher judgment, parent interviews, and developmentally appropriate measures.)
Section 1115(b)(1)(B)

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

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

2. **DESCRIBE** how the LEA helps targeted assistance schools identify, implement, and monitor effective methods and **supplemental** instructional strategies **for small groups of identified students.** *(In Maryland, small group constitutes no more than 8 students to one teacher.)* These strategies must be based on best practices and scientific research to strengthen the core academic program of the school. Describe how the system/school will address the following: Section 1115(c)(1)(C).

- a. Giving primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer program opportunities.

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

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

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

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

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

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

In-Class Resource Model

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

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

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

Professional Development Goals for Edgewood Elementary, Bakerfield Elementary, and Deerfield Elementary include:

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

- 4. DESCRIBE** the process for developing, implementing, and monitoring targeted assistance requirements.

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

- A. Schools receive staff development from the Title I Supervisors, Title I Coordinator, Title I Teacher Specialists, and MSDE specialists on how to make effective use of Target Assistance programs.*
- B. Embedded in staff development are the components of a Target Assistance program and how those components help to effect change for all stakeholders. The MSDE Targeted Assistance Component Checklist: (Components of a Targeted Assistance School Program §1115(c)(2)(B)) is introduced and interwoven into in the writing of each school's School Improvement Plan.*
- C. Peer reviews are conducted to review school improvement plans and to help schools ensure that the plans are a working document at the school site. (Scheduled for October 2015). Schools are assigned a "partner school" and a "partner school advisee". The "partner school advisee" visits the School Improvement Team meeting and gives an overview of the School Improvement Plan. The "partner school advisee" will be able to answer any specific questions and will be able to provide additional information if needed. Each member of the School Improvement Team reviews the "partner school's" School Improvement Plan. During each school's review of the partner school's School Improvement Plan the Targeted Assistance Component Checklist will be checked to ensure that all components are in each school's plan. Each School Improvement Team member will provide specific feedback on the Targeted Assistance Component Checklist*

- D. The Targeted Assistance Title I Teacher Specialist will gather the Targeted Assistance Component Checklist feedback from their School Improvement Team and will report out the data during the Title I Peer Review. Written feedback will be provided as well. If any of the Targeted Assistance components are not adequately addressed, these components will be addressed in the feedback first; suggestions about the School Improvement Plan will come second. A copy of all feedback will be provided to the Title I Supervisor*
- E. After the Title I SIP (School Improvement Plan) Peer Review, the Targeted Assistance Title I Teacher Specialist will provide feedback during their school's next SIT meeting. Based upon the feedback the school reviews and rewrites the plan to incorporate any suggested changes, if needed.*
- F. After the Title I SIP (School Improvement Plan) Peer Review, Title I Coordinator will review the School Improvement Plans to ensure completion of Title I Targeted Assistance components, completed by November 15. If any SIPs did not adequately address any of the Targeted Assistance components, the central Title I Office will review the SIP, offer corrections, and meet with ILT and SIT to ensure the components are addressed.*
- G. Monthly School Improvement Teams review Targeted Assistance components to ensure implementation.*
- H. Targeted Assistance Title I principals and TAS Teacher Specialists maintain binders/bins that are divided into the Targeted Assistance components. Evidence of each component is filed and maintained. The Title I supervisor monitors and reviews all evidence on a quarterly basis. Title I principals meet monthly to discuss progress and student needs. TAS Title I Teacher Specialists meet with Title I Coordinator on a quarterly basis to discuss additional support, if needed.*
- I. For the 2015-2016 School Year, the Title I Office will conduct Internal Program Reviews for all of the Title I Schools (including the Targeted Assistance schools), in the Fall of 2015. The purpose of the internal program review is to provide support and guidance to the schools to ensure that each school is meeting 100% of the Title I program review requirements.*
- J. Title I Supervisor, and Coordinator meet with ILT (Instructional Leadership Team), SIT (School Improvement Team) to review ongoing implementation of the Targeted Assistance components.*
- K. Title I Supervisor, and Coordinator monitor timelines for implementation/review school improvement team minutes on a regular basis to ensure the minutes highlight which component(s) are referenced during the meeting.*

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

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

- *Data meetings are conducted by Targeted Assistance Title I Teacher Specialist with targeted grade level teams to identify whether or not students are making appropriate progress. If students are not making appropriate progress, decisions about changes in interventions will be made on how to increase student achievement.*

- *Title I Coordinator meets regularly with Targeted Assistance teacher specialist to review data meetings and school/student progress. Feedback is given to the teacher specialist during the meetings. Minutes are maintained to capture the feedback. The Title I Coordinator monitors the intervention data provided by the teacher specialist to ensure, the program's effectiveness*
 - *A monthly review of implementation of School Improvement Plans by SIP teams is monitored for student benchmark progress. Minutes are provided to the Title I Office of all School Improvement Team meetings. These minutes are reviewed by the Title I Coordinator to determine student progress based upon benchmark information provided. Feedback is submitted to each school's SIP team.*
 - *The Title I Coordinator will attend Targeted Assistance school's SIT meetings regularly.*
 - *The Title I Coordinator will attend Targeted Assistance schools FIT meetings and parent involvement events regularly.*
 - *The Title I Coordinator, with each school's Principal, will participate in reviews of Title I programs and personnel.*
6. **In addition to the LEA Title I supervisor, identify by name, title, and department the person(s) responsible for monitoring targeted assistance requirements and services in school plans for effectiveness and fiduciary compliance.**

Angela Morton, Executive Director of Elementary Programs, 410-588-5207
Jacob Little, Coordinator of Compensatory Education, 410-588-5266
Melissa Surgeon, Coordinator of Compensatory Education, 410-809-6194
Thomas Webber, Assistant Supervisor of Compensatory Education, 410-809-6062
Renee Villareal, Coordinator of School Improvement, 410-809-6073
Caitlin Sieracki, Targeted Assistance Title I Teacher Specialist, 410-273-5518
Meredith Heldt, Targeted Assistance Title I Teacher Specialist, 410-612-1535

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

(See Appendix C.1 – Targeted Assistance Action Plan)
(See Appendix C.2 – Targeted Assistance Student Selection Criteria)

8. If an LEA intends to transition a Title I school implementing a targeted assistance program in 2015-2016 to a schoolwide program in 2016-2017, the LEA must submit a formal letter to Maria E. Lamb, Director, Program and Family Support Director, informing MSDE of its intent.

A letter was sent to Maria Lamb on April 21, 2015

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

120212 – Bakerfield Elementary
120115 – Edgewood Elementary

**Performance Measures- Additional guidance in the form of an addendum will be forthcoming.
HCPS Title I Office :**

- Grade K-1 (Teacher Observation forms, Model from TAS)
- Grade 2 – 5 Reading (SRI)
- Grade 2 – 5 Math (EDM end of year test administered three times.)
- HCPS OA may have a county-wide Math Benchmark that can be used in place of the previous bullet.

D. PARENT INVOLVEMENT:

To encourage parent involvement, LEAs **and** schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents' input in decisions that affect their children. [Section 1118(a)(2)] Parent involvement strategies should be woven throughout each system's Master Plan.

1. Local Educational Agency Parent Involvement Policy/Plan Review

a. Date the current LEA Parent Involvement Policy/Plan was reviewed: 3/1/2015

b. Describe how parents from Title I schools were involved in the annual review of the LEA Parent Involvement Policy/Plan. **Describe any changes that have been made since the last Master Plan submission.**

- *Each Title I school has a Parent Involvement Committee that meets once per year to review and update the LEA Parent Involvement Plan.*
- *After parents review LEA Parent Involvement Plan using the Title I District level Parent Involvement Plan Requirement Checklist, they submit their feedback to the Title I Coordinator.*
- *An annual Title I Parent Involvement Policy and Procedure Survey is distributed to parents during the Fall of each year. Parent Involvement survey feedback is submitted to the Title I Coordinator.*
- *The Title I Coordinator submits the parent feedback to the Executive Director of Elementary Programs who in turn provides information to the Harford County Public Schools Board of Education for further review/approval.*
- *The final form of Parent Involvement Plan is posted on school and LEA websites so that all parents receive current information.*
- *Process will begin again for continual yearly review of the LEA Parent Involvement Plan for the 2015-2016 School Year.*

(See Appendix D.1 – Title I Parent Involvement Documents)

c. Describe how the LEA ensures that parents from Title I schools are informed about the existence of the district-level Parent Involvement Policy/Plan and how it is distributed to parents.

HCPS Title I Office ensures that each Title I school is informed about the existence of the LEA Parent Involvement Plan through various meetings with Family Involvement Teams, all Title I school improvement teams and monthly Title I principals and teacher specialists meetings. The plan is on the HCPS website, the HCPS Title I website, and Title I school websites. In addition, the plan is distributed to all parents during the Fall through student agenda planners.

(See Appendix D.1 – Title I Parent Involvement Documents)

2. DOCUMENTATION: Attach a copy of the LEA’s most current distributed Parent Involvement Policy/Plan.

Revisions were made effective July 1, 2013

(See Appendix D.1 – Title I Parent Involvement Documents)

3. School Level Parent Involvement Plan Review

- a. Describe how the LEA ensures that all Title I schools have a school level Parent Involvement Policy/Plan that meets statutory requirements.

The LEA Parent Involvement Statement is embedded in each Title I school’s Parent Involvement Plan to indicate their acceptance of the HCPS district Parent Involvement policy.

During the Spring and/or Fall of each school year, the Family Involvement Teams at each Title I school review the Parent Involvement Plan using the School Level Plan Checklist.

The Coordinators of Title I attends Family Involvement Team meetings at each Title I school. To ensure compliance, the Coordinator of Title I collects all plans and provides written feedback, using the district level Parent Involvement Plan checklist.

- b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation and annual review of the parent involvement plans.

Each Title I school has a Family Involvement Team that meets quarterly to review and update the Parent Involvement Plan.

Parents discuss/make revisions on the plan. The Title I Coordinators verify that Title I parents are involved in the joint development, implementation, and annual review of the parent involvement plans through:

- *Collection and review of sign-in sheets, agendas and minutes (SANE-Sign in, Agenda, Notes, Evaluation)*

- *Analysis of the results of the Title I School Satisfaction Survey, results from survey are shared with administrators, school teams and parents. Concerns are addressed/discussed at parent involvement meetings and school improvement meetings. Results are used to support revisions to the parent involvement plan.*
- *Annual review of Parent Involvement Plans for all schools by Title I Coordinator in the Fall of each school year.*

Additional opportunities exist, throughout the year, for parents and families not involved with the Family Involvement Team to review the school's Parent Involvement plan. The timeline is as follows:

- *Fall 2015 Plan sent home
Student agenda planners – plan/compact reviewed*
- *Fall 2015 Parent/Teacher Conferences
Parent Involvement plans are made available*

4. School-Parent Compact

- a. Describe how the LEA will ensure that each Title I school has a School-Parent Compact that meets statutory requirements.

Title I Office utilizes a school/parent compact checklist to guide/ensure that Title I schools incorporate and meet all statutory requirements. The Title I Coordinators review all checklists and informs principals of any needed corrections. Based upon monitoring by the Title I Coordinators, if any changes need to be made to the school/parent compact, these changes will take place within the next two family involvement team meetings. School teams comprised of teachers/parents rewrite/revise compact on a yearly basis. Compacts are placed in every student's agenda book in English and Spanish. Parent friendly versions of the Parent/School compact were created during the 2015-2016 School Year. Final versions of the parent friendly parent/school compact are now in place at each of the 5 School-wide Title I Schools. Once the new Targeted Assistance school's parent/school compacts are completed, they will be sent to the MSDE Point of Contact.

- b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation, and annual review of the School-Parent Compact.

The Title I Coordinator attends family involvement meetings at each Title I school periodically throughout the school year. All SANE documents are sent and kept on file in the Title I Office. Expectations are that school teams will incorporate parent input to compose all school compacts. Parent/school teams continuously work on rewriting compacts throughout the year. Revisions are completed by December, 2015. All Title I rewritten School-Parent Compacts are available at

the school, on school websites, within family involvement team meetings, and available at all Parent Involvement nights.

5. Monitoring Parent Involvement

- a. Describe the LEA's process for monitoring parent involvement requirements in Title I schools.

(See Appendix D.2 – Title I Parent Involvement Process Document)

- b. In addition to the LEA Title I coordinator, **identify** by name, title, and department the person(s) responsible for **monitoring parent involvement**.

Title I principals monitor parent involvement along with Title I Family Liaisons and Title I Teacher Specialists.

Jennifer Drumgoole, Principal, Edgewood Elementary School

Tara Dedeaux, Principal, Bakerfield Elementary School

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

Gregory Lane, Principal, Deerfield Elementary School

Ayn Ford, Principal, Hall's Cross Roads Elementary School

Ron Wooden, Principal, Havre de Grace Elementary School

Patricia Mason, Principal, Magnolia Elementary School

Tammy Bosley, Principal, William Paca/Old Post Road Elementary School

Kelly Wettig, Family Liaison, Havre de Grace Elementary School

Genelle Hatcher, Family Liaison, Magnolia Elementary School

Alice Jaffe, Title I Teacher Specialist, William Paca/Old Post Road Elementary School

Shani Goodman, Title I Teacher Specialist, William Paca/Old Post Road Elementary School

Nancy Beltz, Title I Teacher Specialist, George D. Lisby Elementary School

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

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

Meredith Heldt, Targeted Assistance Title I Teacher Specialist, Deerfield Elementary School

6. Distribution of Parent Involvement Funds

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

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

<u>School</u>	<u>Poverty</u>
MAES	87.61%

<i>HXES</i>	83.67%
<i>WPES</i>	77.75%
<i>GLS</i>	75.98%
<i>EDES</i>	75.62%
<i>DFES</i>	69.21%
<i>BFES</i>	69.00%
<i>HDES</i>	66.13%

Title I schools then apply the funds to identified parent involvement needs. Uses of funds are identified in school improvement plan. Feedback is given to schools if funds are not used in a timely way. The Title I Assistant Supervisor monitors the parent involvement expenses monthly.

- b. Describe how the LEA ensures that Title I parents have input in the use of these funds at the district and school level.

- Through the School Improvement Team, Parent Involvement Committees, Parent Meetings (SANE) information about use of Title I funds is provided and feedback welcomed. Parents are included in all parts of the decision making process regarding use of these funds.*
- Principals will report the use of parent involvement funds through the use of various media sources such as newsletters, emails and the school alert system.*
- Title I School Satisfaction Parent Survey provides the opportunity to supply input in the use of how Title I funds are used for their school.*
- Parent feedback of the use of Title I funds for the event and parent ideas for other use of the funds are requested on the evaluation form distributed at Parent PD nights.*

(See Appendix D.3 – Title I School Satisfaction Parent Survey Information)

- c. Describe how the LEA ensures that the schools have access to the parent involvement funds allocated to their school early in the school year.

The Title I Office’s process for budget preparation (including planning for Parent Involvement funds) by the Title I school principals and planning teams, requires that schools submit their School-based Budget Narrative to the Title I Supervisor for inclusion in the Attachment 7. Once preliminary approval of the Attachment 7 is provided by MSDE, all schools will have access to their school-based Title I budgets, including the Parent Involvement funds, on October 1st of each year. The October 1st date coincides with the 15 month completion of the previous FY Title I grant that expires on September 30th of each year. With both grants in successive order, there is no “gap” in access to Title I funds.

- d. Does the LEA reserve more than 1% of its total allocation for parent involvement? **Yes** **No**

- e. If yes, describe *how* these additional funds are used.

For the 2015-2016 School Year, HCPS will reserve greater than 1% of its total Title I allocation for parent involvement. The additional funds will be distributed equitably to schools based upon poverty ranking just as the first 1% of parent involvement funds are distributed. The reason for the increase in total allocation for parent involvement is due to the request by Title I Principals and their parent teams to provide a larger designated fund to increase parent involvement participation at the school. Reserving greater than 1% will allow schools more opportunities to provide parent involvement programs and activities throughout the entire school year. The attached Title I School Satisfaction Parent Survey Information (Appendix D.3 - Title I School Satisfaction Parent Survey Information), reflects only the feedback on the initial 1%. Principals and parent teams decided to increase the amount beyond the 1% after the survey had been completed. A detailed explanation of the expenditures by school is included in the budget narrative portion of Budget Information section, following the guidelines from MSDE for limiting food purchases to prescribed "per person" allocation. In addition HCPS has also instituted a 25% cap on Parent Involvement Food purchases for each school.

- 7. DOCUMENTATION:** Attach a list of all Title I schools' with their individual parent involvement allocations.

(See Appendix D.4 – Title I School Individual PI Allocations)

E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS [SECTION 1120]:

- 1. Participating private schools and services: COMPLETE INFORMATION IN ATTACHMENT 6 A** regarding the names of participating private schools and the number of private school students that will benefit from the Title I-A services. Refer to the *Title I Services to Eligible Private School Children Non-Regulatory Guidance, October 17, 2003.*

(See Attachment 6-A)

- 2. DESCRIBE** the LEA's process for inviting private schools to participate in the Title I, Part A program.

Certified letters are sent to all non-public schools in Harford County to invite them to a meeting early in the calendar year. This meeting is held with all HCPS grant managers. Each grant manager shares with the group all information involving their specific grant. Telephone numbers and e-mail addresses are given to the group in case there are other questions to be answered. At this meeting, non-public school

officials also check whether they are interested in having the Title I program in their schools. Through written forms distributed at the meeting, with the timeline of two weeks after the meeting to accept or decline Title I services. The Title I Supervisor plans a follow-up meeting with the non-public school officials. Together dates are set for meetings to discuss all aspects of the Title I program. Private and public school officials conduct meaningful consultation during these meetings. All SANE documentation is on file at the HCPS Title I Office.

(See Appendix E.1 – Invitation to Private Schools to Join Title I)

- 3. DESCRIBE** the LEA's process of ongoing consultation with private school officials to provide equitable participation to students in private schools. Include how the LEA ensures that services to private school students start at the beginning of the school year.

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

The HCPS Title I Office held Affirmation of Consultation meetings with each private school and our third party provider in late May / early June to ensure that services to private school students start at the beginning of the school year. Once each schools' PPA is determined, the Third Party Provider will be given preliminary budget amounts for each participating private school at which time, the Third Party Provider will begin implementing services. The Assistant Supervisor of Title I will monitor each private schools' implementation status at the beginning of the school year to ensure services have begun.

HCPS Title I Office meets with private school officials quarterly throughout the year. At each meeting SANE documentation is kept and student progress is monitored. The agendas include: Implementation of Afterschool program, Parent Involvement, Staff Development, Student Assessment Calendar, Monitor Title I students, update of how program is working and determination if any changes need to be made.

- 4. DOCUMENTATION:** Attach a timeline for consultation and affirmation meetings with private school officials.

(See Appendix E.2 – Private School Timeline for consultation and affirmation meeting)

5. DELIVERY OF SERVICES

- a. Will LEA staff provide the services directly to the eligible private school students? Yes No
If yes, when will services begin? _____

 - b. Will the LEA enter into a formal agreement (MOUs) with other LEA(s) to provide services to private school students? Yes No
If yes, identify the LEA(s) involved and the **date the services** will begin.
Baltimore County Public Schools – September 1, 2015

 - c. Will the LEA enter into a third party contract to provide services to eligible private school students? Yes No
If yes, when will services begin? August 27, 2015
- 6. DOCUMENTATION:** Attach copies of written affirmation(s) and if applicable, copies of the MOUs between school districts. [Section 1120(b) and Reg. 200.63]

(See Appendix E.3 – Private School written affirmations and MOUs)

- 7. DESCRIBE** the LEA’s process to supervise and evaluate the Title I program serving private school students.

Special Note: If an LEA is skipping schools, equitable services must still be calculated (if applicable) and reported on the Title I allocation worksheet. Refer to the Skipped Schools’ Addendum document for additional directions.

HCPS Title I Office meets with private school officials quarterly throughout the year. At each meeting SANE documentation is kept and student progress is monitored. The agendas include: Implementation of Afterschool program, Parent Involvement, Staff Development, Student Assessment Calendar, Monitor Title I students, update of how program is working and determination if any changes need to be made. During these meetings with private school officials, the Title I Office is evaluating how the program is working. Changes will be made to the program if it is determined that the program is not working in its current form.

(See Appendix E.4 – Private School Contract with Third-Party Vendor)

II. TABLES AND WORKSHEETS

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

Table 7-1 SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES

A Local Educational Agency must use the same measure of poverty for:

1. Identifying eligible Title I schools.
2. Determining the ranking of each school.
3. Determining the Title I allocation for each school.

PUBLIC SCHOOLS:

CHECK the data source(s) listed below that the school system is using to determine eligible Title I schools. The data source(s) must be applied uniformly to all schools across the school system. A child who might be included in more than one data source may be counted only once in arriving at a total count. **The data source(s) must be maintained in the applicant's Title I records for a period of three years after the end of the grant period and/or 3 years after the resolution of an audit – if there was one. Unless an LEA is using Community Eligibility Provision (CEP) and FARMS, the LEA must only check one method.**

	A.	Free Lunch
X	B.	Free and Reduced Lunch
	C.	Temporary Assistance for Needy Families (TANF)
	D.	Census Poor (Children ages 5-17 based on Census Data)
	E.	Children eligible to receive medical assistance under the Medicaid program
	F.	Community Eligibility Provision (CEP)

PRIVATE SCHOOLS:

A local educational agency shall have the final authority to calculate the number of children who are from low-income families and attend private schools. **According to Title I Guidance B-4, if available, an LEA should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data.**

CHECK (all that apply) the data source(s) listed below that the school system is using to identify private school participants: (Reg. Sec. 200.78)

X	A.	FARMS to identify low-income students.
	B.	Comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identify. The LEA must extrapolate data from the survey based on a representative sample if complete actual data are unavailable.
	C.	Comparable poverty data from a different source, such as scholarship applications.
	D.	Proportionality (Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area.)
	E.	Equated measure of low-income correlated with the measure of low-income used to count public school children.
	F.	Community Eligibility Provision (CEP)

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

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

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

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

CHECK one box below to indicate which method the school system is using to qualify attendance areas.

- Percentages** -- schools at or above the district-wide average noted in Table 7-2 above. Schools must be served in rank order of poverty. Title I funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**
- Grade span grouping/district-wide percentage** -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 4.**
- 35% rule** -- all schools *at or above 35%* are eligible for services. Schools must be served in rank order of poverty. Title I funds may run out before serving all schools above 35%. **Complete Tables 7-3.**
- Grade-span grouping/35% rule** -- schools with similar grade spans grouped together and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**
- Special Rule:** Feeder pattern for middle and high schools. Using this method, a school system may project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into the school. **Complete Tables 7-3 and 4.**

Note: Regarding Grade-Span Grouping: The same rule must be used for all groups if grade-span grouping is selected. If there are three grade-span groups, the school system must use the 35% rule for all three or the district-wide average for all three. The district may not have three groups with one group using the 35% rule and one group using the district-wide average. Schools above 75% poverty must be served before lower ranked schools.

Note: Baltimore City Schools and/or Prince George's County Public Schools: The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. MSDE requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that the SEA has identified as a Priority School even if that school does not rank sufficiently high to be served. (Complete Table 7-6.2 if applying this rule.) MSDE requested and was approved for a waiver in order to permit its LEAs to serve a Title I eligible middle school that has been identified as a Priority School even if that school does not rank sufficiently high to be served. (Complete Table 7-6.2 if applying this rule.)

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

Table 7-3 DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN				
The LEA may rank schools using the district-wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, CALCULATE the district-wide average of low-income children below. Use the official number of students approved for FARM as of October 31, 2014 to complete this table along with the September 30, 2014 enrollment data. <i>Beginning in SY 2007-2008 Pre-K should be included in these numbers.</i>				
$\frac{11633}{\text{Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2014)}}$	÷	$\frac{37536}{\text{Total LEA Student Enrollment (September 30, 2014)}}$	=	$\frac{30.99\%}{\text{District-Wide Average (percentage) of Low-Income Children}}$

Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging.)				
A school system's organization of its schools defines its grade span groupings. For example, if the district has elementary schools serving grades Pre-K-5, middle schools serving grades 6-8, and high schools serving grades 9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g. Pre-K-6, K-8, 6-9) the school system may include a school in the grade span in which it is most appropriate. Based on the data source(s) noted in Table 7-1 and the district-wide average in Table 7-3, INDICATE below the district-wide grade span poverty averages for each grade span groupings.				
DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS				
Grade Span (Write Grade Spans in Spaces Below)	Total Grade Span Enrollment of Low Income Students.	÷	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary (PK-5)	6152	÷	17631	34.9%
Middle (6-8)	2634	÷	8414	31.3%
High (9-12)	2847	÷	11491	24.8%

Table 7-5 CALCULATING THE MINIMUM ALLOCATION -- FOR SCHOOL SYSTEMS THAT SERVE SCHOOLS BELOW 35% POVERTY (125% RULE)			
<u>N/A</u> Local Educational Agency Title I-A Allocation (Taken from Table 7-10; Should match # on C-1-25)	÷	<u>N/A</u> Total Number Of Low-Income Public and Private Students (Add the total public students presented above and the private student number presented on Table 7-9)	= \$ <u>N/A</u> Per Pupil Amount
<p>Per-Pupil Amount \$ <u>N/A</u> X 1.25 = Minimum Per Pupil Allocation \$ <u>N/A</u> MULTIPLY the minimum per pupil allocation by the number of low-income students in each school to calculate the school's minimum Title I allocation. In order to serve schools below 35% poverty, the LEA's districtwide average must be below 35%.</p>			

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

Table 7-6.1 CONTINUED ELIGIBILITY		
<p>Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for <u>one additional year</u> a school that is not eligible, but was eligible and served during the preceding fiscal year. LIST below any school(s) that the school system will serve for one additional year.</p> <p>To qualify for continued eligibility, a school must have a lower poverty level than the district wide poverty average or fall below 35% poverty, per the LEA's selection in Table 7-2.</p>		
Name of School(s)	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty
<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

Table 7-6.2 ESEA WAIVER #13: HIGH SCHOOLS in PRIORITY STATUS ESEA WAIVER: MIDDLE SCHOOLS in PRIORITY STATUS	
<p>The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. MSDE requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that MSDE has identified as a Priority School even if that school does not rank sufficiently high enough to be served. MSDE also requested and received a waiver in order to permit its LEAs to serve a Title I eligible middle school that MSDE has identified as a Priority School even if that school does not rank sufficiently high enough to be served</p>	
Name of Priority High School	MSDE ID Number
<u>N/A</u>	<u>N/A</u>
Name of Priority Middle School	MSDE ID Number
<u>N/A</u>	<u>N/A</u>

Table 7-7 TITLE I SKIPPED SCHOOLS
LEAs must have prior approval from the State Title I Director to skip schools. Request must be in writing

prior to the first submission of Attachment 7.

Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:

1. The school meets the comparability requirements of section 1120(A)(c).
2. The school is receiving supplemental funds from other state and local sources that are spent according to the requirements of section 1114 and 1115.
3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I.

Number of Skipped Schools :

0

Note: The completed 2015-2016 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet **must** be submitted with the Attachment 7.

B. BUDGET INFORMATION

<p>TABLE 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION</p> <p>Before allocating funds to schools, a school system MUST reserve funds for certain services. Reservations (set asides) should be made for reasonable and necessary expenditures to provide services to children in participating Title I schools. Because the reservation of funds will reduce the amount of funds available for distribution to public schools as well as the program for private school students, consultation with teachers, principals, parents, and private school officials must include discussion on why the reservations are necessary.</p> <p>LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a bulleted, budget description that explains how the reserved Title I funds will be used to support each activity. All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-8.</p>

Table 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION¹

Total Title I 2015-2016 Allocation		<u>\$4,630,821.00</u> (Taken from the C-1-25)	
Reser vatio ns	ACTIVITY	RESERVATION	DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved)

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

	<p>1a District-wide Title I Instructional Program(s) Reservation, 34CFR Sec. 200.64 <i>(see guidance document)</i></p>	<p>\$245,159.63</p>	<p>----- Regular Programs ----- Jump Start Program – Salary \$40,000.00 Jump Start Program – Fixed \$3,196.00 Early Intervention Specialist -Salary \$81,982.06 Early Intervention Specialist - Fixed \$33,829.07 Early Intervention Para -Salary \$18,180.03 Early Intervention Para –Fixed \$19,722.47 ----- Contracted Services – Young Audiences of Maryland (YAMD) \$15,000.00 Contracted Services – MN Associates \$11,750.00 Contracted Services – Jump Start Buses \$12,000.00 ----- Supply – Jump Start \$1,500.00 Supply – New Teacher Program \$1,500.00 Supply – Early Intervention \$1,500.00 Supply – PI Trainings \$1,500.00 ----- Other – PI Training Refreshments \$1,500.00 Other – Early Intervention Specialist & Para Mileage \$2,000.00</p>
	<p>1b District-wide Professional Development 34 CFR Sec.200.60, Sec. 9101(34) of ESEA <i>(see guidance document)</i></p>	<p>\$13,390.76</p>	<p>----- Staff Development ----- Central Support PD - Salary \$10,000.00 Central Support PD - Fixed \$799.00 New Tch Training – Salary \$2,400.00 New Tch Training - Fixed \$191.76</p>

	2	Parent Involvement (not less than 1%) Sec. 1118 (a)(3)(A) of ESEA (95% must be distributed to schools and parent input is required for expenditures).	\$50,933.27	- Materials/supplies to support parent involvement activities in all Title I schools. Per Pupil Allocation (PPA): School Poverty PPA Amount <table border="0"> <tr><td>MAES (87.61%)</td><td>\$10,051.86</td></tr> <tr><td>HXES (83.67%)</td><td>\$7,668.46</td></tr> <tr><td>WPES (77.75%)</td><td>\$11,652.28</td></tr> <tr><td>GLES (75.98%)</td><td>\$5,552.86</td></tr> <tr><td>EDES (75.62%)</td><td>\$4,498.49</td></tr> <tr><td>DFES (69.21%)</td><td>\$6,961.33</td></tr> <tr><td>BFES (69.00%)</td><td>\$2,772.77</td></tr> <tr><td>HDES (66.13%)</td><td>\$1,775.22</td></tr> </table>	MAES (87.61%)	\$10,051.86	HXES (83.67%)	\$7,668.46	WPES (77.75%)	\$11,652.28	GLES (75.98%)	\$5,552.86	EDES (75.62%)	\$4,498.49	DFES (69.21%)	\$6,961.33	BFES (69.00%)	\$2,772.77	HDES (66.13%)	\$1,775.22
	MAES (87.61%)	\$10,051.86																		
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DFES (69.21%)	\$6,961.33																			
BFES (69.00%)	\$2,772.77																			
HDES (66.13%)	\$1,775.22																			
3	Professional Development to train teachers to become highly qualified (not less than 5%) Sec. 1119 (1) If a lesser amount or no monies are needed, a description as to why should be provided. Reg. Sec. 200.60 (a) 2 and Non-Regulatory Guidance on Improving Teacher Quality State Grants, C-6 and Appendix A.	No Longer Applicable, due to NCLB Highly Qualified Deadline.																		
4	TOTAL reservations requiring equitable services. Lines 1a, 1b & 2 (Present this number in Table 7-10 LINE 2.)	\$309,483.66																		

Reservations Not Requiring Equitable Services	5	Administration (including mid-level) for services to public and private school students and non-instructional capital expenses for private school participants 34CFR Sec. 200.77 (f) (Present this number in Attachment 4-A School System Administration.)	\$758,568.07	Mid-Level Salaries (5.0) \$435,953.44 Contracted Services (private school -admin. fee) \$5,091.55 Supplies \$6,402.96 Other (conferences, journals, mileage, refreshments) \$24,700.00 Equipment \$1,777.78 Fixed Costs \$167,482.57 Indirect Costs \$117,159.77
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6	<p>Support for Title I Priority Schools <u>(Baltimore City Public Schools and Prince George’s County Public Schools only)</u></p> <p><i>(see guidance document)</i></p> <p>MSDE expects the LEA to use funds from this reservation, up to 20% of its total allocation to provide between \$50,000 and \$2 million per school per year to implement a SIG intervention model or the seven ESEA Flexibility Turnaround Principles to sufficiently address the needs of its Priority Schools and students. [ESEA Flexibility Plan: Principle 2.D.iii]</p> <p>Include the intervention plans with budget narratives for each Priority School as an appendix.</p> <p>If an LEA does not use the full 20% reservation for its Priority Schools, the LEA may use the remaining amount to support its Title I Focus School. Complete line item #7 of Table 7-8. [ESEA Flexibility Plan: Principle 2.E.iii]</p>	\$0.00	<p>20% of LEA allocation = <u>N/A</u></p> <p>List each Priority School served with these funds, the amount of funds each school will receive and the intervention model the school will implement.</p>
7	<p>Support for Focus Schools in LEAs Serving Priority Schools <u>(Baltimore City Public Schools and Prince George’s County Public Schools only)</u></p> <p>Note: This line item will only be completed by LEAs that meet the requirement of line item #6.</p> <p>List any Focus School served with these funds, the amount of funds each school will receive.</p> <p>Include a separate budget narrative for each Focus School as an appendix.</p>	\$0.00	<p>List any Focus School served with these funds, the amount of funds each school will receive, and the instructional strategies/interventions that will be implemented to address the achievement gap.</p>

8	<p>Support to Low Performing Title I Schools</p> <p><u>All LEAs with approaching target schools.</u></p> <p><u>Any LEA with Focus Schools (except Baltimore City Public Schools and Prince George’s County Public Schools).</u></p> <p>a. Optional: LEAs with Focus or approaching target Title I schools may set aside district level Title I, Part A funds to support those schools through interventions such as locally coordinated supplemental educational services or after school programs, technical assistance, and/or professional development. [Maryland’s Flexibility Plan: Section 2.D.iii]</p> <p>b. Optional: Continued Public School Choice transportation for students who are attending their choice receiving schools until the end of the grade span offered.</p>	\$21,049.00	<p>Option a: Identify additional Focus School and approaching target schools that will be served with these funds. List the amount per school and describe the interventions/strategies that will be implemented.</p> <p>Staff Development Funds for G. Lisby ES @ Hillsdale (GLES) Totaling \$21,049. – See Detailed School-Based GLES Budget Narrative</p> <p>PD Salary \$10,000 PD Salary Fixed \$799.00 Conferences: \$10,250.00</p> <p>Option b: List the amount reserved for Choice transportation.</p> <p>\$0.00</p>
9	<p>Services to Neglected Children Sec. 1113(c)(3) (B)(C) of ESEA Must reserve funds if N & D programs exist. <i>(see guidance document for recommended reservations)</i></p>	\$0.00	
10a	<p>Required : Services for Homeless Children Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3. <i>(see guidance document for recommended reservations)</i></p> <p>Note: Please include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.</p>	\$4,000.00	
	<p>Optional: reservation for Services for Homeless Children in 10b and 10c (allowable use of Title I funds were approved in the appropriation bill for State FY16 funds and State FY15 carryover. If carryover funds are used, report cost in the carryover report.</p>		

10b	Optional: Cost associated with Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento).	\$0.00	(Report FTE, salary and fringe attach a job description for this position)
10c	Optional: Transportation Cost to and from school of origin (above what the LEA would have otherwise provided to transport the student to his or her assigned school).	\$0.00	Attach: 1) a description of how the LEA calculated the excess costs of providing transportation to homeless students; 2) the calculations that the LEA used to arrive at the figure on this section.
11	Total Reservations Not requiring Equitable Services, lines 5-10 (Use this number in Table 7-10 LINE 4).	\$783,617.07	
12	Total of Equitable and Non-Equitable Reservations minus Administration. (Present this number in Attachment 4-A System-wide Program and School System Support to Schools).	\$334,532.66	Total Non-Equitable LINE 11 <u>\$783,617.07</u> Plus Equitable Reservations LINE 4 <u>\$309,483.66</u> Equals <u>\$1,093,100.73</u> Minus Administration – LINE 5 <u>\$758,568.07</u> Equals: <u>\$334,532.66</u>

B. BUDGET INFORMATION

<p>Table 7-9 COMPLETE the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1120(a) of NCLB and Sec 200.64 & 200.65 in 34CFR.) Monies calculated for equitable services to private school participants, their families, and their teachers.</p>				
<p><u>1a. District-wide Instructional Program(s) Reservation</u></p>				
<p><u>22</u></p>	<p>÷</p>	<p><u>3,270.00</u></p>	<p>=</p>	<p><u>0.006727828747177</u> Proportion of reservation</p>
<p>Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs residing in Title I School attendance area. (Use the total number reported in the Title I Allocation Worksheet Column N.)</p>		<p>Total # of <u>public school children</u> from low-income families in Title I public schools plus <u>private school children</u> from low-income families. (Use the total number reported in the Title I Allocation Worksheet Column I + N.)</p>		
<p><u>0.006727828747177</u> Proportion of reservation</p>	<p>x</p>	<p><u>\$245,159.63</u> Reservation (Use # from Table 7-8, Line 1a)</p>	<p>=</p>	<p><u>\$1,649.39</u> Proportional monies available for equitable services to private school participants</p>

<u>1b. District Professional Development Reservation</u>				
<u>22</u>		<u>3,270.00</u>		<u>0.006727828747177</u> Proportion of reservation
Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs residing in Title I School attendance area. (Use the total number reported in the Title I Allocation Worksheet Column N.)		Total # of <u>public school children</u> from low-income families in Title I public schools plus <u>private school children</u> from low-income families (Use the total number reported in the Title I Allocation Worksheet Column I + N.)		
<u>0.006727828747177</u> Proportion of reservation		<u>\$13,390.76</u> Reservation (Use # from Table 7-8, Line 1b)		<u>\$90.09</u> Proportional monies available for equitable services to private school participants
<u>Parental Involvement Reservation</u>				
<u>22</u>	÷	<u>3,270.00</u>	=	<u>0.006727828747177</u> Proportion of reservation
Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs residing in Title I School attendance area. (Use the total number reported in the Title I Allocation Worksheet Column N.)		Total # of <u>public school children</u> from low-income families in Title I public schools plus <u>private school children</u> from low-income families (Use the total number reported in the Title I Allocation Worksheet Column I + N.)		
<u>0.006727828747177</u> Proportion of reservation	x	<u>\$50,933.27</u> Reservation (Use # from Table 7-8, Line 2)	=	<u>\$342.67</u> Proportional monies available for equitable services to parents of private school participants
TOTAL: proportional funds from reservations for equitable instructional service, professional development and parent involvement (Total from Table 7-9 report on Table 7-10 LINE 3)			Total \$ <u>2,082.15</u>	

B. Budget Information

Table 7-10			
BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)			
1	Total Title I Allocation (Use amount shown on C-1-25)	-----	\$4,630,821.00
2	Total reservations requiring equitable services. (Use the number presented in Table 7-8, LINE 4)	minus	\$309,483.66
3.	Equitable share Total reported in Table 7-9	minus	\$2,082.15
4.	Total Reservations not requiring Equitable Services (Use the number presented in Table 7-8, LINE 11)	minus	\$783,617.07
5.	Total Title I LEA allocation minus all reservations: Title I allocation (LINE 1 above) minus all Reservations (LINES 2, 3 &4 above). (LEAs, serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA) This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for private and public school students must equal this amount.	equals	\$3,535,638.12
6.	Total PPA Allocation (set aside for instructional services) for eligible private school children. This total comes from the Title I Allocation Worksheet Column R .	----	\$25,457.76
7.	Total Nonpublic Cost equals line 6 plus line 3 (Present this number in Attachment 4-A Nonpublic Cost.)	----	\$27,539.91

C. PROJECTED CARRYOVER INFORMATION

Table 7-11 **ESTIMATE OF TITLE I CARRYOVER (Annually as of September 30)**

Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15-month expenditure period (e.g., July 1, 2014 – September 30, 2015)

LEAs have two options for the use of carryover funds: 1) add carryover funds to the LEA's subsequent year's allocation and distribute them to participating areas and schools in accordance with allocation procedures that ensure equitable participation of non-public school children; 2) designate carryover funds for particular activities that could best benefit from additional funding. (Non-Regulatory Guidance, LEA Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to those Areas and Schools, August 2003, Question 3, page 8).

1. Total amount of Title I 2014-2015 allocation: \$ 4,671,114.00
2. The estimated amount of Title I funds the school system will carryover: \$224,048.74
3. The estimated percentage of carryover Title I funds as of **September 30, 2015** 4.80% (THIS IS A **PROJECTION**).
4. Does the LEA intend to apply to the State for a waiver to exceed the 15% carryover limitation? Yes No

III. BUDGET INFORMATION- SUBMIT THIS INFORMATION AFTER SECTION II

PROPOSED BUDGET FORM AND NARRATIVE FOR SY 2015-2016

1. **COMPLETE** a detailed BUDGET on the MSDE Title I, PART A proposed budget form (*C-I-25*). The proposed budget must reflect how the funds will be spent and organized according to the budget objectives. MSDE budget forms are available through the local finance officer or at the *MSDE BRIDGE TO EXCELLENCE MASTER PLAN* web site at: WWW.MARYLANDPUBLICSCHOOLS.ORG.
2. **Provide a detailed budget narrative.** The budget narrative should:
 - a. Detail how the LEA will use Title I, Part A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title I, Part A program.
 - i. Include a separate and complete justification for each line item.
 - ii. Identify each activity.
 - iii. Include a clear, complete calculation of expenses for each category and object (identifying the categories and objects with appropriate codes) including amount paid to each employee (salary or hourly rate), number and types of positions, fixed charges for each position.

- iv. Show alignment between the project activities and the description of the program in the Title I Program Description and Reservations with the C-1-25.
 - b. Demonstrate the extent to which the budget is reasonable, necessary, supplemental, allowable, allocable and cost-effective.
 - c. Sample budget template for the detailed narrative is available on the Title I web page on www.marylandpublicschools.org
3. **Attach** the signed required assurance page with the final submission.
 4. **Attach** the allocation worksheets

IV. REQUIRED DOCUMENTATION

Attach **all** required documentation after Section III. Please number each page and include a Table of Contents for this section.

- Title I Excel Worksheet
- Title I Schools in SY 2014-2015 removed from Title I in SY 2015-2016
- Highly Qualified Notifications
- Parent Involvement: District Plan and list of schools' parent involvement allocations
- Targeted Assistance Selection Criteria
- Equitable Services to Private School Documentation
- Skipped Schools Addendum and Allocation Worksheet
- Signed Assurance Page
- Signed C-1-25
- Detailed Budget Narrative

For Baltimore City Public Schools and Prince Georges County Public Schools also include:

- Each Priority School's intervention plan with budget narrative
- Each Focus School's budget narrative

V. MASTER PLAN UPDATE ATTACHMENTS 4-A & B, 5-A & B, and 6-A & B

Be certain to complete all appropriate templates in Part I. The following information will stay embedded in Part I of the Master Plan Update:

Attachment 4A & B: School Level "Spreadsheet" Budget Summary

Attachment 5A & B: Transferability of ESEA Funds & Consolidation of ESEA Funds for Local Administration

Attachment 6A & B: Nonpublic School Information for ESEA Programs

HCPS Title 1 - Budget Narrative – FY '16

Category/Object	Item	Description/Calculation	Sub Total	Total
		SALARIES AND WAGES		
Administrative 02-16	Salary	Mid-Level Admin Salaries (5.0 Positions) - \$435,953.44	\$435,953.44	
	Fixed Costs	Outcome Goal(s): 3.2 Strategies: 3.2.a	\$167,482.57	\$603,436.01
Regular Programs 03-01	Salary	Central Support Personnel Salaries <ul style="list-style-type: none"> • 1.0 Early Intervention Teacher Specialist= \$81,982.06 • 1.0 Early Intervention Para = \$18,180.03 	\$100,162.09	
	Fixed Costs	Outcome Goal(s): 3.2 Strategies: 3.2.a	\$53,551.54	\$153,713.63
	Salary	School-based Support Personnel (Expenses deducted after PPA school distribution)	\$2,045,891.03	
		<u>MAES (87.61%)</u> Salary – 8.0 Positions = \$403,826.98 <u>Fixed = \$180,258.54</u> Total = \$584,085.52		
		<u>HCES (83.67%)</u> Salary – 4.5 Positions = \$297,144.75 <u>Fixed = \$125,462.15</u> Total = \$422,606.90		
		<u>WPES (77.75%)</u> Salary – 8.0 Positions = \$462,709.51 <u>Fixed = \$181,786.90</u> Total = \$644,496.41		
		<u>GLES (75.98%)</u> Salary – 4.0 Positions = \$231,487.67 <u>Fixed = \$98,289.25</u> Total = \$329,776.92		
	Fixed	<u>EDES (75.62%)</u> Salary – 3.6 Positions = \$199,225.77 <u>Fixed = \$104,623.05</u> Total = \$303,848.82		
		<u>DFES (69.21%)</u> Salary – 4.0 Positions = \$234,034.54 <u>Fixed = \$100,752.13</u> Total = \$334,786.67	\$903,480.24	
		<u>BFES (69.00%)</u> Salary – 2.4 Positions = \$142,591.01 <u>Fixed = \$72,445.81</u> Total = \$215,036.82		
		<u>HGES (66.13%)</u> Salary – 2.0 Positions = \$74,870.80 <u>Fixed = \$39,862.41</u> Total = \$114,733.21		
		Outcome Goal(s): 3.2 Strategies: 3.2.a		\$2,949,371.27

Regular Programs 03-01	Salary	Extended Supplemental Summer Program -Jump Start STEM Program (Central Support)	\$40,000.00																															
	Fixed Costs	Outcome Goal(s): 2.1; 3.1 Strategies: 2.1a.3; 3.1d.3	\$3,196.00	\$43,196.00																														
	Salary	Before/After School Interventions (School Allotment) (see School Budget Narratives).	\$107,150.00																															
	Fixed Costs	<table border="0"> <thead> <tr> <th><u>School</u></th> <th><u>Poverty</u></th> <th><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(87.61%)</td> <td>\$21,000.00</td> </tr> <tr> <td>HCES</td> <td>(83.67%)</td> <td>\$7,560.00</td> </tr> <tr> <td>WPES</td> <td>(77.75%)</td> <td>\$35,080.00</td> </tr> <tr> <td>GLES</td> <td>(75.98%)</td> <td>\$6,400.00</td> </tr> <tr> <td>EDES</td> <td>(75.62%)</td> <td>\$810.00</td> </tr> <tr> <td>DFES</td> <td>(69.21%)</td> <td>\$36,300.00</td> </tr> <tr> <td>BFES</td> <td>(69.00%)</td> <td>\$0.00</td> </tr> <tr> <td>HGES</td> <td>(66.13%)</td> <td><u>\$0.00</u></td> </tr> <tr> <td colspan="2"></td> <td>TOTAL \$107,150.00</td> </tr> </tbody> </table>	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(87.61%)	\$21,000.00	HCES	(83.67%)	\$7,560.00	WPES	(77.75%)	\$35,080.00	GLES	(75.98%)	\$6,400.00	EDES	(75.62%)	\$810.00	DFES	(69.21%)	\$36,300.00	BFES	(69.00%)	\$0.00	HGES	(66.13%)	<u>\$0.00</u>			TOTAL \$107,150.00	\$8,547.88	\$115,697.88
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																																
MAES	(87.61%)	\$21,000.00																																
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		TOTAL \$107,150.00																																
	Outcome Goal(s): 2.1; 3.1 Strategies: 2.1a.3; 3.1d.3																																	
Staff Development 03-09	Salary	Regional Staff Development (Central Support)	\$12,400.00																															
	Fixed Costs	Regional PD (Planning pay for Arts Integration teachers) - \$10,000.00 New Teacher Training - \$2,400. Outcome Goal(s): 2.1; 2.2; 2.3; 4.3 Strategies: 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.13	\$990.76	\$13,390.76																														
	Salary	Support intervention training (SIPPS, Success Maker, I Station, Wilson) (School Allotment) (see School Budget Narratives).	\$109,352.00																															
	Fixed Costs	<table border="0"> <thead> <tr> <th><u>School</u></th> <th><u>Poverty</u></th> <th><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(87.61%)</td> <td>\$18,312.00</td> </tr> <tr> <td>HCES</td> <td>(83.67%)</td> <td>\$13,280.00</td> </tr> <tr> <td>WPES</td> <td>(77.75%)</td> <td>\$18,400.00</td> </tr> <tr> <td>GLES</td> <td>(75.98%)</td> <td>\$10,000.00</td> </tr> <tr> <td>EDES</td> <td>(75.62%)</td> <td>\$7,160.00</td> </tr> <tr> <td>DFES</td> <td>(69.21%)</td> <td>\$10,040.00</td> </tr> <tr> <td>BFES</td> <td>(69.00%)</td> <td>\$14,190.00</td> </tr> <tr> <td>HGES</td> <td>(66.13%)</td> <td><u>\$17,970.00</u></td> </tr> <tr> <td colspan="2"></td> <td>TOTAL \$109,352.00</td> </tr> </tbody> </table>	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(87.61%)	\$18,312.00	HCES	(83.67%)	\$13,280.00	WPES	(77.75%)	\$18,400.00	GLES	(75.98%)	\$10,000.00	EDES	(75.62%)	\$7,160.00	DFES	(69.21%)	\$10,040.00	BFES	(69.00%)	\$14,190.00	HGES	(66.13%)	<u>\$17,970.00</u>			TOTAL \$109,352.00	\$8,630.94	\$117,982.94
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																																
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TOTAL SALARIES AND WAGES				\$3,996,788.49																														

		CONTRACTED SERVICES																																
Administrative 02-16	Contracted Services	Private School Administrative fees (Catapult Learning, Inc) Outcome Goal(s): 1.1;2.1; 2.2 Strategies: 1.1a.1; 2.1a.4; 2.2b.1; 2.2b.3	\$5,091.55	\$5,091.55																														
Regular Programs 05-01	Contracted Services	Contracted Services to Support School-based Initiatives (School Allotment) (see School Budget Narratives). <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>School</u></th> <th style="text-align: left;"><u>Poverty</u></th> <th style="text-align: left;"><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(87.61%)</td> <td>\$1,800.00</td> </tr> <tr> <td>HCES</td> <td>(83.67%)</td> <td>\$14,905.50</td> </tr> <tr> <td>WPES</td> <td>(77.75%)</td> <td>\$12,189.00</td> </tr> <tr> <td>GLES</td> <td>(75.98%)</td> <td>\$10,150.00</td> </tr> <tr> <td>EDES</td> <td>(75.62%)</td> <td>\$1,400.00</td> </tr> <tr> <td>DFES</td> <td>(69.21%)</td> <td>\$27,000.00</td> </tr> <tr> <td>BFES</td> <td>(69.00%)</td> <td>\$600.00</td> </tr> <tr> <td>HGES</td> <td>(66.13%)</td> <td><u>\$1,800.00</u></td> </tr> <tr> <td colspan="2" style="text-align: right;">TOTAL</td> <td>\$69,844.50</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Student Programs – Assemblies and Field Trips (transportation and fees) Outcome Goal(s): 2.1; 2.3 Strategies: 2.1a.3; 2.1b.6; 2.1b.12; 2.1b.26; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(87.61%)	\$1,800.00	HCES	(83.67%)	\$14,905.50	WPES	(77.75%)	\$12,189.00	GLES	(75.98%)	\$10,150.00	EDES	(75.62%)	\$1,400.00	DFES	(69.21%)	\$27,000.00	BFES	(69.00%)	\$600.00	HGES	(66.13%)	<u>\$1,800.00</u>	TOTAL		\$69,844.50	\$69,844.50	\$69,844.50
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																																
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HGES	(66.13%)	<u>\$1,800.00</u>																																
TOTAL		\$69,844.50																																
		Student Achievement through Arts Integration Program – School Year 2015- 2016 (Central Office Support) - \$15,000.00 Outcome Goal(s): 2.1; 2.2; 2.3; 3.1 Strategies: 2.1a.4; 2.1b.26; 2.2a.2; 2.2a.10; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4; 3.1d.1	\$15,000.00	\$15,000.00																														
		Student Achievement through Arts Integration Program Evaluation –MN Associates - \$11,750.00 Outcome Goal(s): 2.1; 2.2; 2.3; 3.1 Strategies: 2.1a.4; 2.1b.26; 2.2a.2; 2.2a.10; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4; 3.1d.1	\$11,750.00	\$11,750.00																														
		TOTAL CONTRACTED SERVICES		\$101,686.05																														

		SUPPLIES																																
Administrative 02-16	Supplies	Central Office Supplies/Materials to support data collection/evaluation of student academic program in Reading/Math in 8 Title I schools. \$7,183.96 Outcome Goal(s): 2.1; 2.2; 2.3; 3.1 Strategies: 2.1a.4; 2.1b.26; 2.2a.2; 2.2a.10; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4; 3.1d.1	\$6,402.96	\$6,402.96																														
Regular Programs 04-01	Supplies	Parent Involvement Funds (Required Reservation 1% (plus an additional 0.1%) - Based on PPA). Other items to support Parent Involvement activities in 8 schools (School Allotment) (see School Budget Narratives). <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>School</u></th> <th style="text-align: left;"><u>Poverty</u></th> <th style="text-align: left;"><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(87.61%)</td> <td>\$7,539.86</td> </tr> <tr> <td>HCES</td> <td>(83.67%)</td> <td>\$1,601.46</td> </tr> <tr> <td>WPES</td> <td>(77.75%)</td> <td>\$8,852.28</td> </tr> <tr> <td>GLES</td> <td>(75.98%)</td> <td>\$4,168.86</td> </tr> <tr> <td>EDES</td> <td>(75.62%)</td> <td>\$3,823.49</td> </tr> <tr> <td>DFES</td> <td>(69.21%)</td> <td>\$4,511.33</td> </tr> <tr> <td>BFES</td> <td>(69.00%)</td> <td>\$2,172.77</td> </tr> <tr> <td>HGES</td> <td>(66.13%)</td> <td><u>\$1,000.00</u></td> </tr> <tr> <td colspan="2" style="text-align: right;">TOTAL</td> <td>\$33,670.05</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Materials for correspondence to parents • Pamphlets/Posters to communicate educational events to parents • Postage for parent communication Outcome Goal(s): 2.1; 4.3; 2.2; 2.3 Strategies: 2.1a.3; 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.15; 2.1b.16; 2.1b.26; 2.2a.2; 2.2a.10; 2.2b.1; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4; 4.3c.5; 4.3c.6; 4.3c.8	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(87.61%)	\$7,539.86	HCES	(83.67%)	\$1,601.46	WPES	(77.75%)	\$8,852.28	GLES	(75.98%)	\$4,168.86	EDES	(75.62%)	\$3,823.49	DFES	(69.21%)	\$4,511.33	BFES	(69.00%)	\$2,172.77	HGES	(66.13%)	<u>\$1,000.00</u>	TOTAL		\$33,670.05	\$33,670.05	\$33,670.05
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																																
MAES	(87.61%)	\$7,539.86																																
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		Support of Title I initiatives at school level (School Allotment) (see School Budget Narratives). <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>School</u></th> <th style="text-align: left;"><u>Poverty</u></th> <th style="text-align: left;"><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(87.61%)</td> <td>\$16,100.00</td> </tr> <tr> <td>HCES</td> <td>(83.67%)</td> <td>\$11,095.00</td> </tr> <tr> <td>WPES</td> <td>(77.75%)</td> <td>\$26,164.00</td> </tr> <tr> <td>GLES</td> <td>(75.98%)</td> <td>\$6,751.70</td> </tr> <tr> <td>EDES</td> <td>(75.62%)</td> <td>\$2,439.04</td> </tr> <tr> <td>DFES</td> <td>(69.21%)</td> <td>\$35,400.00</td> </tr> <tr> <td>BFES</td> <td>(69.00%)</td> <td>\$13,340.00</td> </tr> <tr> <td>HGES</td> <td>(66.13%)</td> <td><u>\$7,000.00</u></td> </tr> <tr> <td colspan="2" style="text-align: right;">TOTAL</td> <td>\$118,289.74</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Supplemental materials for Reading and Math Initiatives and other classroom support. • Supplemental materials for Before/After School Interventions Outcome Goal(s): 2.1; 4.3; 2.2; 2.3 Strategies: 2.1a.3; 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.15; 2.1b.16; 2.1b.26; 2.2a.2; 2.2a.10; 2.2b.1; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4; 4.3c.5; 4.3c.6; 4.3c.8	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(87.61%)	\$16,100.00	HCES	(83.67%)	\$11,095.00	WPES	(77.75%)	\$26,164.00	GLES	(75.98%)	\$6,751.70	EDES	(75.62%)	\$2,439.04	DFES	(69.21%)	\$35,400.00	BFES	(69.00%)	\$13,340.00	HGES	(66.13%)	<u>\$7,000.00</u>	TOTAL		\$118,289.74	\$118,289.74	\$118,289.74
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																																
MAES	(87.61%)	\$16,100.00																																
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TOTAL		\$118,289.74																																
		Jump Start STEM program Support for Instructional Supplies and Materials (Central Office Support) – All 5 Schoolwide Schools	\$1,500.00																															

		<p>Outcome Goal(s): 2.1; 4.3; 2.2; 2.3 Strategies: 2.1a.3; 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.15; 2.1b.16; 2.1b.26; 2.2a.2; 2.2a.10; 2.2b.1; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4; 4.3c.5; 4.3c.6; 4.3c.8</p>	\$1,500.00							
		<p>New Teacher Training Program (supplies to support New Teacher Training Program at all eight schools) (Central Office Support)</p> <p>Outcome Goal(s): 2.1; 4.3; 2.2; 2.3 Strategies: 2.1a.3; 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.15; 2.1b.16; 2.1b.26; 2.2a.2; 2.2a.10; 2.2b.1; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4; 4.3c.5; 4.3c.6; 4.3c.8</p>	\$1,500.00	\$1,500.00						
		<p>Early Intervention Program (supplies to support Early Intervention program at all five school wide schools) (Central Office Support)</p> <p>Outcome Goal(s): 2.1; 4.3; 2.2; 2.3 Strategies: 2.1a.3; 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.15; 2.1b.16; 2.1b.26; 2.2a.2; 2.2a.10; 2.2b.1; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4; 4.3c.5; 4.3c.6; 4.3c.8</p>	\$1,500.00	\$1,500.00						
		<p>Parent Involvement Regional Training - (Books & Materials for Fall session) (Central Office Support)</p> <p>Outcome Goal(s): 2.1; 4.3; 2.2; 2.3 Strategies: 2.1a.3; 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.15; 2.1b.16; 2.1b.26; 2.2a.2; 2.2a.10; 2.2b.1; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4; 4.3c.5</p>	\$1,500.00	\$1,500.00						
Homeless Students - Regular Programs 04-01	Required Reservation (Supplies)	<p>In consultation with HCPS Pupil Services Office and HCPS Title I Office services are coordinated for homeless children through communication of: 1) Identifying student needs; 2) Discussion of allowable expenses; and 3) Defining appropriate expenditures (McKinney Vento/Title I). HCPS Pupil Services Office allocates McKinney Vento funds for use of transportation expenses and supplies/materials for homeless children. HCPS Title I Office allocates Title I funds for: Supplies and Materials \$2,000 School Uniforms \$2,000</p> <p>Outcome Goal(s): 1.1 Strategies: 1.1e.4</p>	\$4,000.00	\$4,000.00						
Staff Development 04-09	Supplies	<p>Supplies and Materials to support Staff In-services and Staff Development (School Allotment) (see School Budget Narratives)</p> <table border="0"> <tr> <td><u>School</u></td> <td><u>Poverty</u></td> <td><u>Amount</u></td> </tr> <tr> <td>MAES (87.61%)</td> <td></td> <td>\$807.88</td> </tr> </table>	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES (87.61%)		\$807.88	\$10,279.44	
<u>School</u>	<u>Poverty</u>	<u>Amount</u>								
MAES (87.61%)		\$807.88								

		HCES (83.67%) \$6,000.00 WPES (77.75%) \$560.00 GLES (75.98%) \$1,440.00 EDES (75.62%) \$1,092.56 DFES (69.21%) \$0.00 BFES (69.00%) \$379.00 HGES (66.13%) \$0.00 TOTAL \$10,279.44 Outcome Goal(s): 2.1; 4.3 Strategies: 2.1a4; 2.1b.2; 2.1b.6; 2.1b.13		\$10,279.44																														
		TOTAL SUPPLIES		\$178,642.19																														
		OTHER																																
Administrative 02-16	Other	Central Office: <ul style="list-style-type: none"> • Mileage for Personnel = \$3,500.00 • National Title I Conference = \$8,800.00 (4 Central Office Personnel x \$2,200.00 = \$8,800.00) • Brustein & Manasevit Fall Conference, NOLA = \$8,800.00 (4 Central Office Personnel x \$2,200.00 = \$8,800.00) • Ron Clark Professional Development Academy = \$3,600.00 (3 Central Office Personnel x \$1,200.00 = \$3,600.00) Outcome Goal(s): 4.3 Strategies: 4.3c.5; 4.3c.7	\$24,700.00	\$24,700.00																														
Regular Programs 05-01	Other	Early Intervention Teacher Specialist & Para mileage – \$2,000.00 Outcome Goal(s): 4.3 Strategies: 4.3c.5; 4.3c.7	\$2,000.00	\$2,000.00																														
		Parent Involvement Regional Training – Fall & Spring sessions refreshments (Central Office Support) - \$1,500.00 Outcome Goal(s): 2.1 Strategies: 2.1b.15; 2.1b.16	\$1,500.00	\$1,500.00																														
		Parent Involvement Funds (Required Reservation 1% (plus an additional 1%) - Based on PPA). Other items to support Parent Involvement activities in 5 schools (School Allotment) (see School Budget Narratives). <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>School</u></th> <th style="text-align: left;"><u>Poverty</u></th> <th style="text-align: left;"><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(87.61%)</td> <td>\$2,512.00</td> </tr> <tr> <td>HCES</td> <td>(83.67%)</td> <td>\$6,067.00</td> </tr> <tr> <td>WPES</td> <td>(77.75%)</td> <td>\$2,800.00</td> </tr> <tr> <td>GLES</td> <td>(75.98%)</td> <td>\$1,384.00</td> </tr> <tr> <td>EDES</td> <td>(75.62%)</td> <td>\$675.00</td> </tr> <tr> <td>DFES</td> <td>(69.21%)</td> <td>\$2,450.00</td> </tr> <tr> <td>BFES</td> <td>(69.00%)</td> <td>\$600.00</td> </tr> <tr> <td>HGES</td> <td>(66.13%)</td> <td>\$775.22</td> </tr> <tr> <td colspan="2" style="text-align: right;">TOTAL</td> <td>\$17,263.22</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Refreshments 	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(87.61%)	\$2,512.00	HCES	(83.67%)	\$6,067.00	WPES	(77.75%)	\$2,800.00	GLES	(75.98%)	\$1,384.00	EDES	(75.62%)	\$675.00	DFES	(69.21%)	\$2,450.00	BFES	(69.00%)	\$600.00	HGES	(66.13%)	\$775.22	TOTAL		\$17,263.22	\$17,263.22	
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TOTAL		\$17,263.22																																

		<ul style="list-style-type: none"> Supplies for parent activities <p>Outcome Goal(s): 2.1 Strategies: 2.1b.15; 2.1b.16</p>		\$17,263.22																														
		<p>School-based Support of Instructional Programs/Activities (student, parent and community focus) (School Allotment) (see School Budget Narratives)</p> <table border="1"> <thead> <tr> <th>School</th> <th>Poverty</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(87.61%)</td> <td>\$3,600.00</td> </tr> <tr> <td>HCES</td> <td>(83.67%)</td> <td>\$4,000.00</td> </tr> <tr> <td>WPES</td> <td>(77.75%)</td> <td>\$0.00</td> </tr> <tr> <td>GLES</td> <td>(75.98%)</td> <td>\$0.00</td> </tr> <tr> <td>EDES</td> <td>(75.62%)</td> <td>\$0.00</td> </tr> <tr> <td>DFES</td> <td>(69.21%)</td> <td>\$0.00</td> </tr> <tr> <td>BFES</td> <td>(69.00%)</td> <td>\$0.00</td> </tr> <tr> <td>HGES</td> <td>(66.13%)</td> <td><u>\$8,692.59</u></td> </tr> <tr> <td colspan="2">TOTAL</td> <td>\$16,292.59</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Professional Travel Institutes and conferences <p>Outcome Goal(s): 2.1 Strategies: 2.1b.15; 2.1b.16</p>	School	Poverty	Amount	MAES	(87.61%)	\$3,600.00	HCES	(83.67%)	\$4,000.00	WPES	(77.75%)	\$0.00	GLES	(75.98%)	\$0.00	EDES	(75.62%)	\$0.00	DFES	(69.21%)	\$0.00	BFES	(69.00%)	\$0.00	HGES	(66.13%)	<u>\$8,692.59</u>	TOTAL		\$16,292.59	\$16,292.59	\$16,292.59
School	Poverty	Amount																																
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Staff Development 05-09	Other	<p>Professional Development Funds to support professional development programs/activities (School Allotment) (see School Budget Narratives)</p> <table border="1"> <thead> <tr> <th>School</th> <th>Poverty</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(87.61%)</td> <td>\$9,000.00</td> </tr> <tr> <td>HCES</td> <td>(83.67%)</td> <td>\$7,255.00</td> </tr> <tr> <td>WPES</td> <td>(77.75%)</td> <td>\$12,379.00</td> </tr> <tr> <td>GLES</td> <td>(75.98%)</td> <td>\$10,250.00</td> </tr> <tr> <td>EDES</td> <td>(75.62%)</td> <td>\$2,600.00</td> </tr> <tr> <td>DFES</td> <td>(69.21%)</td> <td>\$8,590.00</td> </tr> <tr> <td>BFES</td> <td>(69.00%)</td> <td>\$2,600.00</td> </tr> <tr> <td>HGES</td> <td>(66.13%)</td> <td><u>\$2,600.00</u></td> </tr> <tr> <td colspan="2">TOTAL</td> <td>\$55,274.00</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Conferences, professional travel <p>Outcome Goal(s): 2.1; 4.3; 2.2 Strategies: 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.15; 2.1b.16; 2.1b.26; 4.3c.5; 4.3c.6; 4.3c.7; 2.2b.1</p>	School	Poverty	Amount	MAES	(87.61%)	\$9,000.00	HCES	(83.67%)	\$7,255.00	WPES	(77.75%)	\$12,379.00	GLES	(75.98%)	\$10,250.00	EDES	(75.62%)	\$2,600.00	DFES	(69.21%)	\$8,590.00	BFES	(69.00%)	\$2,600.00	HGES	(66.13%)	<u>\$2,600.00</u>	TOTAL		\$55,274.00	\$55,274.00	\$55,274.00
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TOTAL		\$55,274.00																																
TOTAL OTHER				\$117,029.81																														
EQUIPMENT																																		
Administrative 02-16	Equipment	<p>Central Office Equipment to support data collection/evaluation of student academic program in Reading/Math in 8 Title I schools. \$1,777.78</p> <p>Outcome Goal(s): 2.1; 3.1 Strategies: 2.1b.26; 3.1d1</p>	\$1,777.78	\$1,777.78																														
Regular Programs 05-01	Equipment	<p>Equipment Funds (School Allotment) (see School Budget Narratives)</p>	\$20,390.00																															

		<u>School Poverty Amount</u> MAES (87.61%) \$8,000.00 HCES (83.67%) \$0.00 WPES (77.75%) \$3,560.00 GLES (75.98%) \$8,830.00 EDES (75.62%) \$0.00 DFES (69.21%) \$0.00 BFES (69.00%) \$0.00 HGES (66.13%) <u>\$0.00</u> TOTAL \$20,390.00 Outcome Goal(s): 2.1; 3.1 Strategies: 2.1b.26; 3.1d1		\$20,390.00
TOTAL EQUIPMENT				\$22,167.78

STUDENT TRANSPORTATION				
Student Transportation 209		Jump Start STEM Program (Central Support) Transportation Services <ul style="list-style-type: none"> • Bus Service=\$12,000 (5 sites) Outcome Goal(s): 2.1; 2.3 Strategies: 2.1a.3; 2.1b.6; 2.1b.12; 2.1b.26; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4	\$12,000.00	\$12,000.00
Student Transportation 209		Student Transportation to Support School-based Initiatives (School Allotment) (see School Budget Narratives). <u>School Poverty Amount</u> MAES (87.61%) \$6,350.00 HCES (83.67%) \$17,800.00 WPES (77.75%) \$12,760.00 GLES (75.98%) \$4,997.00 EDES (75.62%) \$0.00 DFES (69.21%) \$9,700.00 BFES (69.00%) \$0.00 HGES (66.13%) <u>\$6,200.00</u> TOTAL \$57,807.00 Outcome Goal(s): 2.1; 2.3 Strategies: 2.1a.3; 2.1b.6; 2.1b.12; 2.1b.26; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4	\$57,807.00	\$57,807.00
TOTAL STUDENT TRANSPORTATION				\$69,807.00
BUSINESS SUPPORT				
Business Support	Indirect Costs	(\$4,630,821.00 x 2.53%) = \$117,159.77	\$117,159.77	\$117,159.77
TOTAL BUSINESS SUPPORT				\$117,159.77
PRIVATE SCHOOLS				
Regular Programs	Transfer (Equitable share)	Per Pupil Allocation - St. Joan of Arc School - 3 Students (1 – MAES, 2 – HXES, 0 – WPES, 0 – GLES, 0 – EDES, 0 – DFES, 0 – BFES, 0 – HDES) - Trinity Lutheran - 6 Students (0 – MAES, 0 – HXES, 2 – WPES, 1 – GLES, 2 – EDES, 1 – DFES, 0 – BFES, 0 – HDES) - Bethel Christian Academy- 2 Students (0 –	\$4,260.00	\$6,645.60
			\$2,530.44	

		MAES, 1 – HXES, 0 – WPES, 1 – GLES, 0 – EDES, 0 – DFES, 0 – BFES, 0 – HDES) - Villa Maria Academy- 2 Students (0 – MAES, 0 – HXES, 1 – WPES, 1 – GLES, 0 – EDES, 0 – DFES, 0 – BFES, 0 – HDES) - Baltimore County Private Schools – 9 Students (1 – MAES, 1 – HXES, 1 – WPES, 0 – GLES, 0 – EDES, 6 – DFES, 0 – BFES, 0 – HDES) District-wide Instructional Program(s) Reservation (Equitable Share) District-wide PD Reservation (Equitable Share) Parent Involvement (Equitable Share) Outcome Goal(s): 2.1; 4.3; 2.2 Strategies: 2.1b.15; 1.1b.16; 2.2a.2; 4.3c.5	\$2,513.40 \$9,508.32 \$1,649.39 \$90.09 \$342.67	
		TOTAL PRIVATE SCHOOLS		\$27,539.91
		GRAND TOTAL		\$4,630,821.00

Part II
Additional Attachments
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Title I FY 16 Allocation Worksheet School Year 2015-2016

LEA 12 - Harford County Public Schools 8/12/2015

Local School System Submission Date

Note: 1/2 day Pre-K equals .5 FTE

Notations	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	
N or P or F or S	SW or TAS	MSDE Sch ID #	Public School Name (Must rank order by Percent of Poverty highest to lowest) Charter school(s) place * after school name	Specific Numeric Grade Span (public)	CEP* School (Y or N)	Public School Enrollment (as of 9/30/14)	Number of Low Income- Public School Children (as of 10/31/14)	Number of CEP Direct Certification Children (as of October) for CEP Schools	CEP count multiplied by the 1.6 multiplier ¹	FTE Low Income Public School Children used to Allocate Title I Funds ²	Percent of Poverty for Title I Allocations (I/H=M)	Number of Low- Income Private School Children Residing in this School's Attendance Area.	FTE Low Income Private School Children Residing in this School's Attendance Area.	Per Pupil Allocation (PPA)	Public School Allocation (L x P = Q)	Allocation for Private School Children (O x P = R)
1	SW	120131	MAGNOLIA ELEMENTARY	PreK-5	N	476	417	0.0	394.5	87.6050%	2	2.0	\$1,704.00	\$672,228.00	\$3,408.00	
2	SW	120230	HALLS CROSS ROADS ELI	PreK-5	N	496	415	0.0	396.0	83.6694%	4	4.0	\$1,278.00	\$506,088.00	\$5,112.00	
3	F	SW	120140	WM PACA/OLD POST RD I	PreK-5	N	827	643	0.0	610.5	77.7509%	4	4.0	\$1,260.96	\$769,816.08	\$5,043.84
4	SW	120211	GEORGE D LISBY ELEM A	PreK-5	N	408	310	0.0	294.5	75.9804%	3	3.0	\$1,252.44	\$368,843.58	\$3,757.32	
5	TAS	120115	EDGEWOOD ELEMENTAR	PreK-5	N	447	338	0.0	321.0	75.6152%	2	2.0	\$996.84	\$319,985.64	\$1,993.68	
6	N	TAS	120120	DEERFIELD ELEMENTAR	PreK-5	N	786	544	0.0	530.5	69.2112%	7	7.0	\$877.56	\$465,545.58	\$6,142.92
7	TAS	120212	BAKERFIELD ELEMENTA	PreK-5	N	429	296	0.0	284.5	68.9977%	0	0.0	\$869.04	\$247,241.88	\$0.00	
8	SW	120632	HAVRE DE GRACE ELEM	PreK-5	N	431	285	0.0	269.0	66.1253%	0	0.0	\$596.40	\$160,431.60	\$0.00	
				Total			3248	0	0.0	3100.5		22		\$3,510,180.36	\$25,457.76	

*Community Eligibility Provision

¹ The 1.6 multiplier applies only to a Community Eligibility school.

² For a CEP school, the Column I figure is equal to the lesser of (a) column K or (b) column H. In other words, the count cannot exceed the school's total enrollment.

RECIPIENT ASSURANCES

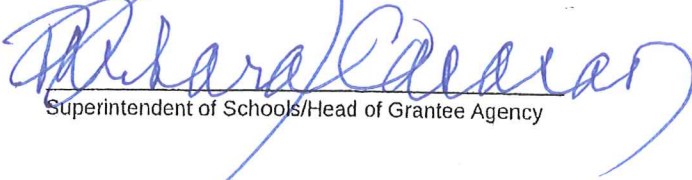
By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

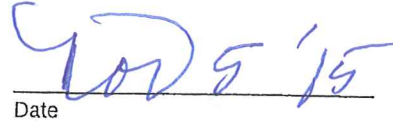
1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology based instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the

Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.

11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

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


Superintendent of Schools/Head of Grantee Agency


Date

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

ORIGINAL GRANT BUDGET	\$4,360,821.00	AMENDED BUDGET #		REQUEST DATE	11/11/15
GRANT NAME	Title 1, Part A, Regular Allocation Grant to Local School System	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	165100	RECIPIENT GRANT #	23006		
REVENUE SOURCE	Title 1, Part A	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2015	6/30/2017	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						\$117,159.77	117,159.77
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	435,953.44	5,091.55	6,402.96	24,700.00	1,777.78	0.00	473,925.73
203-205 Instruction Categories							
Prog. 01 Regular Prog.	\$2,293,203.12	96,594.50	128,289.74	70,725.86	20,390.00	27,539.91	2,636,743.13
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	121,752.00		10,279.44	55,274.00			187,305.44
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation		69,807.00					69,807.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				1,145,879.93			1,145,879.93
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	2,850,908.56	171,493.05	144,972.14	1,296,579.79	22,167.78	144,699.68	4,630,821.00

Finance Official Approval	<i>Eric Clark</i>	<i>E. Clark</i>	11/11/15	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<i>Michael Casanova</i>	<i>Michael Casanova</i>	11/11/15	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

FY '16 Regular Title 1 Allocation - School-based Budget Narrative

School: Bakerfield Elementary School

Title 1 FY '16 Allotment: **\$32,205.06**

as of June 2015

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)			\$0.00	0%	
	Contracted Serv	05-01	52170 (Other)	Interactive program that incorporates the arts (VAKT) to support and enhance math instruction in the classroom. (Young Audiences of MD- Dually funded between MASC, BGE and Title 1) 3 4th grade classes and 2 5th grade classes (5 classes * \$120.00 / class = \$600.00)	The math professional development will build capacity in teachers with regards to math instruction, particularly in the area of differentiated instruction.	\$600.00	2%	
			52205 (Consultant)			\$0.00	0%	
			52300 (Buses)			\$0.00	0%	
	Supplies	04-01	53170 (Other)	<p>Grades 2-5 Math resources Small group intervention- Do the Math +/- C Additional Workspaces - 2 = \$160.00, Do the Math +/- Number Core workspaces - 1= \$80.00, Do the Math Mult C workspaces - 1 = \$80.00, Do the Math Fractions B workspaces - 2 = \$200.00, Do the Math Fractions C workspaces - 2= \$200.00, Do the Math Multiplication C Module - 1= \$600.00, Do the Math Division C Module - 1= \$1,100.00 Magnetic 2 sided Counters- 25 sets to be used with targeted math groups = \$375.00 Kindergarten Mentor Texts to be used in targeted reading instruction = \$840.00 Lakeshore Multi-level Grades 1 & 2 Non-Fiction Book Set to enhance classroom libraries of targeted classrooms in grades 1 and 2 - \$200.00</p> <p>Materials to support classroom instruction of targeted students in grades K-5= \$1,000.00 Foundations Gel boards with pens = \$125.00 Foundations Books to Remember Level 2 = \$100.00 Grade Level (leveled text sets) to enhance targeted classroom Libraries First Grade (levels G-L) = \$1,200.00 LLI Kits (2 intervention kits total to be provided to grade 1 and 2 targeted students) = \$6,000.00 Reading A to Z = \$100.00 / classroom license * 6 classroom (2 K Classes and 2 1st and 2 2nd Grade Classes) = \$600.00 Science A to Z = \$80.00 / classroom license * 6 classroom (2 K Classes and 2 1st and 2 2nd Grade Classes) = \$480.00</p>	Provide additional, supplemental materials to increase student achievement and meet the School Improvement Plan goals for Targeted Assisstance.	\$13,340.00	41%	
	Other	05-01	54170 (Other)			\$0.00	0%	
			54720 (Mileage)			\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-01	55170 (Other)			\$0.00	0%	\$13,940.00

Staff Development	Salary	03-09	51170 (Other)	<p>Provide identified staff professional development to support strategy instruction (10 attendees * 4 total sessions (2 reading sessions and 2 math sessions) * 2 hours / session * \$20 / hour= \$1,600.00 Targeted teacher planning for each session (4 session * 2 hours / session * \$20 / hour = \$160.00) Parent Training during/after school to support classroom reading and math instruction (4 times / year * 2 hours / event * 4 teachers * \$20 / hour * 2 subjects = \$1,280.00)</p> <p>Before/ After School Planning for teachers to support classroom instruction with targeted math or reading teacher (15 teachers * 2 hours / session * 4 sessions / year * \$20 / hour = \$2,400.00)</p> <p>Make home visits to families before/after school to discuss academic performance (5 teachers * 10 visits * 2 hours / visit * \$20.00 / hour = \$2,000.00) Provide half day planning sessions with targeted Title 1 teachers to support quality instruction (15 teachers * 10 half day sessions * \$90.00 / sub day = \$6,750.00)</p>	On-going, job-embedded professional development opportunities for faculty and staff will build capacity and increase student achievement. These planning sessions and work sessions align with School Improvement Plan initiatives specifically the Target Assistance School goals.	\$14,190.00	44%	
	Supplies	04-09	53170 (Other)	<p>Strategy Instruction Professional Development Resources available for Targeted Teachers- Falling In Love with Close Reading (7 Copies * \$22 / book = \$154.00) Text Dependent Questions (9 Copies * \$25 / book = \$225.00)</p>		\$379.00	1%	
	Other	05-09	54170 (Other)			\$0.00	0%	
			54750 (Conferences - must be approved first)	Attendance at the National Title I Conference by principal (\$2,600.00)	Increased personal growth opportunities will enhance content knowledge, build capacity and increase student achievement, particularly in the area of Title I Targeted Assistance.	\$2,600.00	8%	\$17,169.00
Fixed Costs						\$1,096.06	3%	\$1,096.06
Total							100%	\$32,205.06
					Difference	\$0.00		

Parent Involvement Allocation = **\$2,772.77**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																				
Reg Programs	Supplies	04-01	53170 (Other)	Parent Event Mailing/ materials costs = \$300.00 Workshops to build parent capacity with take home materials for reading and math = \$1,000.00 Materials to build capacity of families = \$872.77		\$2,172.77	78%																					
	Other	05-01	54170 (Other)			\$0.00	0%																					
			54735 (Refreshments - Parent Support ONLY 25% Maximum)	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Family Involvement Team Meetings</td> <td>20</td> <td>\$6.00</td> <td>5</td> <td>\$600.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$600.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Family Involvement Team Meetings	20	\$6.00	5	\$600.00	Total				\$600.00		\$600.00	22%	
Parent Involvement Events																												
Event	# of Attendees	\$ per Attendees	Times per Year	Cost																								
Family Involvement Team Meetings	20	\$6.00	5	\$600.00																								
Total				\$600.00																								
Total							100%	\$2,772.77																				
Difference						\$0.00																						

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

Approval Signature of Title 1
Supervisor - Brad Palmer

Date

Approval Signature, Tara Dedeaux, Principal,
Bakerfield Elementary School

Date

FY '16 Regular Title 1 Allocation - School-based Budget Narrative

School: Deerfield Elementary School

Title 1 FY '16 Allotment: **\$130,758.91**

as of June 2015

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	Supplemental Reading Planning for Grades 01, 02, 03 TA teachers and homeroom teachers to collaboratively plan before/after school . (2 teachers / grade level + 1 TAS Reading Teacher + 1 TAS Teacher Specialist = 8 people) (8 people * \$20 / hour * 40 hours = \$6,400.00) Substitutes for Foundations PD Foundations 2 teachers * \$80 / day = \$160.00 Substitutes for LLI PD 7 teachers * \$80 / day = \$560.00 Reading/Math July Summer Program - (7 Teachers * 8 Days * 3.5 hours / day * \$35 / hour = \$6,860.00) Before/After School Program - (6 Teachers * 72 Days * 1 hours / day * \$35 / hour = \$15,120.00) Supplemental Math Planning for Grades 01, 02, 03, 04, 05 TA teachers and homeroom teachers to collaboratively plan before/after school . (6 classroom teachers + 2 TAS Math Teachers + 1 TAS Teacher Specialist = 9 people) (9 people * \$20 / hour * 40 hours = \$7,200.00)	Targeted students will have the opportunity to participate and enhance their academic skills through meaningful and well planned activities within the intervention programs. Meets School Improvement Plan goal for increasing student achievement for Targeted students.	\$36,300.00	28%	
	Contracted Serv	05-01	52170 (Other)	Leveled Literacy Intervention for identified 1st grade students -1 Set of Level Literacy Green System, Levels A-J (Grade 1) (List: \$3,400); 1 Set of Level Literacy Blue System, Levels C-N (Grade 2) (List: \$3,000); 1 Set of Level Literacy Red System, Levels L-Q (Grade 3) (List: \$4,800) = \$11,200.00 + \$300 shipping = \$11,500.00 Dreambox Intervention (\$25 / License * 40 licenses = \$1,000)	Professional development training on specific interventions that are designed to increase student achievement for Targeted students. Supports the School Improvement Goals for Targeted Assistance.	\$12,500.00	10%	
			52205 (Consultant)	Reading & Math Professional development provided for teachers and school ILT in grades 01,02, 03 for Reading & 01, 02, 03, 04, 05 for Math with targeted students on delivery of effective and strategic interventions, differentiation, co-teaching, etc. (3 PD Contractors once quarter (1 for Reading & 2 for Math) * \$3,500.00 / contractor = \$10,500.00) Leveled Literacy Intervention (LLI) PD provided for teachers with targeted students on delivery of intervention. = \$2,000.00 Dreambox PD provided for teachers with targeted students on delivery of intervention.= \$2,000.00	Professional development training on specific interventions that are designed to increase student achievement for Targeted students. Supports the School Improvement Goals for Targeted Assistance.	\$14,500.00	11%	

		52300 (Buses)	Transportation for Reading/Math July Summer Program - \$2,500.00 Transportation for Before/After School Program - \$7,200.00	Students get the opportunity to attend the Before / After School & Summer Intervention Program and expand their experiences with a supplemental field trip.	\$9,700.00	7%		
Supplies	04-01	53170 (Other)	Supplemental In-school Reading instructional materials for students targeted in reading in grades 01, 02, & 03. (\$3,000 / grade level * 3 grades = \$9,000) Reading/Math July Summer Program - (7 Classrooms * \$200 / classroom = \$1,400.00) Book distribution and incentive program for Grades 01, 02, 03 (Reading \$1,000.00 & Math \$1,000.00 = \$2,000.00) Before/After School Program - 6 Classrooms * \$200 / classroom = \$1,200.00 Supplemental In-school Math instructional materials for students targeted in math in grades 01, 02, 03, 04, & 05 (\$1,760 / grade level * 5 grades = \$8,800.00) "Do the Math" Complete Whole Class Intervention System - \$13,000.00	Provide additional, supplemental materials to increase student achievement and meet the School Improvement Plan goals for Targeted Assistance.	\$35,400.00	27%		
Other	05-01	54170 (Other)			\$0.00	0%		
		54720 (Mileage)			\$0.00	0%		
		54735 (Refreshments - Parent Support ONLY)			\$0.00	0%		
Equipment	05-01	55170 (Other)			\$0.00	0%	\$108,400.00	
Staff Development								
Salary	03-09	51170 (Other)	Reading Professional development salary provided for teachers in grades 01,02, 03 (2 teachers / grade level + 1 TAS Reading Teacher + 1 TAS Teacher Specialist = 8 people) (8 people * \$20 / hour * 4 hours = \$640.00) Reading/Math July Summer Program Planning - (7 Teachers * 3 Days * 6 hours / day * \$20 / hour = \$2,520.00) Before/After School Program - (6 Teachers * 48 hours * \$20 / hour = \$5,760.00) Math Professional development salary provided for teachers in grades 01,02, 03, 04, 05 (6 teachers + 2 TAS Math Teachers + 1 TAS Teacher Specialist = 9 people) (9 people * \$20 / hour * 4 hours = \$720.00) Substitutes for Dreambox PD 3 teachers * \$80 / day = \$240.00 Substitutes for Do the Math PD 2 teachers * \$80 / day = \$160.00	Funds for staff members who work before or after school or summer hours supporting school initiatives and curricula. Also, to analyze data for interventions and/or academic achievement, Targeted Student list, and RTI. Supports the School Improvement Goals for Targeted Assistance.	\$10,040.00	8%		
	Supplies	04-09	53170 (Other)		\$0.00	0%		
	Other	05-09	54170 (Other)		\$0.00	0%		
			54750 (Conferences - must be approved first)	SOMIRAC Reading Conference for selected teachers in grades 01, 02, 03 (2 teachers / grade level + 1 TAS Reading Teacher + 1 TAS Teacher Specialist + 3 ILT = 11 people) (11 people * \$190.00 / person = \$2,090.00) National Title I Conference * 1 person = \$2,600.00 Math Conference for selected teachers in grades 01, 02, 03, 04, 05 (2 TAS Math Teachers + 1 TAS Teacher Specialist + 1 ILT member = 4 people) (4 people * \$975.00 / person = \$3,900.00)	Increased personal growth opportunities will enhance content knowledge, build capacity and increase student achievement, particularly in the area of Title I Targeted Assistance.	\$8,590.00	7%	\$18,630.00
Fixed Costs					\$3,728.91	3%	\$3,728.91	
Total						100%	\$130,758.91	

Parent Involvement Allocation = **\$6,961.33**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																														
Reg Programs	Supplies	04-01	53170 (Other)	<p>Parent training material for during and after school meetings to support classroom strategies and interventions. (5 FIT Meetings * \$100.00 / meeting = \$500.00)</p> <p>Parent training materials for during and after school Math & Reading Based meetings to support classroom strategies and interventions. (1 Math & 1 Reading Intervention Night * \$250.00 / meeting = \$500.00)</p> <p>Parent Title I Mailing costs - \$1,700.00</p> <p>Evening workshops consisting of Foundations, Dreambox, Level Literacy, Do the Math, and SuccessMaker 5 events = \$1,811.33</p>	Parent/families supplies will build capacity in our school community so that families can better support their children's academic achievement.	\$4,511.33	65%																															
	Other	05-01	54170 (Other)			\$0.00	0%																															
			54735 (Refreshments - Parent Support ONLY 25% Maximum)	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Family Involvement Team Meeting</td> <td>30</td> <td>\$7.00</td> <td>5</td> <td>\$1,050.00</td> </tr> <tr> <td>Reading Intervention Night</td> <td>100</td> <td>\$7.00</td> <td>1</td> <td>\$700.00</td> </tr> <tr> <td>Math Intervention Night</td> <td>100</td> <td>\$7.00</td> <td>1</td> <td>\$700.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$2,450.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Family Involvement Team Meeting	30	\$7.00	5	\$1,050.00	Reading Intervention Night	100	\$7.00	1	\$700.00	Math Intervention Night	100	\$7.00	1	\$700.00	Total				\$2,450.00	The parent workshops, family nights and increased volunteerism increases parental involvement which increases student achievement. Parents will become more informed about the School Improvement Plan, Parent Involvement Plan, and the benefits of attending a Targeted Assistance Title I school. The refreshments will help to improve attendance at the parent events.	\$2,450.00	35%	
Parent Involvement Events																																						
Event	# of Attendees	\$ per Attendees	Times per Year	Cost																																		
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Total				\$2,450.00																																		
Total							100%	\$6,961.33																														
Difference						\$0.00																																

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

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

Approval Signature, Greg Lane, Principal, Deerfield Elementary School

Date

FY '16 Regular Title 1 Allocation - School-based Budget Narrative

School: Edgewood Elementary School

Title 1 FY '16 Allotment: **\$16,136.82**

as of June 2015

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	Substitutes for TAS teachers to perform testing (3 teachers x 3 days x \$90.00 / day) = \$810.00	TAS Teachers need time to test TA students to monitor their progress on county-mandated assessments.	\$810.00	5%	
	Contracted Serv	05-01	52170 (Other)	Dream box licenses - Gr. 1-5 (70 licenses x \$20 / license) = \$1,400.00	Students will increase their knowledge through the use of approved technology programs for during school interventions. These programs align with the Targeted Assistance Goals in the School Improvement Plan.	\$1,400.00	9%	
			52205 (Consultant)			\$0.00	0%	
			52300 (Buses)			\$0.00	0%	
	Supplies	04-01	53170 (Other)	TAS Math Teacher (gr 3-5) supplemental instructional materials = \$1,500.00 TAS K-2 Teacher instructional materials (2 teachers x \$469.52 = \$939.04)	Provide additional, supplemental materials to increase student achievement and meet the School Improvement Plan Goals for Targeted Assistance.	\$2,439.04	15%	
	Other	05-01	54170 (Other)			\$0.00	0%	
			54720 (Mileage)			\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-01	55170 (Other)			\$0.00	0%	\$4,649.04
Staff Development	Salary	03-09	51170 (Other)	After school SIT Meeting (4 people x 5 meetings x 2 hrs x \$20 / hour = \$800.00) Summer SIT Meetings (4 TAS Teachers x 2 days x \$120 per day = \$960.00) Planning grades K-5 (27 tchrs x 5 months x 2 hours x \$20 = \$5,400.00)	Payment for staff members who work before or after school or in the summer supporting school initiatives and curricula. Also, to analyze data for interventions and/or academic achievement, Targeted Student list, and RTI. Supports the School Improvement Goals for Targeted Assistance.	\$7,160.00	44%	
	Supplies	04-09	53170 (Other)	Texas edition of Elementary and Middle School Mathematics (5 teachers x \$159.95 / book = \$799.75) Teaching Student Centered Mathematics (7 teachers x \$41.83 / book = \$292.81)	TAS Teachers need supplemental resources and professional books in order to increase their capacity in research-based best practices and content to increase achievement of TA students.	\$1,092.56	7%	
	Other	05-09	54170 (Other)			\$0.00	0%	
			54750 (Conferences - must be approved first)	Attendance at the National Title 1 Conference by principal (total amount of travel and registration) \$2,600.00	Increased personal growth opportunities will enhance content knowledge, build leadership capacity, and increase student achievement, particularly in the area of Title 1 Targeted Assistance.	\$2,600.00	16%	\$10,852.56
Fixed Costs						\$635.22	4%	\$635.22
Total							100%	\$16,136.82
					Difference	\$0.00		

Parent Involvement Allocation = **\$4,498.49**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																														
Reg Programs	Supplies	04-01	53170 (Other)	Supplies for Parent involvement events such as markers, labels, poster paper, etc. \$623.49 Instructional supplies and materials for 5 Family Involvement Team meetings grade level events per semester (5 events * \$425.00 / event = \$2,125.00) Family Literacy Night materials \$575.00 Family Involvement Event - Preventing the summer slide \$500.00	Building instructional capacity with families so they can better support their children's academic achievement.	\$3,823.49	85%																															
	Other	05-01	54170 (Other)			\$0.00	0%																															
			54735 (Refreshments - Parent Support ONLY 25% Maximum)	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Family Literacy Night</td> <td>60</td> <td>\$2.50</td> <td>1</td> <td>\$150.00</td> </tr> <tr> <td>Family Involvement (FIT) Meetings</td> <td>15</td> <td>\$5.00</td> <td>5</td> <td>\$375.00</td> </tr> <tr> <td>Family Involvement Event - Preventing the summer slide</td> <td>60</td> <td>\$2.50</td> <td>1</td> <td>\$150.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$675.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Family Literacy Night	60	\$2.50	1	\$150.00	Family Involvement (FIT) Meetings	15	\$5.00	5	\$375.00	Family Involvement Event - Preventing the summer slide	60	\$2.50	1	\$150.00	Total				\$675.00		\$675.00	15%	
Parent Involvement Events																																						
Event	# of Attendees	\$ per Attendees	Times per Year	Cost																																		
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Total				\$675.00																																		
Total							100%	\$4,498.49																														
Difference						\$0.00																																

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

Approval Signature of Title 1
Supervisor - Brad Palmer

Date

Approval Signature, Jennifer Drumgoole,
Principal, Edgewood Elementary School

Date

FY '16 Regular Title 1 Allocation - School-based Budget Narrative

School: G. Lisby Elementary School

Blue is Central AT Support: \$21,049.00

Title 1 FY '16 Allotment: **\$60,115.66**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	Staff Substitutes to provide classroom coverage and provide instruction/support to students for staff members who are completing required assessments with students, participating in professional development opportunities, school improvement activities, or other learning experiences and are not present to provide daily classroom instruction. (16 teachers * 4 times / year * \$100.00 / substitute day = \$6,400.00)	Provide collaborative time for unit planning for grade level teams, articulation, vertical teaming, peer coaching, curriculum writing, instructional planning, mentoring, professional development, peer classroom observations, conference attendance, data analysis, school improvement activities, and PLC's to plan and work together to increase achievement. Supports SIP Goal #1 All students will achieve at high standards as established by the HCPS and state performance level standards, in all content areas.	\$6,400.00	11%	
	Contracted Serv	05-01	52170 (Other)	Funds to supplement PTO and grant money to fund class field trips and school wide assemblies. (7 grade levels * \$450.00 / grade level = \$3,150.00) Student Intervention Licenses for practice/intervention programs to support student achievement in language arts and math. (First in Math, Success Maker, Imagination Station, Read About, Dream Box, Making Meaning and other approved interventions.) \$500.00 Three School-wide Grade level Group Assemblies to support Health/Wellness, Anti-bullying/PBIS, Integrated Arts, Content Areas (Reading, Writing, Math, Science, Social Studies, Language Arts) \$1,500.00	Provide cultural enrichment and real-life experiences for our students. Also, to provide student licenses for access to intervention in reading and math content areas to improve individual student achievement. Supports SIP Goal #1 All students will achieve at high standards, as established by the HCPS and state performance level standards, in all content areas. Supports SIP Goal #2 Ensure that all students are educated in school environments that are safe, drug-free, and conducive to learning.	\$5,150.00	9%	
			52205 (Consultant)	Contract with Grace Dearborn, national presenter and author, to present brain-compatible management/teaching strategies to the staff in order to manage students effectively while focusing on both prevention and intervention. \$5,000.00	Provide high quality professional development sessions to build capacity in teachers to utilize learned strategies with students to improve student engagement and academic achievement in all content areas. Supports SIP Goal #1 All students will achieve at high standards as established by the HCPS and state performance level standards, in all content areas.	\$5,000.00	8%	
			52300 (Buses)	Funds to supplement PTO and grant money to fund transportation for class field trips. (PK-Whoa Nellie Farm, K-Brad's Produce or Walnut Springs Farm, 1st-Science Center or Museum of Industry, 2nd- Herr's Potato Chip Factory or Perrydell Dairy Farm, 3rd-Science Center or Baltimore Aquarium, 4th- Maryland Zoo or Annapolis, 5th-Walters Art Museum (7 grade levels x \$571.00 / grade level = \$3,997.00) Funds to supplement bus transportation for the Before/After-School Intervention Program \$1,000.00	Provide cultural enrichment and real-life experiences for our students. Supports SIP Goal #2 Ensure that all students are educated in school environments that are safe, drug-free, and conducive to learning.	\$4,997.00	8%	

Supplies	04-01	53170 (Other)	<p>Materials of Instruction to support classroom instruction (7 grade levels * \$737.00 / grade level = \$3,159.00)</p> <p>PBIS Initiative - Funds to purchase additional materials to support PBIS, daily behavior management, attendance, classroom instruction, character education, intervention programs, health and wellness, and school related activities that support student achievement across all content areas. (7 grade levels * \$350.00 / grade level = \$2,450.00)</p> <p>Purchase additional (4Gb) memory chips for Title I purchased computers. (4 computers x \$32 each memory chip + shipping= \$142.70)</p> <p>Purchase printer for Commons I Intervention area for staff members to use for instructional materials. (Total = \$500.00)</p> <p>Purchase large screen monitor for principal (Total = \$500.00)</p>	<p>Purchase supplementary materials (copy paper, ink cartridges, poster paper, laminating film, chart paper, office supplies, etc.) for daily instruction, before-school, in-school/after school intervention programs, curriculum materials for all content areas, incentives for students, staff members, and parents/family members to improve academic achievement (attendance, HAWK SPIRIT Store rewards, Celebrate Good Times certificates, non-red book signers, door prizes, PARCC incentives, field day, chorus, etc.), student seating for classrooms and materials to utilize in classrooms for PLC's/ research, daily intervention, and other school related activities. Supports SIP Goal #1 All students will achieve at high standards, as established by the HCPS and state performance level standards, in all content areas.</p>	\$6,751.70	11%	
Other	05-01	54170 (Other)			\$0.00	0%	
		54720 (Mileage)			\$0.00	0%	
		54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
Equipment	05-01	55170 (Other)	<p>Purchase 1 new teacher laptop computer for Title I teacher specialist to have an electronic device to be taken to meetings and PD sessions to maximize technology use with new capabilities. \$830.00</p> <p>Purchase 10 student tablets \$690.00 / tablet * 10 tablets = \$6900.00</p> <p>Purchase 1 Tablet cart for student tablets = \$1,100.00</p>	<p>Provide opportunities for students and staff members to utilize and access the latest technology and wireless capabilities within our school. (Office 365, The Cloud, One Drive, One Note, etc.) A school team made up of teachers and an administrator will receive technology training from central office and deliver professional development to our school staff/grade level teams.</p>	\$8,830.00	15%	\$37,128.70
Staff Development			<p>Staff Development funds for Before/ After School work and/or Summer Day stipends for work that supports curriculum/content knowledge, professional development, school improvement and increased student achievement. Funds to supplement staff salaries for the Before/After School Intervention Program. (25 teachers * \$20 / hour * 5 hours / quarter * 4 quarters = \$10,000.00)</p>	<p>Payment for staff members who work before or after school or summer hours supporting school initiatives and curricula (such as PLC's, data analysis, Danielson Framework, new teacher evaluation process, instructional planning, co-planning, EDM, Writing Fundamentals, Social Studies/Science, Special Areas, SIPPS, I-Station, Success Maker, Foundations, Do the Math, Knowing Math, Math Recovery, Soar to Success, Making Meaning, Common Core, Office 365, One Note, One Drive, The Cloud, etc.) or analyze data for interventions and/or academic achievement /attendance/health and wellness of students.</p> <p>Supplement payment of staff salaries for working in the Before/After School Intervention Program.</p> <p>Supports Goal #1 All students will achieve at high standards, as established by the HCPS and state performance level standards, in all content areas.</p>	\$10,000.00	17%	

	Supplies	04-09	53170 (Other)	Funds to purchase additional materials to support weekly professional development activities, classroom management, time management and organization, instructional planning, co-teaching, staff and student attendance, co-planning, intervention programs, leadership development, Common Core, etc. for our staff. To support and implement Conscious Classroom Management following Grace Dearborn PD Purchase 53 copies of Conscious Classroom Management by Rick Smith for staff members (53 copies x \$19.95=\$1057.35 + \$84.59 shipping = \$1,141.94) Purchase 12 copies of Picture This! by Grace Dearborn, Rick Smith, and Mary Lambert. Provide one copy for reference for each grade level team. (13 copies x \$20.95=\$272.35 +21.79 shipping = \$294.14)	Purchase supplementary materials (copy paper, ink cartridges, poster paper, laminating film, chart paper, office supplies, calendars, plan books, professional development materials, books, etc.) to support on-going professional development of school staff members. Goal #1 All students will achieve at high standards, as established by the HCPS and state performance level standards, in all content areas.	\$1,440.00	2%	
	Other	05-09	54170 (Other)			\$0.00	0%	
			54750 (Conferences - must be approved first)	Payment for registration fees, airfare, and other appropriate expenses for staff members to attend approved professional development conferences. National Title I Conference for principal = \$2,600.00 MAESP/NAESP Conference in Ocean City (1 administrator x \$600.00 = \$600.00) MAG Conference in Ocean City (1 teacher specialist x \$400.00 = \$400.00) PBIS Initiative - Ron Clark Academy (5 staff members x \$1,200.00 = \$6,000.00) SOMIRAC (5 staff members x \$130.00 = \$650.00)	Payment for registration fees, airfare, and other appropriate expenses for staff members to attend approved professional development conferences to improve classroom management, organization, instruction, leadership, content knowledge, Common Core, etc. Participants may attend as individuals or grade level teams upon approval from the Executive Director of Elementary School Performance. (National Title I Conference, NAESP/MAESP Conference, Assistant Principals Conference, MAG Conference, SoMIRAC, Ron Clark Academy, etc.) Supports SIP Goal #1 All students will achieve at high standards, as established by the HCPS and state performance level standards, in all content areas.	\$10,250.00	17%	\$21,690.00
Fixed Costs						\$1,296.96	2%	\$1,296.96
Total							100%	\$60,115.66
						Difference	\$0.00	

Parent Involvement Allocation = **\$5,552.86**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																																																																
Reg Programs	Supplies	04-01	53170 (Other)	Funds to provide support materials for parents to increase strategies for supporting children socially, academically, and emotionally during the school year and summer months. Total = \$4,168.86	Provide support materials for parents and family members supporting students in our building to improve their academic achievement while meeting the needs of the whole child. (books, brochures, support materials, summer counts workbooks, family reading books, flash cards, behavior information, school readiness materials, health and wellness, etc.) Purchase student planners for every child to increase daily home/school communication. Goal #1 All students will achieve at high standards, as established by the HCPS and state performance level standards, in all content areas.	\$4,168.86	75%																																																																																	
	Other	05-01	54170 (Other)	Parent Involvement Events			0%																																																																																	
			54735 (Refreshments Parent Support ONLY 25% Maximum)	<table border="1"> <thead> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr><td>Open House/Sneak-a-Peak</td><td>350</td><td>\$0.50</td><td>1</td><td>\$175.00</td></tr> <tr><td>Back-to-School Night</td><td>300</td><td>\$0.50</td><td>1</td><td>\$150.00</td></tr> <tr><td>Breakfast with Books</td><td>60</td><td>\$1.00</td><td>3</td><td>\$180.00</td></tr> <tr><td>Math with Muffins</td><td>60</td><td>\$1.00</td><td>3</td><td>\$180.00</td></tr> <tr><td>STEM Night</td><td>80</td><td>\$1.50</td><td>1</td><td>\$120.00</td></tr> <tr><td>Reading Night</td><td>80</td><td>\$1.50</td><td>1</td><td>\$120.00</td></tr> <tr><td>Math Wellness Night</td><td>60</td><td>\$1.00</td><td>1</td><td>\$60.00</td></tr> <tr><td>Science Fair- Students</td><td></td><td></td><td></td><td></td></tr> <tr><td>Highlighting Projects</td><td>60</td><td>\$2.00</td><td>1</td><td>\$120.00</td></tr> <tr><td>Kindergarten Mother's Day</td><td></td><td></td><td></td><td></td></tr> <tr><td>Tea & Journal Writing Event</td><td>60</td><td>\$1.75</td><td>1</td><td>\$105.00</td></tr> <tr><td>PBIS/Hawk SPIRIT Night</td><td>60</td><td>\$1.90</td><td>1</td><td>\$114.00</td></tr> <tr><td>End of Year Instructional</td><td></td><td></td><td></td><td></td></tr> <tr><td>Volunteer Networking Event</td><td>30</td><td>\$2.00</td><td>1</td><td>\$60.00</td></tr> <tr><td>Total</td><td></td><td></td><td></td><td>\$1,384.00</td></tr> </tbody> </table>	Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Open House/Sneak-a-Peak	350	\$0.50	1	\$175.00	Back-to-School Night	300	\$0.50	1	\$150.00	Breakfast with Books	60	\$1.00	3	\$180.00	Math with Muffins	60	\$1.00	3	\$180.00	STEM Night	80	\$1.50	1	\$120.00	Reading Night	80	\$1.50	1	\$120.00	Math Wellness Night	60	\$1.00	1	\$60.00	Science Fair- Students					Highlighting Projects	60	\$2.00	1	\$120.00	Kindergarten Mother's Day					Tea & Journal Writing Event	60	\$1.75	1	\$105.00	PBIS/Hawk SPIRIT Night	60	\$1.90	1	\$114.00	End of Year Instructional					Volunteer Networking Event	30	\$2.00	1	\$60.00	Total				\$1,384.00	Will support families and school initiatives. Goal #1 All students will achieve at high standards, as established by the HCPS and state performance level standards, in all content areas.	\$1,384.00	25%	
Event	# of Attendees	\$ per Attendees	Times per Year	Cost																																																																																				
Open House/Sneak-a-Peak	350	\$0.50	1	\$175.00																																																																																				
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Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

Approval Signature, Patricia Chenworth, Principal, G. Lisby Elementary School @ Hillsdale

Date

FY '16 Regular Title 1 Allocation - School-based Budget Narrative

School: Hall's Cross Roads Elementary School

Title 1 FY '16 Allotment: \$83,481.10

as of June 2015

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	Before & After School Intervention Programs for students Before/After School Program (October 1, 2015- March 30, 2016) - (3 Teachers * 72 Days * 1 hours / day * \$35 / hour = \$7,560.00 HCPS Intervention funds must be spent first.	Providing additional opportunities to work toward proficiency in reading and mathematics with the support of our highly qualified teachers accelerates student achievement.	\$7,560.00	9%	
	Contracted Serv	05-01	52170 (Other)	Supplemental Intervention Supports: AG Lab (\$1,900.00) STEM connection; Dream Box (\$25.00 per student x20 students= \$500.00) math connection; StarFall Online (\$300.00 full access all students) reading phonics connection; Discovery Education (\$1,995.00 one subscription for all) STEM and reading connection; I-Station (\$1,500.00 - 25 unlimited licenses) reading connection. Reading A to Z, (5 classrooms x \$100.00 / classroom = \$500.00) (\$6,695.00 Total)	Students will increase their knowledge through the use of approved technology programs for interventions and/or enrichment during the school day.			
				Supplemental Educational Field Trips (Admission) - <u>Early Intervention:</u> (Anita Estuary Center - STEM connection- \$3.00 per child x 15 students = \$45.00. Teachers and Paras \$5 x 7 = \$35.00). Total of \$80.00) <u>Pre-K:</u> (Lohr's Orchard - agriculture connection - 100 students - Total \$90.00). Zoomobile 4 programs x \$130 = \$520.00, Total = \$610.00 <u>Kindergarten:</u> Brad's Produce - Total \$500.00, Goucher Colleg - Theatre Works - \$9.00 per student x 100 students = \$900.00, Total of \$1,400.00). <u>Grade 1:</u> (National Aquarium - \$5 per student x 200 students = \$1,000.00) and Baltimore Zoo- Science connection- \$5 per student x 200 students = \$1,000.00, Total of \$2,000.00) <u>Grade 2:</u> (Baltimore Zoo- Science connection- \$5 per student x 200 students = \$1,000.00 and Port Discovery Museum - \$5 per student x 200 students = \$1,000.00). Total of \$2,000.00)	Students will have the opportunity to increase their background knowledge through educational experiences -field trips. Each field trip is based on grade level content and curriculum.			

			<p><u>Grade 3:</u> (MD Science Center - STEM connection- \$6.75 x 68 students = \$459.00 and 5 Teachers x \$6.75 = \$33.75, total of \$492.75 and Stepping Stone Museum - \$6.00 x 80 students = \$480.00, Total 972.75)</p> <p><u>Grade 4:</u> (Eden Mill Nature Center - Science/ecology connection - \$7. x 90 students = \$630.00 and \$5 per teacher x 5 = \$25). Total of \$655.00</p> <p><u>Grade 5:</u> (MD Science Center - STEM connection- \$6.75 x 68 students = \$459.00 and 5 Teachers x \$6.75 = \$33.75, total of \$492.75) Smithsonian Museum in D.C. - No Admission Costs. 5th Grade Trip to Aberdeen Middle - No Admission Costs.</p>		\$14,905.50	18%	
		52205 (Consultant)				0%	
		52300 (Buses)	<p>Transportation for the students in our Before / After School program from October 1, 2015 - March 30, 2016 (72 days x \$150.00 per day = \$10,800.00); HCPS Intervention funds must be spent first. Buses for Supplemental Educational Field Trips <u>Early Intervention:</u> Anita estuary Center, (1 Field Trip x 2 Buses / trip x \$250 / bus = \$500.00)</p> <p><u>Pre-K:</u> Lohr's Orchard, (1 Field Trip x 2 Buses / trip x \$250 / bus = \$500.00)</p> <p><u>Kindergarten:</u> Brad's Produce & Goucher College (2 Field Trip x 2 Buses / trip x \$250 / bus = \$1,000.00)</p> <p><u>Grade 1:</u> National Aquarium & Baltimore Zoo (2 Field Trip x 2 Buses / trip x \$250 / bus = \$1,000.00)</p> <p><u>Grade 2:</u> Baltimore Zoo & Port Discovery (2 Field Trip x 2 Buses / trip x \$250 / bus = \$1,000.00)</p> <p><u>Grade 3:</u> MD Science Center & Stepping Stone Museum (2 Field Trip x 2 Buses / trip x \$250 / bus = \$1,000.00)</p> <p><u>Grade 4:</u> Eden Mill Nature Center (1 Field Trip x 2 Buses / trip x \$250 / bus = \$500.00)</p> <p><u>Grade 5:</u> MD Science Center, Smithsonian Museum, & 5th Grade Trip to Aberdeen Middle School (3 Field Trips x 2 Buses / trip x \$250 / bus = \$1,500.00)</p>	Students will have the opportunity to increase their background knowledge through educational experiences -field trips. Each field trip is based on grade level content and curriculum.	\$17,800.00	21%	
Supplies	04-01	53170 (Other)	<p>Supplemental Emergency school supplies for students such as folders, pencils, papers and etc. to be distribute as needed from central location (Total of \$2,000.00).</p> <p>Supplemental technology items to support math and reading content areas: Pebble Go \$345.00, Pebble Go Next \$270.00 and Brain Pop/Brain Pop Jr. \$2,095.00.</p> <p>Classroom supplies (7 grade levels x \$1,000.00 / grade = \$7,000.00)</p>	Increase opportunities and expeirences in reading, math, science and technology.	\$11,095.00	13%	
Other	05-01	54170 (Other)	<p>PBIS Initiative - Student Materials for implementing the PBIS School Wide Initiative: \$4,000.00</p>	Supplementary materials for Positive Behavior In School (PBIS) initiative. This program is a SIP initiative to improve behavior and increase student achievement.	\$4,000.00	5%	
		54720 (Mileage)			\$0.00	0%	
		54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
Equipment	05-01	55170 (Other)			\$0.00	0%	\$55,360.50

Staff Development	Salary	03-09	51170 (Other)	Before/After School Program - (3 Teachers * 2 hours / week * 24 weeks * \$20 / hour = \$2,880.00) Supplemental/additional professional development after school for all teachers. After school planning for SIT goal team initiatives (18 teachers x 10 days x 2 hrs x \$20 per hr = \$7,200.00). PBIS Initiative - Before / After School PD for PBIS Team (10 teachers x 4 times / year x 4 hours x \$20 / hr = \$3,200.00)	Teachers will provide students with high quality instruction using the knowledge and strategies gained through professional development resulting in increased student achievement.	\$13,280.00	16%	
	Supplies	04-09	53170 (Other)	Provide teachers with supplemental professional development materials (books) to support and encourage student engagement and intentional engagement in mathematics and to support the 4 Core School Rules. Books, Journal Subscriptions, and resources to be determined. Total = \$6,000.00	Increase teacher capacity to grow professionally.	\$6,000.00	7%	
	Other	05-09	54170 (Other)			\$0.00	0%	
			54750 (Conferences - must be approved first)	Title 1 Conference for Principal (1 x \$2,600.00 = Total of \$2,600.00). MAESP Assistant Principal Conference (\$120.00 x 1 = \$120.00) MAESP Principal Conference for Principal and AssistantPrincipal (\$550.00 x 2 = \$1,100.00) Pre-K Conference:(4 tchrs x \$225 = \$900.00) Kindergarten Conference:(6 tchrs+1 admin x \$225.00 = \$1,575.00) SOMIRAC:4 Teachers x \$165.00 = \$660.00 NCTM Maryland Regional Conference, Baltimore (1 Math Coach x \$300.00 = \$300.00)	Increased professional development opportunities will enhance content growth, build capacity and increase student achievement school wide.	\$7,255.00	9%	\$26,535.00
Fixed Costs						\$1,585.60	2%	\$1,585.60
Total							100%	\$83,481.10
					Difference	\$0.00		

FY '16 Regular Title 1 Allocation - School-based Budget Narrative

School: Havre de Grace Elementary School

Title 1 FY '16 Allotment: \$45,698.39

as of June 8, 2015

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)			\$0.00	0%	
	Contracted Serv	05-01	52170 (Other)	Supplemental, curriculum connected field trip admission for each grade level \$225.00 per K-5 (6 grade levels) and \$450 for pre-K. (\$225.00 x 6 grade levels + \$450/Pre-K = \$1,800.00)	Field trips are aligned to specific units of study and will provide students with learning opportunities that contributes to the deeper understanding of content and concepts.	\$1,800.00	4%	
			52205 (Consultant)			\$0.00	0%	
			52300 (Buses)	Supplemental, grade level field trip buses: (\$300/bus x 7 grade levels * 2 bus / grade = \$4,200.00) 2 HCPS supplemental buses for 5th grade trip to Philadelphia (Social Studies/STEM/Arts Integration Content Connections) (2 buses x \$1,000.00 per bus = \$2,000.00)	Field trips are aligned to specific units of study and will provide students with learning opportunities that contributes to the deeper understanding of content and concepts.	\$6,200.00	14%	
	Supplies	04-01	53170 (Other)	Purchase supplemental instructional materials to support grade level curriculum and grade level thematic unit initiative. (Additional resources that align with each of our science, math, and reading units.) This is to include reading level text and hands on materials to support science, math, and reading concepts and skills. (7 grades x \$1,000/grade = \$7,000.00)	All supplemental materials and resources will support and enhance the instructional program.	\$7,000.00	15%	
	Other	05-01	54170 (Other)	Take home academic materials for quarterly academic achievement events = \$2,773.73 PBIS Initiative - PARCC Assessments Incentives = \$2,418.86 PBIS Initiative - Provide supplies for two supplemental SIP initiatives (PBIS initiative and Ron Clark initiative) to assist in our efforts to promote positive student choices, decrease behavior referrals and increase student achievement. 7 grade levels (PK-5) x \$500.00/grade level = \$3,500.00	Student incentives will enhance student achievement and motivate students to want to learn. Positive attitudes about school increase student performance. Student shirts and Houses support the Ron Clark Academy Initiative (included in the SIP), a fifth year long initiative linked to school climate and academics.	\$8,692.59	19%	
			54720 (Mileage)			\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-01	55170 (Other)			\$0.00	0%	\$23,692.59

Staff Development	Salary	03-09	51170 (Other)	After School – School Improvement Meetings: (5 full days x 13 teachers x \$120 per day = \$7,800.00) Long Range Planning Sessions: (2 full days x 30 teachers x \$120 per day = \$7,200.00) PBIS Initiative - House Team Planning: (3 full days x 6 teachers x \$120 per day = \$2,160.00) Paraeducator After School Trainings for reading, writing, math, and science (2 sessions x 3 hours per session x \$15 per hour x 9 paraprofessionals = \$810.00)	Ongoing, job embedded professional development opportunities for faculty and staff will build capacity and increase student achievement. These planning sessions and trainings will align with School Improvement Initiatives: Critical Thinking, Written Communication, Differentiation, Arts Integration & Student Engagement.	\$17,970.00	39%	
	Supplies	04-09	53170 (Other)			\$0.00	0%	
	Other	05-09	54170 (Other)	National Title I Conference for principal = \$2,600.00	Increased personal growth opportunities will enhance content knowledge, build capacity and increase student achievement school-wide. The principal will choose sessions aligned with School Improvement Plan goals and relevant Title I initiatives where possible.	\$2,600.00	6%	
			54750 (Conferences - must be approved first)			\$0.00	0%	\$20,570.00
Fixed Costs						\$1,435.80	3%	\$1,435.80
Total							100%	\$45,698.39
Difference						\$0.00		

Parent Involvement Allocation = **\$1,775.22**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Supplies	04-01	53170 (Other)	Instructional supplies and materials for family grade level events per semester (\$400.00 for the events) Reading and Math Night materials (such as books, cards, and calculators) (\$400.00 for the two events) Arts Integration materials for Arts Integration Night (\$200.00 for the event)	Building instructional capacity with families so they can better support their children's academic achievement.	\$1,000.00	56%	
	Other	05-01	54170 (Other)	PBIS Initiative - Parent Incentives to help show pride in student work. \$775.22	Building positive relationships with families contribute to higher attendance and increased student behavior and achievement.	\$775.22	44%	
			54735 (Refreshments - Parent Support ONLY 25% Maximum)			\$0.00	0%	
Total							100%	\$1,775.22
Difference						\$0.00		

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

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

Approval Signature, Ronald Wooden, Principal, Havre de Grace Elementary School

Date

FY '16 Regular Title 1 Allocation - School-based Budget Narrative

School: Magnolia Elementary School

Title 1 FY '16 Allotment: **\$88,142.48**

as of June 2015

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	The allocation is being made to provide salaries for teachers for teaching our supplemental after school reading and mathematics intervention program for targeted students. September 22, 2015 through November 19, 2015. A portion of these funds will be provided by HCPS Intervention funds. Additionally a portion of these funds will be used for the September 2016 intervention session. (5 teachers x 2 hours / day x \$35.00/hour x 60 days = \$21,000.00).	Providing additional opportunities to work toward proficiency in reading and mathematics with the support of our highly qualified teachers accelerates student achievement.	\$21,000.00	24%	
	Contracted Serv	05-01	52170 (Other)	Allocated supplemental funds to support attendance to field trips for students first grade through fifth grade (\$5 per 360 students; Pre-K and kindergarten field trips are funded by the Judy Center) (\$5.00 / student * 360 students = \$1,800.00)	Provide additional experiences through field trip attendance to increase students' background knowledge and experiences.	\$1,800.00	2%	
			52205 (Consultant)			\$0.00	0%	
			52300 (Buses)	Transportation for one supplemental field trip per grade level for students first grade through fifth grade. (5 field trips x \$380 per trip = \$1,900.00 ; Judy Center funding Pre-K and Kindergarten transportation) Transportation for the students in our After School program from September 15, 2015 through November 19, 2015 and January 12, 2016 - February 18, 2016 (45 days @ \$150.00 per day = \$6,750.00 less the county's contribution estimated at \$2,300.00 = \$4,450.00).	Afford students the opportunity to take educational field trips to expand their knowledge and experiences. Students get the opportunity to attend the After School Intervention Program and expand their experiences with a supplemental field trip.	\$6,350.00	7%	
	Supplies	04-01	53170 (Other)	Purchase supplemental instructional materials to support grade level curriculum and grade level thematic unit initiative. (additional resources that align with each of our science, math units and reading units) to include multiple informational reading level text and hands on materials to support science, math, and reading concepts and skills. \$ amounts will be determined by grade-level needs throughout the year. (7 grade levels * \$2,300.00 / grade level = \$16,100.00)	Recognizing students for PBIS positive behaviors (responsibility, respect, perseverance, encouragement, and cooperation) establishes pride in their school and reduces the distractions in learning resulting in increased academic achievement.	\$16,100.00	18%	
	Other	05-01	54170 (Other)	PBIS Initiatives - Provide supplies for three supplemental SIP initiatives (PBIS initiative, Rachel's Challenge Initiative and House initiative) to assist in our efforts to promote positive student choices, decrease behavior referrals and increase student achievement. (6 grade levels x \$600.00 = \$3,600.00)	Recognizing students for PBIS positive behaviors (responsibility, respect, perseverance, encouragement, and cooperation) establishes pride in their school and reduces the distractions in learning resulting in increased academic achievement.	\$3,600.00	4%	
			54720 (Mileage)			\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-01	55170 (Other)	Purchase 10 Tablets for student use (10 tablets * \$690 / tablet = \$6,900.00) One tablet cart for storage and safety (\$1,100.00).	In increase student achievement in reading and mathematics through the use of technology integration across curriculum areas to support all learners. Additionally this will allow the teacher that attended the ISTE conference to provide staff development for teachers.	\$8,000.00	9%	\$56,850.00

Staff Development	Salary	03-09	51170 (Other)	Provide funds to pay substitutes to allow for quarterly opportunities for grade level teams to engage in professional development in reading, writing, mathematics and technology and additional planning for teams. (28 teachers * 2 days * \$87.00 / day (cost of a substitute) = \$4,872.00). Four days per 28 teachers to plan @ \$120 / day (4 days planning * 28 teacher * \$120 / day = \$13,440.00)	Teachers will provide students with high quality instruction using the knowledge and strategies gained through professional development resulting in increased student achievement.	\$18,312.00	21%	
	Supplies	04-09	53170 (Other)	Provide teachers with resources to implement the professional development. Professional Development will be differentiated based on grade level needs (Grades K,1,2, and 5 will focus their additional county provided planning time on writing. Grades 3 and 4 will focus their additional county provided planning time on readers' workshop. Our entire school will engage in writing professional development within the content areas (MATH, ELA, SCIENCE) \$807.88	Provide the needed materials to implement high quality professional development.	\$807.88	1%	
	Other	05-09	54170 (Other)			\$0.00	0%	
			54750 (Conferences - must be approved first)	National Title I Conference for principal = \$2,600.00 National Character Education Conference (4 teachers * \$1,600 / attendee = \$6,400.00)	Increased personal growth opportunities will enhance content knowledge, build capacity and increase student achievement school-wide. The principal will choose sessions aligned with School Improvement Plan goals and relevant Title I initiatives where possible.	\$9,000.00	10%	\$28,119.88
Fixed Costs						\$3,172.60	4%	\$3,172.60
Total							100%	\$88,142.48
					Difference	\$0.00		

Parent Involvement Allocation = **\$10,051.86**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																								
Reg Programs	Supplies	04-01	53170 (Other)	The funds will be used to provide opportunities to build capacity for parents to work with their children to increase academic achievement through workshops and family nights. Funds will also be used to provide materials and resources for students and parents to maintain open communication with the school as well as to work with their child at home to practice skills and strategies learned during the school year and summer break.	The parent workshops, family nights and increased volunteerism increases parental involvement which increases student achievement. Parents will become more informed about our School Improvement Plan, Parent Involvement Plan, the benefits of attending a Title 1 school and be more involved in decisions	\$7,539.86	75%																																									
	Other	05-01	54170 (Other)			\$0.00	0%																																									
				Parent Involvement Events																																												
			54735 (Refreshments Parent Support ONLY 25% Maximum)	<table border="1"> <thead> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Pre-K Transition to Kindergarten Evening</td> <td>200</td> <td>\$4.50</td> <td>1</td> <td>\$900.00</td> </tr> <tr> <td>FIT Quarterly Meetings</td> <td>30</td> <td>\$1.35</td> <td>4</td> <td>\$162.00</td> </tr> <tr> <td>Spring Reading Family Event</td> <td>125</td> <td>\$2.00</td> <td>1</td> <td>\$250.00</td> </tr> <tr> <td>STEM Fall Family Event</td> <td>125</td> <td>\$2.00</td> <td>1</td> <td>\$250.00</td> </tr> <tr> <td>Math Family Wellness Night</td> <td>125</td> <td>\$2.00</td> <td>1</td> <td>\$250.00</td> </tr> <tr> <td>Academic Achievement Event</td> <td>140</td> <td>\$2.50</td> <td>2</td> <td>\$700.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$2,512.00</td> </tr> </tbody> </table>	Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Pre-K Transition to Kindergarten Evening	200	\$4.50	1	\$900.00	FIT Quarterly Meetings	30	\$1.35	4	\$162.00	Spring Reading Family Event	125	\$2.00	1	\$250.00	STEM Fall Family Event	125	\$2.00	1	\$250.00	Math Family Wellness Night	125	\$2.00	1	\$250.00	Academic Achievement Event	140	\$2.50	2	\$700.00	Total				\$2,512.00	The parent workshops, family nights and increased volunteerism increases parental involvement which increases student achievement. Parents will become more informed about our School Improvement Plan, Parent Involvement Plan, and the benefits of attending a Title I school.	\$2,512.00	25%	
Event	# of Attendees	\$ per Attendees	Times per Year	Cost																																												
Pre-K Transition to Kindergarten Evening	200	\$4.50	1	\$900.00																																												
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Total				\$2,512.00																																												
Total							100%	\$10,051.86																																								
Difference						\$0.00																																										

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

Approval Signature of Title 1
Supervisor - Brad Palmer

Date

Approval Signature, Patricia Mason,
Principal, Magnolia Elementary School

Date

FY '16 Regular Title 1 Allocation - School-based Budget Narrative

School: William Paca / OPR Elementary School

Title 1 FY '16 Allotment: **\$125,319.67**

as of June 2015

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	Supplemental administrative support - \$14,000.00 Before/After School Program (September 21, 2015-April 29, 2016) - (6 Teachers * 72 Days * 1 hours / day * \$35 / hour = \$15,120.00 - \$10,000.00 = \$5,120.00) NOTE: \$10,000 will be allocated to William Paca from HCPS Intervention funds. Reading/Math July Summer Program - (7 Teachers * 8 Days * 3.5 hours / day * \$35 / hour = \$6,860.00) PBIS Initiative - Student Leadership Summer 2015 Program (4 Days x 5 Teachers x 3 hours / day x \$35.00 = \$2,100.00) PBIS Initiative - Teacher Modeling Bus Behavioral Strategies 2015 AM (10 teachers x 10 days x 1 hour x \$35.00 / hour = \$3,500.00) PBIS Initiative - Teacher Modeling Bus Behavioral Strategies 2015 PM (10 teachers x 10 days x 1 hour x \$35.00 / hour = \$3,500.00)	Will support additional/supplemental requirements for Title I maintenance of fiscal and student records and maintenance of Title I regulatory requirements. The After School & Summer Programs will provide additional supplemental academic resources and interventions for our K-5 students. Teacher Modeling Bus Behavioral Strategies program will provide teachers to ride buses and model expected behaviors for students.	\$35,080.00	28%	
	Contracted Serv	05-01	52170 (Other)	Dream Box licenses – 20 licenses x \$20.00 / license = \$1,400.00 Istation school-wide license - \$7,000.00 Reflex Math School-wide license = \$2,995.00	Dream Box, Reflex Math, Success Maker and I-Station will provide targeted students with daily intervention. All interventions are approved for use by HCPS.	\$11,395.00	9%	
			52205 (Consultant)	Digital duplicating machines purchased with Title I funds to support family involvement center (previous purchase of equipment) – annual service contract 2 machines @ \$397.00 = \$794.00	Maintenance of Title I purchased machines provide parents volunteers with opportunities for family involvement.	\$794.00	1%	
			52300 (Buses)	Allocate supplemental funds to support transportation for academically based field trips for students pre-k through fifth grade. (7 grade level field trips x \$380 / trip = \$2,660.00 Transportation for the students in our Before / After School program from September 21, 2015 - April 29, 2016 (72 days x \$150.00 per day = \$10,800.00 - \$3,500.00 = \$7,300.00) NOTE: \$3,500 will be allocated to William Paca from HCPS Intervention funds. ; Transportation for Reading/Math July Summer Program - (8 days x \$150.00 per day = \$1,200.00); PBIS Initiative - Student Leadership Summer 2015 Program (2 Buses x 4 days x \$200 / day = \$1,600.00)	Bus transportation for After School & Summer Intervention Programs provides students the opportunity to access additional supplemental academic resources and interventions. Bus transportation provides students the opportunity to take educational field trips to expand their knowledge and experiences.	\$12,760.00	10%	

Supplies	04-01	53170 (Other)	Reading/Math July Summer Program - (7 Classrooms * \$100 / classroom = \$700.00) Before/After School Program - 6 Classrooms * \$100 / classroom = \$600.00 Supplemental materials and supplies that will enhance and provide additional support in the areas of reading, math, science, behavior and wellness supported by the curriculum and content in all grade levels (pre-k to 5) (7 grades x \$1,160.00 / grade = \$8,120.00)	Provide additional, supplemental materials to increase student achievement.			
			Supplemental Emergency school supplies for students such as folders, pencils, paper, etc. to be distributed as needed from central location - (7 grades x \$500.00 / grade = \$3,500.00) PBIS Initiative - Take home academic materials for quarterly academic achievement events (\$1,586.00 / quarter x 4 quarters = \$6,344.00) PBIS Initiative - PARCC Assessments Incentives = \$2,000.00 PBIS Initiative - Provide supplies for two supplemental SIP initiatives (PBIS initiative and Ron Clark house initiative) to assist in our efforts to promote positive student choices, decrease behavior referrals and increase student achievement. (7 grade levels (PK-5) x \$700.00 / grade level = \$4,900.00)				
Other	05-01	54170 (Other)			\$26,164.00	21%	
		54720 (Mileage)			\$0.00	0%	
		54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
Equipment	05-01	55170 (Other)	REFRESH of 4 Laptop Teacher Computers (4 computers * \$890 = \$3,560.00)	Will maintain the level of technology to enhance student learning initially purchased using Title I funds. This supplemental technology will support students in their ability to navigate a variety of software and programs and become keyboard proficient. Will provide student capacity through the latest technology opportunities.	\$3,560.00	3%	\$89,753.00

Staff Development	Salary	03-09	51170 (Other)	Reading/Math July Summer Program Planning - (7 Teachers * 3 Days * 6 hours / day * \$20 / hour = \$2,520.00) Before/After School Program - (6 Teachers * 2 hours / week * 24 weeks * \$20 / hour = \$5,760.00) PBIS Initiative - Subs needed for teachers attending Ron Clark Academy (4 subs x 2 days x \$90 /day = \$720.00) Before/After School Program -Student Achievement Progress Meetings for After School Intervention Program Teachers, on a quarterly basis, will analyze progress of students. (4 meetings x 2 hours / meeting x \$20 / hour x 6 teachers = \$960.00) School Improvement Team Planning Meetings (10 meetings x 2 hours / meeting x \$20 / hour x 10 teachers = \$4,000.00)	Will provide professional development opportunities for staff to achieve and support school goals and initiatives.						
				Professional Development Days for new teachers to be trained on existing intervention programs for reading and math. (4 meetings x 3 hours / meeting x \$20 / hour x 16 teachers = \$3,840.00) PBIS Initiative - Student Leadership Summer 2015 Program (1 Day Planning x 5 teachers x \$120.00 / day = \$600.00)					\$18,400.00	15%	
	Supplies	04-09	53170 (Other)	PBIS Initiative - Books Study for teachers focused on Ron Clark initiative and Whole Brain Teaching (just the cost of books for new teachers) (16 teachers x \$35 / book = \$560.00)	Provide the needed materials to implement high quality professional development.				\$560.00	0%	
	Other	05-09	54170 (Other)	Title I On Demand Professional Development (1 year subscription = \$99.00)	Will increase teacher and administrator capacity through staff development outlined in SIP.				\$99.00	0%	
			54750 (Conferences - must be approved first)	Title I National Conference: (1 attendee x \$2,600.00 per person (includes all expenses) = \$2,600.00); MAESP (1 attendee x \$500.00 per person (includes all expenses) = \$500.00); SoMIRAC - (3 Registrations X \$160.00 = \$480.00); Ron Clark Academy (6 attendees @ \$1,200.00 per person (includes all expenses) = \$7,200.00); MAG Conference (2 attendee x \$750.00 per person (includes all expenses) = \$1,500.00)	Will increase teacher and administrator capacity through staff development outlined in SIP.				\$12,280.00	10%	\$31,339.00
Fixed Costs									\$4,227.67	3%	\$4,227.67
Total										100%	\$125,319.67
									Difference		\$0.00

Parent Involvement Allocation =

\$11,652.28

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																																							
Reg Programs	Supplies	04-01	53170 (Other)	<p>These funds will be used to provide opportunities to build capacity for parents to work with their children to increase academic achievement through workshops and family nights. Funds will also be used to provide materials and resources for students and parents to maintain open communication with the school as well as to work with their child at home to practice skills and strategies learned during the school year and summer break. Total cost = \$7,852.28</p> <p>Family Involvement Advisory Team Meetings (instructional supplies and materials) (5 Meetings * \$200 / meeting = \$1,000.00)</p>	The parent workshops, family nights and increased volunteerism increases parental involvement which increases student achievement. Parents will become more informed about our School Improvement Plan, Parent Involvement Plan, the benefits of attending a Title 1 school and be more involved in decisions	\$8,852.28	76%																																																								
	Other	05-01	54170 (Other)			\$0.00	0%																																																								
			54735 (Refreshments - Parent Support ONLY 25% Maximum)	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Math, Reading, Science Nights</td> <td>300</td> <td>\$2.00</td> <td>1</td> <td>\$600.00</td> </tr> <tr> <td>Family Involvement Action Team (FIAT)</td> <td>20</td> <td>\$10.00</td> <td>4</td> <td>\$800.00</td> </tr> <tr> <td>Breakfast with Reading Books</td> <td>200</td> <td>\$3.00</td> <td>1</td> <td>\$600.00</td> </tr> <tr> <td>Bookfast</td> <td>20</td> <td>\$2.00</td> <td>3</td> <td>\$120.00</td> </tr> <tr> <td>Nibble with Numbers</td> <td>20</td> <td>\$2.00</td> <td>2</td> <td>\$80.00</td> </tr> <tr> <td>End of Year Instructional Volunteer Debriefing</td> <td>40</td> <td>\$3.00</td> <td>1</td> <td>\$120.00</td> </tr> <tr> <td>Mighty Impact of Male Role Models Academic Event</td> <td>100</td> <td>\$3.00</td> <td>1</td> <td>\$300.00</td> </tr> <tr> <td>Transition Night for students in PK, 2nd, and 5th grades</td> <td>60</td> <td>\$3.00</td> <td>1</td> <td>\$180.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$2,800.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Math, Reading, Science Nights	300	\$2.00	1	\$600.00	Family Involvement Action Team (FIAT)	20	\$10.00	4	\$800.00	Breakfast with Reading Books	200	\$3.00	1	\$600.00	Bookfast	20	\$2.00	3	\$120.00	Nibble with Numbers	20	\$2.00	2	\$80.00	End of Year Instructional Volunteer Debriefing	40	\$3.00	1	\$120.00	Mighty Impact of Male Role Models Academic Event	100	\$3.00	1	\$300.00	Transition Night for students in PK, 2nd, and 5th grades	60	\$3.00	1	\$180.00	Total				\$2,800.00	The parent workshops, family nights and increased volunteerism increases parental involvement which increases student achievement. Parents will become more informed about our School Improvement Plan, Parent Involvement Plan, and the benefits of attending a Title I school.	\$2,800.00	24%	
Parent Involvement Events																																																															
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Math, Reading, Science Nights	300	\$2.00	1	\$600.00																																																											
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Difference						\$0.00																																																									

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

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

Approval Signature, Tammy Bosley, Principal, William Paca / Old Post Road Elementary School

Date

Attachment 4
School Level Budget Summary
Fiscal Year 2016
Local School System: LEA 12: Harford County

1. Rank order all schools by percentage of poverty. After school name indicate as appropriate: (SW) for Title I Schoolwide Schools; (TAS) for Targeted Assistance Title I Schools; or (CH) for Charter Schools.

2. Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding. Expand Table as needed.

School Name	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquent and Youth at Risk of Dropping Out	Title II-A Teacher and Principal Training and Recruiting Fund	Title III-A English Language Acquisition	Other	Other	Total ESEA Funding by School
Magnolia Elementary (SW)	0131	87.61%	\$672,228.00						
Halls Cross Roads Elementary (SW)	0230	83.67%	\$506,088.00						
William Paca/Old Post Road Elementary (SW)	0140	77.75%	\$769,816.08						
G. Lisby Elementary at Hillsdale (SW)	0211	75.98%	\$368,843.58						
Edgewood Elementary (TAS)	0115	75.62%	\$319,985.64						
Center for Educational Opportunity	0292	73.12%							
Deerfield Road Elementary (TAS)	0120	69.21%	\$465,545.58						
Bakerfield Elementary (TAS)	0212	69.00%	\$247,241.88						
Havre de Grace Elementary (SW)	0632	66.13%	\$160,431.60						
Magnolia Middle	0184	62.57%							
Riverside Elementary	0143	59.54%							
Joppatowne High	0181	57.76%							
Edgewood Middle	0177	57.52%							
Aberdeen Middle	0265	57.22%							
Edgewood High	0176	49.09%							
Joppatowne Elementary	0137	45.03%							
Aberdeen High	0270	44.46%							
John Archer School	0391	42.86%							
Roye-Williams Elementary	0639	41.46%							
Dublin Elementary	0522	39.58%							
Havre de Grace Middle	0679	39.34%							
Church Creek Elementary	0125	35.11%							
Havre de Grace High	0678	33.56%							
Darlington Elementary	0518	32.33%	A7.76						

Attachment 5A

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

Fiscal Year 2016

Local School System: LEA 12: Harford County

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

50% limitation for local school systems not identified for school improvement or corrective action. 30% limitation for districts identified for school improvement. A school system identified for corrective action may not use the fund transfer option.

Funds Available for Transfer	Total FY 2016 Allocation	\$ Amount to be transferred <u>out of each program</u>	\$ Amount to be transferred into each of the following programs			
			Title I-A	Title II-A	Title II-D	Title IV-A
Title II-A Teacher Quality	HARFORD COUNTY PUBLIC SCHOOLS WILL NOT CONSOLIDATE ESEA FUNDS					
Title II-D Ed Tech						
Title IV-A Safe and Drug Free Schools & Communities						

Attachment 5B

Consolidation of ESEA Funds for Local Administration (ESEA Section 9203)

Fiscal Year 2016

Local School System: LEA 12: Harford County

Section 9203 of ESEA allows a local school system, with approval of MSDE, to consolidate ESEA administrative funds. In consolidating administrative funds, a school system *may not* (a) designate more than the percentage established in each ESEA program, and (b) use any other funds under the program included in the consolidation for administrative purposes. A school system may use the consolidated administrative funds for the administration of the ESEA programs and for uses at the school district and school levels for such activities as:

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

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

If the school system plans to consolidate ESEA administrative funds, indicate below the ESEA programs and amounts that the school system will consolidate for local administration. Provide a detailed description of how the consolidated funds will be used.

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

Attachment 6

Nonpublic School Information for ESEA Programs

Fiscal Year 2016

Local School System: LEA 12: Harford County

Enter the complete information for each participating nonpublic school, including mailing address. Use the optional "Comments" area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under "Comments." NOTE: Complete Attachment 6 for Title I-A, Title II-A, and Title III services. *Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						Comments (Optional)
	Title I-A		Title II-A	Title III-A			
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
St. Joan of Arc 230 S. Law Street Aberdeen, MD 21001	Private School	3					**3 students generated funds for this year, but the number of students serviced may be higher or lower. Title I services will be provided through a third party contractor.
	Public School		3**	3**			
	Neutral Site						
Trinity Lutheran 1100 Philadelphia Road Joppa, MD 21085	Private School	6					**6 students generated funds for this year, but the number of students serviced may be higher or lower. Title I services will be provided through a third party contractor.
	Public School		6**	6**			
	Neutral Site						
Bethel Christian Academy 21 N Earlton Road Ext Havre de Grace, MD 21078	Private School	2					**2 students generated funds for this year, but the number of students serviced may be higher or lower. -Title I services will be provided through a third party contractor.
	Public School		2**	2**			
	Neutral Site						
Villa Maria School of Harford County 1370 Brass Mill Road Belcamp, MD 21017	Private School	2					**2 students generated funds for this year, but the number of students serviced may be higher or lower. Title I services will be provided through a third party contractor.
	Public School		2**	2**			
	Neutral Site						

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August 27, 2015

Dear Parent:

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

The following information may be requested:

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

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

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

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

Sincerely,



Barbara P. Canavan
Superintendent of Schools

27 de Agosto de 2015

Estimados Padres:

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

La siguiente información puede ser solicitada:

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

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

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

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

Sinceramente,



Barbara P. Canavan
Superintendent of Schools

**Harford County Public Schools
Component 1 – Highly Qualified (HQ) 2015-2016**

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

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
1 New Hires	Initial Interview of potential New Title 1 Educator (teacher or paraprofessional)	Title 1 Principals	Principals will interview candidates supplied by the HCPS Human Resources (HR) for any openings. If the principal chooses to hire the candidate, then Barb Matthews will verify HQ status. If the principal does not want to hire the candidate, no further action taken.	June – August and/or through-out the school year	
	New Title 1 Educator is Selected for Hire	Debbie Cannon, HR Brad Palmer, Title 1	Once a new candidate is selected by the principal, Debbie Cannon and Brad Palmer will verify HQ status. If the candidate meets HQ status, a hiring offer will be communicated by HR. If the candidate is not HQ, the candidate and the principal will be notified, and the selection process will continue until an HQ candidate is hired.	June – August and/or through-out the school year	
2 HQ Monitoring Teachers/Para	Verification of HQ by Principals	Title 1 Principals Brad Palmer, Title 1	The Verification Attestation Form will be completed by Title 1 Principals confirming that all teachers within their building are HQ.	Beg. of the school year / on-going, if needed	
	On-going Review of HQ status of new and existing educators	Title 1 Principals Debbie Cannon, HR Brad Palmer, Title 1	An HR/Title 1 mtg will be held at the end of the year and informally throughout the year. An MOU will be signed at the beginning of each school year to ensure that effective Title I HQ is maintained. Database pulls with certification and teaching assignments will be examined (August and January). Sample records will be reviewed for HQ document support, including school-based staff/faculty rosters. Educators found to be Non-HQ will begin the process established for addressing Non-HQ educators. Grade/position assignments will also be reviewed during both data pulls to ensure that teachers are not moved to a non-HQ position.	Data review in August and January, periodically throughout the year.	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
	Process for Addressing Non-HQ Educators in Title 1 Schools	Title 1 Principals Title 1 Educator Debbie Cannon, HR Brad Palmer, Title 1	<ol style="list-style-type: none"> 1. The Non-HQ educator and their principal will be notified of the Non-HQ status and the reason for being Non-HQ via letter from Debbie Cannon, HR. 2. A meeting will be held immediately with the educator, the principal and Allyn Watson, Supervisor of Title 1. The HQ Verification Form will be completed. 3. Principal will send a Parent Letter within 4 weeks of the date that the educator was determined to be Non-HQ. A copy of the letter will be sent to Brad Palmer, Title 1 and Debbie Cannon. 4. The Executive Director of Elementary Schools will be notified of the Non-HQ determination. 5. If an educator is determined to be Non-HQ, the Executive Director of Elementary Schools will take appropriate action to have an HQ educator reassigned. 	On-going on a case by case basis throughout the year.	
	Process for Monitoring and Communicating with Educators	Debbie Cannon, HR Brad Palmer, Title 1	<ol style="list-style-type: none"> 1. Every six months (December and June), teachers' certification expiration dates will be examined and email notification will be sent as a reminder to teachers whose certification expires within a 6 month period. 2. All Title 1 teachers will be notified at the beginning & middle of each year (via email) of the importance and possible consequences for not maintaining proper certification. HR will send specific letters to identified non-HQ teachers specifically outlining their status and outlining their needs. The central Title 1 Office and the HR Office will be responsible for communicating to teachers all information related to HQ status. 	December and June	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
3 HQ Monitoring- Long term Substitutes	Process for Maintaining HQ Title 1 Long Term Substitutes for Teachers and Paraprofessionals	Title 1 Principals Debbie Cannon, HR Brad Palmer, Title 1	<ol style="list-style-type: none"> 1. Principals will notify Brad Palmer-Title 1 when a long term substitute is needed, preferably with as much advanced notice as possible. 2. Principal will send a Parent Letter (Parents’ Right to Know) within 4 weeks of the date that the full-time educator was replaced by the long term substitute. A copy of the letter will be sent to Brad Palmer, Title 1 and Debbie Cannon, HR 3. Brad Palmer –Title 1 will work with HR to find HQ substitutes for the vacancy. 4. Brad Palmer-Title 1 will research and communicate a list of viable HQ substitutes to the principals for interviewing. 5. The principal will interview and make an offer for hiring, or will reject the candidate. 6. The process will continue until an HQ substitute is hired or there are no more HQ substitutes available. 7. If there are no HQ substitutes available, then a Non-HQ substitute will fill the vacancy. 8. The principal and Brad Palmer-Title 1 will continue to search for HQ substitutes to replace the Non-HQ substitute. 9. As a double check, the staffing list for Title 1 schools will be reviewed two times per year to review any long term substitutes. 	On-going on a case by case basis throughout the year.	

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

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
5 Internal Transfers	Process for ensuring that internal transfers at the end of the school year remain compliant with HQ requirements	Title 1 Principals Debbie Cannon, HR Brad Palmer, Title 1	<ol style="list-style-type: none"> 1. Principals will complete the “Grade Level Change-Internal Transfer” form in early May and return to Brad Palmer. 2. Brad Palmer and Debbie Cannon will review the list from each school and consult with Barb Matthews if there are any questions. 3. Principals will receive the completed “Grade Level Change-Internal Transfer” in early June with the approval or denial of the internal transfers. 	<p>May of each year</p> <p>June of each year</p>	
6 Role of the Paraprofessional	Process for ensuring that instructional Paraprofessionals work under the direct supervision of and within close proximity with an HQ teacher	Title 1 Principals Title 1 Teachers Title 1 Paraprofessionals Title 1 Teacher Specialists Debbie Cannon, HR Brad Palmer, Title 1	<ol style="list-style-type: none"> 1. Training to ensure that all Title 1 school-based staff understand the role of the instructional paraprofessional, training will occur as follows: <ol style="list-style-type: none"> a. Principals will be trained/informed annually by Brad Palmer b. Teachers will be trained annually by Title 1 Teacher Specialists c. Paraprofessionals will be trained annually by Title 1 teacher specialists 2. Title 1 Principals will ensure that instructional paraprofessionals are working under the direct supervision of and within proximity with an HQ teacher by: <ol style="list-style-type: none"> a. Informal observations b. Formal observation and evaluation process c. In-school professional development 3. The Title 1 Office will ensure that instructional paraprofessionals are working under the direct supervision of and within proximity with an HQ teacher by: <ol style="list-style-type: none"> a. Title 1 Principal meetings b. Analysis of the formal teacher observations and evaluations 	<p>Annually – Beginning of the school year</p> <p>On-going</p> <p>On-going</p>	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
6 Role of the Paraprofessional (contd.)	Process for ensuring that instructional Paraprofessionals work under the direct supervision of and within close proximity with an HQ teacher	Title 1 Principals Title 1 Teachers Title 1 Paraprofessionals Title 1 Teacher Specialists Debbie Cannon, HR Brad Palmer, Title 1	4. The Title I Office will ensure that paraprofessionals are not being used as substitutes for classroom teachers. a. Inform/train principals b. Verify payroll status (MOU with Eric Clark)	On-going	

**Harford County Public Schools
Component 3 – School-wide 2015-2016**

Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Appropriation of Title I Funds	Title I Office, Office of Finance	Title I Office and Office of Finance work closely to ensure all funds for Title I schools are effectively appropriated with ongoing frequent contact between both departments.	Ongoing	July 1, 2015:	Brad Palmer, Thomas Webber, and Eric Clark maintain daily/weekly contact.
Appropriation of Title I Funds	Title I Office, Office of Finance	Title I Office and Office of Finance communicate regularly to ensure the coordination of funds.	Ongoing	July 1, 2015:	Brad Palmer, Thomas Webber, and Eric Clark maintain daily/weekly contact.
Staff development – 10 School-wide components	Title I Office	Title I Office provides continuous staff development, on all 10 School-wide components, to Title I Teacher Specialists	Ongoing	July 1, 2015 – June 30, 2016	
Staff development – 10 School-wide components	Title I Teacher Specialists	Schools receive staff development from Title I Teacher Specialists, embedded within these staff development sessions are the 10 components of a School-Wide program	Ongoing	July 1, 2015 – June 30, 2016	
School-wide component checklist incorporated SIP	Title I School Improvement Teams	The School-Wide Component Matrix is incorporated into each school’s Title I SIP (School Improvement Plan), The Schoolwide Component Matrix details each of the 10 Schoolwide Components and on which page they are found. The School wide component checklist is essentially included in each School’s SIP.	Ongoing	July 1, 2015 – June 30, 2016	

Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Peer Review Process	Title I School Improvement Teams	During the Peer Reviews, each school is assigned a partner school and a partner school advisee. The “partner school advisee” visits the School Improvement Team meeting and gives an overview of the School Improvement Plan. The “partner school advisee” will be able to answer any specific questions and will be able to provide additional information if needed. Each member of the SIT team will review the other school’s SIP. During each school’s review of the partner school’s SIP, the School wide Component Checklist, will be checked to ensure that all 10 components are in each school’s plan. Each SIT member will provide specific feedback on the School wide component checklist. William Paca/Old Post Road ES will be paired with another school to specifically address their status as a “FOCUS” school.	October – November	Various dates during months of October / November	
Peer Review Process	Title I Teacher Specialists	The Title I Teacher Specialist will gather the written checklist feedback from their school and will report out an overview of their school’s feedback during the Peer Review. Written feedback will be provided as well. If any of the 10 School-Wide components are not adequately addressed, these components will be addressed in the feedback first, suggestions about the SIP will come second.	December	Monday, December ...	
Peer Review Process	Title I School Improvement Teams	After the Title I SIP Peer Review, the Title I Teacher Specialist will provide feedback during their school’s next SIT meeting. Based upon the feedback the school reviews and rewrites the plan to incorporate any suggested changes, if needed. A copy of all feedback will be provided to the Title I Supervisor and Assistant Supervisor.	Revisions Due December 18 th	Revisions Due December ...	

Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Peer Review Process	Title I Supervisor, Title I Assistant Supervisor	<p>After the Title I SIP Peer Review, Title I Supervisor and Assistant Supervisor will review all School Improvement Plans and Peer Review School wide component checklist feedback forms to ensure completion of Title I School Wide components, completed by December 19.</p> <p>If any SIPs did not adequately address any of the 10 School-Wide components. The central Title I Office will review the SIP, offer suggestions, and meet with ILT and SIT to ensure the components are addressed.</p>	Late December / January	Meeting was held on ...	
Ongoing Review of 10 School-wide Components	Title I School Improvement Teams	Monthly School Improvement Teams review 10 components to ensure implementation.	Ongoing	July 1, 2015 – June 30, 2016	
Ongoing Review of 10 School-wide Components	Title I Office, Title I School Improvement Teams	Title I principals and teacher specialists maintain binders/bins that are divided into the 10 components. Evidence of each component is filed and maintained. The Title I supervisor monitors and reviews all evidence on a quarterly basis. Title I principals meet monthly to discuss progress and student needs. Title I Teacher Specialists meet with Title I Supervisor on a quarterly basis to discuss additional support, if needed.	Ongoing	July 1, 2015 – June 30, 2016	
Ongoing Review of 10 School-wide Components	Title I Office, Title I School Improvement Teams	For the 2015-2016 School Year, the Title I Office will conduct Internal Program Reviews for each of the Title I Schools in the Fall of 2015. Purpose of the program reviews is to provide support and guidance to the schools to ensure that each school is meeting 100% of the Title I program review requirements.	Early November	MAES HXES HDGES WPES & GLES DFES & EDES BFES	

Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Ongoing Review of 10 School-wide Components	Title I Office, Title I ILT, Title I School Improvement Teams	Title I Supervisor, Assistant Supervisor, and Coordinator meet with ILT (Instructional Leadership Team), SIT (School Improvement Team) to review ongoing implementation of the 10 components.	Ongoing	July 1, 2015 – June 30, 2016	

2015 - 2016 TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA

Kindergarten Mathematics

	Instrument	Criteria	Possible Points														
Initial	Kindergarten Retention	Student is retained in Kindergarten.	Target Student														
	SNAP	Students receive 1 point for each failed subtest for a total of 6 possible points: <table border="1" style="margin-left: 20px;"> <tr> <td></td> <td>Beginning of Year</td> </tr> <tr> <td>FNWS</td> <td>(Fail = 2) (3 and Above is Pass - B.O.Y.)</td> </tr> <tr> <td>BNWS</td> <td>(Fail = 0) (1 and Above is Pass - B.O.Y.)</td> </tr> <tr> <td>NID</td> <td>(Fail = 1) (2 and Above is Pass - B.O.Y.)</td> </tr> <tr> <td>Add/Sub</td> <td>(Fail = 0) (1 and Above is Pass - B.O.Y.)</td> </tr> <tr> <td>FING_PAT</td> <td>(Fail = 1) (2 and Above is Pass - B.O.Y.)</td> </tr> <tr> <td>SPAT_PAT</td> <td>(Fail = 1) (2 and Above is Pass - B.O.Y.)</td> </tr> </table>		Beginning of Year	FNWS	(Fail = 2) (3 and Above is Pass - B.O.Y.)	BNWS	(Fail = 0) (1 and Above is Pass - B.O.Y.)	NID	(Fail = 1) (2 and Above is Pass - B.O.Y.)	Add/Sub	(Fail = 0) (1 and Above is Pass - B.O.Y.)	FING_PAT	(Fail = 1) (2 and Above is Pass - B.O.Y.)	SPAT_PAT	(Fail = 1) (2 and Above is Pass - B.O.Y.)	6
		Beginning of Year															
FNWS	(Fail = 2) (3 and Above is Pass - B.O.Y.)																
BNWS	(Fail = 0) (1 and Above is Pass - B.O.Y.)																
NID	(Fail = 1) (2 and Above is Pass - B.O.Y.)																
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Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2															
Middle of the year	SNAP	Students receive 1 point for each failed subtest for a total of 6 possible points: <table border="1" style="margin-left: 20px;"> <tr> <td></td> <td>Middle of Year</td> </tr> <tr> <td>FNWS</td> <td>(Fail = 3) (4 and Above is Pass - M.O.Y.)</td> </tr> <tr> <td>BNWS</td> <td>(Fail = 1) (2 and Above is Pass - M.O.Y.)</td> </tr> <tr> <td>NID</td> <td>(Fail = 3) (4 and Above is Pass - M.O.Y.)</td> </tr> <tr> <td>Add/Sub</td> <td>(Fail = 1) (2 and Above is Pass - M.O.Y.)</td> </tr> <tr> <td>FING_PAT</td> <td>(Fail = 3) (4 and Above is Pass - M.O.Y.)</td> </tr> <tr> <td>SPAT_PAT</td> <td>(Fail = 4) (5 and Above is Pass - M.O.Y.)</td> </tr> </table>		Middle of Year	FNWS	(Fail = 3) (4 and Above is Pass - M.O.Y.)	BNWS	(Fail = 1) (2 and Above is Pass - M.O.Y.)	NID	(Fail = 3) (4 and Above is Pass - M.O.Y.)	Add/Sub	(Fail = 1) (2 and Above is Pass - M.O.Y.)	FING_PAT	(Fail = 3) (4 and Above is Pass - M.O.Y.)	SPAT_PAT	(Fail = 4) (5 and Above is Pass - M.O.Y.)	6
		Middle of Year															
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Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2															
End of the Year	SNAP	Students receive 1 point for each failed subtest for a total of 6 possible points: <table border="1" style="margin-left: 20px;"> <tr> <td></td> <td>End of Year</td> </tr> <tr> <td>FNWS</td> <td>(Fail = 5) (6 and Above is Pass - E.O.Y.)</td> </tr> <tr> <td>BNWS</td> <td>(Fail = 2) (3 and Above is Pass - E.O.Y.)</td> </tr> <tr> <td>NID</td> <td>(Fail = 6) (7 and Above is Pass - E.O.Y.)</td> </tr> <tr> <td>Add/Sub</td> <td>(Fail = 2) (3 and Above is Pass - E.O.Y.)</td> </tr> <tr> <td>FING_PAT</td> <td>(Fail = 5) (6 and Above is Pass - E.O.Y.)</td> </tr> <tr> <td>SPAT_PAT</td> <td>(Fail = 5) (6 and Above is Pass - E.O.Y.)</td> </tr> </table>		End of Year	FNWS	(Fail = 5) (6 and Above is Pass - E.O.Y.)	BNWS	(Fail = 2) (3 and Above is Pass - E.O.Y.)	NID	(Fail = 6) (7 and Above is Pass - E.O.Y.)	Add/Sub	(Fail = 2) (3 and Above is Pass - E.O.Y.)	FING_PAT	(Fail = 5) (6 and Above is Pass - E.O.Y.)	SPAT_PAT	(Fail = 5) (6 and Above is Pass - E.O.Y.)	6
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Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2															

2015 - 2016 TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA

Kindergarten Reading

	Instrument	Criteria	Possible Points
Initial	Kindergarten Retention	Student is retained in Kindergarten.	Target Student
	KLA	Students receive 1 point for each failed subtest for a total of 8 possible points: <ul style="list-style-type: none"> • Uppercase Letters • Lowercase Letters • Letter Sounds • Rhyming Words • Blending • Segmenting • Sight Words • Concepts of Print 	8
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2
Middle of the year	Fountas and Pinnell Benchmark Assessment	Student scores: <ul style="list-style-type: none"> • CAPS- 3 points • Level A- 2 points • Level B- 1 point • Level C or above- 0 points 	3
	KLA	Students receive 1 point for each failed subtest for a total of 8 possible points: <ul style="list-style-type: none"> • Uppercase Letters • Lowercase Letters • Letter Sounds • Rhyming Words • Blending • Segmenting • Sight Words • Concepts of Print 	8
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2
End of the Year	Fountas and Pinnell Benchmark Assessment	Student scores: <ul style="list-style-type: none"> • CAPS/ Level A- 3 points • Level B- 2 points • Level C- 1 point • Level D or above- 0 points 	3
	KLA	Students receive 1 point for each failed subtest for a total of 8 possible points: <ul style="list-style-type: none"> • Uppercase Letters • Lowercase Letters • Letter Sounds • Rhyming Words • Blending • Segmenting • Sight Words • Concepts of Print 	8
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2

2015 - 2016 TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA*

First Grade Mathematics

	Instrument	Criteria	Possible Points	
Initial	First Grade Retention	Student is retained in First Grade.	Target Student	
	SNAP	Students receive 1 point for each failed subtest for a total of 6 possible points:		6
			End of Year- Kindergarten	
		FNWS	(Fail = 5) (6 and Above is Pass - E.O.Y.)	
BNWS		(Fail = 2) (3 and Above is Pass - E.O.Y.)		
NID		(Fail = 6) (7 and Above is Pass - E.O.Y.)		
Add/Sub		(Fail = 2) (3 and Above is Pass - E.O.Y.)		
FING_PAT	(Fail = 5) (6 and Above is Pass - E.O.Y.)			
SPAT_PAT	(Fail = 5) (6 and Above is Pass - E.O.Y.)			
Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2		
Middle of the year	Cumulative EDM weighted average <i>(PARCC Math- Subject on Performance Matters BB Card)</i>	Student scores: <ul style="list-style-type: none"> • 0 – 50% - 3 points • 51- 69% - 2 points • 70- 79% - 1 point • > 80% - 0 points 	3	
	Numbers and Operations in Base Ten Strand <i>(PARCC Math- Strands on Performance Matters BB Card)</i>	Student scores: <ul style="list-style-type: none"> • 0 – 50% - 3 points • 51- 69% - 2 points • 70- 79% - 1 point • > 80% - 0 points 	3	
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2	
End of the Year	Cumulative EDM weighted average <i>(PARCC Math- Subject on Performance Matters BB Card)</i>	Student scores: <ul style="list-style-type: none"> • 0 – 50% - 3 points • 51- 69% - 2 points • 70- 79% - 1 point • > 80% - 0 points 	3	
	Numbers and Operations in Base Ten Strand <i>(PARCC Math- Strands on Performance Matters BB Card)</i>	Student scores: <ul style="list-style-type: none"> • 0 – 50% - 3 points • 51- 69% - 2 points • 70- 79% - 1 point • > 80% - 0 points 	3	
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2	

2015 - 2016 TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA
First Grade Reading

	Instrument	Criteria	Possible Points
Initial	First Grade Retention	Student is retained in First Grade.	Target Student
	Fountas and Pinnell Benchmark Assessment	Student scores: <ul style="list-style-type: none"> • CAPS/ Level A- 3 points • Level B- 2 points • Level C- 1 point • Level D or above- 0 points 	3
	KLA	Students receive 1 point for each failed subtest for a total of 8 possible points: <ul style="list-style-type: none"> • Uppercase Letters • Lowercase Letters • Letter Sounds • Rhyming Words • Blending • Segmenting • Sight Words • Concepts of Print 	8
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2
Middle of the year	Fountas and Pinnell Benchmark Assessment	Student scores: <ul style="list-style-type: none"> • < Level D - 3 points • Level E/F- 2 points • Level G/H- 1 point • Level I or above- 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2
End of the Year	Fountas and Pinnell Benchmark Assessment	Student scores: <ul style="list-style-type: none"> • < Level F - 3 points • Level G- 2 points • Level H- 1 point • Level I or above- 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2

2015 - 2016 TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA

Second Grade Mathematics

	Instrument	Criteria	Possible Points
Initial	Second Grade Retention	Student is retained in Second Grade.	Target Student
	Cumulative EDM weighted average (End of First Grade) (PARCC Math- Subject on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Numbers and Operations in Base Ten Strand (End of First Grade) (PARCC Math- Strands on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> Below Basic – 2 points Basic – 1 point 	2
Middle of the year	Cumulative EDM weighted average (PARCC Math- Subject on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Numbers and Operations in Base Ten Strand (PARCC Math- Strands on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> Below Basic – 2 points Basic – 1 point 	2
End of the Year	Cumulative EDM weighted average (PARCC Math- Subject on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Numbers and Operations in Base Ten Strand (PARCC Math- Strands on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Operations and Algebraic Thinking Strand (PARCC Math- Strands on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> Below Basic – 2 points Basic – 1 point 	2

2015 - 2016 TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA

Second Grade Reading

	Instrument	Criteria	Possible Points
Initial	Second Grade Retention	Student is retained in Second Grade.	Target Student
	Fountas and Pinnell Benchmark Assessment	Student scores: <ul style="list-style-type: none"> • < Level F - 3 points • Level G- 2 points • Level H- 1 point • Level I or above- 0 points 	3
	SRI scores	Student Scores: <ul style="list-style-type: none"> • Below Basic – 3 points • Basic – 2 points • Proficient – 1 point • Advanced – 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2
Middle of the year	Fountas and Pinnell Benchmark Assessment	Student scores: <ul style="list-style-type: none"> • < Level G - 3 points • Level H,I,J - 2 points • Level K - 1 point • Level L or above- 0 points 	3
	SRI scores	Student Scores: <ul style="list-style-type: none"> • Below Basic – 3 points • Basic – 2 points • Proficient – 1 point • Advanced – 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2
End of the Year	Fountas and Pinnell Benchmark Assessment	Student scores: <ul style="list-style-type: none"> • < Level H - 3 points • Level I,J,K- 2 points • Level L- 1 point • Level M or above- 0 points 	3
	SRI scores	Student Scores: <ul style="list-style-type: none"> • Below Basic – 3 points • Basic – 2 points • Proficient – 1 point • Advanced – 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2

Third Grade Mathematics

	Instrument	Criteria	Possible Points
Initial	Third Grade Retention	Student is retained in Third Grade.	Target Student
	Cumulative EDM weighted average (End of Second Grade) (PARCC Math- Subject on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Numbers and Operations in Base Ten Strand (End of Second Grade) (PARCC Math- Strands on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Operations and Algebraic Thinking Strand (End of Second Grade) (PARCC Math- Strands on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> Below Basic – 2 points Basic – 1 point 	2
Middle of the year	Cumulative EDM weighted average (PARCC Math- Subject on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Numbers and Operations in Base Ten Strand (PARCC Math- Strands on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Operations and Algebraic Thinking Strand (PARCC Math- Strands on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> Below Basic – 2 points Basic – 1 point 	2
End of the Year	Cumulative EDM weighted average (PARCC Math- Subject on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Numbers and Operations in Base Ten Strand (PARCC Math- Strands on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Operations and Algebraic Thinking Strand (PARCC Math- Strands on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> Below Basic – 2 points Basic – 1 point 	2

2015 - 2016 TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA

Third Grade Reading

	Instrument	Criteria	Possible Points
Initial	Third Grade Retention	Student is retained in Third Grade.	Target Student
	Fountas and Pinnell Benchmark Assessment	Student scores: <ul style="list-style-type: none"> • < Level H - 3 points • Level I,J,K- 2 points • Level L- 1 point • Level M or above- 0 points 	3
	SRI scores	Student Scores: <ul style="list-style-type: none"> • Below Basic – 3 points • Basic – 2 points • Proficient – 1 point • Advanced – 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2
Middle of the year	Fountas and Pinnell Benchmark Assessment	Student scores: <ul style="list-style-type: none"> • < Level I - 3 points • Level J,K,L - 2 points • Level M,N - 1 point • Level O or above- 0 points 	3
	SRI scores	Student Scores: <ul style="list-style-type: none"> • Below Basic – 3 points • Basic – 2 points • Proficient – 1 point • Advanced – 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2
End of the Year	Fountas and Pinnell Benchmark Assessment	Student scores: <ul style="list-style-type: none"> • < Level K - 3 points • Level L,M- 2 points • Level N,O- 1 point • Level P or above- 0 points 	3
	SRI scores	Student Scores: <ul style="list-style-type: none"> • Below Basic – 3 points • Basic – 2 points • Proficient – 1 point • Advanced – 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2

Fourth Grade Mathematics

	Instrument	Criteria	Possible Points
Initial	Fourth Grade Retention	Student is retained in Fourth Grade.	Target Student
	Cumulative EDM weighted average (End of Third Grade) (PARCC Math- Subject on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Numbers and Operations in Base Ten Strand (End of Third Grade) (PARCC Math- Strands on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Operations and Algebraic Thinking Strand (End of Third Grade) (PARCC Math- Strands on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> Below Basic – 2 points Basic – 1 point 	2
Middle of the year	Cumulative EDM weighted average (PARCC Math- Subject on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Numbers and Operations in Base Ten Strand (PARCC Math- Strands on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Operations and Algebraic Thinking Strand (PARCC Math- Strands on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> Below Basic – 2 points Basic – 1 point 	2
End of the Year	Cumulative EDM weighted average (PARCC Math- Subject on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Numbers and Operations in Base Ten Strand (PARCC Math- Strands on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Operations and Algebraic Thinking Strand (PARCC Math- Strands on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> Below Basic – 2 points Basic – 1 point 	2

2015 - 2016 TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA

Fourth Grade Reading

	Instrument	Criteria	Possible Points
Initial	Fourth Grade Retention	Student is retained in Fourth Grade.	Target Student
	Fountas and Pinnell Benchmark Assessment	Student scores: <ul style="list-style-type: none"> • < Level K - 3 points • Level L,M- 2 points • Level N,O- 1 point • Level P or above- 0 points 	3
	SRI scores	Student Scores: <ul style="list-style-type: none"> • Below Basic – 3 points • Basic – 2 points • Proficient – 1 point • Advanced – 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2
Middle of the year	Fountas and Pinnell Benchmark Assessment	Student scores: <ul style="list-style-type: none"> • < Level O - 3 points • Level P - 2 points • Level Q - 1 point • Level R or above- 0 points 	3
	SRI scores	Student Scores: <ul style="list-style-type: none"> • Below Basic – 3 points • Basic – 2 points • Proficient – 1 point • Advanced – 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2
End of the Year	Fountas and Pinnell Benchmark Assessment	Student scores: <ul style="list-style-type: none"> • < Level P - 3 points • Level Q- 2 points • Level R- 1 point • Level S or above- 0 points 	3
	SRI scores	Student Scores: <ul style="list-style-type: none"> • Below Basic – 3 points • Basic – 2 points • Proficient – 1 point • Advanced – 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2

Fifth Grade Mathematics

	Instrument	Criteria	Possible Points
Initial	Fifth Grade Retention	Student is retained in Fifth Grade.	Target Student
	Cumulative EDM weighted average (End of Fourth Grade) (PARCC Math- Subject on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Numbers and Operations in Base Ten Strand (End of Fourth Grade) (PARCC Math- Strands on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Operations and Algebraic Thinking Strand (End of Fourth Grade) (PARCC Math- Strands on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> Below Basic – 2 points Basic – 1 point 	2
Middle of the year	Cumulative EDM weighted average (PARCC Math- Subject on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Numbers and Operations in Base Ten Strand (PARCC Math- Strands on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Operations and Algebraic Thinking Strand (PARCC Math- Strands on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> Below Basic – 2 points Basic – 1 point 	2
End of the Year	Cumulative EDM weighted average (PARCC Math- Subject on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Numbers and Operations in Base Ten Strand (PARCC Math- Strands on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Operations and Algebraic Thinking Strand (PARCC Math- Strands on Performance Matters BB Card)	Student scores: <ul style="list-style-type: none"> 0 – 50% - 3 points 51- 69% - 2 points 70- 79% - 1 point > 80% - 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> Below Basic – 2 points Basic – 1 point 	2

Fifth Grade Reading

	Instrument	Criteria	Possible Points
Initial	Fifth Grade Retention	Student is retained in Fifth Grade.	Target Student
	Fountas and Pinnell Benchmark Assessment	Student scores: <ul style="list-style-type: none"> • < Level P - 3 points • Level Q- 2 points • Level R- 1 point • Level S or above- 0 points 	3
	SRI scores	Student Scores: <ul style="list-style-type: none"> • Below Basic – 3 points • Basic – 2 points • Proficient – 1 point • Advanced – 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2
Middle of the year	Fountas and Pinnell Benchmark Assessment	Student scores: <ul style="list-style-type: none"> • < Level R - 3 points • Level S - 2 points • Level T - 1 point • Level U or above- 0 points 	3
	SRI scores	Student Scores: <ul style="list-style-type: none"> • Below Basic – 3 points • Basic – 2 points • Proficient – 1 point • Advanced – 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2
End of the Year	Fountas and Pinnell Benchmark Assessment	Student scores: <ul style="list-style-type: none"> • < Level S - 3 points • Level T- 2 points • Level U- 1 point • Level V or above- 0 points 	3
	SRI scores	Student Scores: <ul style="list-style-type: none"> • Below Basic – 3 points • Basic – 2 points • Proficient – 1 point • Advanced – 0 points 	3
	Teacher Observation Tool	Teacher indicates student is below grade level in reading. <ul style="list-style-type: none"> • Below Basic – 2 points • Basic – 1 point 	2

**Harford County Public Schools
Title I Component IV – TAS Requirements 2015-2016**

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
TAS transition to Schoolwide	<p>MSDE Requirement 1 - <i>ONLY for Targeted Assistance Schools who are planning to become a Schoolwide Program next school year.</i> This requirement is a year-long planning process to become a Title I school implementing a schoolwide program.</p> <p>MSDE Requirement 2 - Initial entrance into schoolwide program--LEA provides year-long guidance, technical assistance and support to school developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of a schoolwide program and requirements.</p>	TAS Principal, Supervisor of Title I	<ol style="list-style-type: none"> 1. Notification Letter to MSDE Title I Director for schoolwide planning process. 2. SAN Documents to include the following evidence of planning and technical assistance: <ul style="list-style-type: none"> • Initial planning meeting agenda and list of participants; • Whole-school orientation including agenda and signed roster of participants; • Planning team roster and calendar of meetings (Planning team must consist of school staff, district staff, community leaders, and parents.) • Plan approval process. 	Sept.-May		
Eligible Children are identified	MSDE Requirement 3 - Children in grades 3-12 are identified on the basis of multiple, educationally related, objective criteria	TAS Principal, Supervisor of Title I, TAS Teacher Specialist, TAS Teacher	<ol style="list-style-type: none"> 1. Multiple Selection criteria (by school) Reference HCPS TAS Selection Criteria document. 2. Description of how students are ranked by school. 	By Sept 1		1. TAS Selection Criteria document created 7/8/15.

	<p>established by the local educational agency and supplemented by the school.</p> <p>MSDE Requirement 4 - Children from preschool through grade 2 shall be identified solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.</p>		<ol style="list-style-type: none"> 3. Master list of all students ranked showing only most needy students served by school. 4. Documentation that the LEA/school complies with Title I teacher/para ratios prescribed by MSDE(1:8). 5. School schedules of Title I teachers of TA students and subject teachers delivering core instructional programs. 6. Exit criteria for Title I students by school. 			<ol style="list-style-type: none"> 2. TAS Selection Criteria document created 7/8/15. 3. Master List of ranked students created: 8/22/15. 4. N/A 5. School Schedules created: 8/14/15
<p>Components of a TAS program</p>	<p>MSDE Requirement 5- Use such program’s resources under this part to help participating children meet Maryland’s challenging student academic achievement standards expected for all children.</p>	<p>TAS Principal, Supervisor of Title I, TAS Teacher Specialist, TAS Teacher</p>	<ol style="list-style-type: none"> 1. School Plan 2. School Selection criteria process/ multiple selection criteria 3. School student roster matched with assigned school Title I teacher. 4. Evidence of LEA monitoring – Develop LEA monitoring plan. 			<ol style="list-style-type: none"> 4. See Document “LEA Monitoring Plan”
<p>Components of a Targeted Assistance School Program</p>	<p>MSDE Requirement 13 - Review on an ongoing basis, the progress of participating children and revising the targeted assistance program, if necessary, to provide additional assistance.</p>	<p>TAS Principal, Supervisor of Title I, TAS Teacher Specialist, TAS Teacher</p>	<ol style="list-style-type: none"> 1. Schedule of service delivery to identified Title I students. 2. LEA Schedules with dates for regular review for each Title I TA School. 3. Criteria for entering the TA program in each school. 4. Criteria for exiting the TA program in each school. 5. Lists of students, master schedules 			<ol style="list-style-type: none"> 1. Updated schedule of Service Delivery to Title I students on file. 2. See document “LEA

			<p>and Title I teacher assigned to each student.</p> <p>6. Student progress monitoring</p>			<p>Monitoring Plan”</p> <p>3. See document “Title I Targeted Assistance Selection Criteria 2015 – 2016”</p> <p>4. See document “Title I Targeted Assistance Selection Criteria 2015 – 2016”</p> <p>5. Lists of students, master schedules and Title I teacher assigned to each student on file.</p> <p>6. See document “LEA Monitoring</p>
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						Plan” – Progress Monitoring Meetings.
<i>TAS Principal Training</i>	Ensure TAS Principals are up to date and knowledgeable of all TAS requirements	TAS Principal, Supervisor of Title I	1. Monthly meeting with TAS principals	Monthly	Ongoing	1. See document “LEA Monitoring Plan”
<i>TAS Teacher Specialist Responsibilities</i>	Ensure TAS Teacher Specialists is fulfilling their Job Responsibilities	TAS Teacher Specialist	1. Create Teacher Specialist Action Plan to specifically define their duties and responsibilities regarding TAS			<ul style="list-style-type: none"> • July 30 Meeting • See document “Role of TAS Teacher Specialist”
<i>TAS Components</i>	Staff development – TAS components	Title I Office	Title I Office provides continuous staff development, on all TAS components, to Title I Targeted Assistance Teacher Specialist	Ongoing	July 1, 2015 – June 30, 2016	
<i>TAS Components</i>	Staff development – TAS components	Title I Targeted Assistance Teacher Specialist	Schools receive staff development from Title I Targeted Assistance Teacher Specialist, embedded within these staff development sessions are the components of a TAS program	Ongoing	July 1, 2015 – June 30, 2016	
<i>TAS Components</i>	TAS component checklist incorporated SIP	Title I School Improvement Teams	The TAS Component Matrix is incorporated into each school’s Title I SIP (School Improvement Plan), The TAS Component Matrix details each of the TAS Components and on which page they are found. The TAS	Ongoing	July 1, 2015 – June 30, 2016	

			component checklist is essentially included in each School’s SIP.		
<i>Peer Review</i>	Peer Review Process	Title I School Improvement Teams	During the Peer Reviews, each school is assigned a partner school and a partner school advisee. The “partner school advisee” visits the School Improvement Team meeting and gives an overview of the School Improvement Plan. The “partner school advisee” will be able to answer any specific questions and will be able to provide additional information if needed. Each member of the SIT team will review the other school’s SIP. During each school’s review of the partner school’s SIP, the TAS Component Checklist, will be checked to ensure that all components are in each school’s plan. Each SIT member will provide specific feedback on the School wide component checklist.	October / November	Various dates during months of October / November
<i>Peer Review</i>	Peer Review Process	Title I Targeted Assistance Teacher Specialist	The Title I Teacher Specialist will gather the written checklist feedback from their school and will report out an overview of their school’s feedback during the Peer Review. Written feedback will be provided as well. If any of the TAS components are not adequately addressed, these components will be addressed in the feedback first, suggestions about the SIP will come second.	December	December

<i>Peer Review</i>	Peer Review Process	Title I School Improvement Teams	After the Title I SIP Peer Review, the Title I Targeted Assistance Teacher Specialist will provide feedback during their school's next SIT meeting. Based upon the feedback the school reviews and rewrites the plan to incorporate any suggested changes, if needed. A copy of all feedback will be provided to the Title I Supervisor.	Revisions Due December	Revisions Due December
<i>Peer Review</i>	Peer Review Process	Title I Supervisor, Title I Supervisor	After the Title I SIP Peer Review, Title I Supervisor will review all School Improvement Plans and Peer Review TAS Components checklist feedback forms to ensure completion of Title I School Wide components, completed by December 15. If any SIPs did not adequately address any of the TAS components. The central Title I Office will review the SIP, offer suggestions, and meet with ILT and SIT to ensure the components are addressed.	Late December / January	Meeting was held in January
<i>Review of TAS Components</i>	Ongoing Review of TAS Components	Title I School Improvement Teams	Monthly School Improvement Teams review TAS components to ensure implementation.	Ongoing	July 1, 2015 – June 30, 2016
<i>Review of TAS Components</i>	Ongoing Review of TAS Components	Title I Office, Title I School Improvement Teams	Title I principals and Targeted Assistance Teacher Specialist maintain binders/bins that are divided into the TAS components. Evidence of each component is filed and maintained. The Title I supervisor monitors and reviews all evidence on a quarterly	Ongoing	July 1, 2015 – June 30, 2016

			basis. Title I principals meet monthly to discuss progress and student needs. Title I Targeted Assistance Teacher Specialist meet with Title I Supervisor on a quarterly basis to discuss additional support, if needed.		
<i>Review of TAS Components</i>	Ongoing Review of TAS Components	Title I Office, Title I School Improvement Teams	For the 2015-2016 School Year, the Title I Office will conduct Mock Program Reviews for each of the Title I Schools in the Fall of 2015. Purpose of the mock reviews is to provide support and guidance to the schools to ensure that each school is meeting 100% of the Title I program review requirements.	Early November	
<i>Review of TAS Components</i>	Ongoing Review of TAS Components	Title I Office, Title I ILT, Title I School Improvement Teams	Title I Supervisor, Assistant Supervisor, and Coordinator meet with ILT (Instructional Leadership Team), SIT (School Improvement Team) to review ongoing implementation of the TAS components.	Ongoing	July 1, 2015 – June 30, 2016
<i>Review of Title I Equipment and Materials</i>	Maintenance and Oversight of TAS Equipment and Materials	Title I Targeted Specialist, Bakerfield ES Principal & Financial Secretary, Edgewood ES Principal & Financial Secretary, DFES Principal & Secretary & Title I Office	<ol style="list-style-type: none"> 1. Budget Narrative Approval for all materials 2. Required School-based Inventory of all Materials <ul style="list-style-type: none"> • All Materials are identified with security label provided by Title I Office • Inventory of Material is monitored by Title I Office • Inventory of Materials are 	Ongoing	<ol style="list-style-type: none"> 1. EDES – Budget Narrative – 8/5/2015 BFES – Budget Narrative – 8/5/2015 DFES-Budget Narrative 8/6/2015 2. Inventory Updated on an ongoing basis

Revised 1/16/2015

			post TAS school Title I Financial Sharepoint site		
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Targeted Assistance School – Student Selection Criteria 2015-2016 School Year

Kindergarten Mathematics

Timeframe	Instrument	Criteria
Initial Identification	1. Kindergarten Retention	Student is retained in Kindergarten.
Initial / Trimester Identification	2. SNAP	Sum total number of 6 possible subtests failed: forward number word sequence (1-100), number identification (1-100), addition and subtraction, number patterns (fing & spat), backward number word sequence.
	3. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in math in specific categories. (The total number of areas marked “below grade level” will be summed).

RANK ORDER DETERMINATION:

1) Initial Identification –September / October Timeframe

- Retained students will be set to the highest rank order (automatic qualification for services).
- Combined Score from SNAP (failed subtest count as 1)
- Teacher Observation (Total NOs)
- Kindergarten Teachers will complete Teacher Observation sheets around 2nd / 3rd week of school.
- Based up this, TAS teachers will assess the neediest students in SNAP
- Initial ranking selection will take place in Late September / Early October.

2) Trimester Identification – February / March Timeframe

- Initial Identification students will need to be re-evaluated
- Combined Score from SNAP (failed subtest count as 1)
- Teacher Observation (Total NOs)

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- Title I Teacher Specialist will tally up and input SNAP scores.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Kindergarten Math Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program. Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Based upon, “*Teacher Observation Student Referral Form*”, teacher indicates student is below grade level in math in 50% or less of the categories.

Phase 2: Teacher fills out “*TAS Teacher Student Exit Criteria Form*”. If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision

Targeted Assistance Team will discuss student’s progress (Phase 1) as well as review the “*TAS Teacher Student Exit Criteria Form*” (Phase 2). If it is decided that a student will not exit the program, a “Student Plan of Action” will be created.

Kindergarten Reading

Timeframe	Instrument	Criteria
Initial Identification	1. Kindergarten Retention	Student is retained in Kindergarten.
Initial / Trimester Identification	2. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in math in specific categories. (The total number of areas marked “below grade level” will be summed).
	3. KLA – Kindergarten Literacy Assessment	Sum total number of 4 possible areas failed.
Trimester Identification	4. Fountas and Pinnell Benchmark Assessment	Student scores below Benchmark Level A (BOY) Student scores below Benchmark Level B (MOY)

RANK ORDER DETERMINATION:

1) Initial Identification – September / October Timeframe

- Retained students will be set to the highest rank order (automatic qualification for services).
- Teacher Observation (Total NOs)
- Combined Score from 4 KLA subtests (failed subtest count as 1); (1-Tells the Sound for letters, 2-States beginning, middle and final sounds, 3-Reads decodable unfamiliar words, 4-Identifies book and print concepts)
- Kindergarten Teachers will complete Teacher Observation sheets around 2nd / 3rd week of school.
- Based up this, TAS teachers will assess the neediest students in KLA
- Initial ranking selection will take place in Late September / Early October.

2) Trimester Identification – February / March Timeframe

Initial Identification students will need to be re-evaluated

- Teacher Observation (Total NOs)
- Combined Score from KLA (failed subtest count as 1)
- Fountas and Pinnell
 - Count 2 if student is identified as CAPS
 - Count 2 if students is “N/A”
 - Count 1 if student is identified as Level A
 - Count 0 if student is identified as Level B or greater

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- Title I Teacher Specialist will collect and input Fountas and Pinnell scores.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Kindergarten Reading Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program. Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Based upon, “*Teacher Observation Student Referral Form*”, teacher indicates student is below grade level in reading in 45% or less of the categories.

Phase 2: Teacher fills out “*TAS Teacher Student Exit Criteria Form*”. If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision

Targeted Assistance Team will discuss student’s progress (Phase 1) as well as review the “*TAS Teacher Student Exit Criteria Form*” (Phase 2). If it is decided that a student will not exit the program, a “Student Plan of Action” will be created.

First Grade Mathematics

Timeframe	Instrument	Criteria
Initial Identification	1. First Grade Retention	Student has been retained in first grade.
	2. SNAP Assessment	Kindergarten end-of-year proficiency. Sum total number of 6 possible subtests failed: forward number word sequence (1-100), number identification (1-100), addition and subtraction, number patterns (fing & spat), backward number word sequence.
Initial / Trimester Identification	3. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in math in specific categories. (The total number of areas marked “below grade level” will be summed).
Trimester Identification	4. Math Unit Assessments	Student’s cumulative weighted average on EDM Part A unit assessments.

RANK ORDER DETERMINATION:

1) Initial Identification –Beginning of School Year Timeframe

- Retained students will be set to the highest rank order (automatic qualification for services).
- Combined Score from SNAP (failed subtest count as 1)
- Teacher Observation (Total NOs)

2) Trimester Identification – November & February / March Timeframe

- Initial Identification students will need to be re-evaluated (SNAP not used anymore)
- Teacher Observation (Total NOs)
- Combined Score from Math Unit Assessments, score is broken into Quartiles:
 - Count 4 if student scores 0-25%
 - Count 3 if student scores 26% - 50%,
 - Count 2 if student scores 51%-75%,
 - Count 1 if student scores 76% - 85%,
 - Count 0 if student scores 86% - 100%

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

First Grade Math Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program. Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Based upon, “*Teacher Observation Student Referral Form*”, teacher indicates student is below grade level in math in 45% or less of the categories.

Phase 2: Teacher fills out “*TAS Teacher Student Exit Criteria Form*”. If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision

Targeted Assistance Team will discuss student’s progress (Phase 1) as well as review the “*TAS Teacher Student Exit Criteria Form*” (Phase 2). If it is decided that a student will not exit the program, a “Student Plan of Action” will be created.

First Grade Reading

Timeframe	Instrument	Criteria
Initial Identification	1. First Grade Retention	Student has been retained in first grade.
Initial / Trimester Identification	2. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in reading in specific categories. (The total number of areas marked “below grade level” will be summed).
	3. Fountas and Pinnell Benchmark Assessment	Student scores below Benchmark Level D (EOY - Kindergarten) Student scores below Benchmark Level E/F (BOY 1 st Grade) Student scores below Benchmark Level G/H (MOY 1 st Grade)

RANK ORDER DETERMINATION;

1) Initial Identification – Beginning of School Year Timeframe

- Retained students will be set to the highest rank order (automatic qualification for services).
- Teacher Observation (Total NOs)
- Fountas and Pinnell Benchmark Assessment EOY – Kindergarten (instructional level at End of Year),
 - Count 4 if student is identified as CAPS
 - Count 3 if student is identified as Level A
 - Count 2 if student is identified as Level B
 - Count 1 if student is identified as Level C
 - Count 0 if student is identified as Level D or greater

2) Trimester Identification – November & February / March Timeframe

- Initial Identification students will need to be re-evaluated
- Teacher Observation (Total NOs)
- Fountas and Pinnell Benchmark Assessment
 - BOY –
 - Count 2 if student is identified as CAPS, Level A, B, C
 - Count 1 if student is identified as level D
 - Count 0 if student is identified as E or greater
 - MOY - Combined Score from Fountas and Pinnell
 - Count 2 if student is identified as CAPS, Level A, B, C
 - Count 1 if student is identified as level D, E, F
 - Count 0 if student is identified as G or greater

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

First Grade Reading Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program. Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Based upon, “*Teacher Observation Student Referral Form*”, teacher indicates student is below grade level in reading in 45% or less of the categories.

Phase 2: Teacher fills out “*TAS Teacher Student Exit Criteria Form*”. If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision

Targeted Assistance Team will discuss student’s progress (Phase 1) as well as review the “*TAS Teacher Student Exit Criteria Form*” (Phase 2). If it is decided that a student will not exit the program, a “Student Plan of Action” will be created.

Second Grade Mathematics

Timeframe	Instrument	Criteria
Initial Identification	1. Second Grade Retention	Student has been retained in second grade.
Initial / Trimester Identification	2. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in math in specific categories. (The total number of areas marked “below grade level” will be summed).
	3. Math Unit Assessments	Student’s cumulative weighted average on EDM Part A unit assessments.

RANK ORDER DETERMINATION:

1) Initial Identification – Beginning of School Year Timeframe

- Retained students will be set to the highest rank order (automatic qualification for services).
- Teacher Observation (Total NOs)
- Cumulative Grade 1 Score from Math Unit Assessments, score is broken into Quartiles:
 - Count 4 if student scores 0-25%
 - Count 3 if student scores 26% - 50%,
 - Count 2 if student scores 51%-75%,
 - Count 1 if student scores 76% - 85%,
 - Count 0 if student scores 86% - 100%

2) Trimester Identification – November & February / March Timeframe

- Initial Identification students will need to be re-evaluated
- Teacher Observation (Total NOs)
- Cumulative Grade 2 Score from Math Unit Assessments, score is broken into Quartiles:
 - Count 4 if student scores 0-25%
 - Count 3 if student scores 26% - 50%,
 - Count 2 if student scores 51%-75%,
 - Count 1 if student scores 76% - 85%,
 - Count 0 if student scores 86% - 100%

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Second Grade Mathematics Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program. Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Student obtains a score of Proficient on Scholastic Math Inventory (SMI)

Phase 2: Teacher fills out “*TAS Teacher Student Exit Criteria Form*”. If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision

Targeted Assistance Team will discuss student’s progress (Phase 1) as well as review the “*TAS Teacher Student Exit Criteria Form*” (Phase 2). If it is decided that a student will not exit the program, a “Student Plan of Action” will be created.

Second Grade Reading

Timeframe	Instrument	Criteria
Initial Identification	1. Second Grade Retention	Student has been retained in second grade.
	2. Fountas and Pinnell Benchmark Assessment	Student scores below Benchmark Level I/J (EOY – Grade 1)
Initial / Trimester Identification	3. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in Reading in specific categories. (The total number of areas marked “below grade level” will be summed).
Trimester Identification	4. Grade 2 Scholastic Reading Inventory (SRI)	Student score based upon SRI assessment according to Scholastic Achievement Manager (SAM)

RANK ORDER DETERMINATION:

1) Initial Identification – Beginning of School Year Timeframe

- Retained students will be set to the highest rank order (automatic qualification for services).
- Teacher Observation (Total NOs)
- Fountas and Pinnell Benchmark Assessment EOY – Grade 1 (instructional level at End of Year),
 - Count 4 if student is identified as CAPS, Level A, Level B
 - Count 3 if student is identified as Level C, D
 - Count 2 if student is identified as Level E, F
 - Count 1 if student is identified as Level G, H
 - Count 0 if student is identified as Level I, J or greater

2) Trimester Identification – November & February / March Timeframe

- Initial Identification students will need to be re-evaluated
- Teacher Observation (Total NOs)
- SRI Score
 - Count 3 if student is identified as Below Basic
 - Count 3 if student is identified as No Skill Level (Below Basic)
 - Count 2 if student is identified as Basic
 - Count 1 if student is identified as Proficient
 - Count 0 if student is identified as Advanced

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Second Grade Reading Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program. Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Student obtains a score of Proficient on Scholastic Reading Inventory (SRI)

Phase 2: Teacher fills out “*TAS Teacher Student Exit Criteria Form*”. If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision

Targeted Assistance Team will discuss student’s progress (Phase 1) as well as review the “*TAS Teacher Student Exit Criteria Form*” (Phase 2). If it is decided that a student will not exit the program, a “Student Plan of Action” will be created.

Third Grade Mathematics

Timeframe	Instrument	Criteria
Initial Identification	1. Third Grade Retention	Student has been retained in third grade.
Initial / Trimester Identification	2. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in math in specific categories. (The total number of areas marked “below grade level” will be summed).
	3. Math Unit Assessments	Student’s cumulative weighted average on EDM Part A unit assessments.

RANK ORDER DETERMINATION;

1) *Initial Identification – September / October Timeframe*

- Retained students will be set to the highest rank order (automatic qualification for services).
- Teacher Observation (Total NOs)
- Cumulative Grade 2 Score from Math Unit Assessments, score is broken into Quartiles:
 - Count 4 if student scores 0-25%
 - Count 3 if student scores 26% - 50%,
 - Count 2 if student scores 51%-75%,
 - Count 1 if student scores 76% - 85%,
 - Count 0 if student scores 86% - 100%

2) *Trimester Identification – November & February / March Timeframe*

- Initial Identification students will need to be re-evaluated
- Teacher Observation (Total NOs)
- Cumulative Grade 3 Score from Math Unit Assessments, score is broken into Quartiles:
 - Count 4 if student scores 0-25%
 - Count 3 if student scores 26% - 50%,
 - Count 2 if student scores 51%-75%,
 - Count 1 if student scores 76% - 85%,
 - Count 0 if student scores 86% - 100%

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Third Grade Mathematics Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program. Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Student obtains a score of Proficient on Scholastic Math Inventory (SMI)

Phase 2: Teacher fills out “*TAS Teacher Student Exit Criteria Form*”. If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision

Targeted Assistance Team will discuss student’s progress (Phase 1) as well as review the “*TAS Teacher Student Exit Criteria Form*” (Phase 2). If it is decided that a student will not exit the program, a “Student Plan of Action” will be created.

Third Grade Reading

Timeframe	Instrument	Criteria
Initial Identification	1. Third Grade Retention	Student has been retained in third grade.
Initial / Trimester Identification	2. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in Reading in specific categories. (The total number of areas marked "below grade level" will be summed).
	3. Scholastic Reading Inventory	Student score based upon SRI assessment according to Scholastic Achievement Manager (SAM).

RANK ORDER DETERMINATION:

1) Initial Identification – September / October Timeframe

- Retained students will be set to the highest rank order (automatic qualification for services).
- Teacher Observation (Total NOs)
- SRI Score
 - Count 3 if student is identified as Below Basic
 - Count 3 if student is identified as No Skill Level (Below Basic)
 - Count 2 if student is identified as Basic
 - Count 1 if student is identified as Proficient
 - Count 0 if student is identified as Advanced

2) Trimester Identification – November & February / March Timeframe

- Initial Identification students will need to be re-evaluated
- Teacher Observation (Total NOs)
- SRI Score
 - Count 3 if student is identified as Below Basic
 - Count 3 if student is identified as No Skill Level (Below Basic)
 - Count 2 if student is identified as Basic
 - Count 1 if student is identified as Proficient
 - Count 0 if student is identified as Advanced

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Third Grade Reading Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program. Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Student obtains a score of Proficient on Scholastic Reading Inventory (SRI)

Phase 2: Teacher fills out “*TAS Teacher Student Exit Criteria Form*”. If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision

Targeted Assistance Team will discuss student’s progress (Phase 1) as well as review the “*TAS Teacher Student Exit Criteria Form*” (Phase 2). If it is decided that a student will not exit the program, a “Student Plan of Action” will be created.

Fourth Grade Mathematics

Timeframe	Instrument	Criteria
Initial Identification	1. Fourth Grade Retention	Student has been retained in fourth grade.
Initial / Trimester Identification	2. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in math in specific categories. (The total number of areas marked "below grade level" will be summed).
	3. Math Unit Assessments	Student's cumulative weighted average on EDM Part A unit assessments.

RANK ORDER DETERMINATION;

2) 1) *Initial Identification – September / October Timeframe*

- Retained students will be set to the highest rank order (automatic qualification for services).
- Teacher Observation (Total NOs)
- Cumulative Grade 3 Score from Math Unit Assessments, score is broken into Quartiles:
 - Count 4 if student scores 0-25%
 - Count 3 if student scores 26% - 50%,
 - Count 2 if student scores 51%-75%,
 - Count 1 if student scores 76% - 85%,
 - Count 0 if student scores 86% - 100%

2) *Trimester Identification – November & February / March Timeframe*

- Initial Identification students will need to be re-evaluated
- Teacher Observation (Total NOs)
- Cumulative Grade 4 Score from Math Unit Assessments, score is broken into Quartiles:
 - Count 4 if student scores 0-25%
 - Count 3 if student scores 26% - 50%,
 - Count 2 if student scores 51%-75%,
 - Count 1 if student scores 76% - 85%,
 - Count 0 if student scores 86% - 100%

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Fourth Grade Mathematics Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program. Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Student obtains a score of Proficient on Scholastic Math Inventory (SMI)

Phase 2: Teacher fills out “*TAS Teacher Student Exit Criteria Form*”. If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision

Targeted Assistance Team will discuss student's progress (Phase 1) as well as review the “*TAS Teacher Student Exit Criteria Form*” (Phase 2). If it is decided that a student will not exit the program, a “Student Plan of Action” will be created.

Fourth Grade Reading

Timeframe	Instrument	Criteria
Initial Identification	2. Fourth Grade Retention	Student has been retained in fourth grade.
Initial / Trimester Identification	2. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in Reading in specific categories. (The total number of areas marked “below grade level” will be summed).
	3. Scholastic Reading Inventory	Student score based upon SRI assessment according to Scholastic Achievement Manager (SAM).

RANK ORDER DETERMINATION:

1) Initial Identification – September / October Timeframe

- Retained students will be set to the highest rank order (automatic qualification for services).
- Teacher Observation (Total NOs)
- SRI Score
 - Count 3 if student is identified as Below Basic
 - Count 3 if student is identified as No Skill Level (Below Basic)
 - Count 2 if student is identified as Basic
 - Count 1 if student is identified as Proficient
 - Count 0 if student is identified as Advanced

2) Trimester Identification – November & February / March Timeframe

- Initial Identification students will need to be re-evaluated
- Teacher Observation (Total NOs)
- SRI Score
 - Count 3 if student is identified as Below Basic
 - Count 3 if student is identified as No Skill Level (Below Basic)
 - Count 2 if student is identified as Basic
 - Count 1 if student is identified as Proficient
 - Count 0 if student is identified as Advanced

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Fourth Grade Reading Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program. Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Student obtains a score of Proficient on Scholastic Reading Inventory (SRI)

Phase 2: Teacher fills out “*TAS Teacher Student Exit Criteria Form*”. If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision
Targeted Assistance Team will discuss student’s progress (Phase 1) as well as review the “*TAS Teacher Student Exit Criteria Form*” (Phase 2). If it is decided that a student will not exit the program, a “Student Plan of Action” will be created.

Fifth Grade Mathematics

Timeframe	Instrument	Criteria
Initial Identification	1. Fifth Grade Retention	Student has been retained in fifth grade.
Initial / Trimester Identification	2. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in math in specific categories. (The total number of areas marked "below grade level" will be summed).
	3. Math Unit Assessments	Student's cumulative weighted average on EDM Part A unit assessments.

RANK ORDER DETERMINATION;

3) 1) *Initial Identification – September / October Timeframe*

- Retained students will be set to the highest rank order (automatic qualification for services).
- Teacher Observation (Total NOs)
- Cumulative Grade 4 Score from Math Unit Assessments, score is broken into Quartiles:
 - Count 4 if student scores 0-25%
 - Count 3 if student scores 26% - 50%,
 - Count 2 if student scores 51%-75%,
 - Count 1 if student scores 76% - 85%,
 - Count 0 if student scores 86% - 100%

2) *Trimester Identification – November & February / March Timeframe*

- Initial Identification students will need to be re-evaluated
- Teacher Observation (Total NOs)
- Cumulative Grade 5 Score from Math Unit Assessments, score is broken into Quartiles:
 - Count 4 if student scores 0-25%
 - Count 3 if student scores 26% - 50%,
 - Count 2 if student scores 51%-75%,
 - Count 1 if student scores 76% - 85%,
 - Count 0 if student scores 86% - 100%

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Fifth Grade Mathematics Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program. Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Student obtains a score of Proficient on Scholastic Math Inventory (SMI)

Phase 2: Teacher fills out "*TAS Teacher Student Exit Criteria Form*". If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision

Targeted Assistance Team will discuss student's progress (Phase 1) as well as review the "*TAS Teacher Student Exit Criteria Form*" (Phase 2). If it is decided that a student will not exit the program, a "Student Plan of Action" will be created.

Fifth Grade Reading

Timeframe	Instrument	Criteria
Initial Identification	1. Fifth Grade Retention	Student has been retained in fifth grade.
Initial / Trimester Identification	2. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in Reading in specific categories. (The total number of areas marked "below grade level" will be summed).
	3. Scholastic Reading Inventory	Student score based upon SRI assessment according to Scholastic Achievement Manager (SAM).

RANK ORDER DETERMINATION:

1) Initial Identification – September / October Timeframe

- Retained students will be set to the highest rank order (automatic qualification for services).
- Teacher Observation (Total NOs)
- SRI Score
 - Count 3 if student is identified as Below Basic
 - Count 3 if student is identified as No Skill Level (Below Basic)
 - Count 2 if student is identified as Basic
 - Count 1 if student is identified as Proficient
 - Count 0 if student is identified as Advanced

2) Trimester Identification – November & February / March Timeframe

- Initial Identification students will need to be re-evaluated
- Teacher Observation (Total NOs)
- SRI Score
 - Count 3 if student is identified as Below Basic
 - Count 3 if student is identified as No Skill Level (Below Basic)
 - Count 2 if student is identified as Basic
 - Count 1 if student is identified as Proficient
 - Count 0 if student is identified as Advanced

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Fifth Grade Reading Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program. Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Student obtains a score of Proficient on Scholastic Reading Inventory (SRI)

Phase 2: Teacher fills out “*TAS Teacher Student Exit Criteria Form*”. If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision

Targeted Assistance Team will discuss student’s progress (Phase 1) as well as review the “*TAS Teacher Student Exit Criteria Form*” (Phase 2). If it is decided that a student will not exit the program, a “Student Plan of Action” will be created.

SY 2015-2016 Title I Targeted Assistance School (TAS) Plan: Bakerfield Elementary

School-based Planning Document

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

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

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

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

Signature	Title	Date	Signature	Title	Date

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

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

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

SY 2015-2016 Title I Targeted Assistance School (TAS) Plan: Deerfield Elementary 8-6-15

School-based Planning Document

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

SIP Goal (from SIP)	SIP Objective (from SIP)	SIP Action # (from SIP)	Targeted Students: by grade or grade span	Supplemental Tiered Strategies: Needed strategies NOT already in place
All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas.	Increase student achievement in Reading/English for all students as measured by an increase in formative and summative assessment scores.		Grades 1, 2, 3, 4 (Wiechec TAS reading grades: 1 st , 4 th Johnson TAS reading grades: 2 nd , 3 rd)	Tier 1: <ul style="list-style-type: none"> • Targeted Title I teacher will work with students demonstrating reading deficits in a co-teaching and small needs group-learning environment. • Reading instructional materials for teachers working with students targeted in reading. • Opportunities for TA teachers and homeroom teachers to collaboratively plan before/after school to meet the needs of TAS. • TAS team will meet each trimester to discuss student progress of targeted students. Teachers of the students involved with meetings as well. • Professional development provided for teachers with targeted students on delivery of effective and strategic interventions, differentiation, co-teaching, etc. • Parent training during and after school to support classroom strategies and interventions. <ul style="list-style-type: none"> ■ Strategies to help parents with reading at home, FIT meetings, and guest speakers.
				Tier 2: <ul style="list-style-type: none"> • Foundations Intervention provided to targeted students in grades 1, 2 • Small group reading instruction for targeted students • Double dose of Foundations for targeted students in grades 1 and 2 • Summer reading program for TAS students. • Book distribution and incentive program provided to targeted students throughout the school year in order to support home connection.

				<p>Tier 3:</p> <ul style="list-style-type: none"> Targeted students will be invited to before program as an additional intervention to support students targeted in reading.
SIP Goal (from SIP)	SIP Objective (from SIP)	SIP Action # (from SIP)	Targeted Students: by grade or grade span	Supplemental Tiered Strategies: Needed strategies NOT already in place
All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas.	Increase student achievement in Mathematics for all students as measured by an increase in formative and summative assessment scores.		<p>Grades 1, 2 (Wiechec TAS math grade: 1st Johnson TAS math grade: 2nd)</p> <p>Grades 3, 4, & 5 (Markoff: TAS math)</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> Targeted Title I teacher working with students demonstrating math deficits in a co-teaching and small needs group learning environment Math instructional materials and manipulatives for teachers working with students targeted in math. Opportunities for TA teachers and homeroom teachers to collaboratively plan before/after school to meet the needs of TAS. TAS team will meet each trimester to discuss student progress of targeted students. Teachers of the students involved with meetings as well. Professional development provided for teachers with targeted students on delivery of effective and strategic interventions, differentiation, co-teaching. Parent training during and after school to support classroom strategies and interventions. Strategies to help parents support students' math needs, FIT meetings, and guest speakers.
				<p>Tier 2:</p> <ul style="list-style-type: none"> Do the Math intervention provided for targeted students Dreambox intervention provided for targeted students Successmaker intervention provided for targeted students Small group instruction for targeted students Summer math incentive program Math tools and instruction materials to be distributed to targeted students throughout the year in order to support home connection.
				<p>Tier 3:</p> <ul style="list-style-type: none"> Targeted students will be invited to before school program as an additional intervention to support students targeted in math.

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

Signature	Title	Date	Signature	Title	Date

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

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

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

SY 2015-2016 Title I Targeted Assistance School (TAS) Plan: EDES

School-based Planning Document

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

SIP Goal (from SIP)	SIP Objective (from SIP)	SIP Action # (from SIP)	Targeted Students: by grade or grade span	Supplemental Tiered Strategies: Needed strategies NOT already in place
All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas.	Increase student achievement in ENGLISH/LANGUAGE ARTS for <u>all students</u> as measured by an increase in formative and summative assessment scores.		K – 2	Tier 1: <ul style="list-style-type: none"> • TA teachers co-teach with grade level teachers in Grades K-2 in order to move TA students towards proficiency in R/ELA • TAS team – team to meet tri-annually to review the progress of TA students and revise the TA plan • Family Involvement: <ul style="list-style-type: none"> ◦ Family Involvement Team – implement strategies to increase parent involvement including: FIT meetings, resource materials, and/or guest speakers. • Collaborative grade level planning time with TAS teachers • TAS teachers will participate in grade level data meetings with a focus on TA students
				Tier 2: <ul style="list-style-type: none"> • Foundations student materials and teacher’s guides for use with TA students in Grades K-2

				<ul style="list-style-type: none"> Leveled Literacy Intervention student materials and teacher’s guides for use with TA students in Grades 1-2
				Tier 3: <ul style="list-style-type: none"> Double dose of Foundations for select Targeted Assistance students
SIP Goal (from SIP)	SIP Objective (from SIP)	SIP Action # (from SIP)	Targeted Students: by grade or grade span	Supplemental Tiered Strategies: Needed strategies NOT already in place
All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas.	Increase student achievement in MATHEMATICS for <u>all students</u> as measured by an increase in formative and summative assessment scores.		K – 5	Tier 1: <ul style="list-style-type: none"> TA teachers co-teach with grade level teachers in Grades K-5 in order to move TA students towards proficiency in mathematics TAS team – team to meet tri-annually to review the progress of TA students and revise the TA plan Family Involvement: <ul style="list-style-type: none"> Family Involvement Team – implement strategies to increase parent involvement including: FIT meetings, resource materials, and/or guest speakers. Collaborative grade level planning time with TAS teachers TAS teachers will participate in grade level data meetings with a focus on TA students
			K-5	Tier 2: <ul style="list-style-type: none"> Do the Math intervention materials and teacher’s guides for TA students in Grade 2 Dream Box licenses for TA students in Grades 1-3

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

Signature	Title	Date	Signature	Title	Date

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

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

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

PROCEDURE

PROCEDURE TITLE: Title 1 Parent Involvement		
ADOPTION/EFFECTIVE DATE: 5/1/09	MOST RECENTLY AMENDED: 7/1/13	MOST RECENTLY REAFFIRMED: 7/1/13
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Stakeholders		

I. Purpose

The purpose of this procedure is to affirm the Board's Parent/Community Involvement Policy with a specific focus on Title 1 parent involvement. The Title 1 Parent Involvement Procedures will be implemented to establish a strong and effective system of parent involvement within the Title 1 schools, and to establish standards and criteria thereto. The school district agrees to implement the following statutory requirements:

- A. The school district will plan and put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
- B. The school district will incorporate this district wide parental involvement plan into its LEA plan developed under section 1112 of the ESEA.
- C. In carrying out the Title I, Part A parental involvement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of students deemed homeless and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA through streamline communication to ensure the connection between school and parent.
- D. If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- E. The school district will involve the parents of participating children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds set aside for parental involvement is spent, and will ensure that not less than 95 percent of the one percent set aside goes directly to the schools.

II. Scope

This procedure applies to all identified Title 1 schools (school-wide or targeted assistance status) and students deemed homeless within Harford County Public Schools.

III. Definition(s)

The school district will be governed by the following statutory definition of parental involvement, and expects that it's Title I schools will carry out programs, activities and procedures in accordance with this definition:

- A. **Parental Involvement:** The participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:
1. That parents play an integral role in assisting their child's learning.
 2. That parents are encouraged to be actively involved in their child's education at school.
 3. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
 4. The carrying out of other activities, such as those described in section 1118 of the ESEA

IV. Procedures

A. **Description of how the school district will implement required district-wide parent involvement plan components.**

1. The school district will provide multiple communications to disseminate information to parents including county and state Parental Information. Annual input from parents will be solicited on the HCPS Website (Title 1 link) pertaining to the HCPS Master Plan.
2. The school district will invite Title I parents on a bi-annual basis to develop and revise the HCPS Master Plan to ensure joint development of the district-wide parental involvement policy under section 1112 of the ESEA. Additionally, parents will be invited to assist in an annual revision of the Home/School Compact.
3. The school district will invite Title I parents from each school in the district to serve on the school improvement team with the task of developing Title I school improvement plans and parent involvement procedures as well as convey to the parents their right to be involved.
4. The school district will provide technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

5. The school district's central Title 1 Office will:
 - a. Enhance awareness of faculty and staff at each school site on (1) how to involve the parents in a way that makes the parent feel as an equal partner in their child's academic success and (2) the significance of parents' influence on their child's academic success.
 - b. Enhance awareness of faculty and staff at each school site on the importance of streamlining communication between home and school, ensuring, to the extent possible, that the information sent home is in a language and form that parents can understand.
 - c. Provide materials and training to help parents with their child's academic achievement.
 - d. Schedule regular meetings with parents at each school site, encouraging participation to become an active participant in their child's learning process.
 - e. Visit the school sites regularly to assure the policies and plans are being implemented.
 - f. Develop and disseminate a district-wide and school-wide calendar of Parental Involvement activities.

6. The school district will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies with the School Readiness programs supported by the Pre-Kindergarten Program, the Full-Day Kindergarten Program, the Maryland State Curriculum, the Pre-Kindergarten programs for children with disabilities and other programs/ activities to encourage and support parents in participating in the education of their children.

7. The school district will conduct, with the involvement of parents, an ongoing evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) by:
 - a. Conducting an annual Regional Title 1 Parent Survey Evaluation from each Title 1 school, which is compiled at the Central Title 1 Office and the Office of Accountability (See Appendix A). Data from the survey will be provided to schools for review and will be disseminated to school communities. As a result of the survey data, changes will be instituted.
 - b. Assisting in the growth and development of parent groups at each school site.
 - c. Providing copies of the Title I Parent Involvement Procedure at each school and on each school's web page for parents' to view.

8. The school district will use the findings of the evaluation regarding its parental involvement procedure and activities to design strategies for more effective parental involvement, and to revise, if necessary (with parent involvement) its district parental involvement policy to:
 - a. Make recommendations to each participating school to integrate the changes in their respective school level parent involvement plans.
 - b. Provide suggestions for incorporating parent involvement as they relate to school improvement.

B. Capacity Building

The school district will build the schools' and parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school, involved parents, and the community to improve student academic achievement through the following activities.

1. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, to develop better understanding through parent workshops, conferences and classes. HCPS will hold an annual meeting for Title 1 parents to provide information on:
 - a. the State's academic content standards
 - b. the State's student academic achievement standards
 - c. the State and local academic assessments including alternate assessments
 - d. the requirements of Title 1, Part A
 - e. how to monitor their child's progress
 - f. how to work with educators
2. The school district's central Title 1 Office provides assistance, funding, and materials for parents in the following areas:
 - a. Maryland State Department of Education/NCLB sponsored workshops
 - b. MSA scoring/data meetings/workshops
 - c. Training on progress monitoring and assessments for their child.
 - d. The role of the Title 1 Family Liaison
 - e. Parental Rights Booklets
3. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, to foster parental involvement. Support will be provided in the following areas:
 - a. The school district's central Title I Office provides funding for materials to help parents work with their children in the following programs:
 - 1) SIPPS – Reading Intervention
 - 2) Success Maker – Math Intervention
 - 3) I Station – Reading Intervention
 - 4) Harcourt – HCPS Reading Core Curriculum
 - 5) Everyday Math – HCPS Math Core Curriculum
 - 6) Technology – Use of computer programs
 - 7) Educate Online
 - 8) Summer Jumpstart program

4. The school district will educate the entire school staff on how to communicate and work with parents as equal partners and how to coordinate parent programs between parents and schools, by:
 - a. Coordinating in-service at each school site
 - b. Meeting regularly with Family Involvement Team (FIT) at each school site
 - c. Meeting with School Improvement Team (SIT) at each school site
 - d. Meeting with Principals and Instructional Facilitators at each school site
 - e. Meeting with Family Liaisons and Title 1 Teacher Specialists at each school site
 - f. Providing input at school improvement team meetings on professional development for staff
 - g. Providing opportunities on a quarterly basis (or bi-annually) for parents to have input on Principal meetings, New Teacher Orientation, Title 1 Parent Conference, etc
 - h. Planning and implementing the Annual Parent Involvement Training for parents and staff which will be held in the fall of the each year

5. The school district will take the following actions to ensure that information related to the school/parent programs, meetings, and other activities is sent to the parents of children in an understandable format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand.
 - a. The school district's central Title I Office will provide school related documents, to the extent possible, for parents in a language and form they can understand by sending press releases, newsletters, and systematic calendars to parents.
 - b. The school district's central Title I Office will provide translation for documents, to the extent possible, for parents. Interpreters at parent meetings will be provided, if needed.
 - c. The school district's central Title I Office supports the efforts of the ELL Office throughout the county.

C. Discretionary LEA Title 1 Parent Involvement Plan Components

The school district, in consultation with its parents, may choose to undertake to build parents' capacity for involvement in the school and school system, and to support their children's academic achievement, through the following discretionary activities listed under section 1118(e) of the ESEA.

1. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
2. Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding.

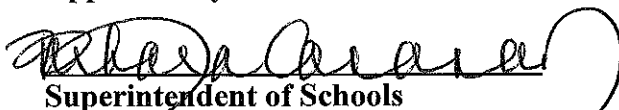
3. Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
4. Training parents to enhance the involvement of other parents.
5. Maximizing parental involvement in their children's education by arranging school meetings at a variety of times (evenings, weekends, daytime) and locations (off-site in the community), or conducting in-home conferences between teachers who work directly with participating children and parents who are unable to attend conferences at school.
6. Adopting and implementing model approaches to improving parental involvement.
 - a. GED program for parents – partnership with Harford Community College
7. Continuing a district wide parent advisory council to provide advice on all matters including those related to parental involvement in Title I, Part A programs.
8. Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
 - a. Hold annual meeting to convey components of Title I
 - b. Meet quarterly with non-public schools to monitor Title I schools
9. Providing other reasonable support for parental involvement activities under section 1118 as parents may request.
10. Maintain PIRCs at each Title 1 school site with flexible hours of operation for parent use.

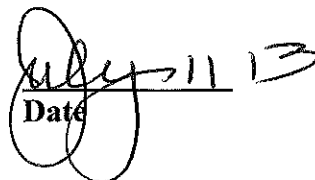
D. Adoption

The Harford County Public Schools' Title I Parent Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by sign-in sheets, agendas, and written comments and evaluations.

This plan was originally adopted by the Harford County Public Schools on May 1, 2009 and was revised/reviewed on May 1, 2011. Harford County Public Schools will make this document available (hard copy, website posting) to all parents of participating Title I, Part A children before the beginning of each schools year.

Approved By:


Superintendent of Schools


Date

Revised: 7/11/13

Procedure Number:

A7.140

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APPENDIX A

PROCEDURE

Procedure Action Dates		
ACTION DATE	ACTION DATE	ACTION DATE
Revised 5/1/11		
Revised 7/11/13		

Responsibility for Procedure Maintenance & References		
LAST EDITOR/DRAFTER NAME: Palmer, Brad		JOB POSITION OF LAST EDITOR/DRAFTER: Supervisor - HCPS Title I Office
PERSON RESPONSIBLE: Little, Jacob		JOB POSITION OF PERSON RESPONSIBLE: Coordinator - HCPS Title I Office
DESIGNEE NAME:		DESIGNEE POSITION:
REFERENCE 1 TYPE:	REFERENCE 1 NO.	REFERENCE 1 DESCRIPTION:
REFERENCE 2 TYPE:	REFERENCE 2 NO.	REFERENCE 2 DESCRIPTION:
REFERENCE 3 TYPE:	REFERENCE 3 NO.	REFERENCE 3 DESCRIPTION:
REFERENCE 4 TYPE:	REFERENCE 4 NO.	REFERENCE 4 DESCRIPTION:
REFERENCE 5 TYPE:	REFERENCE 5 NO.	REFERENCE 5 DESCRIPTION:
PROCEDURE NUMBER PRIOR TO NOVEMBER 1, 2005:		

TÍTULO DEL PROCEDIMIENTO: Título 1 Participación de Padres		
ADOPCIÓN/FECHA DE ENTRADA EN VIGENCIA: 1-may-09	ÚLTIMA ENMIENDA: 1-jul-13	ÚLTIMA RATIFICACIÓN: 1-jul-13
CATEGORÍA DE RESUMEN DEL MANUAL DE POLÍTICAS/PROCEDIMIENTOS: Personas involucradas		

I. **Objetivo**

El objetivo de este procedimiento es ratificar la Política de Participación de Padres/la Comunidad del Consejo, prestando especial atención al Título 1 sobre participación de los padres. Se implementarán los Procedimientos de Participación de Padres previstos en el Título 1 para establecer un sistema sólido y efectivo de participación de los padres dentro de las escuelas del Título 1, y para fijar las normas y los criterios de dicho sistema. El distrito escolar acepta implementar los siguientes requisitos establecidos por la ley:

- A. El distrito escolar planificará y pondrá en práctica programas, actividades y procedimientos para lograr la participación de los padres en todas sus escuelas que cuenten con los programas del Título I, Parte A, de conformidad con la sección 1118 de la Ley de Educación Primaria y Secundaria (ESEA, por sus siglas en inglés).
- B. El distrito escolar incorporará este plan de participación de padres de todo el distrito al plan de su agencia educativa local (LEA, por sus siglas en inglés) elaborado según la sección 1112 de la ESEA.
- C. Al implementar los requisitos de participación de padres previstos en el Título I, Parte A, en la medida posible, el distrito escolar y sus escuelas ofrecerán plenas oportunidades para la participación de padres con dominio limitado del inglés, padres con discapacidades, padres de estudiantes que se reputen sin techo y padres de menores que, por la naturaleza de su empleo, migren de un lugar a otro, lo que incluirá proporcionar información y reportes escolares según prevé la sección 1111 de la ESEA mediante una comunicación fluida para garantizar la conexión entre escuela y padres.
- D. Si el plan de la LEA para el Título I, Parte A, elaborado según la sección 1112 de la ESEA, no resulta satisfactorio a los padres de los niños participantes, el distrito escolar presentará, junto con el plan, los comentarios de los padres cuando la escuela presente el plan ante el Departamento de Educación del estado.
- E. El distrito escolar involucrará a los padres de los niños participantes que pertenezcan a las escuelas del Título I, Parte A, en las decisiones relativas a cómo se gasta el 1% de los fondos previstos en el Título I, Parte A, reservados para la participación de los padres, y se asegurará de que no menos del 95% de la reserva del 1% vaya directamente a las escuelas.

II. **Alcance**

Este procedimiento se aplica a todas las escuelas identificadas en el Título 1 (que implementan programas escolares generales o específicos) y a los estudiantes que se reputen sin techo dentro de las Escuelas Públicas del Condado de Harford (HCPS, por sus siglas en inglés).

Revisado: 11-jul-13

Número de procedimiento:

A7.143

Página 1 de 9

III. Definiciones

El distrito escolar se regirá por la siguiente definición legal de participación de padres y espera que sus escuelas del Título I implementen sus programas, sus actividades y sus procedimientos según esta definición:

- A. **Participación de Padres:** La participación de los padres en una comunicación regular, bidireccional y significativa que involucre el aprendizaje académico de los estudiantes y otras actividades, de modo de garantizar:
1. que los padres jueguen un rol integral en la contribución con el aprendizaje de sus hijos;
 2. que los padres se sientan motivados a participar activamente en la educación de sus hijos en la escuela;
 3. que los padres sean verdaderos socios en la educación de sus hijos y que se los incluya, según corresponda, en la toma de decisiones y en comités consultivos para contribuir con la educación de su hijo.
 4. La realización de otras actividades, como las que se describen en la sección 1118 de la ESEA.

IV. Procedimientos

A. **Descripción de cómo el distrito escolar implementará los componentes pertinentes del plan de participación de padres para todo el distrito.**

1. El distrito escolar enviará varias comunicaciones con el fin de difundir información a los padres, lo cual incluirá Información para Padres sobre el condado y el estado. Se solicitará el aporte anual de los padres en el sitio web de las HCPS (enlace al Título 1) en relación con el Plan Maestro de las HCPS.
2. El distrito escolar invitará semestralmente a los padres del Título I a desarrollar y revisar el Plan Maestro de las HCPS para garantizar el desarrollo conjunto de la política de participación de padres para todo el distrito según la sección 1112 de la ESEA. Asimismo, se invitará a los padres a colaborar con una revisión anual del Acuerdo entre Hogares y Escuela.
3. El distrito escolar invitará a los padres del Título I de todas las escuelas del distrito a formar parte del equipo de mejora escolar con la tarea de elaborar los planes de mejora escolar y los procedimientos de participación de padres previstos en el Título I, y a su vez transmitirá a los padres su derecho de participar.
4. El distrito escolar proporcionará asistencia técnica y de otro tipo para ayudar a las escuelas del Título I, Parte A, a planificar e implementar actividades efectivas de participación de padres para mejorar los logros académicos de los estudiantes y el desempeño de la escuela.
5. La Oficina Central del distrito escolar del Título 1:
 - a. generará una mayor conciencia, por parte del cuerpo docente y el personal de cada establecimiento escolar, sobre (1) cómo involucrar a los padres de

- manera tal que se sientan un factor igualmente importante en el éxito académico de sus hijos y (2) la mayor importancia de la influencia de los padres sobre el éxito académico de sus hijos;
- b. generará una mayor conciencia, por parte del cuerpo docente y el personal de cada establecimiento escolar, sobre la importancia de que haya una comunicación fluida entre la casa y la escuela, de modo de garantizar, en la medida posible, que la información que se envíe a la casa utilice un lenguaje y una forma que los padres puedan entender;
 - c. proporcionará material y capacitación para ayudar a los padres con los logros académicos de sus hijos;
 - d. programará regularmente reuniones de padres en cada establecimiento escolar, mediante las cuales se los alentará a participar para convertirse en participantes activos del proceso de aprendizaje de sus hijos;
 - e. visitará los establecimientos escolares para asegurarse de que se estén implementando las políticas y los planes;
 - f. elaborará y difundirá un calendario para toda la escuela y para todo el distrito de actividades de Participación de Padres.
6. El distrito escolar coordinará e incorporará las estrategias de participación de padres previstas en el Título I, Parte A, a los programas de Preparación Escolar respaldados por el Programa de Prejardín, Programa de Jardín de Jornada Completa, el Programa de Contenidos del Estado de Maryland, los programas Prejardín para niños con discapacidades y otros programas/actividades orientados a alentar y apoyar a los padres a participar en la educación de sus hijos.
7. El distrito escolar llevará a cabo, con la participación de los padres, una evaluación constante del contenido y la efectividad de este plan de participación de padres en cuanto a la mejora de la calidad de sus escuelas del Título I, Parte A. La evaluación incluirá la identificación de obstáculos para lograr una mayor participación de los padres en las actividades de participación de padres (prestando particular atención a los padres que se encuentren en una situación económica desventajosa, sufran de alguna discapacidad, tengan un dominio limitado del inglés, tengan un bajo nivel de alfabetización o provengan de una minoría racial o étnica) mediante las siguientes acciones:
- a. Realización de una Evaluación Regional Anual de Encuesta a Padres del Título I en cada escuela del Título I, la cual se compilará en la Oficina Central del Título I y la Oficina Contable (consulte el Anexo A). Los datos de la encuesta se suministrarán a las escuelas para su revisión y se difundirán a las comunidades escolares. A partir de los datos de la encuesta, se implementarán los cambios pertinentes.
 - b. Asistencia en el crecimiento y el desarrollo de grupos de padres en cada establecimiento escolar.
 - c. Suministro de copias del Procedimiento de Participación de Padres del Título I en cada escuela y en la página web de cada escuela para que puedan verlo los padres.

8. El distrito escolar utilizará los hallazgos de la evaluación relativos a las actividades y al procedimiento de participación de padres para diseñar estrategias con la finalidad de lograr una participación de padres más efectiva, y para revisar, de ser necesario (con la participación de los padres), la política de participación de padres de su distrito para:
 - a. realizar recomendaciones a cada una de las escuelas participantes para que incorporen los cambios a sus respectivos planes de participación de padres a nivel escolar;
 - b. ofrecer sugerencias para incorporar la participación de los padres en lo que respecta a la mejora escolar.

B. Desarrollo de Capacidades

El distrito escolar desarrollará la capacidad de la escuela y de los padres de lograr una sólida participación de los padres con el fin de garantizar su efectiva participación y apoyar la creación de una sociedad entre la escuela, los padres involucrados y la comunidad para mejorar los logros académicos de los estudiantes mediante las siguientes actividades.

1. El distrito escolar, con la colaboración de sus escuelas del Título I, Parte A, ayudará a los padres de los niños que pertenezcan al distrito escolar o la escuela a lograr un mayor entendimiento mediante talleres, conferencias y clases para padres. Las HCPS llevarán a cabo una reunión anual para los padres del Título 1 a fin de proporcionarles información sobre:
 - a. los estándares de contenidos académicos del estado;
 - b. los estándares de logros académicos de los estudiantes del estado;
 - c. las evaluaciones académicas locales y estatales, incluidas evaluaciones alternativas;
 - d. los requisitos del Título 1, Parte A;
 - e. cómo supervisar el progreso de su hijo;
 - f. cómo trabajar con los educadores.
2. La Oficina Central del distrito escolar del Título 1 brinda asistencia, financiamiento y material para padres en las siguientes áreas:
 - a. talleres patrocinados por el Departamento de Educación del Estado de Maryland/Ley de Educación Igualitaria (NCLB, por sus siglas en inglés);
 - b. talleres/reuniones sobre datos/puntuación de la Evaluación Escolar de Maryland (MSA, por sus siglas en inglés);
 - c. capacitación sobre supervisión y evaluaciones del progreso de su hijo;
 - d. el rol del Vínculo con la Familia del Título 1;
 - e. Cuadernillos de Derechos de los Padres.
3. El distrito escolar, con la colaboración de sus escuelas, proporcionará material y capacitación para ayudar a los padres a trabajar con sus hijos con la finalidad de mejorar sus logros académicos, como por ejemplo capacitación de alfabetización y uso de tecnología, para promover la participación de los padres. Se ofrecerá apoyo en las siguientes áreas:

- a. La Oficina Central del distrito escolar del Título I proporciona financiamiento del material para ayudar a los padres a trabajar con sus hijos en los siguientes programas:
 - 1) SIPPS (instrucción sistemática de consciencia fonémica, fónica, y palabras visuales) – Intervención de lectura;
 - 2) Success Maker (programa para lograr el éxito) – Intervención de matemáticas;
 - 3) I Station (puesto de instrucción)– Intervención de lectura;
 - 4) Harcourt – Programa de Contenidos Principales de Lectura de las HCPS;
 - 5) Everyday Math (matemática cotidiana) – Programa de Contenidos Principales de Matemáticas de las HCPS;
 - 6) Technology (tecnología) – Uso de programas informáticos;
 - 7) Educate Online (educación en línea);
 - 8) Programa Summer Jumpstart (programa de ingreso de verano).

4. El distrito escolar enseñará a todo el personal de la escuela cómo comunicarse y trabajar con los padres como socios igualitarios y cómo coordinar programas para padres entre las escuelas y los padres, mediante las siguientes acciones:
 - a. coordinación de un servicio interno en cada establecimiento escolar;
 - b. reuniones regulares con el Equipo de Participación Familiar (FIT, por sus siglas en inglés) en cada establecimiento escolar;
 - c. reuniones con el Equipo de Mejora Escolar (SIT, por sus siglas en inglés) en cada establecimiento escolar;
 - d. reuniones con los Directores e Instructores Facilitadores de cada establecimiento escolar;
 - e. reuniones con los Docentes Especialistas en el Título 1 y Vínculos con las Familias en cada establecimiento escolar;
 - f. aportes en las reuniones del equipo de mejora escolar sobre el desarrollo profesional del personal;
 - g. creación de oportunidades trimestralmente (o semestralmente) para que los padres puedan brindar su aporte en las reuniones con el Director, Orientación para Nuevos Docentes, Conferencia con Padres del Título 1, etc.;
 - h. planificación e implementación de la Capacitación Anual sobre Participación de Padres para los padres y el personal, la cual se llevará a cabo todos los años en otoño.

5. El distrito escolar tomará las siguientes medidas para garantizar que la información relativa a los programas escolares/para padres, reuniones y otras actividades se envíe a los padres de los niños en un formato inteligible, incluidos formatos alternativos cuando se los solicite, y, en la medida posible, utilizando un lenguaje que los padres puedan entender.
 - a. La Oficina Central del distrito escolar del Título I proporcionará a los padres, en la medida posible, documentos para padres relativos a la escuela, los cuales tendrán un lenguaje y una forma que estos puedan entender, mediante comunicados de prensa, boletines informativos y calendarios sistemáticos.

- b. La Oficina Central del distrito escolar del Título I proporcionará, en la medida posible, los documentos traducidos para los padres. Si ello fuera necesario, habrá intérpretes en las reuniones de padres.
- c. La Oficina Central del distrito escolar del Título I apoya las iniciativas de la Oficina de Estudiantes de Inglés (ELL, por sus siglas en inglés) en todo el condado.

C. Componentes Discrecionales del Plan de Participación de Padres del Título 1 Relativos a LEA

El distrito escolar, mediante consulta con los padres, puede optar por comprometerse a desarrollar la capacidad de los padres de involucrarse con la escuela y el sistema escolar, y a apoyar los logros académicos de los niños, mediante las siguientes actividades discrecionales que se enumeran en la sección 1118(e) de la ESEA.

1. Involucrar a los padres en el desarrollo de capacitaciones para docentes, directores y otros educadores para aumentar la efectividad de dichas capacitaciones.
2. Proporcionar las alfabetizaciones necesarias para padres utilizando los fondos previstos en el Título I, Parte A, si el distrito escolar hubiera agotado toda otra fuente razonable de financiamiento.
3. Pagar los gastos razonables y necesarios asociados a las actividades de participación de padres, incluidos gastos de transporte y cuidado de niños, para que los padres puedan participar en reuniones y capacitaciones relativas a la escuela.
4. Capacitar a los padres para aumentar la participación de otros padres.
5. Maximizar la participación de los padres en la educación de sus hijos organizando reuniones escolares en distintos momentos (al final del día, los fines de semana, durante el día) y lugares (fuera del establecimiento, en la comunidad), o llevando a cabo conferencias en casas entre docentes que trabajen directamente con niños y padres participantes que no puedan asistir a las conferencias en la escuela.
6. Adoptar e implementar enfoques modelo para aumentar la participación de los padres.
 - a. Programa GED para padres – en colaboración con Harford Community College.
7. Dar continuidad a un comité consultor para padres de todo el distrito para brindar asesoramiento sobre todo tipo de asuntos, incluidos los relativos a la participación de padres en los programas del Título I, Parte A.
8. Desarrollar los roles pertinentes para organizaciones y empresas de la comunidad, incluidas las organizaciones religiosas, en actividades de participación de padres.
 - a. Celebrar una reunión anual para informar los componentes del Título 1.

PROCEDIMIENTO

- b. Reunirse trimestralmente con escuelas no públicas para supervisar las escuelas del Título 1.
- 9. Ofrecer otro tipo de apoyo que resulte razonable a las actividades de participación de padres según la sección 1118 a pedido de los padres.
- 10. Mantener Centros de Recursos e Información para Padres (PIRC, por sus siglas en inglés) en cada establecimiento escolar del Título 1 con un horario de atención flexible para uso de los padres.

D. Adopción

La Política de Participación de Padres del Título I de las Escuelas Públicas del Condado de Harford ha sido elaborada y acordada con los padres de niños que participan en los programas del Título I, Parte A, según consta en las planillas de asistencia, órdenes del día y evaluaciones y comentarios escritos.

Este plan fue adoptado inicialmente por las Escuelas Públicas del Condado de Harford el 1 de mayo de 2009 y fue revisado/modificado el 1 de mayo de 2011. Las Escuelas Públicas del Condado de Harford pondrán este documento a disposición (mediante copia en papel, publicación en el sitio web) de todos los padres de niños participantes del Título I, Parte A, antes del comienzo de cada ciclo lectivo.

Aprobado por:

Superintendente de Escuelas

Fecha

ANEXO A

PROCEDIMIENTO

Fechas de acciones relativas al procedimiento					
ACCIÓN	FECHA	ACCIÓN	FECHA	ACCIÓN	FECHA
Revisado el	1-may-1*				
Revisado el	11-jul-13				

Responsables del mantenimiento del procedimiento y referencias		
NOMBRE DEL ÚLTIMO EDITOR/REDACTOR: Palmer, Brad	CARGO DEL ÚLTIMO EDITOR/REDACTOR: Supervisor - Oficina del Título I de las HCPS	
RESPONSABLE: Little, Jacob	CARGO DE LA PERSONA RESPONSABLE: Coordinador - Oficina del Título I de las HCPS	
NOMBRE DE LA PERSONA DESIGNADA:	CARGO DE LA PERSONA DESIGNADA:	
TIPO DE REFERENCIA 1:	N.º DE REFERENCIA 1	DESCRIPCIÓN DE REFERENCIA 1:
TIPO DE REFERENCIA 2:	N.º DE REFERENCIA 2	DESCRIPCIÓN DE REFERENCIA 2:
TIPO DE REFERENCIA 3:	N.º DE REFERENCIA 3	DESCRIPCIÓN DE REFERENCIA 3:
TIPO DE REFERENCIA 4:	N.º DE REFERENCIA 4	DESCRIPCIÓN DE REFERENCIA 4:
TIPO DE REFERENCIA 5:	N.º DE REFERENCIA 5	DESCRIPCIÓN DE REFERENCIA 5:
NÚMERO DE PROCEDIMIENTO ANTERIOR AL 1 DE NOVIEMBRE DE 2005:		

**Harford County Public Schools
Parent Involvement Plan
Survey 2014 - 2015**



40

William Paca/Old Post Road Elementary

<p>After reading the attached document; "HCPS Parent Involvement Plan", please complete the information below and return this form.</p>	<p align="center"><u>Marking Instructions</u></p> <ul style="list-style-type: none"> • Make solid marks that fill the circle completely. • Mark an "X" over darkened circle you wish to change. <p>Correct Incorrect </p>
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	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. The "HCPS Parent Involvement Plan" describes how HCPS involves parents, families, and community members in student's learning and educational activities.	4	3	2	1	0
2. The "HCPS Parent Involvement Plan" describes how HCPS will promote and encourage meaningful effective partnerships	4	3	2	1	0
3. The "Title I Parent Involvement Plan" meets my needs as a Title I Parent.	4	3	2	1	0
4. The "Title 1 Parent Involvement Plan" provides me with opportunities to participate in decision making within my child's school.	4	3	2	1	0
5. The "Title 1 Parent Involvement Plan" provides for an effective system of parent involvement.	4	3	2	1	0
6. The "Title 1 Parent Involvement Plan" builds the school and parent capacity for Strong parental involvement.	4	3	2	1	0

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

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

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

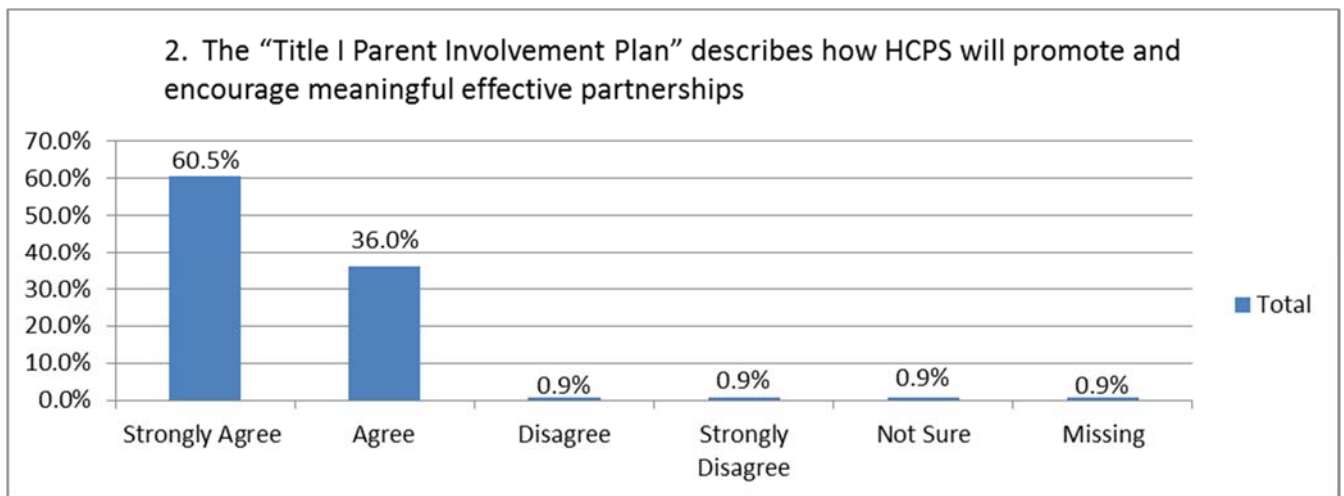
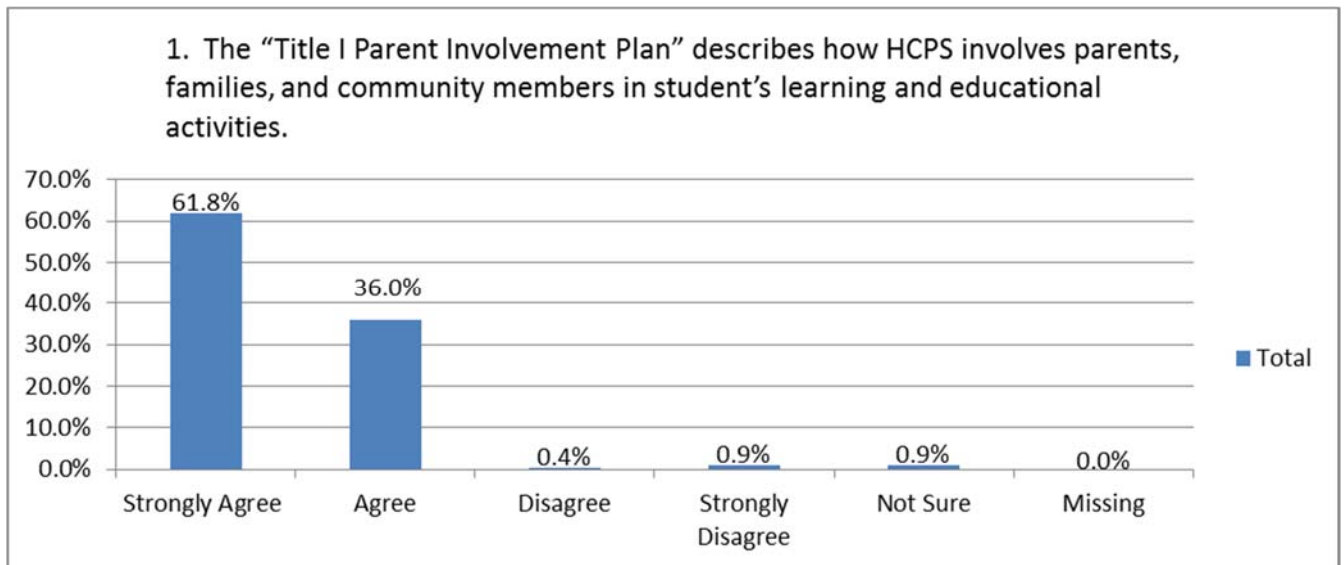
If you have any questions or concerns, please contact Jake Little in the Office of Title I, 410-588-5278.

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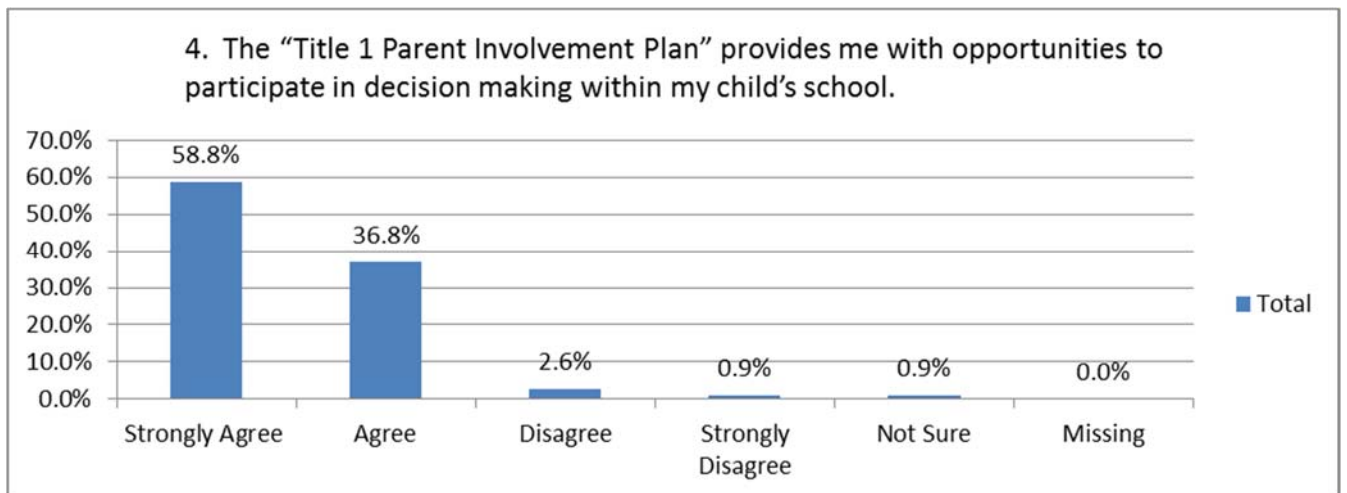
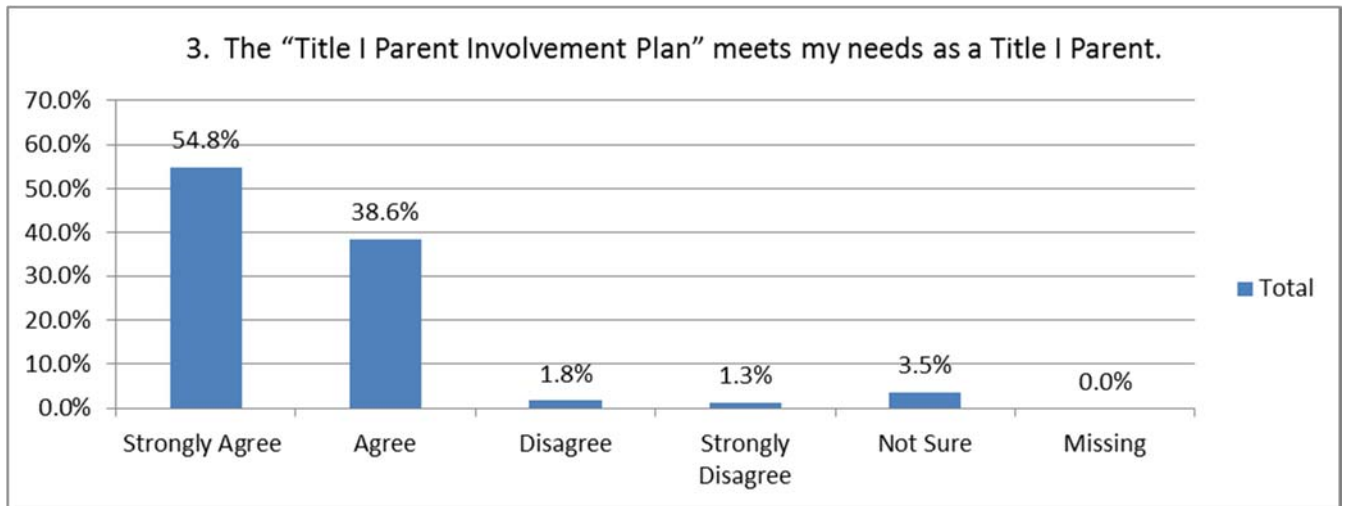
**Harford County Public Schools Title I Parent Involvement Policy &
Title I Parent Involvement Procedures
Survey Results
2014**

During recent Family Involvement Team meetings and through the HCPS Title I website the HCPS Parent Involvement Plan has been reviewed. This year we received over 200 responses. Each person attending a Family Involvement Team meeting was given the survey to fill out and parents also had the opportunity to fill out using the HCPS Title I website.

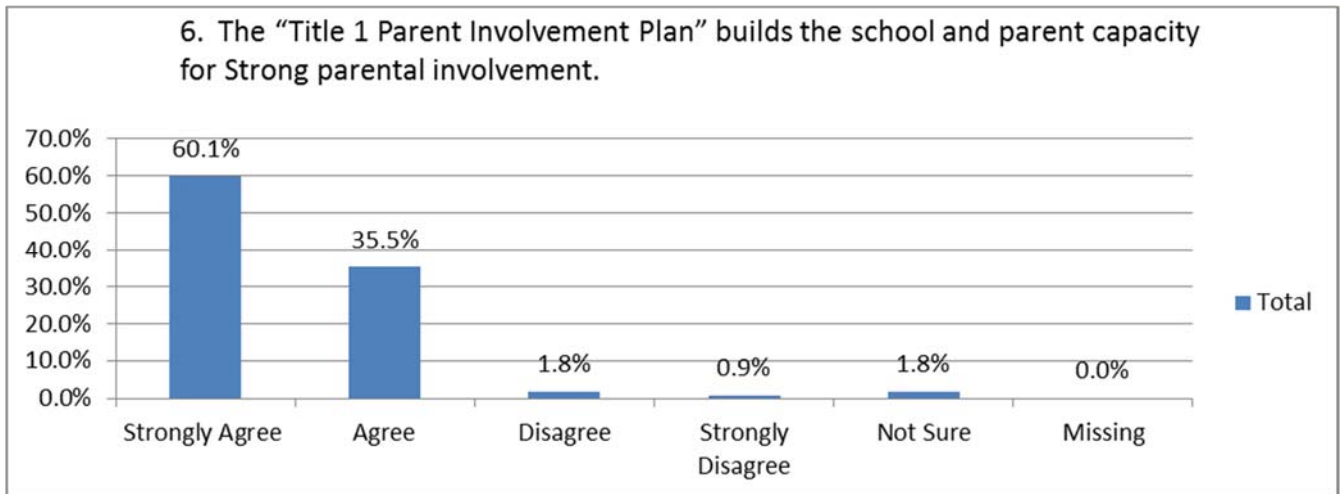
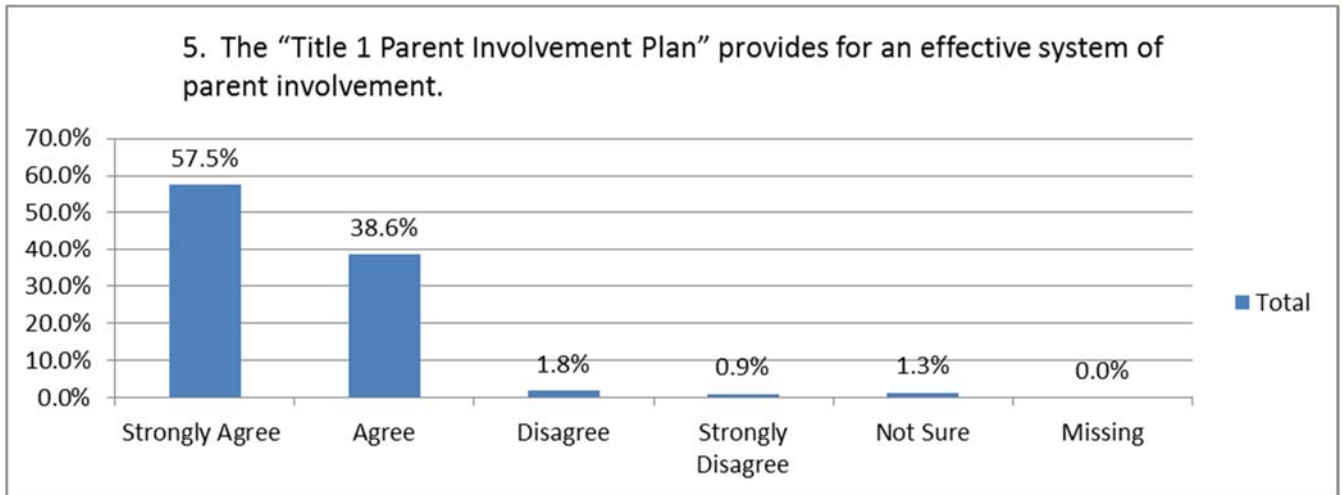
Overall the survey respondents felt that the current HCPS Parent Involvement Plan describes how HCPS involves parents, families, and community members in student’s learning and educational activities, (97.85 strongly agreed or agreed as compared to 13/14 at 95.4% strongly agreed or agreed). They felt the document describes how HCPS will promote and encourage meaningful effective partnerships (96.5%).



The survey respondents felt that the current HCPS Title I Parent Involvement Plan met their needs as a Title I parent, (93.4% agreed or strongly agreed) and provided them with opportunities to participate in decision making within their child's school, (95.6%).



The survey respondents felt the HCPS Title I Parent Involvement Plan provided for an effective system of parent involvement, 2013-2014 (96.1%) 2013-2014 (97.7%), 2012-2013 (96.5%), 2011-2012 (88.2%).



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

HCPS Parent Involvement Plan comment / suggestions:

George D. Lisby Elementary

- I think it's a very good program.
- Title I is awesome!
- I am pleased with Irene's attending GLES.

- Need to get parents more involved with their children progress we are not involved with are children planning we just agree with the staff at the school.

Hall's Cross Roads Elementary

- I think everything is great. Glad to watch and help my daughter with the computer.
- Makes me closer to student in reading and math studies.

Havre de Grace Elementary

- Thank you for all you do. It is a good plan and involvement of all – unity.
- Great plan as long as parent is engaged. Mostly voluntary action by parent is required to be effective. Tough question, but how do you get parents to participate?
- Robo call to let me know about it. We are a two household family and I don't see the things sent home every day. Get word out to both parents and makes sure you try to get both of the contact information.

Magnolia Elementary

- I love the concept and have definitely noticed and appreciate the improvements.
- Need clearer homework instruction. Need reading help for children who are below grade level.
- Staff needs to get back to parents about meeting they have about help with students. This should not take weeks for communication.
- I think you guys do a great job trying to get more parents involved. Keep up the great work!
- Why 2nd graders do not come home with their marked homework?
- [Online Response] The parents and children have to want to come and be active participants in the learning process. Many parents work and then have to come home and cook and then help with homework. Any after school activity should involve a meal to entice the parents to want to be there and not have to decide to either feed their children or attend a school function. The kids should be excited to have their parents visit them in their school environment. Get the kids excited about activities so that they can invite the parents...
- [Online Response] Get please in the school systems who actually care for every child's well-being. Parents don't want to participate for a reason. It is just not because most are poor and lazy as some have stated. Maybe most parents feel like the school system really does not care whether there child fails or passes. I honestly have never received one email or note home to tell me something good or an accomplishment my child has. However, I always receive notes when he does something wrong. There is very little teacher communication unless the parent initiates it.

William Paca/Old Post Road Elementary

- N/A
- Have meetings later than 5:45 p.m. and on another day.
- Keep up the good work
- Not sure about response to #6 – not because I have a question about the plan but the outcomes do not seem to be there. The level of parent involvement seems low but I am not sure if the plan can fix that problem.
- Excellent as is – As a parent I feel very involved. Very open communication.
- [Online Response} Never have I understood what the purpose of the funding is for? If it's a TITLE 1 school why is it that the support and services are only available to the children whose parents receive federal and state assistance? Not all parents of children in these schools meet that requirement. Yet my child struggles and I was told the extra support is only for those who qualify for free lunches.....

**Harford County Public Schools
Action Plan for Component II – Parent Involvement 2015-2016**

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
Req. 1,4, 5, 6	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little & Melissa Surgeon, Coordinators of Title I	<p>PI Policy and Procedures will be shared via LEA website and <u>Title I Facebook</u> page.</p> <p>LEA will post PI Policy and Procedures on Website and <u>Title I Facebook</u> page.</p> <p>LEA will utilize Title 1 District level parent involvement policy/plan requirements checklist.</p>	August	
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little & Melissa Surgeon, Coordinators of Title I	LEA will send Policy and Procedure survey and cover letter to Schools.	August	
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little & Melissa Surgeon, Coordinators of Title I	Schools will send PI Cover Letter and Survey to all parents in newsletter . Schools will send evidence back to LEA.	September	
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little & Melissa Surgeon, Coordinators of Title I	Paper copies of PI Policy and Procedures will be available to parents in each Schools main office . 20 copies will be made centrally for each school's main office.	September	
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little & Melissa Surgeon, Coordinators of Title I	<p>PI Policy and Procedures will be shared at Fall FIT meetings. Survey will be handed out.</p> <p>LEA will post parent involvement policy/procedure on district website.</p>	October	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
Req. 1, 5, 6 (cont)	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little & Melissa Surgeon, Coordinators of Title I	LEA will review & write up Survey results of PI Policy & Procedures. LEA will determine if changes need to be made to PI Policy or Procedure.	December	
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little & Melissa Surgeon, Coordinators of Title I	LEA will share PI Policy and Procedure survey results with Director or Associate Superintendent .	March	
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little & Melissa Surgeon, Coordinators of Title I	Meet with Steve Richards to determine plan of action to reach all homeless students .	Ongoing	
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little & Melissa Surgeon, Coordinators of Title I	LEA will work with PPWs to distribute the Policy and Procedure survey and cover letter to Homeless Students .	Ongoing	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
Req 2	LEA Provides Technical Assistance	Jake Little & Melissa Surgeon, Coordinators of Title I	Coordinator of Parent Involvement attends FIT meetings.	Ongoing	
	LEA Provides Technical Assistance	Jake Little & Melissa Surgeon, Coordinators of Title I	LEA holds regular FL/TS Meetings	Ongoing	
	LEA Provides Technical Assistance	Jake Little & Melissa Surgeon, Coordinators of Title I	LEA holds regular Principal / IF Meetings	Ongoing	
	LEA Provides Technical Assistance	Jake Little & Melissa Surgeon, Coordinators of Title I	LEA holds meetings with Director of Community Engagement	Ongoing	
	LEA Provides Technical Assistance	Jake Little & Melissa Surgeon, Coordinators of Title I	LEA coordinates Technical Assistance meetings with MSDE/Deerfield	Ongoing	
Req 3	LEA Provides Technical Assistance	Jake Little & Melissa Surgeon, Coordinators of Title I	LEA coordinates Central Parent Trainings during the Fall & Spring	Fall & Spring	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
Req 4	LEA coordinates parental involvement strategies.	Jake Little & Melissa Surgeon, Coordinators of Title I	LEA will develop a generic MOA to be used with various groups.	May	
BC4	LEA coordinates parental involvement strategies.	Jake Little & Melissa Surgeon, Coordinators of Title I	LEA will continue partnerships with Mountain Christian, GEEF, EPIC Center in Edgewood, and Harford Community Action Agency.	May	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
Req 7, BC3	Distribution of Funds at LEA Level	Jake Little & Melissa Surgeon, Coordinators of Title I	LEA will distribute the Title I Satisfaction Survey (Question 39).	April	

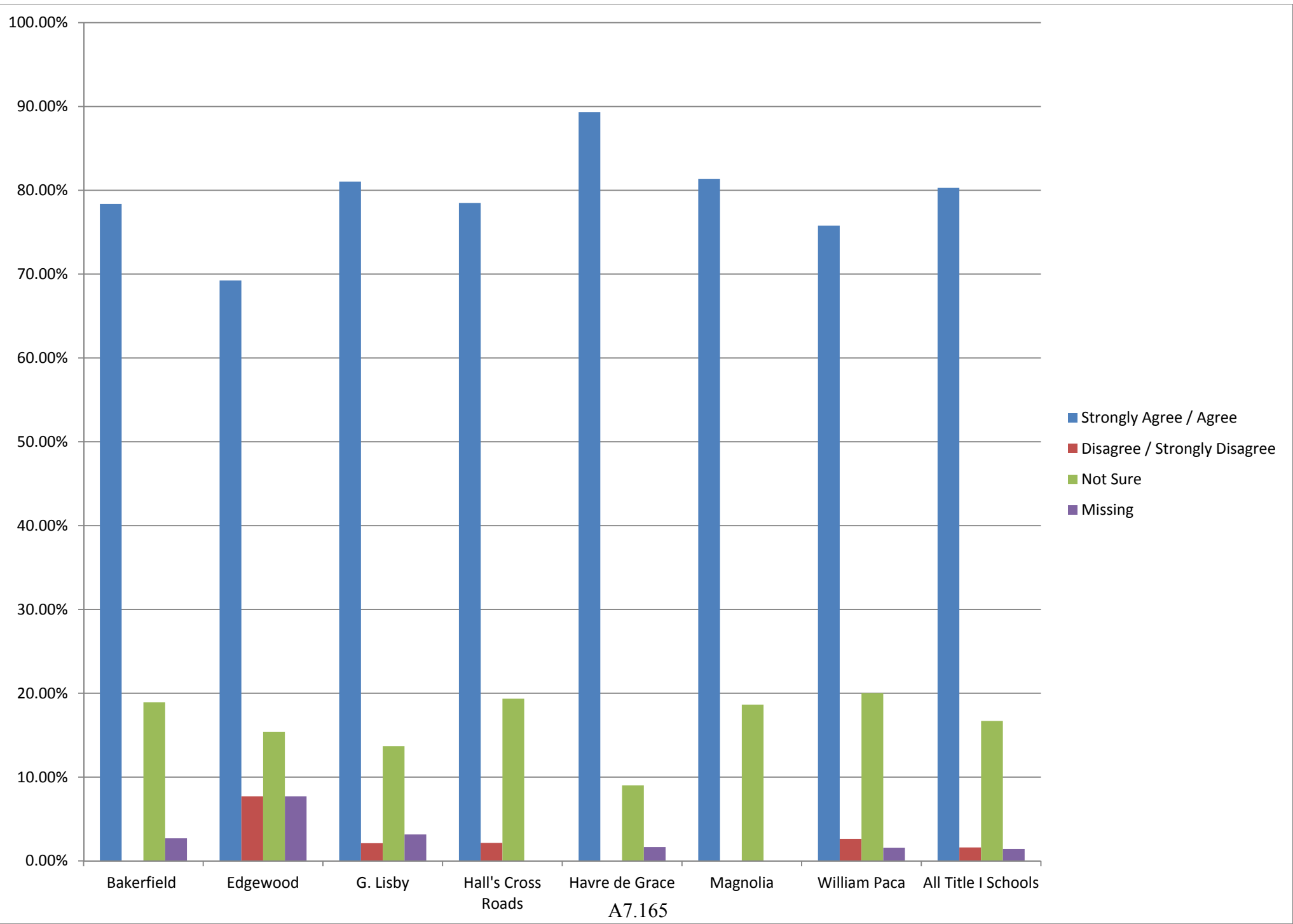
Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
Req 8		Jake Little & Melissa Surgeon, Coordinators of Title I	School Level Parent Involvement Plan is jointly developed with parents . Parents participate and develop the SIT plan as a functioning member of the team. Parent Feedback forms that parents are filling out at FIT Meetings concerning their review of the School Level Parent Involvement Plan are required .	March	
Req 6		Jake Little & Melissa Surgeon, Coordinators of Title I	The School Level Parent Involvement Plan is distributed to parents of Title I students. School must provide information to LEA concerning how the School Level PI Plan is distributed.	Fall	
Req 11		Jake Little & Melissa Surgeon, Coordinators of Title I	Parents of Title I Students are involved in the decisions regarding the spending of the parent involvement funds at the school level. SANE documentation or surveys from FIT meetings pertaining to parent input into spending of school-based parent involvement funds.	May	
Req 3, 7,12		Jake Little & Melissa Surgeon, Coordinators of Title I	Records that all 2014-2015 Title I schools conducted an annual parent meeting . SANE documentation from back-to-school nights that parents conducted an annual parent meeting.	September Back To School Nights	
Req 13a		Jake Little & Melissa Surgeon, Coordinators of Title I	Provide assistance to parents in understanding the state's academic content standards and student achievement standards , State and local academic assessments , the requirements of Title I , and how to monitor a child's	Fall	

			<p>progress and work with educators to improve student achievement -Schools need to provide the "Topic List" of things discussed with the accompanying sign-in sheet.</p>		
Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
BC1		Jake Little & Melissa Surgeon, Coordinators of Title I	Develop additional slides for back-to-school power point presentation . Topics will include; State's Academic Content Standards, Student Academic Content Standards, State and Local Assessments, Requirements of Title I, Parent Monitoring of student progress (Edline 3,4,5 & Report Cards K,1,2)	August	
BC2		Jake Little & Melissa Surgeon, Coordinators of Title I	Coordinator of Parent Involvement attends FIT meetings and coordinates Professional Development on content specific standards for Reading and Math	Ongoing	
Req 13f		Jake Little & Melissa Surgeon, Coordinators of Title I	LEA will monitor schools through internal program review to ensure requests by parents are met, accommodated, and there is adherence.	Sept.-Oct.	
Req 14		Jake Little & Melissa Surgeon, Coordinators of Title I	LEA will coordinate MOU with Director of Student Services (Steve Richards) .	December	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
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Req 11,12		Jake Little & Melissa Surgeon, Coordinators of Title I	Schools will ensure school-parent compacts are developed jointly with parent input. Parent Checklist Feedback forms that parents are filling out at FIT Meetings concerning their review of the School-Parent Compacts are required.	Sept.-Oct.	
Reg Q 5		Jake Little & Melissa Surgeon, Coordinators of Title I	LEA will include encouragement of literacy programs in the blank budget email which is sent to the Principals. LEA will encourage schools to use funds during the Family Liaison/Teacher Specialist meetings .	April	
Reg Q 7		Jake Little & Melissa Surgeon, Coordinators of Title I	LEA will coordinate joint meeting between Family Liaisons and Teacher Specialists in order to use checklists to review District Level Policy, School Level Plan, and the School-Parent Compact .	October	
Req 9, BC5		Jake Little & Melissa Surgeon, Coordinators of Title I	Information is shared in a format parents can understand	On-going	
BC6		Jake Little & Melissa Surgeon, Coordinators of Title I	Provide other reasonable support for PI activities, as parents may request	On-going	
Req		Brad Palmer, Supervisor of Title I	Describe how the LEA ensures that the schools have access to the parent involvement funds allocated to their school early in the school year.	July/August	
Req		Brad Palmer, Supervisor of Title I	Attach a list of Title I schools' individual parent involvement allocations.	July/August	

100% of the Title 1 Parent Involvement funds (1% of Total Allocation) should be allocated directly to the Title 1 schools.



WORKSHEET - TITLE I FY '16 PARENT INVOLVEMENT ALLOCATION CALCULATION (as of 6-29-15)

FY '16 Parent Involvement Allocation Amount **\$50,933.27** 0.0110 x **\$4,636,379.00 Final**

PUBLIC School Name	Public School Grade Span	10/31/2014 Percent of Poverty	Total Enrollment 9/30/2014	Students Low Income October 10/31/2014	Total Low Income FTE 10/31/2014	Per Pupil Allocation (PPA)	Parent Involvement Allocation *
HARFORD COUNTY PUBLIC SCHOOLS							
MAGNOLIA ELEMENTARY	PREK-5	87.61%	476	417	394.5	\$25.48	\$10,051.86
HALLS CROSS ROADS ELEMENTARY	PREK-5	83.67%	496	415	396.0	\$19.36	\$7,668.46
WM PACA/OLD POST RD ELEM	PREK-5	77.75%	827	643	610.5	\$19.11	\$11,652.28
GEORGE D LISBY ELEM AT HILLSDALE	PREK-5	75.98%	408	310	294.5	\$18.86	\$5,552.86
EDGEWOOD ELEMENTARY	PREK-5	75.62%	447	338	321.0	\$14.01	\$4,498.49
DEERFIELD ELEMENTARY	PREK-5	69.21%	786	544	530.5	\$13.12	\$6,961.33
BAKERFIELD ELEMENTARY	PREK-5	69.00%	429	296	284.5	\$9.75	\$2,772.77
HAVRE DE GRACE ELEMENTARY	PREK-5	66.13%	431	285	269.0	\$6.60	\$1,775.22
			3440	2667	2547.0	TOTAL	\$50,933.27
						Difference	\$0.00

PPA Calculation follow same % calculation as related to PPA rank order

MAES	\$25.48	100.00%
HCES	\$19.36	76.00%
WPES	\$19.11	75.00%
GLES	\$18.86	74.00%
EDES	\$14.01	55.00%
DFES	\$13.12	51.50%
BFES	\$9.75	51.00%

January 16, 2015

Harford Christian School
Attn: School Principal
1736 Whiteford Road
Darlington MD 21034

Dear Sir/Madam:

The Harford County Public School System will begin the process of developing grant funded activities for Title I, Part A: Improving Basic Programs; Title II, Part A: Preparing Training, and Recruiting High Quality Teachers; and Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement.

In order to offer your school the opportunity to consult with Harford County Public Schools, share information regarding the federal grant proposals, and discuss issues and specific needs of non-public school students and teachers, two meetings will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2016/School Year 2015-2016, please plan to attend **one of the two scheduled meetings** or send a representative from your school.

Date: Thursday, February 12, 2015
Time: 10:00 a.m. – 11:30 a.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Curriculum Conference Room 215 – 2nd Floor

OR

Date: Thursday, March 12, 2015
Time: 10:00 a.m. – 11:30 a.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Curriculum Conference Room 215 – 2nd Floor

Your school is not required to attend the meeting to participate in federal grants. However, in order to include your school in available federal grant funded programs, you must complete the attached *Federal Education Programs Intent to Participate Form* and submit by Monday, February 9, 2015. (Please see Attachment B for detailed instructions).

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

(over)

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

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

1. All participating students must reside in the area of a public Title I funded school.
2. The measure of poverty shall be the number of children ages 5-17 eligible for free and reduced priced lunches under the National School Lunch Act.
3. Student selection is based on multiple criteria for those students who reside in a public school participating attendance area.
4. Strategies must be provided to increase the meaningful involvement of parents of participating children.
5. The state educational agency shall annually review the progress of each local education agency receiving funds to determine whether schools receiving assistance are making adequate progress toward meeting the State's student performance standards.
6. The purchase of goods or services with funds from this grant for sectarian instruction or religious worship is prohibited.
7. All purchases made by Title I funds are the property of Harford County Public Schools.
8. In the 2015-2016 school year, the following elementary schools will be eligible for Title I funding:

Bakerfield Elementary	Deerfield Elementary
Edgewood Elementary	George D. Lisby Elementary at Hillsdale
Havre de Grace Elementary	Hall's Cross Roads Elementary
Magnolia Elementary	William Paca/Old Post Road Elementary
9. Scheduled consultation sessions with Harford County Public School's Title I office are a required component of Title I, Part A.

If your institution would like to pursue inclusion in the Harford County Public Schools 2015-2016 Title I program, please complete and sign the attached information form (Attachment A) and return it to Mrs. Barbara Wiczynski, in the enclosed self-addressed stamped envelope, no later than Monday, February 9, 2015.

The Harford County Public Schools federal grant managers are looking forward to meeting with you. If you have questions, please contact Mrs. Joyce Jablecki in the Grants Office at (410) 588-5263, or Mrs. Barbara Wieczynski in the Title I Office at (410)588-5278. To maintain ongoing communication between the public and nonpublic sectors, please return the enclosed response form on or before Monday, February 9, 2015

Sincerely,

Mary Beth Stapleton

Mary Beth Stapleton
Coordinator of Grants

Thomas Webber

Thomas Webber
Assistant Supervisor of Title I

Enclosures

(This page has been intentionally left blank.)

Attachment A

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

PRIVATE NON-PROFIT SCHOOL INFORMATION FOR TITLE I

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

Name of School: _____

Address of School: _____

Phone Number: _____

Principal/Director: _____

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

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

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

(over)

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

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

3. Needs of Students

Reading: Number _____

Math: Number _____

Both: Number _____

4. Principal/Director:

Signature

Date

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2015-2016 School Year

Please type or print all information.

School: _____

Address: _____

Contact Person: _____

Telephone Number: _____ Fax Number: _____

E-mail Address: _____

Check (✓) the appropriate line.

_____ Either I or a representative will attend the HCPS meeting on Thursday, February 12, 2015.

_____ Either I or a representative will attend the HCPS meeting on Thursday, March 12, 2015.

_____ I am unable to attend neither of the two HCPS meetings on Thursday, February 12, 2015 nor Thursday, March 12, 2015. However, my school plans to participate in federal grants during the 2015-16 school year.

Please place a check next to all programs in which your school would like to participate. *(Non-Public school students and teachers may receive benefits, services, and materials from these programs. Non-Public schools do not receive direct funding from these programs. The HCPS System maintains control of the funds.)*

_____ **Title I, Part A – Improving Basic Programs Operated by LEAs**

Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at-risk of failing to meet high academic standards and who live in participating public school attendance areas.

_____ **Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals**

The teacher and principal training and recruiting funds provide assistance for preparing, training, recruiting and retaining high quality teachers. Non-Public school teachers, principals, and other educational personnel are eligible to participate in professional development activities to the extent that HCPS uses funds to provide for professional development, but at least to the FY 2001 levels for non-public school teachers' professional development.

(over)

_____ **Title III, Part A – *Language Instruction for Limited English Proficient and Immigrant Students***

The Language Instruction for Limited English Proficient (LEP) and Immigrant Students program provides funds for helping LEP students attain English proficiency and meet the same challenging State academic standards required of all students.

_____ Please check here if you are interested in being contacted when HCPS applies for other grants that require involvement of non-public schools.

_____ I decline participation in all federal grant programs during the 2015-2016 school year.

Please return this form to, in the enclosed self-addressed stamped envelope:

Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Monday, February 9th, indicates that your school does not want to participate in the federal grants program for the 2015-2016 School Year.

Harford County Public Schools
 Component V: Private Schools
 Action Plan

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

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
End of Year / Affirmation of Consultation Meeting	Mrs. Virginia Behr, Principal, St. Joan of Arc School Patti Ree, Administrator, Trinity Lutheran School Millie Flosser, Administrator, Bethel Christian Academy Rick Frank, Administrator, Villia Maria Academy Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Initial consultation meeting. 1. Determine data source for counting eligible students. (Identifying pool of eligible students is private school responsibility.) 2. Identify multiple, educationally related criteria for choosing students. (LEA responsibility.) 3. Discuss academic goals of eligible students, appropriate assessments. 4. Solicit views on service delivery options, including “pooling” option. 5. Discuss district-wide instructional set-asides and administrative costs. 6. Determine services for parents and teachers of participating students. 7. Inform private school officials of the HCPS Title I, Part A, complaint procedure. 8. Collect signed affirmation form private school officials. 9. Determine equitable services amount based on number of eligible students and per-pupil allocations. 10. Identify students to participate (served).	End of 2015 School Year	various	5/26 – St. Joan 4/21 – Bethel 5/26 – Trinity 6/9 – Villa Maria
Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Work with other counties / states to sign MOU’s and exchange money for students who generated funds from the previous school year.	July – June	various	7/29 - Cecil County 8/?? – Baltimore County

Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Contact Finance Grants Accountant to ensure additional accounts are created to allow for the deposit of incoming out of county funds. Ensure Catapult is aware these costs must be broken out on the monthly invoices.	August	July 30, 2015	Eric has created this account for HCPS to receive funds from Baltimore County.
Discuss Third Party Contract	Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Discuss upcoming year's contract. Review any changes. This meeting and the fact that the Affirmation of Consultation meetings have already taken place will ensure that services to private school students start at the beginning of the school year.	August 2015	Early August, Various Dates	Office of Purchasing handled the contract signatures based upon RFP.
Review / Revise HCPS Title I generated annual progress rubric	Thomas Webber, Assistant Title I Assistant Supervisor	Revise HCPS Title I generated annual progress rubric, used by third party vendor to create Initial Management Plan. The type of assessment used, and the expectations defined to measure the effectiveness of the Title I program will be included.	Late August		
Meet with Third Party vendor to discuss enhanced Fiscal Monitoring.	Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Meet with Third Party Vendor in order to ensure additional information is included in invoices, including the need to break down all purchases.	Late August		Discuss Last Year's Results, Contract, Expectations, Implementation of Program, PD, Program Fees, administrative Fees, and enhanced Fiscal Monitoring.
Check on Status of Program	Mrs. Virginia Behr, Principal, St. Joan of Arc School Patti Ree, Administrator, Trinity Lutheran School Millie Flosser, Administrator, Bethel Christian Academy Administrator, Villia Maria Academy Thomas Webber, Assistant Title I Assistant Supervisor	Speak with each of the administrator to ensure that services to private school students have started at the beginning of the school year.	Late August / Early September.		
Title I Approval of Equipment of Material Purchases	Thomas Webber, Assistant Title I Assistant Supervisor	Currently no Title I funds are used to purchase equipment No Equipment is allowed to be purchased for use in Private Schools. Equipment Inventory and audit will take place during school year.	Ongoing		Equipment Inventory check will take place during 2 nd quarter meetings
Title I Approval of Equipment of Material	Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Any materials purchased by Catapult are reviewed by Title I Office to ensure Educational Supplies / Materials are appropriate and supplemental before payment is made. All Educational Supplies /	Ongoing		Material Inventory as well as Title I Property labels are

Purchases		Materials are included on Inventory Sheet and labeled with "HCPS Title I Property Labels" Title I Office ensures all materials are labeled in kept in an area so that the materials cannot be used by other non-Title I entities.			checked during quarterly meetings with private schools.
Exchange Funds for out of county stuatttdents	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Exchange Funds with Baltimore County and Baltimore City. 6 Harford County students attending Baltimore City Private School generated funds 5 Harford County students attending Baltimore County Private School generated funds 2 Baltimore County students attending Harford County Private School generated funds	September – December		

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Communicate with Third Party vendor to develop the management plan.	Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	The Third Party Vendor In consultation with HCPS, will implement the management plan that was developed for their program. The required elements of the initial plan include: A. Holding an Affirmation of Consultation meeting and follow-up monitoring throughout the school year. Minutes of the meetings will be kept to document attendees, such as non-public officials, classroom teachers, Catapult personnel and HCPS Title I personnel and will be distributed the same day as the meeting. B. Consulting with the HCPS Title I Office before proceeding with any changes to the program. C. A discussion of methods of quality control for products and general operational performance. D. A discussion of proposed lines of authority, coordination and communication among sub CONTRACTOR, (if applicable), field based staff (if any), and the management staff. E. An indication of time commitments of key personnel, by task or activity, and for the project as a whole, expressed in person days. A chart shall be included, which summarizes this information. F. A chart showing task and subtasks, deadlines, decision points, and deliverables over the duration of the contract. The expected ending date for each task and subtask, in calendar weeks from	Late September, 2015		

		<p>the implementation of the contract, shall be indicated. The individual(s) to be involved or consulted for each decision point shall also be included.</p> <p>G. Submission of a plan to assess annual progress using a HCPS generated rubric.</p> <p>H. A list of materials or services the CONTRACTOR expects Harford County Public Schools or participating non-public schools to provide.</p> <p>I. Time for required Harford County Public Schools approval before initiating work on key events or tasks.</p> <p>Include plan to assess annual progress to HCPS for review and approval with its initial October Management Plan.</p> <hr/> <p>HCPS Annual Evaluation Report</p> <p>Develop the criteria for the annual evaluation which will be established through the consultation process between HCPS and private school officials.</p> <p>The annual evaluation report will include results from:</p> <ul style="list-style-type: none"> • surveys of teachers and parents of participating students, • input from students receiving services; • quantitative and qualitative results from assessments administered by the CONTRACTOR, and • other indicators to determine the effectiveness of the Title I program in meeting student academic achievement standards. 			
Identify students who will generate the funds	Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor	Private Schools will identify which students for the 2015-2016 School Year will generate the funding for the 2015-2016 School Year. Low-income status will be used to determine number of low-income families.	September, 30		
Parent Involvement Activities Plan	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will develop a plan to provide parental involvement activities. This plan will be due to the HCPS Title I Office by October 1, 2015. The Title I Office will ensure the PI is meeting the needs of the Title I Participants and only serviced Title I students and their families are invited to participate.	October 1, 2015		
Professional Development Activities Plan	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will submit a plan to develop a plan to provide Professional Development activities. This plan will be due to the HCPS Title I Office by October 1, 2015. The Title I Office will ensure	October 1, 2015		

Revised: July 22, 2015

		the PD is meeting the needs of the Title I Participants and is not general in nature.		
Initial Management Plan	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will prepare and submit an Initial Management Report for the accomplishments of the tasks, subtasks, key events, deadlines, and deliverables. This plan will be due to the HCPS Title I Office by October 1, 2015	October 1, 2015	
Updated Student Services List / Teacher Schedules	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will prepare and submit the first of three Student Serviced List as well as the Teacher Schedules as per contract.	October 15, 2015	

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Identify Student's Generating Funds for next year.	Thomas Webber, Title I Assistant Supervisor	Identify students attending private schools in Harford County and living in other Maryland LEAs. Send letters to these LEAs and any surrounding LEA. (In-State Out of County students will only be serviced, if funds were generated during the previous school year.)	October / November / December		
Alert other states about out of state students	Thomas Webber, Title I Assistant Supervisor	Identify students attending private schools in Harford County and living in other states, not Maryland. Send letters to these state Title I Offices. (In-State Out of County students will only be serviced, if funds were generated during the previous school year.)	October / November / December		
Fall Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> • Monitor Student Progress, Receive updates on Parent Involvement, Professional Development, Management Plan, and Review sample Correspondence between Private Schools and Families. • Evaluate program compliance • Review the evaluation results of the 2014-2015 Title I program. Explain to Private Schools the assessments which will be used to measure the effectiveness of the Title I program and what constitutes progress. • Review the address-eligible September 30th student list, discuss plan to determine student poverty rates. • Explain to Private Schools how the Title I program will be modified if expected standards/benchmarks have not been met. These measures will include; working with 3rd Party provider to examine student attendance and ensure students are receive necessary instruction. Re-working schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing 	Mid/Late October 2015		

		<p>with private school officials.</p> <ul style="list-style-type: none"> • Title I Materials – Schools will be queried to ensure consumables and other materials are labeled and stored an area that is inaccessible to other school personnel. Schools are reminded that all materials and equipment remain under control of Title I at all times. • Review PD and PI Opportunities. All PD & PI must meet the needs of the Title I participants and not be general in nature. 			
RFP	Thomas Webber, Title I Assistant Supervisor	Start RFP process for third party contractor when applicable	October/ November		N/A: Year 1 of 5 year (Yearly Renewable RFP).
Winter Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> • Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3rd Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. • Receive updates on Parent Involvement, Professional Development, Management Plan, Review sample Correspondence between Private Schools and Families. • Evaluate program compliance • Discuss poverty data results with private school officials and estimated instructional funds generated based upon proportionality • Yearly Equipment inventory – Currently no Title I funds are used to purchase equipment, but all schools will be queried to ensure consumables and other materials are labeled and stored an area that is inaccessible to other school personnel. Schools are reminded that all materials and equipment remain under control of Title I at all times. 	Jan 2016		
Updated Student Services List / Teacher Schedules	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will prepare and submit, the second of three Student Serviced List as well as the Teacher Schedules as per contract.	January 15, 2016		
Federal HCPS	Mary Beth Stapleton, HCPS Supervisor for Curriculum and	Invite eligible private schools to the federal programs	Mid-January, 2016		

Revised: July 22, 2015

Programs Consultation meetings	Instructional Grants, Thomas Webber, Title I Assistant Supervisor	informational meeting for upcoming school year			
Parent, teacher, & administrator surveys	Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Distribute parent, teacher, & administrator surveys for Title I program satisfaction/effectiveness	February 2016 / March 2016		
Meet with New, Interested Private Schools	Thomas Webber, Title I Assistant Supervisor	Identify private schools that indicated intent to participate in the program for the upcoming year	February 2016 / March 2016		
Spring Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> • Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3rd Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. • Receive updates on Parent Involvement, Professional Development, Management Plan, • Review sample Correspondence between Private Schools and Families. • Evaluate program compliance 	March 2016 /April 2016		
Updated Student Services List / Teacher Schedules	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will prepare and submit, the Final of three Student Serviced List as well as the Teacher Schedules as per contract.	April 15, 2016		
RFP	Thomas Webber, Title I Assistant Supervisor	Complete procurement process for contracting with third-party contractor when applicable	May 2016		
End of School year Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> • Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3rd Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. • Receive updates on Parent Involvement, Professional Development, Management Plan, 	June 2016		

		<ul style="list-style-type: none"> • Review sample Correspondence between Private Schools and Families. • Evaluate program compliance • Conduct Initial consultation meeting for following school year if applicable. 			
End of Year Evaluation	Ms. Lisa Kriss, Catapult Learning	<p>Within one month of the end of each contract year, the CONTRACTOR shall prepare and submit an end of year evaluation report which includes:</p> <p>A. The results of the assessment of the Title I programs the CONTRACTOR is providing, demonstrating whether participating children are meeting, or making annual yearly progress toward meeting the student academic achievement standards or the alternative standards.</p> <p>B. A description of program services and activities, especially new services, activities, methods, etc. and the results of their use.</p> <p>C. An evaluation of the parental involvement activities to determine the effectiveness of the activities in increasing the participation of parents, to identify barriers to greater participation of parents in activities, and to use the findings to improve the strategies for program improvement and parental involvement.</p> <p>D. An evaluation of professional development activities conducted for eligible non-public school staff members.</p> <p>E. Special problems encountered and solutions applied or anticipated.</p>	Mid-July, 2016		
HCPS Annual Evaluation Report	Thomas Webber	<p>Title I Office will complete an annual evaluation of the Title I nonpublic program. Criteria for the annual evaluation will be established through the consultation process between HCPS and private school officials.</p> <p>The annual evaluation report will include results from:</p> <ul style="list-style-type: none"> • surveys of teachers and parents of participating students, • input from students receiving services; • quantitative and qualitative results from assessments administered by the CONTRACTOR, and • other indicators to determine the effectiveness of the Title I program in meeting student academic achievement standards. 	Late July, 2016		



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

July 28, 2015

During the 2014-2015 school year, no funds were generated for any Title I eligible Cecil County students attending a Harford County Public Schools' Title I serviced private school for the 2015-2016 school year. During the 2014-2015 school year, no funds were generated for any Title I eligible Harford County students attending a Cecil County Public Schools' Title I serviced private school for the 2015-2016 school year.

As the 2015-2016 School Year progresses, the Harford County Public Schools' Title I Office and the Cecil County Public Schools' Title I Office agree to continue the Equitable Services dialog concerning which private school students may generate funds for the 2016-2017 school year.

Thomas Welber
Harford County Title I Representative

William Lee
Cecil County Title I Representative

7/28/2015
Date

7/29/2015
Date

**MEMORANDUM OF UNDERSTANDING
BETWEEN
BALTIMORE COUNTY PUBLIC SCHOOLS
AND
HARFORD COUNTY PUBLIC SCHOOLS**

THIS MEMORANDUM OF UNDERSTANDING (“MOU”) is made this [REDACTED] day of [REDACTED], 2015, by and between the **Baltimore County Public Schools (BCPS)** and the Harford County Public Schools (HCPS), hereafter collectively referred to as “the Parties.”

Section 1120 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 requires that Title I services are to be provided by local educational agencies (LEAs) to eligible students attending private school who reside within the boundaries of Title I public schools located within that LEA.

Section 200.64 of the Title I regulations allows for the provision of those services directly or through arrangements with another LEA, or a third-party provider.

BCPS and HCPS wish to enter into an agreement related to the provision of Title I services to eligible students attending private schools located in one LEA who reside within the boundaries of the other LEA.

1. RESPONSIBILITIES

A. The Parties respective Title I Offices shall:

- a. Designate a contact person for Title I services for eligible students attending private school(s).
- b. Consult with private school officials from private schools located within their LEA where children who reside in the other LEA attend. The consultation will include all required consultation topics in section 200.63 of the Title I regulations related to the provision of Title I services.
- c. Provide to one another a list of the addresses and grades of private school children from low-income families who reside within the boundaries of one LEA and attend a private school within the boundaries of the other.
- d. From the list in 1.A. c., certify the number of private school children who live in their LEA and generate Title I funds.
- e. Determine and reserve the amount of funding generated for instruction based on the per pupil allocation for the Title I public school that the student would otherwise be attending within the boundaries of the its LEA, and any applicable reservation, the amount of funding generated for parent involvement activities, and, if applicable, the amount of funding generated for professional development

for the classroom teachers of Title I participating students and provide that information to the other LEA.

- f. Notify each other as to whether there are students who reside in one LEA and are eligible (i.e., meet selection criteria) to receive Title I services.
- g. Retain all documents related to b, c, d, and e above during the term of this MOU and for three years after termination or expiration.

B. The LEA providing the Title I services to students who reside in the other LEA shall:

- a. Meet all requirements under section 1120 of the ESEA regarding the provision of Title I services.
- b. Maintain all documentation related to those services.
- c. Retain all accounts and records relating to this MOU during its term and for three years after termination or expiration.

2. **SCOPE OF SERVICES**

A. The services will include the following:

- a. Instructional services.
- b. Parent involvement activities for the parents/families of participating students.
- c. If applicable, professional development activities for the classroom teachers of participating students.

3. **TRANSFER OF FUNDS**

The Parties agree that Title I funds will be owed and due to the other Party for services to be provided during that year up to the amount of funding generated under 1. A. above. An invoice for the full amount shall be submitted no later than **October 31, 2015**. At the end of the school year, all unspent funds generated by students who attend a private school within the boundaries of the Party of residence, will be returned to the Party of residence.

4. **TERM**

The term of this MOU shall begin **August 24, 2015**, and continue from year to year, unless sooner terminated in accordance with this MOU. The parties may amend this MOU for additional one-year terms upon the written agreement of the parties within 30 days prior to the expiration of this MOU.

5. **MODIFICATIONS AND AMENDMENTS**

Any and all modifications to the terms of this Agreement must be by a written Amendment,

signed and approved by all parties.

The parties hereby evidence their agreement to the above terms and conditions by having caused this MOU to be executed.

6. APPROVALS

BALTIMORE COUNTY PUBLIC SCHOOLS

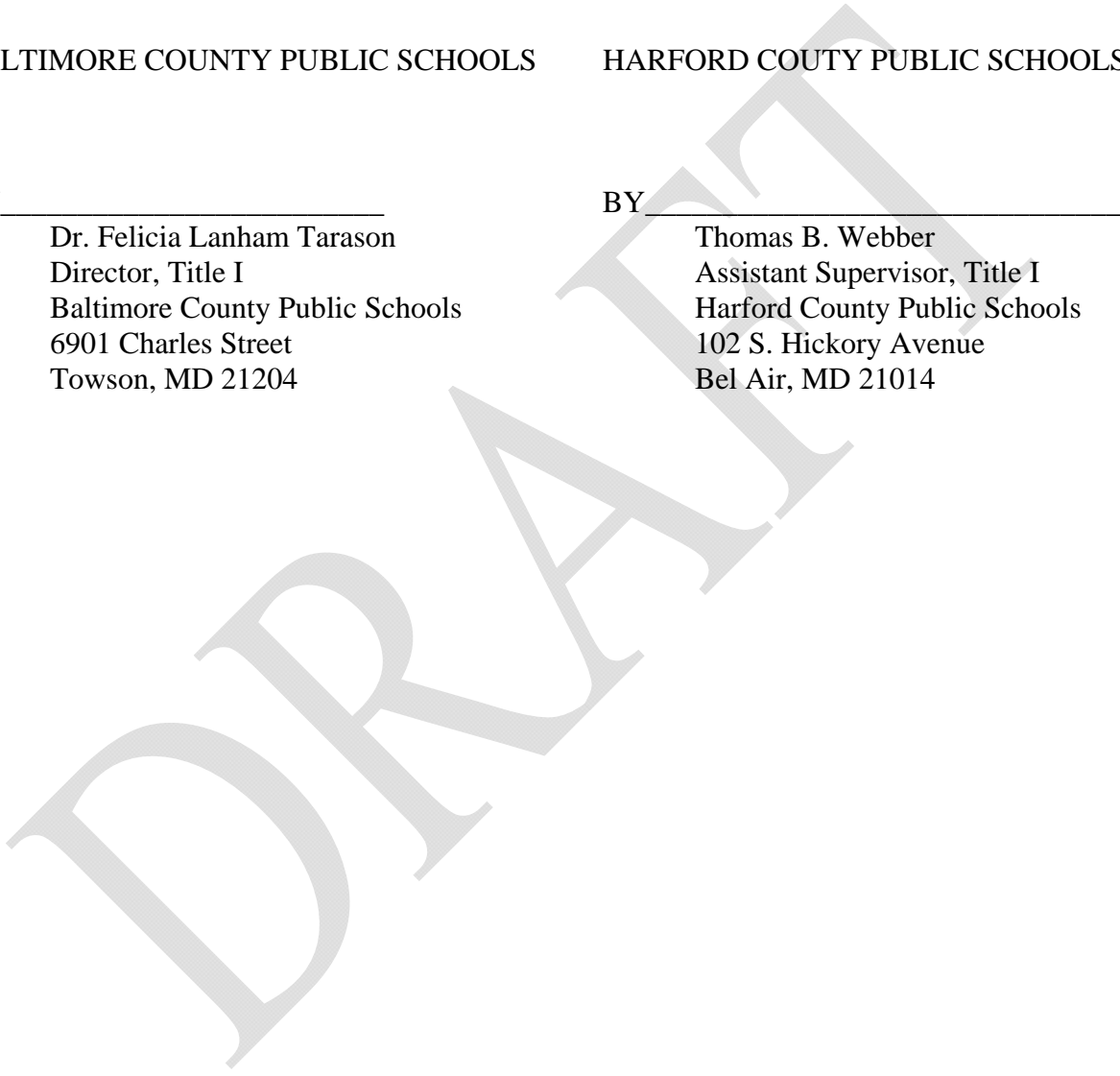
HARFORD COUNTY PUBLIC SCHOOLS

BY _____

Dr. Felicia Lanham Tarason
Director, Title I
Baltimore County Public Schools
6901 Charles Street
Towson, MD 21204

BY _____

Thomas B. Webber
Assistant Supervisor, Title I
Harford County Public Schools
102 S. Hickory Avenue
Bel Air, MD 21014



FY'16 Regular Allocation for 9 HCPS Students attending Private School in Baltimore County: SY 2015-2016					
School	# of Title I Students	Total Instructional Allocation (PPA)	Equitable Share (Instructional)	Equitable Share (PD)	Total
Baltimore County PS	9	\$9,508.32	\$674.75	\$36.86	\$10,219.93
Subtotal	9	\$9,508.32	\$674.75	\$36.86	\$10,219.93
Combined / Shared Amounts					
Parent Involvement		N/A	N/A	N/A	\$140.18
Administrative Costs		N/A	N/A	N/A	N/A
TOTAL					\$10,360.11

FY'16 Regular Allocation for 1 Baltimore County Student attending Private School in Harford County: SY 2015-2016					
School	# of Title I Students	Total Instructional Allocation (PPA)	Equitable Share (Instructional)	Equitable Share (PD)	Total
Harford County PS	1	TBD	TBD	TBD	TBD
Subtotal	1	TBD	TBD	TBD	TBD
Combined / Shared Amounts					
Parent Involvement		N/A	N/A	N/A	TBD
Administrative Costs		N/A	N/A	N/A	N/A
TOTAL					TBD



**CONTRACT AGREEMENT
BETWEEN
BOARD OF EDUCATION OF HARFORD COUNTY
AND
THIRD PARTY CONTRACTOR**

This agreement is entered into to specify the terms and conditions under which the Harford County Public Schools and third party provider – Catapult Learning, LLC will cooperate under the Title I, Part A Grant awarded to HCPS. THIS AGREEMENT, made this 3RD day of August, 2015 by and between the **BOARD OF EDUCATION OF HARFORD COUNTY**, hereinafter referred to as the "BOARD", and the **Catapult Learning, LLC** hereinafter referred to as "CONTRACTOR".

The terms of this Agreement are intended to set forth the obligations of CONTRACTOR working under Federal Title I mandates and requirements in the performance of this project.

This Agreement may be modified in the event of the reauthorization of ESEA during the performance period of the Agreement in the event the reauthorization results in changes in the ESEA which are material to this agreement.

I. STATEMENT OF AGREEMENT

A. AGREEMENT DOCUMENTS.

This Agreement consists of the following documents:

1. This Agreement
2. Title I Educational Services for Eligible Non-Public School Students Harford County Public Schools RFP #15-SCS-013 (Exhibit I)
3. Statement of Work (Exhibit II)
4. FY 2016 Fees and Payment Table (Exhibit III) - **FORTHCOMING**
5. Affirmation of Consultation (Exhibit IV)
6. Complaint Procedures (Exhibit V)

B. SCOPE OF WORK. The CONTRACTOR agrees to perform services as set forth in this Agreement herein including all exhibits hereto. The CONTRACTOR shall outline technical descriptions of the Title I services it will provide in sufficient detail to enable the Board to determine that the Title I statutory and regulatory requirements will be met as required by Section 9306. In addition, CONTRACTOR must ensure that all contract requirements outlined therein are followed to ensure compliance with procurement rules as described in EDGAR, Section 80.36. CONTRACTOR shall furnish efficient business administration and shall use its reasonable best efforts to insure that such services being performed under this Agreement are completed in the best way and in the most expeditious and economical manner consistent with the BOARD'S best interests. CONTRACTOR shall provide all the necessary personnel and facilities to conduct the work of this Agreement.

KEY PERSONNEL -The following person is considered to be essential to the work performed hereunder: Lisa Kriss, Regional Director of the CONTRACTOR



In the event that the Key Person becomes unable or unwilling to continue the project, CONTRACTOR shall notify the BOARD in writing to propose an individual to replace such Key Person. Any replacement of a Key Person must be approved, in writing, by the Title I Department. In the event a mutually acceptable replacement is not available, the BOARD shall have the option to terminate the Agreement.

- C. CONTRACTOR. CONTRACTOR shall not subcontract for any of the services to be performed under this Agreement without the prior written consent of the BOARD.
- D. EQUIPMENT. In accordance with the funding agency requirements, the BOARD will be accountable for and hold title to all equipment purchased under this Agreement and will be responsible for employing it for the overall purpose of the project. CONTRACTOR agrees to maintain sufficient records to enable the BOARD to fulfill its accountability to the Maryland State Department of Education. All materials and equipment purchased with Title I funds must remain under the control and ownership of the Title I Department and the BOARD. The BOARD will maintain control over equipment through a compliant inventory management system - Sec. 80.83 (c) of EDGAR. Elements of a compliant management system include:
1. Property records (description, serial number or other ID, title information, acquisition date, cost, percent of Federal participation, location, use and condition, and ultimate disposition)
 2. Control system to prevent loss, damage, theft (all must be investigated)
 3. Physical inventories (at least every two years)
 4. Adequate maintenance of equipment
 5. Disposition of equipment
- E. RIGHT TO AUDIT. The CONTRACTOR agrees that the work and records covered by this Agreement will be subject to review, at any time, by representatives of the BOARD. The CONTRACTOR agrees to comply with the requirements of OMB Circular A-133 as appropriate. The CONTRACTOR agrees to provide HCPS with copies of any of the independent auditors' reports presenting instances of noncompliance with federal laws and regulations that directly affect the performance or administration of this Agreement. In cases of noncompliance CONTRACTOR will provide copies of responses to audit reports and plan for corrective action. The CONTRACTOR shall be responsible for any audit exceptions that may occur. The BOARD, and any of their duly authorized representatives, shall have access to all records for audit purposes.
- F. EQUAL EMPLOYMENT OPPORTUNITY. During the performance of this Agreement, the CONTRACTOR agrees that he will comply with all applicable federal, state and local laws relating to discrimination in employment.
- G. INDEMNIFICATION. The CONTRACTOR agrees to indemnify and hold harmless the BOARD against any third-party liability, claim, demand for personal injury or property damage, and other expenses or losses

suffered (specifically excluding any incidental, special, consequential, or punitive damages) or liability arising out of or caused by any negligent act or willful misconduct of the CONTRACTOR, servants, agents or employees incurred in the performance of the Agreement except to the extent that such liability, claim or demand is the result of the negligence or the willful misconduct of the BOARD, its officers, BOARD Members, employees or agents.

- H. PERIOD OF PERFORMANCE. This Agreement shall begin on 8 / 3 / 2015 and shall not extend beyond 6 / 22 / 2016 (the "Term") unless the period is extended by modification of this Agreement. The CONTRACTOR acknowledges that time is of the essence in providing the services under this Agreement and agrees to assign adequate personnel sufficient to complete the required service. This Agreement shall begin on the date it is signed by all parties and shall continue through June 22, 2016.
- I. TERMINATION FOR CONVENIENCE. The BOARD may terminate this Agreement for convenience by giving written notice to the CONTRACTOR of such termination and specifying the effective date thereof, at least five (5) days before the effective date of such termination. If the Agreement is terminated by the BOARD as provided in this Section the CONTRACTOR will be paid on a pro-rata basis for work performed.
- J. TERMINATION FOR CAUSE. If through any cause, the CONTRACTOR shall fail to fulfill in a timely and proper manner his obligation under this Agreement, or if the CONTRACTOR shall violate any of the covenants, agreements, or stipulations of this Agreement, the BOARD shall thereupon have the right to terminate this Agreement by giving written notice to the CONTRACTOR of such termination and specifying the effective date thereof, at least five (5) days before the effective date of such termination. If the Agreement is terminated by the BOARD as provided in this Section the CONTRACTOR will be paid an amount based on the number of hours actually worked at the hourly rates set forth herein, or if no hourly rate is set forth, CONTRACTOR shall be paid on a pro-rata basis for work performed. Notwithstanding the above, the CONTRACTOR shall not be relieved of liability to the BOARD for damages sustained by the BOARD by virtue of any breach of the Agreement by the CONTRACTOR, and the BOARD may withhold any payments due the CONTRACTOR for any damages suffered by the BOARD, until such a time as the exact amount of damages due the BOARD from the CONTRACTOR is determined by any Court of Competent Jurisdiction. CONTRACTOR may terminate this Agreement for monetary default by the BOARD if the BOARD does not cure the monetary default within thirty (30) days after written notice is provided to the BOARD for such default.
- K. MODIFICATIONS. Modifications to this Agreement may be made only in writing signed by authorized representatives by both parties.
- L. COMPLIANCE WITH LAWS. The CONTRACTOR will comply with all statutory and regulatory requirements under Title I, Part A. CONTRACTOR must meet all applicable federal, state, and local health, safety, and civil rights laws. The CONTRACTOR shall observe and comply with federal, state, county and local laws, ordinances and regulations that affect the work to be done herein, and shall indemnify and hold the BOARD harmless, and all of its officers, agents and servants against any claim or liability from or based

on the violation of any such law, ordinance or regulation, whether by the CONTRACTOR or the CONTRACTOR agent. Notwithstanding the foregoing, in the event that the CONTRACTOR determines that a conflict exists between any applicable law, ordinance and/or regulation, the CONTRACTOR will so advise the BOARD and the BOARD shall decide which law, ordinance and/or regulation shall be followed.

- M. ASSIGNMENT. The CONTRACTOR shall not assign or transfer any interest in this Agreement without the prior written approval of the BOARD, except that CONTRACTOR may assign this Agreement or any duty or obligation or performance or payment hereunder to its successor or any entity acquiring all or substantially all of the assets of CONTRACTOR.
- N. INSURANCE. The CONTRACTOR shall carry workers' compensation insurance as prescribed by law which shall insure to the benefit of CONTRACTOR's personnel, as well as comprehensive general liability and employee fidelity bond insurance in such amounts as the BOARD deems appropriate and shall provide to the BOARD a certificate evidencing the same.
- O. CONFLICTS OF INTEREST. The CONTRACTOR covenants that it presently has no interest and shall not acquire any interest, direct or indirect, which would conflict in any manner or degree with the performance or services required to be performed under this Agreement. The CONTRACTOR further covenants that in the performance of this Agreement no person having any such interest shall be employed.
- P. GOVERNING LAW. This Agreement is executed in the State of Maryland and shall be governed by Maryland law. The CONTRACTOR, by execution of this Agreement, consents to the jurisdiction of the Maryland state courts with respect to any dispute arising out of this Agreement and further consents to venue in Harford County, Maryland.
- Q. SUCCESSORS AND ASSIGNS. This Agreement shall be binding and inure to the benefit of all successors and assigns of the parties hereto. Notwithstanding the foregoing, the CONTRACTOR shall not assign any right or obligation under this Agreement without the BOARD'S express written consent, which consent shall not be unreasonably withheld, except that CONTRACTOR may assign this Agreement or any duty or obligation or performance or payment hereunder to its successor or any entity acquiring all or substantially all of the assets of CONTRACTOR.
- R. INDEPENDENT CONTRACTOR. The CONTRACTOR shall perform this Agreement as an independent CONTRACTOR and shall not be considered an agent of the BOARD, nor shall any of the CONTRACTOR's employees or agents be subagents of the BOARD.
- S. PAYMENT AND CONSIDERATION TERMS. The costs associated with this Agreement shall be expended in accordance with the budget as provided in the FY2016 Fees and Payment Table for Services Provided to Board of Education Title I Private School Students (Exhibit III). This is a cost-reimbursement type

Agreement. Serially numbered monthly invoices from CONTRACTOR shall be sent to the Title I Office for Harford County Public Schools, 102 South Hickory Street, Bel Air, and MD 21014. Payment will be made monthly for services performed. The invoices shall contain sufficient detail, by line item budgeted, to enable review and approve them. Invoices that are for more than one type of service, for example, for services for private school students as well as parental involvement activities for their parents must break out the charges for instruction and parental involvement. The BOARD has the authority under the GEPA to require documentation from the third party provider to support requested expenditures. Compensation shall be made by the BOARD to the CONTRACTOR. Payments shall be made upon receipt of proper invoices. Payment terms are net thirty (30) days after receipt of invoice.

- T. INVOICING. Invoices for payment shall include a complete description of the services rendered and date of services. Invoices submitted by third party providers must list on their invoice expenditures the instructional activities and administrative costs incurred. Within each category, the CONTRACTOR must provide details such as: name and salary of each teacher, the instructional materials purchased specific administrative costs, and fees. All invoices shall be submitted to the Title I Department for Harford County Public Schools by the 15th day of each month of service. All invoices shall be submitted to the Title I Office for Harford County Public Schools.
- U. ENTIRE AGREEMENT. This Agreement, including the exhibits attached hereto, constitutes the entire agreement between the BOARD and the CONTRACTOR, and the parties shall not be bound by any prior negotiation, representations or promises, not contained herein.
- V. REPORTING REQUIREMENTS. CONTRACTOR shall render to the BOARD technical progress reports and a final technical report on work performed under this Agreement as required by the BOARD.
- W. DEBARMENT SUSPENSION. CONTRACTOR hereby represents and certifies that neither it nor its principals is:
1. presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this transaction by any Federal department or agency;
 2. have within a 3-year period preceding this subcontract been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 3. are presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in (b) above; and
 4. have within a 3-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause of default.



**HARFORD COUNTY
PUBLIC SCHOOLS**

Inspire • Prepare • Achieve

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

- X. NON-SOLICITATION PERIOD. Neither party shall, during the Term of this Agreement and for a period of twelve (12) months thereafter (the "Non-solicitation Period"), the BOARD agrees not to, either directly or indirectly through a third party, hire, attempt to hire, nor solicit for employment any CONTRACTOR employee or independent contractor, utilized by CONTRACTOR for the purposes of this Agreement, unless such solicitation is agreed upon in advance and in writing by CONTRACTOR.

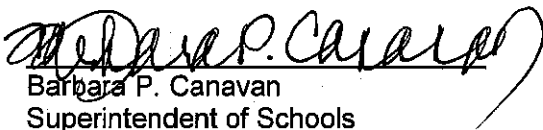
- Y. CONFIDENTIAL AND PROPRIETARY INFORMATION. The BOARD acknowledges that CONTRACTOR'S programs, courses and diagnostic tests are proprietary in nature and the confidential and exclusive property of CONTRACTOR and that the BOARD have no right, by virtue of this Agreement or otherwise, to have access to or to disclose said property, except as may be required for monitoring purposes or by law or regulation. The BOARD acknowledges that unauthorized disclosure of CONTRACTOR'S proprietary and confidential information may cause CONTRACTOR irreparable harm and may entitle CONTRACTOR to injunctive relief in a court of competent jurisdiction.

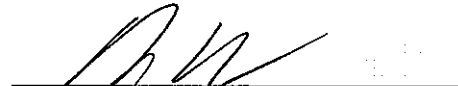
- Z. FORCE MAJEURE. Neither party will be liable to the other party hereunder or in default under this Agreement for failures of performance resulting from acts or events beyond the reasonable control of such party, including, by way of example and not limitation, acts of God, civil disturbances, war, and strikes.

IN WITNESS WHEREOF, the parties have set their hands and seals hereto on the date written above.

BOARD OF EDUCATION OF HARFORD COUNTY

Catapult Learning, LLC.


 Barbara P. Canavan
 Superintendent of Schools
 Harford County Public Schools


 Nick Batés
 CFO
 Catapult Learning, LLC.

8/3/15
 Date

7/24/15
 Date

EXHIBIT I

Title I Educational Services for Eligible Non-Public School Students Harford County Public School RFP # 15-SCS-013

Title I of the Elementary and Secondary Education Act (ESEA), as amended by the *No Child Left Behind Act* of 2001, provides federal financial assistance to local educational agencies (LEAs) to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging academic standards. Accordingly, Title I requires each participating LEA to provide Title I services to eligible non-public school children. These services must be equitable to those provided to public school children in each LEA.

The purpose of this Agreement is to ensure that eligible children attending non-public schools receive equitable Title I services. This procurement is made pursuant to Sections 1120(e) and 9504 of the ESEA. A portion of the Title I LEA allocation shall be withheld and shall be used in this procurement to provide Title I services to eligible non-public school children.

The target population is non-public school children identified as failing or most at risk of failing to meet challenging content and student achievement standards, and who live in a Title I participating public school attendance area of the LEA, and who are enrolled in participating non-public school.

Services provided to the BOARD by the CONTRACTOR pursuant to agreement are based on the general Terms and Agreements in the **Harford County Public Schools RFP # 15-SCS-013** by and between the BOARD and CONTRACTOR (hereinafter referred to as "the BOARD RFP"). In the event the terms of the BOARD RFP and any other term or provision of this Agreement, the latter shall control.

EXHIBIT II STATEMENT OF WORK

The general scope of work shall consist of the following:

PROGRAM REQUIREMENTS

Catapult Learning, LLC, hereinafter referred to as "CONTRACTOR", will provide professional services for eligible Title I students attending participating non-public schools. The following describes how services will assist eligible non-public school children in acquiring the knowledge and skills to meet challenging State academic content and student achievement standards.

- A. The Firm shall ensure that Title I services provided to participating non-public students follow the strict guidelines provided by the federal government based on the Supreme Court rulings of *Augilar v. Felton* (1985) and *Agostini v. Felton* (1997). The selected Firm will cooperate with the Office of Federal Programs/Title I to operate in compliance with Title I federal and state laws and regulations.
- B. Based on the needs of the children to be served, the Firm, in consultation with HCPS and participating non-public school officials, shall design a supplemental Title I instructional program.
- C. Provide eligible non-public school children enrolled in participating schools with during school or after school services, such as reading/language arts, writing, mathematics, and other benefits on an equitable basis to those provided to public school students.
- D. Use program resources to help participating students to meet the challenging student academic standards expected of all children.
- E. Use effective methods and instructional strategies that are based on scientifically based research, that provide an accelerated, high quality curriculum, and that give consideration to extended learning time.
- F. Coordinate with and support the educational program in the classroom by conferencing with the classroom teacher to meet individual student needs.
- G. Provide a Complaint Procedure Process (same as Title I Public School Complaint Procedure) for non-public parents and non-public school officials. (Exhibit V)
- H. Provide non-public school teachers of participating children an equitable opportunity to participate in allowable professional development activities.
- I. Provide strategies to increase parental (family and community) involvement; affording parents meaningful opportunities to participate in the education of their children at home and at school; engaging family and community resources to provide the support needed to foster school success (for example, efforts to encourage attendance, promote socio-emotional well being that will allow academic achievement, ensure that physical needs are being met).
- J. Review, on quarterly basis, the progress of participating children and revise the program and services, if necessary, to provide more effective services.



- K. The CONTRACTOR will provide services to eligible students in Kindergarten through Grade 5 in participating non-public schools. Instructional services will begin on or before August 27, 2015, and extend until June 22, 2016. The CONTRACTOR will provide 120 minutes per week of instruction that students will receive in reading/language arts, writing, and mathematics. Students with the greatest need may receive additional services. Safeguards, such as quarterly monitoring and on-going communication with the BOARD Title I Office and non-public schools will ensure that the program is not supplanting the private school regular program.
- L. The BOARD will meet with the non-public officials for an Affirmation of Consultation meeting to set the foundation and guidelines for further communication to ensure alignment with the schools' academic standards/curriculum and Title I services.
- M. The CONTRACTOR will notify the BOARD of any complaints from private school parents and non-public school officials. The complaint procedure for non-public schools is commensurate with the Harford County Public Schools Title I Complaint Procedure for public schools.
- N. The Firm shall ensure that print and non-print materials used to supplement the non-public materials are current and fit the grade level and academic needs of the students.
- O. The Firm shall ensure that teachers are state certified to teach the subject matter at the grade level(s) they are assigned.
- P. The Firm shall ensure that the teacher accompanies students as they travel from the participating non-public school program and the regular classroom.
- Q. With the approval of HCPS and participating non-public school officials, the Firm shall publish a quarterly newsletter for parents and other appropriate parties. The newsletter shall contain a program status report.
- R. The Firm shall maintain all parent involvement program budget documentation.
- S. The Firm shall maintain records of communication and meetings with parents. Record of communication should include sign-in sheets, agenda, notes, and evaluations (if applicable).
- T. The Firm shall provide a teacher/student ratio in all instructional groups not exceeding 1:6.
- U. The Firm shall provide substitute teachers as needed.
- V. The Firm shall be independent of HCPS, the non-public school, and of any religious organization in the provision of these services. The Firm shall provide to HCPS written notice of any professional relationships entered into during the contract period.
- W. The delivery of services must follow the HCPS school calendar year and will not include summer services.

STUDENT SELECTION

Under this section, certain children would be eligible by virtue of their status: for example, homeless children and children who in the preceding two years participated in a Title I preschool. However, the criteria that a student failing, or most at risk of failing, to meet student achievement standards is, for the majority on non-public school children, to be the criteria by which eligibility for Title I services shall be determined.

Using the list of address eligible students provided by the Title I Department, the BOARD, in consultation with private school officials, will identify students most at risk of failing to meet student achievement standards. The criterion for selecting eligible students to receive Title I services are as follows:

- Grades K through 2 – selected solely on the basis of teacher judgment, interviews with parents, developmentally-appropriate criteria, and grade level assessments.
- Grades 3 through 5 – selected using multiple selection criteria (one measure shall be a nationally norm-referenced test; student test score must be at 49 percent or below).

The Title I Office, in consultation with private school officials, will complete the Teacher Student Referral Form for Title I – *Kindergarten through Grade 5* for reading/language arts and/or mathematics to identify eligible students for Title I services in participating non-public schools. The Title I Office will confirm identified students are address eligible.

Title I funds may not be used to identify those non-public school children that are eligible to participate. Title I funds, however, may be used to select participants from those who are eligible and to determine the specific educational needs of participating children.

DELIVERY OF SERVICES

A. Instructional Program

The CONTRACTOR will implement services, including hourly rate and other associated cost, to be delivered at contractually assigned non-public schools, including alternatives to direct teacher-student instruction, if any. The services will occur at the non-public schools' site (classrooms).

The CONTRACTOR will implement instructional programs implemented at schools, including the number of hours of instruction that will be provided each week to participating private school children. The program provided to non-public school children shall be based on effective methods and instructional strategies for improving achievement that are based on scientifically based research, give primary consideration to providing after school learning time, and provide an accelerated, high-quality curriculum. Based on the needs of the children to be served, the CONTRACTOR shall implement the CONTRACTOR instructional program, including subject areas, assessment instruments, content of curriculum, teaching methods, and types of equipment and materials, that was approved by the BOARD. The instructional program developed by the CONTRACTOR shall not only supplement, but also coordinate with, the instruction that the non-public school children are receiving in their regular classrooms.

Instructional costs are defined as:

- Teachers' salaries, including fringe benefits.
- Instructional materials, including such items as books, computers and software for student use, workbooks, and supplies.

B. Parental Involvement

Section 1120(a) (1) of the ESEA requires that families of participating non-public school children participate, on an equitable basis, in parental involvement activities under Section 1118 of the ESEA. The CONTRACTOR shall assess the needs of the parents of private school students. The CONTRACTOR will implement this process to develop a plan to provide parental involvement activities. This plan will be due to the BOARD by October 1, 2015. The BOARD will review the plan for approval. The plan must include specific topics, dates, and budget.

The public Title I schools in Harford County will partner with the identified non-public schools with the intent to notify/invite non-public Title I parents to all Title I public school parent events, such as Family Curriculum Nights, Family Involvement Meetings, and the Title I Parent Conference.

Parents are viewed as valuable stakeholders and provide feedback on the annual Title I Satisfaction Survey and Title I Parent Conference Feedback Form.

Parental involvement costs are defined as:

- Costs the CONTRACTOR incurs to provide parental involvement activities to parents of participating private school children.

C. Professional Development

Section 1120(a) (1) of the ESEA requires that non-public school teachers of participating Title I students receive professional development. The CONTRACTOR shall assess the needs of the teachers of private school students to help them better meet the needs of the Title I students. The CONTRACTOR will implement this process to develop a plan to provide professional development activities. This plan will be due to the BOARD by October 1, 2015. The BOARD will review the plan for approval. The plan must include specific topics, dates, and budget.

The public Title I schools in Harford County will partner with the identified non-public schools with the intent to provide professional development activities to non-public Title I teachers (teachers who instruct Title I students before, during, or after school).

Professional development costs are defined as:

- Costs the CONTRACTOR incurs to provide professional development activities to private school teachers of participating private school children.

D. Administrative Costs

The CONTRACTOR will indicate, in the budget narrative, the percentage of administrative cost from instructional funds needed to administer services in participating private schools.

Administrative costs are defined as:

- Costs the CONTRACTOR incurs to administer the program, including, but not limited to, salaries and fringe benefits of the Director, assistants, supervisors, and support staff, special capital expenses, rent and utilities, office equipment and supplies, postage and mailings, telephone, travel, professional development for Title I teachers and supervisors who are employees of the CONTRACTOR, and the CONTRACTOR fee (profit).

INITIAL MANAGEMENT PLAN

The CONTRACTOR, in consultation with the BOARD, shall implement a management plan that includes the criteria set forth below in order to implement its program.

- A. Holding an Affirmation of Consultation meeting and follow-up monitoring throughout the school year. Minutes of the meetings will be kept to document attendees, such as non-public officials, classroom teachers, CONTRACTOR personnel, and the BOARD Title I personnel, and will be distributed the same day as the meeting.
- B. Consulting with the BOARD Title I Office before proceeding with any changes to the program.
- C. A discussion of methods of quality control for products and general operational performance.
- D. A discussion of proposed lines of authority, coordination and communication among sub-CONTRACTOR (if applicable), field based staff (if any), and the management staff.
- E. An indication of time commitments of key personnel, by task or activity, and for the project as a whole, expressed in person days. A chart shall be included, which summarizes this information.
- F. A chart showing tasks and subtasks, deadlines, decision points, and deliverables over the duration of the contract. The expected ending date for each task and subtask, in calendar weeks from the implementation of the contract, shall be indicated. The individual(s) to be involved or consulted for each decision point shall also be included.
- G. Submission of a plan to assess annual progress using a BOARD generated rubric.
- H. A list of materials or services the CONTRACTOR expects the BOARD or participating non-public schools to provide.
- I. Time for required BOARD approval before initiating work on key events or tasks.

MANAGEMENT REPORT



By October 1, 2015, the CONTRACTOR shall prepare and submit an Initial Management Report for the accomplishments of the tasks, subtasks, key events, deadlines, and deliverables.

The CONTRACTOR shall update the Management Report developed for this Agreement and approved by the BOARD for the school year under contract. The CONTRACTOR shall implement its program and submit an updated Management Report to the BOARD by February 1, 2016 of the contracted year. The BOARD may seek clarifications or updates on information submitted in the updated Management Report as the contract year proceeds. Both reports will include information on the following items:

- A. **CONTRACTOR Employees:** The CONTRACTOR shall submit information about the qualifications and criminal background checks of persons serving Title I students. Background information for staff serving Title I students include the Criminal Justice Information Services, state and FBI fingerprinting criminal background check. The CONTRACTOR shall be responsible for conducting criminal background checks for all employees who shall provide services under this Agreement. The results of these checks shall be provided to the BOARD, which shall have the sole discretion to reject any person from working or providing services pursuant to this Agreement.
- B. Results of student assessments.
- C. **Eligibility Reports:** Reports must contain complete and accurate demographic information, eligibility criterion, Title I ranked need, and an indication of subject areas addressed in the Title I program for each student being served. Reports must contain current school enrollment information and an assurance from participating schools that all participating students live in a Title I attendance area, with parental consent for participation in the Title I program.
- D. Eligibility Report must indicate service to students in greatest need, so no student with lower Title I ranked need will be served until all students with higher ranked need are being served.
- E. Delivery of services.
- F. **Program Goals/Objectives:** Describe instructional program implemented at schools including subject areas, assessment instruments, content of curriculum, teaching methods, types of equipment and materials, and coordination of instruction with regular classroom teachers.
- G. Parental involvement activities.
- H. Professional development for the private school classroom teacher of participating Title I students.

INSTRUCTIONAL MATERIALS

The CONTRACTOR shall provide instructional materials to be used in the delivery of Title I services to Title I participants in accordance with the description provided in the Management Plan. The Management Plan will describe the selection and distribution of materials and shall ensure the educational appropriateness of the materials for the children to be served and convenient access to the materials by teachers and students. Materials purchased with Title I funds remain the property of the BOARD Title I Office and should be labeled and inventoried as they are purchased and deployed.

INSTRUCTIONAL FACILITIES

The CONTRACTOR shall obtain facilities, which should be limited to space in the participating non-public school, for providing Title I services to selected non-public school students. The facilities shall be suitable for Title I instruction. While it is not necessary to ensure that all religious imagery associated with the non-public school program is absent in the Title I instructional space, a valid program must contain safeguards to ensure that public employees do not promote religion in the course of carrying out their Title I duties. These facilities should be a location in the non-public school. Title I services must be provided consistent with the Department's October 2003 Guidance on the Supreme Court's Decision in *Agostini v. Felton* and Title I (Part A) of the ESEA.

Facilities may be leased without charge or for a reasonable charge. Selection and leasing of facilities shall be governed by the following minimum criteria:

- A. Facilities comply with all health, safety, and other municipal building codes, including those for housing and instructing children.
- B. Children, teachers and staff, the public, the Federal Government, and property are protected by quality personal injury, liability, and property damage insurance obtained at competitive premiums.
- C. The environment in and surrounding the facility is safe and socially appropriate.
- D. In cooperation with non-public school officials, the CONTRACTOR develops a schedule of services that is compatible with the availability of facilities and with the regular school schedule and that contributes to the total instructional needs of students.
- E. Reasonable accommodation is made for students with disabilities in accordance with applicable law and regulations.

ADMINISTRATION

- A. The Firm shall develop and maintain appropriate individual student records that reflect the needs of participating students and their progress toward meeting the student academic achievement standards in the subject areas in which they are receiving instruction.
- B. The Firm shall maintain in an organized manner all data, material, records, and financial transactions and accounts as required by Title I program regulations for a period of at least three (3) years after contract expiration.
- C. The Firm shall maintain records of communication and meetings with the participating non-public school teacher and parents. Records of communication and meetings shall be made available upon request. Records of communication should include sign-in sheets, agenda, notes, and evaluations (if applicable).
- D. The Firm shall make available upon request, electronically (if possible), all records and financial transactions and accounts for review by authorized representatives of local, state, and federal agencies.

- E. The Firm shall provide information, technical assistance, and respond to inquiries from HCPS in a timely manner.

DELIVERABLES

- A. The Firm shall submit an electronic copy of an up-to-date list of students' report that are eligible for service based on the multiple selection criteria. This report shall be submitted three (3) times during the school year. The first report is due no later than October 15th. The second report is due on January 15th. The third report is due on April 15th. The report shall include the following:
1. Student first and last name
 2. School
 3. Principal's name
 4. Grade
 5. Class assignment
 6. Race/ethnicity
 7. Gender
 8. Date of birth
 9. Entry date
 10. Title I teacher
 11. Exit date
 12. Non-public school classroom instructor
 13. Assessment data (pre and post test scores and any quarterly assessment scores)
 14. Student home address and zoned school
 15. List of teachers and proof of certification
- B. The Firm shall submit the school, teacher, and student schedules for each site three (3) times per year. The first report is due no later than October 15th. The second report is due on January 15th. The third report is due on April 15th.
- C. HCPS will make formal and/or informal site visits to review the following:
1. Evidence that the students selected for services were selected based on the student referral list and multiple selection criteria.
 2. Formal daily instructional plans by the Title I teacher with time-on task documentation.
 3. Communication forms that demonstrate cooperative planning of activities between the classroom teacher and the Title I teacher.
 4. Schedules and records pertinent to the Title I program.
 5. Students' work folders/notebooks.
 6. Documentation of professional development for Title I teachers.
 7. Documentation of parent involvement.
 8. Other related activities.

PROGRESS REPORTING

- A. Assessments

The CONTRACTOR will provide and administer a pre-assessment to each student entering the program. After analysis of the pre-assessments, student academic achievement goals will be established and a student academic plan will be written for each student. Student academic achievement standards will be determined through consultation between the BOARD and private school officials. The CONTRACTOR will be responsible for assessing students on a regular basis throughout the year. Quarterly reports and student attendance reports will be submitted by the CONTRACTOR to school/classroom teacher, parents, and the BOARD Title I Office. The BOARD Title I Office will use the results of the assessments to determine progress in meeting the stated academic goals. The BOARD Title I Office will consult with the CONTRACTOR to differentiate instruction to meet the needs of the students being serviced. A post test will be administered by the CONTRACTOR to all participating students, and results will be reported to the BOARD Title I Office which will be used to determine effectiveness of the program towards meeting academic standards. All reports, minutes, letters, and agendas will be maintained by the BOARD Title I Office.

The CONTRACTOR shall submit its plan to assess annual progress to the BOARD for review and approval with its initial October Management Plan.

B. Student & Attendance List

The CONTRACTOR shall submit an electronic copy of an up-to-date attendance list reflecting the eligible students who received services, the type of service, and date of service with detailed documentation. This report shall be submitted three (3) times during the school year and for the end of year final reporting. Reports during the school year are due October 15, 2015, January 15, 2016, and April 15, 2016.

END OF YEAR EVALUATION

The BOARD will complete an annual evaluation of the Title I non-public program. Criteria for the annual evaluation will be established through the consultation process between the BOARD and private school officials. The annual evaluation report will include results from surveys of teachers and parents of participating students, as well as input from students receiving services, quantitative and qualitative results from assessments administered by the CONTRACTOR, and other indicators to determine the effectiveness of the Title I program in meeting student academic achievement standards.

Within one month of the end of each contract year, the CONTRACTOR shall prepare and submit an end of year evaluation report which includes:

- A. The results of the assessment of the Title I programs the CONTRACTOR is providing, demonstrating whether participating children are meeting, or making annual yearly progress toward meeting, the student academic achievement standards or the alternative standards.
- B. A description of program services and activities, especially new services, activities, methods, etc., and the results of their use.
- C. An evaluation of the parental involvement activities to determine the effectiveness of the activities in increasing the participation of parents, to identify barriers to greater participation of parents in activities, and to use the findings to improve the strategies for program improvement and parental involvement.

- D. An evaluation of professional development activities conducted for eligible non-public school staff members.
- E. Special problems encountered and solutions applied or anticipated.

RIGHT TO DISMISS

If a teacher referred by the CONTRACTOR is, in the sole discretion of the BOARD, found to be incompetent, negligent, or has engaged in misconduct, the teacher shall be prohibited from being present on school premises and the CONTRACTOR will be informed of this action immediately.

Exhibit III

Catapult Learning, Inc.

FY 2016 Fees and Payment Table for Services Provided to HCPS Title I Private School Students

FY'16 Regular Allocation to Catapult Learning, LLC for Harford County Students: SY 2015-2016

School	# of Title I Students	Total Instructional Allocation (PPA)	Equitable Share (Instructional)	Equitable Share (PD)	Total
Bethel Christian Academy	2	\$2,530.44	\$149.94	\$8.19	\$2,688.57
Trinity Lutheran School	6	\$6,645.60	\$449.84	\$24.57	\$7,120.01
St. Joan of Arc School	3	\$4,260.00	\$224.92	\$12.28	\$4,497.20
Villa Maria School	2	\$2,513.40	\$149.94	\$8.19	\$2,671.53
Subtotal	13	\$15,949.44	\$974.64	\$53.23	\$16,977.31
Combined / Shared Amounts					
Parent Involvement		N/A	N/A	N/A	\$202.54
Administrative Costs		N/A	N/A	N/A	\$5,091.55
TOTAL					\$22,271.40

FY'15 Carryover Allocation to Catapult Learning, LLC for Harford County Students***

School	# of Title I Students	Total Instructional Allocation (PPA)	Equitable Share (Instructional)	Equitable Share (PD)	Total
Bethel Christian Academy	2	\$0.00	\$0.00	\$0.00	\$0.00
Trinity Lutheran School	6	\$0.00	\$0.00	\$0.00	\$0.00
St. Joan of Arc School	3	\$0.00	\$0.00	\$0.00	\$0.00
Villa Maria School	2	\$0.00	\$0.00	\$0.00	\$0.00
Subtotal	13	\$0.00	\$0.00	\$0.00	\$0.00
Combined / Shared Amounts					
Parent Involvement		N/A	N/A	N/A	\$0.00
Administrative Costs		N/A	N/A	N/A	\$0.00
TOTAL					\$0.00

*** '15 Carryover PPA will be determined around December 15, 2015 when the Carryover amount is known

Total Allocation to Catapult Learning, LLC for Harford County Students: SY 2015-2016

School	# of Title I Students	Total Instructional Allocation (PPA)	Equitable Share (Instructional)	Equitable Share (PD)	Total
Bethel Christian Academy	2	\$2,530.44	\$149.94	\$8.19	\$2,688.57
Trinity Lutheran School	6	\$6,645.60	\$449.84	\$24.57	\$7,120.01
St. Joan of Arc School	3	\$4,260.00	\$224.92	\$12.28	\$4,497.20
Villa Maria School	2	\$2,513.40	\$149.94	\$8.19	\$2,671.53
Subtotal	13	\$15,949.44	\$974.64	\$53.23	\$16,977.31
Combined / Shared Amounts					
Parent Involvement		N/A	N/A	N/A	\$202.54
Administrative Costs		N/A	N/A	N/A	\$5,091.55
TOTAL					\$22,271.40

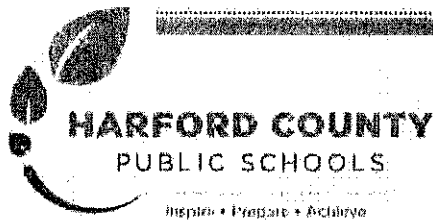


EXHIBIT IV
Office of Title I
Affirmation of Consultation &
Affirmation of Consultation - Topics Discussed

The following pages include the Title I Office / Private School signed Affirmation of Consultation & Affirmation of Consultation - Topics Discussed.

Private School Affirmation of Consultations included:

- Bethel Christian Academy
- St. Joan of Arc
- Trinity Lutheran School
- Villa Maria School of Harford County



AFFIRMATION OF CONSULTATION

I am the administrator of Bethel Christian Academy, a private school with students living in an eligible Title I attendance area of Harford County Public Schools (HCPS). The following topics, requiring collaborative decisions about Title I services for 2015-2016, were discussed on 04/21/2015.

TOPICS DISCUSSED

How HCPS will identify students' needs:

- Title I referral form
- Stanford test scores grade 3-5
- Teacher judgment/observation and evaluation
- Report cards
- Multiple selection process

What services HCPS will offer:

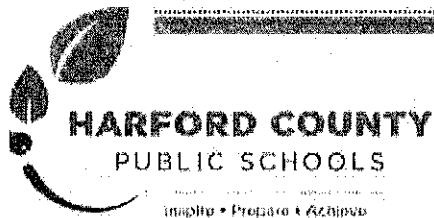
- Small group (6 to 1 ratio) through Catapult Learning in a during school or after school K-5 tutoring program.
- Services will be offered at the school site either afterschool or during school based upon the current year's school schedule. A calendar will be created, if during school pull-out groups are utilized.
- The pull-out groups will not occur during direct instructional time. HCPS will monitor these pull-out groups to ensure students do not miss direct instructional time.
- After school services will be provided to eligible students for 120 minutes per week in the content areas of need.

How and when HCPS will make decisions about the delivery of services:

- At quarterly meetings with private school administration and Catapult Learning, the Title I Assistant Supervisor will review and analyze recent student data for instructional implications.
- Coordination by conferencing with the classroom teacher will support the comprehensive education program for the participating students.
- Delivery of services from Catapult will meet student needs.
- HCPS may perform unannounced visits, to ensure pull-out students are not missing direct instructional time.

How, where, and by whom HCPS will provide services, including whether a third party will provide them?

Catapult Learning will employ certified teachers. The after school tutoring service will be provided at Bethel Christian Academy, two days a week for an hour, days will vary, 120 minutes per week per subject. The during school tutoring service will be provided at Bethel Christian Academy, two days a week for an hour, days will vary, 120 minutes per week per subject. Once created, a calendar for delivery of service for the 2015-2016 school year will be provided.



How HCPS will academically assess the services and how HCPS will use the results of that assessment to improve Title I services.

Grades K-5

- The Title I Assistant Supervisor along with the private school administration and Catapult Learning will meet quarterly during the school year. Lesson tracking sheets will be reviewed to assess program. Classroom teacher feedback/evaluation will determine adjustments to individual student plans.
- An annual evaluation will be completed by the HCPS Title I Office. The report will include teacher/parent survey, assessments, conducted by Catapult, as well as, other school assessment/reports for the private school.

The size and scope of the services HCPS will provide, and the proportion of funds that HCPS will allocate for those services:

The number of groups served will be determined by Title I funding. The proportion of funds allocated to Bethel Christian Academy will be determined and available by August 15, 2015. These funds will support teacher salaries for during school or after school or services.

How HCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:

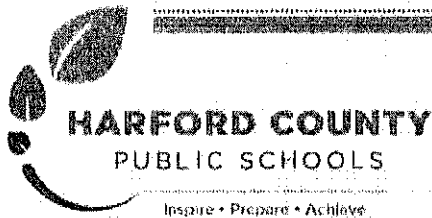
Bethel Christian Academy surveys their parents to determine the number of private school children from low income families living in HCPS Title I School attendance areas.

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

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

The services HCPS will give teachers and families of participating students:

Private school Title I parents are provided all parent workshops, conferences, and family night opportunities. Communications about parent involvement activity are sent via courier/email from the public school to the private school. Catapult Learning will offer additional parent involvement nights. Professional development will be offered by Catapult Learning and the HCPS Title I Office/schools. Title I public schools will notify participating private schools of all parent involvement and professional development opportunities.



Barbara P. Canavan, Superintendent of Schools
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How HCPS will respond to complaints from the Private School

The HCPS Title I, Part A – Complaint procedures were adopted on July 1, 2011. These complain procedures ensure the prompt resolution of complaints of violations of Title I, Part A, NCLB Section 9304. The Complaint Process for participation of Private School children is the same process as the HCPS Title I, Part A – Complaint procedures. The Private School will receive of copy of the HCPS Title I, Part A – Complaint procedures.

COOPERATION BY SCHOOL

By choosing to participate in Title I, Part A of NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the HCPS, Cecil County Public Schools (CCPS), and Baltimore County Public Schools (BCPS) boundaries. I agree to schedule and hold the equitable services, which the LEA provides to teachers and families of participating private school children. I agree to develop such plans and give such other reports as mandated by the program in which we will participate. I also agree to furnish, upon request; copies of announcements, sign-in sheets, agendas and notes, pertaining to school hosted events with Title I Families.

SIGNATURE OF AUTHORIZED OFFICIAL

Maria J. [Signature]

Signature of Authorized Private School Official

Bethel Christian Academy

Name of Private School Official

4/21/15

Date

Bethel Christian Academy

Name of School

410-939-4060

Telephone Number

AFFIRMATION OF CONSULTATION

I am the administrator of St. Joan of Arc School, a private school with students living in an eligible Title I attendance area of Harford County Public Schools (HCPS). The following topics, requiring collaborative decisions about Title I services for 2015-2016, were discussed on 05/26/2015.

TOPICS DISCUSSED

How HCPS will identify students' needs:

- Title I referral form
- GMADE & GRADE test scores grade 3-5
- Teacher judgment/observation and evaluation
- Report cards
- Multiple selection process

What services HCPS will offer:

- Small group (6 to 1 ratio) through Catapult Learning in a during school or after school K-5 tutoring program.
- Services will be offered at the school site either afterschool or during school based upon the current year's school schedule. A calendar will be created, if during school pull-out groups are utilized.
- The pull-out groups will not occur during direct instructional time. HCPS will monitor these pull-out groups to ensure students do not miss direct instructional time.
- After school services will be provided to eligible students for 120 minutes per week in the content areas of need.

How and when HCPS will make decisions about the delivery of services:

- At quarterly meetings with private school administration and Catapult Learning, the Title I Assistant Supervisor will review and analyze recent student data for instructional implications.
- Coordination by conferencing with the classroom teacher will support the comprehensive education program for the participating students.
- Delivery of services from Catapult will meet student needs.
- HCPS may perform unannounced visits, to ensure pull-out students are not missing direct instructional time.

How, where, and by whom HCPS will provide services, including whether a third party will provide them?

Catapult Learning will employ certified teachers. The after school tutoring service will be provided at St. Joan of Arc School, two days a week for an hour, days will vary, 120 minutes per week per subject. The during school tutoring service will be provided at St. Joan of Arc School, two days a week for an hour, days will vary, 120 minutes per week per subject. Once created, a calendar for delivery of service for the 2015-2016 school year will be provided.

How HCPS will academically assess the services and how HCPS will use the results of that assessment to improve Title I services.

Grades K-5

- The Title I Assistant Supervisor along with the private school administration and Catapult Learning will meet quarterly during the school year. Lesson tracking sheets will be reviewed to assess program. Classroom teacher feedback/evaluation will determine adjustments to individual student plans.
- Student assessment results are evaluated yearly to ensure all students are meeting program expectations.
- The HCPS Title I office expects that at least 85% of the students participating in the Equitable Services program will show more than one year's growth on the GRADE and GMADE Assessments. If this expectation is not met, the program design will be modified, with input from the private school. If at the end of year testing, the NCE Growth is 0 or less for any student, then a NCE Growth Plan will be created by Catapult, with input and approval from the HCPS Title I Office.
- An annual evaluation will be completed by the HCPS Title I Office. The report will include teacher/parent survey, assessments, conducted by Catapult, as well as, other school assessment/reports for the private school.

The size and scope of the services HCPS will provide, and the proportion of funds that HCPS will allocate for those services:

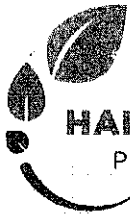
The number of groups served will be determined by Title I funding. The proportion of funds allocated to St. Joan of Arc School will be determined and available by August 15, 2015. These funds will support teacher salaries for during school or after school or services.

How HCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:

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

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

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



The services HCPS will give teachers and families of participating students:

Private school Title I parents are provided all parent workshops, conferences, and family night opportunities. Communications about parent involvement activity are sent via courier/email from the public school to the private school. Catapult Learning will offer additional parent involvement nights. Professional development will be offered by Catapult Learning and the HCPS Title I Office/schools. Title I public schools will notify participating private schools of all parent involvement and professional development opportunities.

How HCPS will respond to complaints from the Private School

The HCPS Title I, Part A – Complaint procedures were adopted on July 1, 2011. These complain procedures ensure the prompt resolution of complaints of violations of Title I, Part A, NCLB Section 9304. The Complaint Process for participation of Private School children is the same process as the HCPS Title I, Part A – Complaint procedures. The Private School will receive of copy of the HCPS Title I, Part A – Complaint procedures.

COOPERATION BY SCHOOL

By choosing to participate in Title I, Part A of NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the HCPS, Cecil County Public Schools (CCPS), and Baltimore County Public Schools (BCPS) boundaries. I agree to schedule and hold the equitable services, which the LEA provides to teachers and families of participating private school children. I agree to develop such plans and give such other reports as mandated by the program in which we will participate. I also agree to furnish, upon request; copies of announcements, sign-in sheets, agendas and notes, pertaining to school hosted events with Title I Families.

SIGNATURE OF AUTHORIZED OFFICIAL

Virginia P. Baker

Signature of Authorized Private School Official

Virginia P. Baker

Name of Private School Official

5/26/15

Date

St. Joan of Arc School

Name of School

Telephone Number

AFFIRMATION OF CONSULTATION

I am the administrator of Trinity Lutheran Christian School, a private school with students living in an eligible Title I attendance area of Harford County Public Schools (HCPS). The following topics, requiring collaborative decisions about Title I services for 2015-2016, were discussed on 05/20/2015.

TOPICS DISCUSSED

How HCPS will identify students' needs:

- Title I referral form
- GMADE & GRADE test scores grade 3-5
- Teacher judgment/observation and evaluation
- Report cards
- Multiple selection process

What services HCPS will offer:

- Small group (6 to 1 ratio) through Catapult Learning in a during school or after school K-5 tutoring program.
- Services will be offered at the school site either afterschool or during school based upon the current year's school schedule. A calendar will be created, if during school pull-out groups are utilized.
- The pull-out groups will not occur during direct instructional time. HCPS will monitor these pull-out groups to ensure students do not miss direct instructional time.
- After school services will be provided to eligible students for 120 minutes per week in the content areas of need.

How and when HCPS will make decisions about the delivery of services:

- At quarterly meetings with private school administration and Catapult Learning, the Title I Assistant Supervisor will review and analyze recent student data for instructional implications.
- Coordination by conferencing with the classroom teacher will support the comprehensive education program for the participating students.
- Delivery of services from Catapult will meet student needs.
- HCPS may perform unannounced visits, to ensure pull-out students are not missing direct instructional time.

How, where, and by whom HCPS will provide services, including whether a third party will provide them?

Catapult Learning will employ certified teachers. The after school tutoring service will be provided at Trinity Lutheran Christian School, two days a week for an hour, days will vary, 120 minutes per week per subject. The during school tutoring service will be provided at Trinity Lutheran Christian School, two days a week for an hour, days will vary, 120 minutes per week per subject. Once created, a calendar for delivery of service for the 2015-2016 school year will be provided.

How HCPS will academically assess the services and how HCPS will use the results of that assessment to improve Title I services.

Grades K-5

- The Title I Assistant Supervisor along with the private school administration and Catapult Learning will meet quarterly during the school year. Lesson tracking sheets will be reviewed to assess program. Classroom teacher feedback/evaluation will determine adjustments to individual student plans.
- Student assessment results are evaluated yearly to ensure all students are meeting program expectations.
- The HCPS Title I office expects that at least 85% of the students participating in the Equitable Services program will show more than one year's growth on the GRADE and GMADE Assessments. If this expectation is not met, the program design will be modified, with input from the private school. If at the end of year testing, the NCE Growth is 0 or less for any student, then a NCE Growth Plan will be created by Catapult, with input and approval from the HCPS Title I Office.
- An annual evaluation will be completed by the HCPS Title I Office. The report will include teacher/parent survey, assessments, conducted by Catapult, as well as, other school assessment/reports for the private school.

The size and scope of the services HCPS will provide, and the proportion of funds that HCPS will allocate for those services:

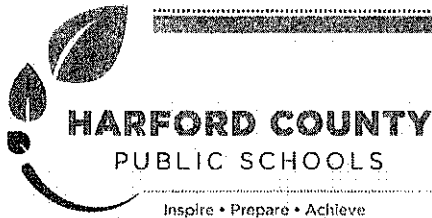
The number of groups served will be determined by Title I funding. The proportion of funds allocated to Trinity Lutheran Christian School will be determined and available by August 15, 2015. These funds will support teacher salaries for during school or after school or services.

How HCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:

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

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

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



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The services HCPS will give teachers and families of participating students:

Private school Title I parents are provided all parent workshops, conferences, and family night opportunities. Communications about parent involvement activity are sent via courier/email from the public school to the private school. Catapult Learning will offer additional parent involvement nights. Professional development will be offered by Catapult Learning and the HCPS Title I Office/schools. Title I public schools will notify participating private schools of all parent involvement and professional development opportunities.

How HCPS will respond to complaints from the Private School

The HCPS Title I, Part A – Complaint procedures were adopted on July 1, 2011. These complain procedures ensure the prompt resolution of complaints of violations of Title I, Part A, NCLB Section 9304. The Complaint Process for participation of Private School children is the same process as the HCPS Title I, Part A – Complaint procedures. The Private School will receive of copy of the HCPS Title I, Part A – Complaint procedures.

COOPERATION BY SCHOOL

By choosing to participate in Title I, Part A of NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the HCPS, Cecil County Public Schools (CCPS), and Baltimore County Public Schools (BCPS) boundaries. I agree to schedule and hold the equitable services, which the LEA provides to teachers and families of participating private school children. I agree to develop such plans and give such other reports as mandated by the program in which we will participate. I also agree to furnish, upon request; copies of announcements, sign-in sheets, agendas and notes, pertaining to school hosted events with Title I Families.

SIGNATURE OF AUTHORIZED OFFICIAL

Patricia Ree

Signature of Authorized Private School Official

Patricia Ree

Name of Private School Official

5/26/15

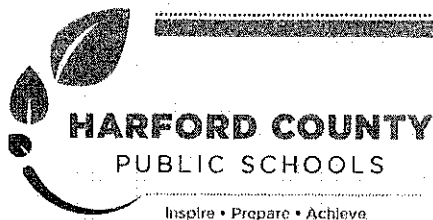
Date

Trinity Lutheran Christian School

Name of School

410-679-4000

Telephone Number



AFFIRMATION OF CONSULTATION

I am the administrator of Villa Maria School of Harford County, a private school with students living in an eligible Title I attendance area of Harford County Public Schools (HCPS). The following topics, requiring collaborative decisions about Title I services for 2015-2016, were discussed on 6/9/2015.

TOPICS DISCUSSED

How HCPS will identify students' needs:

- Title I referral form
- GMADE & GRADE test scores grade 3-5
- Teacher judgment/observation and evaluation
- Report cards
- Multiple selection process

What services HCPS will offer:

- Small group (6 to 1 ratio) through Catapult Learning in a during school or after school K-5 tutoring program.
- Services will be offered at the school site either afterschool or during school based upon the current year's school schedule. A calendar will be created, if during school pull-out groups are utilized.
- The pull-out groups will not occur during direct instructional time. HCPS will monitor these pull-out groups to ensure students do not miss direct instructional time.
- After school services will be provided to eligible students for 120 minutes per week in the content areas of need.

How and when HCPS will make decisions about the delivery of services:

- At quarterly meetings with private school administration and Catapult Learning, the Title I Assistant Supervisor will review and analyze recent student data for instructional implications.
- Coordination by conferencing with the classroom teacher will support the comprehensive education program for the participating students.
- Delivery of services from Catapult will meet student needs.
- HCPS may perform unannounced visits, to ensure pull-out students are not missing direct instructional time.

How, where, and by whom HCPS will provide services, including whether a third party will provide them?

Catapult Learning will employ certified teachers. The after school tutoring service will be provided at Villa Maria School of Harford County, two days a week for an hour, days will vary, 120 minutes per week per subject. The during school tutoring service will be provided at Villa Maria School of Harford County, two days a week for an hour, days will vary, 120 minutes per week per subject. Once created, a calendar for delivery of service for the 2015-2016 school year will be provided.

How HCPS will academically assess the services and how HCPS will use the results of that assessment to improve Title I services.

Grades K-5

- The Title I Assistant Supervisor along with the private school administration and Catapult Learning will meet quarterly during the school year. Lesson tracking sheets will be reviewed to assess program. Classroom teacher feedback/evaluation will determine adjustments to individual student plans.
- Student assessment results are evaluated yearly to ensure all students are meeting program expectations.
- The HCPS Title I office expects that at least 85% of the students participating in the Equitable Services program will show more than one year's growth on the GRADE and GMADE Assessments. If this expectation is not met, the program design will be modified, with input from the private school. If at the end of year testing, the NCE Growth is 0 or less for any student, then a NCE Growth Plan will be created by Catapult, with input and approval from the HCPS Title I Office.
- An annual evaluation will be completed by the HCPS Title I Office. The report will include teacher/parent survey, assessments, conducted by Catapult, as well as, other school assessment/reports for the private school.

The size and scope of the services HCPS will provide, and the proportion of funds that HCPS will allocate for those services:

The number of groups served will be determined by Title I funding. The proportion of funds allocated to Villa Maria School of Harford County will be determined and available by August 15, 2015. These funds will support teacher salaries for during school or after school or services.

How HCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:

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

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

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



HARFORD COUNTY
PUBLIC SCHOOLS

Inspire • Prepare • Achieve

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

The services HCPS will give teachers and families of participating students:

Private school Title I parents are provided all parent workshops, conferences, and family night opportunities. Communications about parent involvement activity are sent via courier/email from the public school to the private school. Catapult Learning will offer additional parent involvement nights. Professional development will be offered by Catapult Learning and the HCPS Title I Office/schools. Title I public schools will notify participating private schools of all parent involvement and professional development opportunities.

How HCPS will respond to complaints from the Private School

The HCPS Title I, Part A – Complaint procedures were adopted on July 1, 2011. These complain procedures ensure the prompt resolution of complaints of violations of Title I, Part A, NCLB Section 9304. The Complaint Process for participation of Private School children is the same process as the HCPS Title I, Part A – Complaint procedures. The Private School will receive of copy of the HCPS Title I, Part A – Complaint procedures.

COOPERATION BY SCHOOL

By choosing to participate in Title I, Part A of NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the HCPS, Cecil County Public Schools (CCPS), and Baltimore County Public Schools (BCPS) boundaries. I agree to schedule and hold the equitable services, which the LEA provides to teachers and families of participating private school children. I agree to develop such plans and give such other reports as mandated by the program in which we will participate. I also agree to furnish, upon request; copies of announcements, sign-in sheets, agendas and notes, pertaining to school hosted events with Title I Families.

SIGNATURE OF AUTHORIZED OFFICIAL

William R. Frank III

Signature of Authorized Private School Official

Mr. William R. Frank III

Name of Private School Official

6/12/15

Date

VILLA MARIA SCHOOL OF HARFORD COUNTY

Name of School

410-297-4100

Telephone Number



EXHIBIT V

COMPLAINT PROCEDURES

The Harford County Public Schools Title I, Part A – Complaint Procedures were adopted on July 1, 2011. These complaint procedures ensure the prompt resolution of complaints of violations of Title I, Part A, NCLB Section 9304. The Complaint Process for participation of Private School children is the same process as the Harford County Public Schools Title I, Part A – Complaint Procedures. All participating Private Schools received a copy of the Harford County Public Schools Title I, Part A – Complaint Procedures during the Affirmation of Consultation.

The following pages include the Harford County Public Schools Title I, Part A – Complaint Procedures.

PROCEDURE

Harford County Public Schools

PROCEDURE TITLE: Title I, Part A - Complaint Procedures		
ADOPTION/EFFECTIVE DATE: July 1, 2011	MOST RECENTLY AMENDED::	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Stakeholders		

HCPS PROCEDURE FOR ENSURING PROMPT RESOLUTION OF COMPLAINTS OF VIOLATIONS OF TITLE I, PART A NCLB Section 9304

Summary

NCLB requires the adoption of a written procedure for the receipt and resolution of complaints alleging violations of Title I, Part A in the administration of the program.

District Complaint Procedures

1. The complaint must be in writing and addressed to the HCPS Title I Supervisor.
 - a. The complaint must contain the following:
 - The name of the complainant and contact information
 - The nature of the complaint (the specific violation of the administration of the Title I, Part A program).
2. The HCPS Title I Supervisor must maintain a complaint log. The log must include the following:
 - a. The name of the complainant
 - b. The receipt date of the complaint
 - c. The log-in number assigned to the complaint for tracking purposes
 - d. The name of the staff member to whom the complaint will be referred (if applicable).
 - e. The date of the response to the complaint.
3. The HCPS Title I Supervisor must respond to the complaint within thirty (30) working days upon receipt of the complaint.
4. The HCPS Title I Supervisor must maintain a copy of the complaint, log, and response on file in the district office.

Filing an Appeal with HCPS

1. Individuals not satisfied with the written decision of the HCPS Title I Supervisor or who have not received a reply to their formal complaint within the specified time period may appeal the complaint in writing to the HCPS Associate Superintendent of Curriculum, Instruction and Assessment. The appeal must be filed in writing and received within fifteen (15) calendar days of the HCPS Title I Supervisor's decision or the date when a response was to have been made.

PROCEDURE

2. The HCPS Associate Superintendent of Curriculum, Instruction and Assessment will respond to the appeal using a timeline and procedures similar to the procedures followed by the HCPS Title I Supervisor including: (a) the option of arranging a hearing within ten (10) business days of receipt of the appeal; and (b) providing a written decision within ten (10) business days following the appeal hearing, if held. When the issue appealed is unusually complicated, an additional twenty (20) business days may be taken by the HCPS Associate Superintendent of Curriculum, Instruction and Assessment in order to fully investigate the matter. Upon reaching a decision, the HCPS Associate Superintendent of Curriculum, Instruction and Assessment will provide a written response to the complainant.
3. Individuals not satisfied with the written decision of the HCPS Associate Superintendent of Curriculum, Instruction and Assessment may further appeal the complaint to the ombudsman in the Office of the Superintendent. Once the decision of the HCPS Associate Superintendent of Curriculum, Instruction and Assessment has been received, the appeal must be filed in writing and received within fifteen (15) calendar days of that decision. The ombudsman in the Office of the Superintendent will research and evaluate the appeal and issue a written decision on behalf of the Superintendent within twenty (20) business days.
4. Individuals not satisfied with the written decision of the Superintendent may further appeal the complaint to the Harford County Board of Education. The appeal must be filed in writing and received within thirty (30) calendar days of the Superintendent's decision.

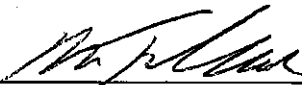
Filing a Complaint with the Federal Government

1. Anyone who believes that an educational institution that received federal financial assistance has discriminated against someone on the basis of race, color, national origin, sex, disability, or age may file a complaint. The person or organization filing the complaint need not be a victim of the alleged discrimination, but may complain on behalf of another person or group. Complainants may file a complaint with the Office of Civil Rights (OCR) online at the following website:

<http://www.ed.gov/ocr/complaintprocess.html>.

Complaint Procedures for Private Schools Participating in Title I, Part A
The Complaint Process for Participation of Private School children is the same process as listed above.

Approved By:



Robert M. Tomback, Ph.D.
Superintendent of Schools

PROCEDURE

Procedure Action Dates		
ACTION DATE	ACTION DATE	ACTION DATE

Responsibility for Procedure Maintenance & References		
LAST EDITOR/DRAFTER NAME: Brad Palmer	JOB POSITION OF LAST EDITOR/DRAFTER: Supervisor - Title I, Part A	
PERSON RESPONSIBLE: Brad Palmer	JOB POSITION OF PERSON RESPONSIBLE: Supervisor - Title I, Part A	
DESIGNEE NAME: Thomas Webber	DESIGNEE POSITION: Assistant Supervisor - Title I, Part A	
REFERENCE 1 TYPE:	REFERENCE 1 NO.	REFERENCE 1 DESCRIPTION:
REFERENCE 2 TYPE:	REFERENCE 2 NO.	REFERENCE 2 DESCRIPTION:
REFERENCE 3 TYPE:	REFERENCE 3 NO.	REFERENCE 3 DESCRIPTION:
REFERENCE 4 TYPE:	REFERENCE 4 NO.	REFERENCE 4 DESCRIPTION:
REFERENCE 5 TYPE:	REFERENCE 5 NO.	REFERENCE 5 DESCRIPTION:
PROCEDURE NUMBER PRIOR TO NOVEMBER 1, 2005:		

Procedimiento Escuelas Públicas del Condado de Harford

TÍTULO DEL PROCEDIMIENTO: Título I, Parte A - Procedimientos de denuncias		
FECHA EFECTIVA DE ADOPCIÓN: 1.º de julio de 2011	ENMIENDA MÁS RECIENTE:	REAFIRMACIÓN MÁS RECIENTE:
POLÍTICA/PROCEDIMIENTO MANUAL RESUMEN CATEGORÍA: Interesados		

PROCEDIMIENTO DE HCPS PARA GARANTIZAR UNA PRONTA SOLUCIÓN DE LAS DENUNCIAS DE VIOLACIONES DEL TÍTULO I, PARTE A NCLB Sección 9304

Resumen

NCLB requiere la adopción de un procedimiento escrito para la recepción y resolución de denuncias que aleguen violaciones del Título I, Parte A en la administración del programa.

Procedimientos de denuncias del distrito

1. La denuncia debe ser por escrito y dirigida al Supervisor del Título I de HCPS.
 - a. La denuncia debe contener la siguiente información:
 - Nombre del denunciante e información de contacto
 - La naturaleza de la denuncia (la violación específica de la administración del programa Título I, Parte A).
2. El Supervisor del Título I de HCPS debe mantener un registro de la denuncia. El registro debe incluir lo siguiente:
 - a. Nombre del denunciante
 - b. El recibo de la denuncia
 - c. El número de registro asignado a la denuncia para poder rastrearla.
 - d. El nombre del miembro del personal a quien se le derivará la denuncia (si corresponde)
 - e. La fecha de respuesta a la denuncia.
3. El Supervisor del Título I de HCPS debe responder la denuncia dentro de treinta (30) días laborales siguientes a la fecha de recepción de la denuncia.
4. El Supervisor del Título I de HCPS debe mantener una copia archivada de la denuncia, del registro y de la respuesta en la oficina de distrito.

Presentar una apelación ante HCPS

1. Las personas que no estén satisfechas con la decisión escrita del Supervisor del Título I de HCPS o que no hayan recibido una respuesta a su denuncia formal dentro del período de tiempo especificado pueden apelar la denuncia por escrito ante el Superintendente Adjunto de HCPS encargado de los Planes de Estudio, la Instrucción y las Evaluaciones. La apelación debe ser presentada por escrito y recibida dentro de los quince (15) días calendario siguientes a la fecha en la que el Supervisor del Título I de HCPS tomó la decisión o a la fecha en la que debería haberse preparado una respuesta.

Procedimiento Escuelas Públicas del Condado de Harford

2. El Superintendente Adjunto de HCPS encargado de los Planes de Estudio, la Instrucción y las Evaluaciones responderá la apelación utilizando un plazo y procedimientos similares a aquellos utilizados por el Supervisor del Título I de HCPS, los cuales incluyen: (a) la opción de programar una audiencia dentro de los diez (10) días hábiles siguientes a la recepción de la apelación y (b) proporcionar una decisión escrita dentro de los diez (10) días hábiles siguientes a la audiencia de apelación, si se llevara a cabo. Cuando el problema apelado sea inusualmente complicado, el Superintendente Adjunto de HCPS encargado de los Planes de Estudio, la Instrucción y las Evaluaciones podrá tomarse veinte (20) días hábiles adicionales para poder investigar a fondo el asunto. Una vez que llegue a una decisión, el Superintendente Adjunto de HCPS encargado de los Planes de Estudio, la Instrucción y las Evaluaciones proporcionará una respuesta escrita de su decisión sobre la denuncia.
3. Las personas que no estén satisfechas con la decisión escrita del Superintendente Adjunto de HCPS encargado de los Planes de Estudio, la Instrucción y las Evaluaciones podrán apelar la denuncia ante el defensor del pueblo de la Oficina del Superintendente. Una vez recibida la decisión del Superintendente Adjunto de HCPS encargado de los Planes de Estudio, la Instrucción y las Evaluaciones, la apelación debe presentarse por escrito y recibirse dentro de los quince (15) días calendario siguientes a la fecha de esa decisión. El defensor del pueblo de la Oficina del Superintendente investigará y evaluará la apelación y emitirá una decisión por escrito en nombre del Superintendente dentro de los veinte (20) días hábiles siguientes.
4. Las personas que no estén satisfechas con la decisión escrita del Superintendente Adjunto de HCPS encargado de los Planes de Estudio, la Instrucción y las Evaluaciones podrán volver a apelar la denuncia ante la Junta de Educación del Condado de Harford. La apelación debe presentarse por escrito y debe recibirse dentro de los treinta (30) días calendario siguientes a la fecha de la decisión del Superintendente.

Presentar una denuncia ante el gobierno federal

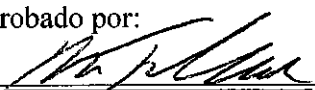
1. Aquellas personas que crean que una institución educativa que recibe asistencia económica federal ha discriminado a alguien por razones de raza, color, nación de origen, sexo, discapacidad o edad podrán presentar una denuncia. La persona u organización que presente la denuncia no podrá ser la víctima de la presunta discriminación, pero podrá denunciar en nombre de otra persona o grupo. Los denunciantes deberán presentar la denuncia ante la Oficina de Derechos Civiles (OCR, por sus siglas en inglés) en línea en el siguiente sitio web:

<http://www.ed.gov/ocr/complaintprocess.html>.

Procedimientos de denuncia para escuelas privadas que participan del Título I.

Parte A. El procedimiento de denuncia para la participación de niños de escuelas privadas es el mismo que aquel mencionado anteriormente.

Aprobado por:



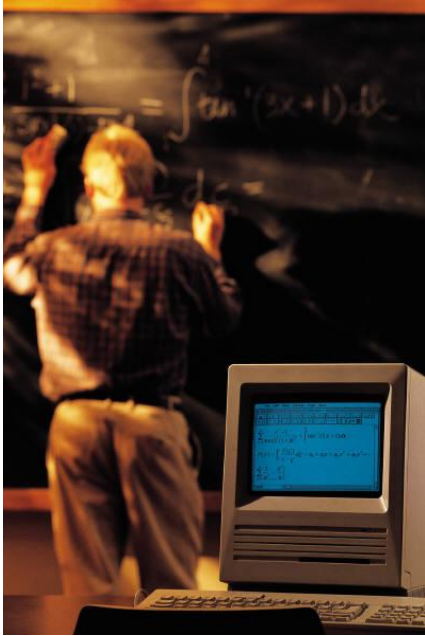
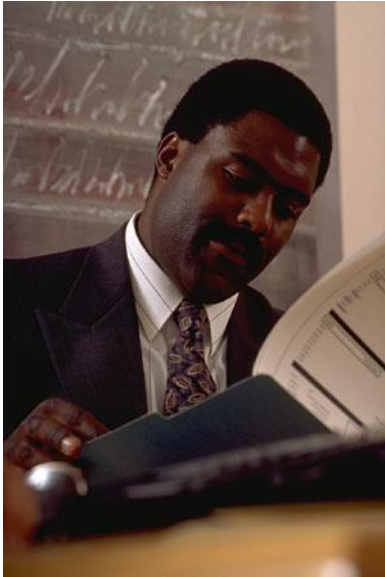
Robert M. Tomback, Ph.D.
Superintendente de Escuelas

Procedimiento Escuelas Públicas del Condado de Harford

Procedimiento Acción Fechas					
ACCIÓN	FECHA	ACCIÓN	FECHA	ACCIÓN	FECHA

Responsabilidad del mantenimiento y referencias del procedimiento		
NOMBRE DEL ÚLTIMO EDITOR/REDACTOR: Brad Palmer		PUESTO DE TRABAJO DEL ÚLTIMO EDITOR/REDACTOR: Supervisor – Título I, Parte A
PERSONA RESPONSABLE: Brad Palmer		PUESTO DE TRABAJO DE LA PERSONA RESPONSABLE: Supervisor – Título I, Parte A
NOMBRE DE LA PERSONA DESIGNADA: Thomas Webber		PUESTO DE LA PERSONA DESIGNADA: Supervisor Asistente – Título I, Parte A
REFERENCIA 1 TIPO:	REFERENCIA N.º 1	REFERENCIA 1 DESCRIPCIÓN:
REFERENCIA 2 TIPO:	REFERENCIA N.º 2	REFERENCIA 2 DESCRIPCIÓN:
REFERENCIA 3 TIPO:	REFERENCIA N.º 3	REFERENCIA 3 DESCRIPCIÓN:
REFERENCIA 4 TIPO:	REFERENCIA N.º 4	REFERENCIA 4 DESCRIPCIÓN:
REFERENCIA 5 TIPO:	REFERENCIA N.º 5	REFERENCIA 5 DESCRIPCIÓN:
NÚMERO DE PROCEDIMIENTO ANTERIOR AL 1º DE NOVIEMBRE DE 2005:		

Attachment 8



Title II, Part A Preparing, Training and Recruiting High-Quality Teachers and Principals

**TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2016
Title II-A Coordinator: <u>Mary Beth Stapleton</u>	
Telephone: <u>(410) 588-5219</u> Email: <u>mary.stapleton@hcps.org</u>	

- A. PERFORMANCE GOALS, INDICATORS, AND TARGETS.** In the October 1, 2003 submission of the five-year comprehensive master plan, school systems provided an analysis of the teacher quality performance indicators detailed in Table 8-1. MSDE has established performance targets as part of the September 2003 Consolidated State Application submission to the United States Department of Education (USDE). Although local school systems do not need to respond to this section as part of the Master Plan Annual Update, local planning teams should review the teacher quality information to determine progress in meeting State and local performance targets. School systems should use the annual review of the teacher quality data to determine allowable Title II, Part A activities as well as to revise goals, objectives, and/or strategies in the Master Plan that relate to improving teacher quality.

In the fall of 2010, HCPS embraced Maryland's *Race to the Top (RTTT)* reform agenda. Also in 2010, the HCPS Board of Education (BOE) approved a Strategic Plan that aligns with Maryland's *RTTT* goals. Included in the HCPS BOE's plan is the goal "to hire and support skilled staff who are committed to increasing student achievement." The implementation of *RTTT*, the transition to the new Maryland College and Career Ready Standards, and the BOE plans will ensure that all HCPS students can meet high standards. To that end, HCPS commits to the following elements of the State's reform plan as described in the *American Recovery and Reinvestment Act (ARRA)*:

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

During the 2014-2015 school year, over 95% of the classes taught in HCPS were taught by highly-qualified teachers. In high-poverty Title I schools (over 69% FaRMS), 100% of teachers were highly-qualified. HCPS leadership and administrators have been working to prepare these highly-qualified teachers for the new teacher evaluation system. Using both systemic and school-based professional development to build capacity, HCPS has worked to support the use of the Danielson Framework for Teaching. All administrators, mentors, and high school department chairs have participated in intensive training on the Framework. Throughout the 2014-2015 school year, administrators continued to increase their knowledge and understanding of the new evaluation system. An online Teacher Evaluation and Observation System (TEOS) was created by the HCPS Technology Office. Ongoing training is being provided to ensure all evaluators are comfortable using the new system with the end goal of effective and highly effective teachers in all of Harford County's classrooms.

In order to support over 700 non-tenured teachers, twenty-nine mentor teachers work to support these teachers and ensure individualized job-embedded professional development. Mentors provide non-tenured teachers with professional dialogue around the Danielson Framework and the use of data to drive differentiated student instruction. Mentors are members of the school instructional leadership team working to support the design and implementation of high quality professional development. Mentors are supervised by the Coordinator of Teacher Induction in the HCPS Professional Development office.

TITLE II, PART A
 PREPARING, TRAINING AND RECRUITING
 HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2016
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Table 8-1 IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS		
Performance Goal	Performance Indicators	Performance Targets
<p>Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.</p>	<p>3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA.</p>	<p>Percentage of Classes Taught by Highly Qualified Teachers State Aggregate*</p> <p>2002-2003 Baseline: 64.5 HCPS: 2002-2003 = Not Available 2003-2004 Target: 65 HCPS: 2003-2004 = 80.1% 2004-2005 Target: 75 HCPS: 2004-2005 = 88.9% 2005-2006 and thereafter Target: 100 HCPS: 2004-2005 = 88.9% 2005-2014 Target: 100 HCPS: 2005-2006 = 86.0% HCPS: 2006-2007 = 89.3% HCPS: 2007-2008= 88.2% HCPS: 2008-2009= 91.1% HCPS: 2009-2010= 94.9% HCPS: 2010-2011 = 95.6% HCPS: 2011-2012 = 96.4% HCPS: 2012-2013 = 95.8% HCPS: 2013-2014 = 95.4% HCPS: 2014-2015 = 95.4%</p> <p>Percentage of Classes Taught by Highly Qualified Teachers in High Poverty Schools</p> <p>2002-2003 Baseline: 46.65 HCPS: 2002-2003 = Not Available 2003-2004 Target: 48 HCPS: 2003-2004 = Not Available 2004-2005 Target: 65 HCPS: 2004-2005 = 90.0% 2005-thereafter Target: 100 2010-2011 = 91.6% 2011-2012 = 93.73%</p>

TITLE II, PART A
 PREPARING, TRAINING AND RECRUITING
 HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2016
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		2013-2014 = 100% 2014-2015 = 100%
<p>Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.</p>	<p>3.2 The percentage of teachers receiving "high-quality professional development" (as the term "professional development" is defined in section 9101(34).</p> <p>3.3 The percentage of paraprofessionals who are qualified (See criteria in section 1119(c) and (d).</p>	<p>Percentage of Teachers Receiving High-Quality Professional Development: 2002-2003 Baseline: 33 2003-2004 Target: 40 HCPS: 2003-2004 = 41% 2004-2005 Target: 50 HCPS: 2004-2005 = Estimated 45% 2005-2006 Target: 65 2006-2007 Target: 70 HCPS: 2006-2007 = Estimated 80% HCPS: 2007-2008 = Estimated 90% HCPS: 2008-2009 = Estimated 90% HCPS: 2009-2010 = Estimated 90% HCPS: 2010-2011 = Estimated 90% HCPS: 2011-2012 = Estimated 90% HCPS: 2012-2013 = Estimated 90% HCPS: 2013-2014 = Estimated 90% HCPS: 2014-2015 = Estimated 90%</p> <p>Percentage of Qualified Title I Paraprofessionals 2002-2003 Baseline: 21 HCPS: 2002-2003 = Not Available 2003-2004 Target: 30 HCPS: 2003-2004 = 59.80% 2004-2005 Target: 65 HCPS: 2004-2005 = 76.3% 2005-2006 Target: 100 HCPS: 2005-2006 = 64% 2006-2007 Target: 100 HCPS: 2006-2007 = 100% HCPS: 2007-2008 = 100% HCPS: 2008-2009 = 100% HCPS: 2009-2010 = 100% HCPS: 2010-2011 = 100% HCPS: 2011-2012 = 100%</p>

TITLE II, PART A
 PREPARING, TRAINING AND RECRUITING
 HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: <u>Harford County Public Schools</u>		Fiscal Year 2016
		HCPS: 2012-2013 = 100%
		HCPS: 2013-2014 = 100%
		HCPS: 2014-2015 = 100%

***Note: MSDE will collect data. The local school system does not have to respond.**

**TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2016
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B. ALLOWABLE ACTIVITIES [Section 2123]. For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals		
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-Year Comprehensive Bridge to Excellence Master Plan, and any Revisions to the Plan as Part of this Annual Update, including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs
<p>1.2 Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [section 2123(a)(2)].</p> <p>*Note: Because the purpose of Title II-A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student</p>	<p><u>REDUCING CLASS SIZE</u> Classroom teachers will continue to be employed under Title II, Part A funding to reduce class size. According to the National Education Association, “Teachers with small classes can spend time and energy helping each child to succeed. Smaller classes also enhance safety, discipline and order in the classroom. Its common sense and the research proves that it works to increase student achievement.” The HCPS system teachers are placed in schools with class sizes that exceed the county averages to provide more individualized instruction. Smaller class sizes should afford every student the opportunity to receive the individual attention necessary to assist him or her in being successful. Class size reduction efforts</p>	<p>FUNDING FOR SERVICES:</p> <ul style="list-style-type: none"> • 13 teachers @ an average of \$43,461.54 per teacher = \$565,000 • Fixed Costs – An average of \$10,815.08/teacher x 13 = \$140,596 (This includes Retirement, Health, Life & Dental Insurance) • FICA and Worker’s Compensation Insurance @ 8.39% of Salaries = \$47,404 <p style="text-align: right;"><u>Reducing Class Size: \$753,000</u></p>

**TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
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<p>academic achievement produced by the efforts of the teacher or principal [section 2101(1)].</p>	<p>will support the goals and activities identified in Section D: Great Teachers and Great Leaders.</p> <p>The recruitment of teachers to fill various vacancies for positions used to reduce class size will focus on teacher candidates that have successfully completed all certification requirements. Highly-qualified candidates will be pursued.</p> <p>TIMELINE AND TARGET DATES:</p> <ul style="list-style-type: none"> • Schools identified, teachers hired and professional development, training provided for teachers employed to reduce class size 9/1/15-6/30/16. • Recruitment of highly-qualified teachers – ongoing. 	<p><u>ACTIVITY 1.2 TOTAL BUDGET: \$753,000</u></p>
<p>1.3 Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades [section 2123(a)(7)].</p>	<p>(see above)</p>	

TITLE II, PART A
 PREPARING, TRAINING AND RECRUITING
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B. ALLOWABLE ACTIVITIES [Section 2123], continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force		
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-Year Comprehensive Bridge to Excellence Master Plan, and any Revisions to the Plan as Part of this Annual Update, including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs
<p>2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in <i>(a) Content knowledge</i>. Providing training in one or more of the core academic subjects that the teachers teach; and <i>(b) Classroom practices</i>. Providing training to improve teaching practices and student academic achievement through (i) effective instructional strategies, methods, and skills; and (ii) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [Section 2123(a)(3)(A)].</p>	<p>HCPS will continue to use the Maryland Teacher Professional Planning Guide to design professional learning for all teachers as they continue to transition to using College and Career Ready Standards, STEM Standards and the Next Generation Science Standards in the classroom. Based on the information and training received through MSDE briefings and workshops, HCPS will utilize funds to support school-based and county-wide professional development for elementary and secondary teachers after school, during the school day and summer work. Teacher stipends will be used to address teacher’s professional learning needs as identified through Professional Development Plans.</p>	<p>Stipends for teaching training: 10,891.65 hours @ \$20/hr. = \$217,833</p> <p>FICA and Worker’s Comp @ 8.39 of Salary & Wages = \$217,833 x .0839 = \$18,276</p> <p><u>ACTIVITY 2.1</u> <u>SUBTOTAL: \$236,109</u></p>

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C. HIGHLY QUALIFIED TEACHERS

1. **Given your school system's analysis of data on highly qualified teachers in core academic subjects, describe how these strategies and activities will directly contribute to attracting and retaining highly qualified teachers in core academic subjects at the elementary and secondary level.**

Data Analysis: Harford County Public Schools (HCPS), home to more than 37,000 students, is privileged to employ and maintain highly qualified, motivated and successful teachers. Human Resources, Curriculum Content Supervisors, and Administrators assess the current status of hiring, recruiting, and retaining of highly-qualified teachers on a continuous basis. Once again, in school year 2014-2015 over 95% of 3,500 HCPS teachers were highly qualified, a 21% increase over the 2002-2003 school year. Of those classes not taught by Highly-Qualified Teachers (HQT), the two major reasons cited are that Testing Requirements have not been met or the teacher holds a Conditional Certificate.

Recruitment: In 2015, 300 new teachers were hired. In order to meet the challenge of having a HQT teaching in every core academic class, Human Resources (HR) has developed recruitment strategies including the use of emerging technologies that promote HCPS to a wide range of candidates. State and federal guidelines for the NCLB Act and Common Core Standards demand more rigorous standards of our employees, thus creating additional recruitment opportunities and magnifying the need to retain our highly qualified staff members. To meet the challenge of Highly Qualified Teachers in every core academic class, Human Resources (HR) has developed recruitment strategies including the use of emerging technologies that promote HCPS to a wide range of candidates. State and federal guidelines for the NCLB Act and Common Core Standards demand more rigorous standards of our employees, thus creating additional recruitment opportunities and magnifying the need to retain our highly qualified staff members. All placements are made to ensure compliance with NCLB and, as a result, those teachers not HQT are given opportunities to take classes fully funded by HCPS. System-wide strategies are in place to ensure highly qualified teachers in core academic subject areas are attracted and retained.

HR determines who the effective recruiters are and what job fairs produce a result sufficient to warrant the cost of returning in the future. HR works with principals to place new hires and transfers in positions for which they are highly qualified. Credentials for individuals who are not HQ are evaluated and, if applicable, individuals are notified. Each year, principals and teachers are notified to determine the best way for the teacher to become HQ. Principals are requested to submit their staffing rosters to HR to verify accurate placement. In order to ensure that all teachers funded through Title II, Part A retain their highly qualified status, principals are requested to submit their staffing rosters to HR to verify accurate placement.

Attendance at college fairs is targeted to include colleges/universities with teacher education programs in critical shortage areas as well as in geographical areas of the country with high teacher production and low teacher employment ratios (including North Carolina, New York, and Virginia). Reshaping our recruitment and recruiter training efforts has allowed us to focus on recruiter selection and training. These changes have proven successful in determining the candidates to focus on during our recruitment efforts. As presented in the annual Recruitment and Retention Report to the HCPS BOE, the plan included the creation of a recruiter training program which focuses on identifying and targeting candidates (quality vs. quantity), assessment and evaluation of candidates, legal implications, promoting HCPS as an employer of choice and the logistics of a job fair (marketing and booth display). Recruiters are now nominated by the appropriate Executive Director with returning recruiters and new recruiters attending separate training sessions which are focused on their specific needs.

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Class size reduction: Use of Title II-A funds to support class size reduction continues to ensure student achievement. Compelling evidence demonstrates that reducing class size, particularly for younger children, has a positive effect on student learning. Title II-A funds allow for the creation of smaller class sizes and Highly Qualified teachers provide individualized instruction for young children in HCPS elementary schools with higher numbers of enrollment.

Retention: The importance of recruiting and retaining a highly qualified and diverse workforce is illustrated in the HCPS BOE’s Strategic Plan: Goal 3: “To hire and support skilled staff who are committed to increasing student achievement.” The Coordinator of Teacher Induction, works to provide high quality HCPS professional development for new teachers and non-tenured teachers including, professional development orientation conference; after school workshops throughout the year; opportunities to observe a model classroom and teacher; and job embedded professional development. The Coordinator of Teacher Induction is working to implement best practices provided by the MSDE sponsored New Teacher Center. The following is a list of activities available system-wide designed to support new teachers:

- Teacher Mentors – work directly in schools to teach demonstration lessons, assist in daily and unit planning and organization, provide guidance in addressing classroom behavior management, guide the use of curricula and provide assistance on the many topics facing new teachers such as grading assessment and special education issues.
- Instructional Facilitators – engage in the informal and formal observation and evaluation process and guide the use of curricula and materials of instruction including supporting the small percentage of teachers who are Not Highly-Qualified in Core Content to pursue required certification.
- Content Supervisors – provide curriculum guides, contact specific professional development, and work with secondary Department Chairpersons to support teachers.
- Professional Development – offered at the beginning of the school year via HCPS Orientation Conference, technology workshops, specific curriculum content and the end of year June professional conference; evening professional development sessions including content specific teaching techniques and attendance at state-of-the-art conferences and trainings outside of Harford County.
- Professional learning communities and College Board training for new hires responsible for teaching AP courses.
- Throughout the school year, a Title I Saturday Professional Lab is offered to first and second year teachers.

In addition to the HCPS system-wide structure designed to support the retention of all teachers, Harford County provides all professional development based on Maryland Teacher Professional Development Standards. Using the context for High-Quality Teacher Professional Development, HCPS leadership supports:

- Professional Learning Communities: Accountability for PLCs is monitored through a review of School Improvement Plans, dialogue with the Superintendent School visits, and review of School-Based Professional Development calendars. Schools designate a time in school schedules for PLCs.
- Leaders who are committed to high quality Professional Development and encourage teacher participation.
- Infusion of clear expectations of what teachers need to know in order to help students learn through performance appraisal and design/content of teacher professional development.
- Support and technical assistance provided by teacher specialists in various content areas.

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In November of 2014, HCPS held a system-wide professional learning conference for all 2,700 teachers across the school system. Teachers were given the freedom to attend workshops in any content area and any topic that would enhance and expand their professional growth. Teachers had the opportunity to self-select content specific sessions that align with individual teacher professional development plans. The Professional Learning Conference was recognized by Learning Forward Maryland as an Innovative Approach to Professional Learning and will be offered again in November 2015.

A Central Instructional Leadership Team (CILT) provides overall guidance for classroom instruction. Each school’s Instructional Leadership Team is comprised of school administrators, instructional facilitators, and teacher mentors, engage in training sessions annually to focus on professional learning communities, group effectiveness, change, research-based best practices, and job-embedded professional development. This training supports the cultivation of PLC’s within the school community. Teachers have opportunities to engage in PLC’s during faculty meetings, team planning periods, duty periods, and/or during the designated countywide professional development days. Professional learning communities consistently operate along five dimensions: (1) supportive and shared leadership, (2) shared values and vision, (3) collective learning and application of learning (formerly identified as collective creativity), (4) supportive conditions, and (5) shared personal practice.

**TITLE II, PART A
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- 2. If applicable, describe how these strategies and activities will contribute to reducing the gap between high poverty schools and low poverty schools with respect to the percentage of core academic classes taught by highly qualified teachers.**

By the end of the school year 2014-2015, Title I HCPS were staffed 100% with Highly-Qualified Teachers. Intensive professional development activities have been designed for these schools including the implementation of Classroom Learning Systems and other high-quality teacher trainings. Retaining highly-qualified teachers in Title I schools will be promoted through additional professional development activities with stipends and MSDE credit, co-teaching opportunities, and mentoring support (after school/weekends).

There are three schools in the HCPS System that are listed as high poverty, Magnolia Elementary School (MES) and Hall's Cross Roads Elementary School (HXES), and the secondary school, Alternative Education Center (CEO). In FY 2015, both MES and HXES achieved 100% Highly-Qualified Teaching (HQT) staff. The CEO was staffed with over 98% HQT Teachers in 2014-2015. In addition to hiring only teachers with HQT status, staff has participated in intensive professional development with resources provided through Title I and the HCPS Central Office. Grade-level and special area teachers meet in Professional Learning Communities (PLC) to identify common goals and develop professional development plans to meet those goals. Professional Development Academy sessions were conducted throughout the year that provided teachers and paraprofessionals the opportunity to learn strategies that would impact student achievement. In addition, Title I staff provided professional development to School Improvement Team (SIT) members on creating quality School Improvement Plans and data assessment.

To address the gap between high poverty schools and lower poverty schools with respect to the percentage of core academic classes taught by highly qualified teacher, the HCPS system is continuing its effort to employ only highly qualified teachers. Additionally, the supports offered new teachers, specifically in the form of new teacher induction sessions and consistent effective mentoring for all teachers, especially those non-tenured, prepares the non-highly qualified teacher to have a similar positive impact on student achievement as highly qualified teacher. As noted above, extra support is provided for teachers in high poverty schools so that all HCPS students have potential for improving achievement and reaching a high level of success.

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D. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]:

- 1. Participating Private Schools and Services: Complete information in Attachment 6 regarding the names of participating private schools and the number of private school staff that will benefit from the Title II-A services.**

SEE ATTACHMENT 6-A.

- 2. Describe the school system's process for providing equitable participation to students in private schools:**

- a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-A services. Also, if your non-public schools did not respond to your initial invitation, please describe your follow-up procedures;**
Non-public schools were invited to participate along with the HCPS System in using funding to improve student achievement and better prepare the professional staff for their role in achieving excellence in instruction. A letter was sent inviting non-public representatives to participate in consultations. Non-public schools in Harford County were identified using the lists of eligible non-public schools provided by the Maryland State Department of Education. Only schools with students 5 years of age or older were contacted and included. These schools were forwarded a certified letter requesting their participation in a planning and consultation meeting. At that meeting factors affecting funding were discussed, possible programs outlined and discussed, and comments and questions addressed. The meeting occurred prior to the development of the Title II program. (See meeting agenda, sign-in sheet, and signed affirmation of consultation on the following pages.) During April, May, and early June several non-public schools were again contacted via email and the telephone to encourage their participation in grant-funded activities. Additionally, throughout the school year, as needed, nonpublic schools are contacted either via email and or telephone calls to discuss program and funding issues.
- b) The basis for determining the professional development needs of private school teachers and other staff;**
Professional development needs of private school teachers and other staff were determined by the administration and staff of individual schools. Formal evaluations, classroom observations, surveys and accreditation requirements were used to determine need. Professional staffs from private schools were informed of designated programs within the HCPS System. Subsequently, they were afforded the opportunity to either participate in the school system's programs or design their own professional development sessions thereby meeting their specific needs. Several non-public school administrators indicated that they identified the staff's professional development needs through surveys.
- c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and**
Each non-public school participating Title II funding develops a proposal and submits a plan for using Title II funds based on their needs assessment. In order to determine need, non-public schools used surveys; others used faculty suggestions to determine specific needs. The plans, which were reviewed by HCPS Central Office staff, will be used to direct the non-public schools' grant related activities.

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- d) **The differences, if any, between the Title II-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title II-A services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title II-A services provided to public school children.)**

Professional development funds were made available to non-public school teachers based on the Title II, A formula determining professional development funds per public school student:

1. Total amount of Fiscal Year funds used for professional development in this proposal divided by the number of public K-12 students = \$ per public school student.
2. \$ Per public school student x the number of nonpublic K-12 students = \$nonpublic funds. Compare \$nonpublic funds to FY02 Eisenhower Funds that were available for nonpublic schools (\$12,269).
3. The greater of the two is the amount that will be made available for use by nonpublic teachers.

3. ATTACH WRITTEN AFFIRMATION

SEE ATTACHMENT 7.

E. BUDGET INFORMATION AND NARRATIVE

1. **Provide a detailed budget on the MSDE Proposed Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in the Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at www.marylandpublicschools.org.**

SEE ATTACHED MSDE C-125 FORM

2. **Provide a detailed budget narrative using the “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp. 10-12 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use program funds to pay only reasonable and necessary direct administrative costs associated with the operation of the program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.**

SEE ATTACHED BUDGET NARRATIVE

F. ATTACHMENTS 4-A and B, 5-A and B, and 6-A

Be certain to complete all appropriate templates in Part II:

Attachment 4-A and 4-B: School Level Budget Summary

Attachment 5-A: Transferability of ESEA Funds

Attachment 5-B: Consolidation of ESEA Funds for Local Administration

Attachment 6-A: Nonpublic School Information for ESEA Programs

Attachment 7: Written Affirmation - Annual Certification of Equitable Services to Students in Private (Nonpublic) Schools

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

ORIGINAL GRANT BUDGET	\$1,027,084	AMENDED BUDGET #		REQUEST DATE	10/30/15
GRANT NAME	Title II Part A	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	22426		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2015	TO	6/30/2017

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						25,344.00	25,344.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	565,000.00						565,000.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						12,631.00	12,631.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	217,833.00						217,833.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				206,276.00			206,276.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	782,833.00	0.00	0.00	206,276.00	0.00	37,975.00	1,027,084.00

Finance Official Approval	Eric Clark		10/30/2015	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Barbara Canavan		10/30/2015	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

**TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: Harford County Public Schools

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2. BUDGET NARRATIVE**ACTIVITY 1.2: REDUCING CLASS SIZE**

Category/Object	Line Item	Calculation	Cost	Total
		SALARY AND WAGES		
Regular Programs/ Salaries & Wages	Teachers	13 teachers @ an average of \$43,461.54/teacher = \$565,000 MSDE Performance Goal 3	565,000	565,000
		TOTAL SALARIES AND WAGES	565,000	565,000
		OTHER CHARGES		
Regular Programs/ Fixed Charges	Fixed Costs	As required by law, fixed costs @ an average of \$10,815.08 per teacher = \$140,596 . This includes Retirement, Health, Life and Dental Insurance Plus FICA & Worker's Compensation @ 8.39% of Salary and Wages \$565,000 x .0839 = \$47,404 MSDE Performance Goal 3	140,596 47,404	140,596 47,404
		TOTAL OTHER CHARGES	188,000	188,000
TOTAL MSDE PERFORMANCE GOAL 3		ACTIVITY 1.2 Reducing Class Size TOTAL BUDGET	753,000	753,000

ACTIVITY 2.1: TEACHER TRAINING ACTIVITIES

Category/Object	Line Item	Calculation	Cost	Total
		SALARY AND WAGES		
Instructional Staff Development/ Salaries & Wages	Teacher Training	As schools transition to using new Common Core Standards, Next Generation Science Standards/STEM Standards, and teachers are using the Danielson Framework for self- assessment of their teaching skills, the school-based and county-wide and professional development for elementary and secondary teachers after school and during the summer will continue to be needed. Teachers are Professional development 10,891.65 hours@ \$20/hr. = \$217,833	217,833	217,833
		TOTAL SALARIES AND WAGES	217,833	217,833
		OTHER (Fixed) CHARGES		
Fixed Charges	Teacher Training	FICA & Worker's Compensation for experienced teacher stipends and sub days = \$217,833 x .0839 = \$18,276	18,276	18,276
		TOTAL FIXED CHARGES	18,276	18,276
		ACTIVITY 2.1 Teacher Training Activities TOTAL BUDGET	236,109	236,109

**TITLE II, PART A
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HIGH-QUALITY TEACHERS AND PRINCIPALS**

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NON-PUBLIC SCHOOL BUDGET

Category/Object	Line Item	Calculation	Cost	Total
NON-PUBLIC SCHOOL PARTICIPATION				
Nonpublic Transfers	Nonpublic School Participation*	<i>John Carroll: 700 students x \$6.91 = \$4,837</i> <ul style="list-style-type: none"> • Training/professional development activities; convention and workshop attendance; professional development supplies and materials 	4,837	4,837
		<i>Oak Grove: 95 students x \$6.91 = \$656</i> <ul style="list-style-type: none"> • Training/professional development activities; convention and workshop attendance; professional development supplies and materials 	656	656
		<i>St. Joan of Arc: 182 students x \$6.91 = \$1,258</i> <ul style="list-style-type: none"> • Training/professional development activities; convention and workshop attendance; professional development supplies and materials 	1,258	1,258
		<i>St. Margaret School: 607 students x \$6.91 = \$4,194</i> <ul style="list-style-type: none"> • Training/professional development activities; convention and workshop attendance; professional development supplies and materials 	4,194	4,194
		<i>Trinity Lutheran: 244 students x \$6.91 = \$1,686</i> <ul style="list-style-type: none"> • Training/professional development activities; convention and workshop attendance; professional development supplies and materials 	1,686	1,686
TOTAL TRANSFERS NON-PUBLIC SCHOOL PARTICIPATION			12,631	12,631

BUSINESS SUPPORT

BUSINESS SUPPORT				
Administrative Business Support Services/Transfers	Administrative Indirect Costs	2.53% of grant funds. Indirect cost for business support of grant. \$1,001,740 x .0253 = \$25,344	25,344	25,344
TOTAL BUSINESS SUPPORT			25,344	25,344
TOTAL MSDE TITLE II, PART A GRANT FUNDING			\$1,027,084	\$1,027,084

**ATTACHMENT 6-A
NONPUBLIC SCHOOL INFORMATION
FOR ESEA PROGRAMS**

Fiscal Year 2016

Local School System: Harford County Public Schools

Enter the complete information for each participating nonpublic school, including mailing address. Use the optional “Comments” area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under “Comments.” NOTE: Complete Attachment 6-A for Title I-A, Title II-A, and Title III services. *Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						
	Title I-A		Title II-A	Title III-A		Comments (Optional)	
	Number nonpublic T-I students to be served at the following locations:	Students Read/Lang Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students		Staff
The John Carroll School 703 E. Churchville Road Bel Air, MD 21014	Private School	X			114		
	Public School						
	Neutral Site						
Oak Grove Classical Christian School 2106 E. Churchville Road Bel Air, MD 21015	Private School	X			20		
	Public School						
	Neutral Site						
St. Joan of Arc 230 Law Street Aberdeen, MD 21001	Private School	X			22		
	Public School						
	Neutral Site						
St. Margaret School 205 N. Hickory Avenue Bel Air, MD 21014	Private School	X			78		
	Public School						
	Neutral Site						
Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085	Private School	X			28		
	Public School						
	Neutral Site						

ATTACHMENT 7: Annual Certification of Equitable Services to Students in Private (Nonpublic) Schools

WRITTEN AFFIRMATION

FEDERAL EDUCATION PROGRAMS MEETING

February 12, 2015, 10:00 a.m. - 11:30 a.m.

Harford County Public Schools
102 S. Hickory Avenue
2nd Floor, Curriculum Conference Room
Bel Air, MD 21014

AGENDA

10:00 a.m.	Welcome/Introductions	Mary Beth Stapleton
10:15 a.m.	Discussions:	
	Title I, Part A	Thomas Webber
	Title II, Part A	Mary Beth Stapleton
	Title III, Part A	Mary Beth Stapleton
11:00 a.m.	Open Agenda	All Participants
11:30 a.m.	Adjournment	

Non-Public School Meeting

Thursday, February 12, 2015

10:00 – 11:30 a.m.

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

Harford County Public Schools			
Office	Name (please print)	Job Title	Signature
Central	Mary Beth Stapleton	Coordinator of Grants, Business & Community Partnerships	
Central	Kimberly Banks	Supervisor of Foreign Language/ESOL	
Central	Thomas Webber	Title I Assistant Supervisor	<i>Thomas Webber</i>

Non-Public Schools			
School	Name (please print)	Job Title	Signature
Bethel Christian Academy	<i>Weather Flosser</i>	<i>teacher</i>	<i>W.F.</i>
Great Commission Christian Academy			
Oak Grove Classical Christian School			
Trinity Lutheran	<i>Bridget Kurcoba</i>	<i>School Counselor</i>	<i>Bridget Kurcoba</i>

Affirmation of Consultation

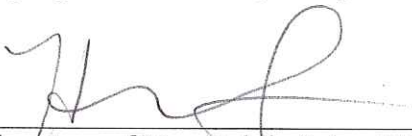
I am an administrator/representative of Bethel Christian Academy School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 12, 2015, the HCPS System and Bethel Christian Academy School engaged in consultation about the following federally funded programs for the 2015-2016 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Bethel Christian Academy School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.



Signature of Non-Public School Representative

2-12-15

Date

(410) 939-4060
Telephone Number

Affirmation of Consultation

I am an administrator/representative of Trinity Lutheran Christian School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 12, 2015, the HCPS System and Trinity Lutheran Christian School engaged in consultation about the following federally funded programs for the 2015-2016 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Trinity Lutheran Christian School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Budget K. Kusceda
Signature of Non-Public School Representative

2/12/15
Date

410-679-4000 ext. 180
Telephone Number

FEDERAL EDUCATION PROGRAMS MEETING

March 12, 2015, 10:00 a.m. - 11:30 a.m.

Harford County Public Schools
102 S. Hickory Avenue
2nd Floor, Curriculum Conference Room
Bel Air, MD 21014

AGENDA

10:00 a.m.	Welcome/Introductions	Mary Beth Stapleton
10:15 a.m.	Discussions:	
	Title I, Part A	Thomas Webber
	Title II, Part A	Mary Beth Stapleton
	Title III, Part A	Kimberly Banks
11:00 a.m.	Open Agenda	All Participants
11:30 a.m.	Adjournment	

Non-Public School Meeting

Thursday, March 12, 2015

10:00 – 11:30 a.m.

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

Harford County Public Schools			
Office	Name (please print)	Job Title	Signature
Central	Mary Beth Stapleton	Coordinator of Grants, Business & Community Partnerships	
Central	Kimberly Banks	Supervisor of Foreign Language/ESOL	
Central	Thomas Webber	Title I Assistant Supervisor	<i>Thomas Webber</i>

Non-Public Schools			
School	Name (please print)	Job Title	Signature
Great Commission Christian Academy			
The John Carroll School	<i>Madelyn Ball</i>	<i>Principal</i>	<i>Madelyn Ball</i>
Oak Grove Classical School			
Open Arms Family Learning Center	<i>Noreenda Warlick</i>	<i>Principal</i>	<i>Noreenda Warlick</i>
St. Joan of Arc School			
St. Margaret School	<i>Peggy Messeri</i>	<i>SMS Counselor</i>	<i>Peggy Messeri</i>
Villa Maria School of Harford County	<i>Rick Frank</i>	<i>Principal</i>	<i>Rick Frank</i>

Affirmation of Consultation

I am an administrator/representative of Open Arms Learning Ctr. School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on MARCH 12, 2015, the HCPS System and _____ School engaged in consultation about the following federally funded programs for the 2015-2016 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, _____ School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Meredith Daniels
Signature of Non-Public School Representative

3/12/15
Date

443-807-2451
Telephone Number

Affirmation of Consultation

I am an administrator/representative of VILLA MARIA SCHOOLS School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on MARCH 12, 2015, the HCPS System and VILLA MARIA School engaged in consultation about the following federally funded programs for the 2015-2016 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, VILLA MARIA School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Wise-fah

Signature of Non-Public School Representative

3/12/15

Date

410-297-4100
Telephone Number

Affirmation of Consultation

I am an administrator/representative of The John Carroll School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on MARCH 12, 2015, the HCPS System and The John Carroll School School engaged in consultation about the following federally funded programs for the 2015-2016 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, The John Carroll School School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Madelyn Ball
Signature of Non-Public School Representative

3/12/15
Date

410 879 2480
Telephone Number

Affirmation of Consultation


I am an administrator/representative of Saint Margaret Elementary School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on MARCH 12, 2015, the HCPS System and Saint Margaret School School engaged in consultation about the following federally funded programs for the 2015-2016 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Saint Margaret School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.



Signature of Non-Public School Representative

3/12/15

Date

410-879-1113

Telephone Number

January 16, 2015

Dear Sir/Madam:

The Harford County Public School System will begin the process of developing grant funded activities for Title I, Part A: Improving Basic Programs; Title II, Part A: Preparing Training, and Recruiting High Quality Teachers; and Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement.

In order to offer your school the opportunity to consult with Harford County Public Schools, share information regarding the federal grant proposals, and discuss issues and specific needs of non-public school students and teachers, two meetings will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2016/School Year 2015-2016, please plan to attend **one of the two scheduled meetings** or send a representative from your school.

Date: Thursday, February 12, 2015
Time: 10:00 a.m. – 11:30 a.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Curriculum Conference Room 215 – 2nd Floor

OR

Date: Thursday, March 12, 2015
Time: 10:00 a.m. – 11:30 a.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Curriculum Conference Room 215 – 2nd Floor

Your school is not required to attend the meeting to participate in federal grants. However, in order to include your school in available federal grant funded programs, you must complete the attached *Federal Education Programs Intent to Participate Form* and submit by Monday, February 9, 2015. (Please see Attachment B for detailed instructions).

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

(over)

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

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

1. All participating students must reside in the area of a public Title I funded school.
2. The measure of poverty shall be the number of children ages 5-17 eligible for free and reduced priced lunches under the National School Lunch Act.
3. Student selection is based on multiple criteria for those students who reside in a public school participating attendance area.
4. Strategies must be provided to increase the meaningful involvement of parents of participating children.
5. The state educational agency shall annually review the progress of each local education agency receiving funds to determine whether schools receiving assistance are making adequate progress toward meeting the State's student performance standards.
6. The purchase of goods or services with funds from this grant for sectarian instruction or religious worship is prohibited.
7. All purchases made by Title I funds are the property of Harford County Public Schools.
8. In the 2015-2016 school year, the following elementary schools will be eligible for Title I funding:

Bakerfield Elementary	Deerfield Elementary
Edgewood Elementary	George D. Lisby Elementary at Hillsdale
Havre de Grace Elementary	Hall's Cross Roads Elementary
Magnolia Elementary	William Paca/Old Post Road Elementary
9. Scheduled consultation sessions with Harford County Public School's Title I office are a required component of Title I, Part A.

If your institution would like to pursue inclusion in the Harford County Public Schools 2015-2016 Title I program, please complete and sign the attached information form (Attachment A) and return it to Mrs. Barbara Wieczynski, in the enclosed self-addressed stamped envelope, no later than Monday, February 9, 2015.

The Harford County Public Schools federal grant managers are looking forward to meeting with you. If you have questions, please contact Mrs. Joyce Jablecki in the Grants Office at (410) 588-5263, or Mrs. Barbara Wieczynski in the Title I Office at (410)588-5278. To maintain ongoing communication between the public and nonpublic sectors, please return the enclosed response form on or before Monday, February 9, 2015

Sincerely,

Mary Beth Stapleton

Mary Beth Stapleton
Coordinator of Grants

Thomas Webber

Thomas Webber
Assistant Supervisor of Title I

Enclosures

Attachment A

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

PRIVATE NON-PROFIT SCHOOL INFORMATION FOR TITLE I

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

Name of School: _____

Address of School: _____

Phone Number: _____

Principal/Director: _____

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

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

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

(over)

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

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

3. Needs of Students

Reading: Number _____

Math: Number _____

Both: Number _____

4. Principal/Director:

Signature

Date

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2015-2016 School Year

Please type or print all information.

School: _____

Address: _____

Contact Person: _____

Telephone Number: _____ Fax Number: _____

E-mail Address: _____

Check (✓) the appropriate line.

_____ Either I or a representative will attend the HCPS meeting on Thursday, February 12, 2015.

_____ Either I or a representative will attend the HCPS meeting on Thursday, March 12, 2015.

_____ I am unable to attend neither of the two HCPS meetings on Thursday, February 12, 2015 nor Thursday, March 12, 2015. However, my school plans to participate in federal grants during the 2015-16 school year.

Please place a check next to all programs in which your school would like to participate. *(Non-Public school students and teachers may receive benefits, services, and materials from these programs. Non-Public schools do not receive direct funding from these programs. The HCPS System maintains control of the funds.)*

_____ **Title I, Part A – Improving Basic Programs Operated by LEAs**

Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at-risk of failing to meet high academic standards and who live in participating public school attendance areas.

_____ **Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals**

The teacher and principal training and recruiting funds provide assistance for preparing, training, recruiting and retaining high quality teachers. Non-Public school teachers, principals, and other educational personnel are eligible to participate in professional development activities to the extent that HCPS uses funds to provide for professional development, but at least to the FY 2001 levels for non-public school teachers' professional development.

(over)

_____ **Title III, Part A – *Language Instruction for Limited English Proficient and Immigrant Students***

The Language Instruction for Limited English Proficient (LEP) and Immigrant Students program provides funds for helping LEP students attain English proficiency and meet the same challenging State academic standards required of all students.

_____ Please check here if you are interested in being contacted when HCPS applies for other grants that require involvement of non-public schools.

_____ I decline participation in all federal grant programs during the 2015-2016 school year.

Please return this form to, in the enclosed self-addressed stamped envelope:

Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Monday, February 9th, indicates that your school does not want to participate in the federal grants program for the 2015-2016 School Year.

Private Schools - Federal Non-Public School Meeting 2015-2016

	School Name	Address	City	State	Zip	Note	Date Letter Mailed	Received Return Receipt	Accept	Feb 12	March 12	Accept, but unable to attend mtg	Decline	Title I Part A	Title II Part A	Title III Part A	Contact me when HCPS applies for other grants
Publicly Funded	*Villa Maria at Edgewood Middle School	2311 Willoughby Beach Rd	Edgewood	MD	21040	Not Title I/for Mary Beth	1/15/2015	✓									
Publicly Funded	Arrow Center for Education Fair Meadows	2416 Creswell Rd	Bel Air	MD	21015	Not Title I/for Mary Beth	1/15/2015	✓					✓				
Church-Exempt	Bel Forest Christian Academy	603 Vale Rd	Bel Air	MD	21014		1/15/2015										
Non-Public	BelAir North Child Care and Montessori School	2529 Conowingo Rd	Bel Air	MD	21015		1/15/2015	✓									
Church-Exempt	Bethel Christian Academy	21 North Earlington Rd	Havre de Grace	MD	21078		1/15/2015	✓	✓	✓							
Church-Exempt	Christ Our King Coop Nursery	10 Lexington Rd	Bel Air	MD	21014		1/15/2015	✓									
Church-Exempt	Emmorton Baptist Academy	106 Plumtree Rd	Bel Air	MD	21015		1/15/2015										
Church-Exempt	First Presbyterian Preschool	224 North Main Street	Bel Air	MD	21014		1/15/2015	✓									
Non-Public	Friends School of Harford County	2230 Rock Spring Rd	Forest Hill	MD	21050		1/15/2015	✓									✓
Church-Exempt	Good Shepherd Lutheran Preschool	1515 Emmorton Rd	Bel Air	MD	21014		1/15/2015	✓									
Church-Exempt	Good Shepherd's Children's Center	622 Joppa Farm Rd	Joppa	MD	21085		1/15/2015	✓									
Church-Exempt	Grace Baptist Christian Academy	1501 Stockton Rd	Joppa	MD	21085		1/15/2015	✓									
Church-Exempt	Grace Cooperative Nursery	110 West Bel Air Avenue	Aberdeen	MD	21001		1/15/2015	✓									
Church-Exempt	Great Commission Christian Academy	3 North Earlington Road Ext.	Havre de Grace	MD	21078		1/15/2015	✓	✓	✓					✓	✓	✓
Church-Exempt	Harford Christian School	1736 Whiteford Rd	Darlington	MD	21034		1/15/2015	✓									
Non-Public	Harford Day School	715 Moores Mill Rd	Bel Air	MD	21014		1/15/2015										
Church-Exempt	Harford Jewish Center Pre-School	8 North Earlington Rd	Havre de Grace	MD	21078		1/15/2015	✓									
Church-Exempt	Helping Hands Child Development Academy	3237 Level Rd	Churchville	MD	21028		1/15/2015	✓									
Church-Exempt	Hickory Child Development Center	2430 Conowingo Rd	Bel Air	MD	21014		1/15/2015	✓									
Non-Public	Highlands School	2409 Creswell Rd	Bel Air	MD	21015		1/15/2015	✓									
Non-Public	John Carroll School, Inc., The	703 Churchville Rd	Bel Air	MD	21014	Not Title I/for Mary Beth	1/15/2015	✓									
Non-Public	Monarch Montessori School	6 Asbury Rd	Churchville	MD	21028		1/15/2015	✓									
Church-Exempt	Mountain Christian School	1824 Mountain Rd	Joppa	MD	21085		1/15/2015	✓									
Church-Exempt	New Covenant Christian School	128 St. Mary's Church Rd	Abingdon	MD	21009		1/15/2015										
Non-Public	Oak Grove Classical Christian School	2106 East Churchville Rd	Bel Air	MD	21015		1/15/2015	✓									
Church-Exempt	Open Arms Family Learning Center	1810 Nuttall Avenue	Edgewood	MD	21040		1/15/2015	✓	✓		✓			✓	✓		✓
Church-Exempt	St. Francis de Sales Preschool	1450 Abingdon Rd	Abingdon	MD	21009		1/15/2015	✓									
Church-Exempt	St. Joan of Arc School	230 S. Law Street	Aberdeen	MD	21001		1/15/2015	✓	✓		✓			✓	✓	✓	✓
Church-Exempt	St. Margaret School	205 North Hickory Avenue	Bel Air	MD	21014		1/15/2015	✓									
Church-Exempt	St. Matthew Cooperative Nursery	1200 Churchville Rd	Bel Air	MD	21014		1/15/2015	✓									
Church-Exempt	Tiny Tot School	21 Linwood Avenue	Bel Air	MD	21014		1/15/2015	✓									
Non-Public	Trinity Lutheran Christian School	1100 Philadelphia Rd	Joppa	MD	21085		1/15/2015	✓	✓	✓				✓	✓		✓
Publicly Funded	Villa Maria School of Harford County	1370 Brass Mill Rd	Belcamp	MD	21017		1/15/2015	✓	✓	✓				✓			✓

*Villa Maria at EDMS is not applicable for Title I because they are grades 6-8.

PARTICIPATION BY NONPUBLIC SCHOOLS

Note: All requested information below must be included in order for the proposal to be considered for funding.

1. When and how were consultations with representatives of nonpublic schools (See APPENDIX F for a list of eligible non public schools in your jurisdiction) held prior to the development of this proposal? Please attach the following:
 - a. A copy of the letter that was set inviting nonpublic representatives to participate in consultations;
 - b. A list of nonpublic school representatives to whom the letter was sent;
 - c. A list of nonpublic school representatives who participated in consultations.
2. List the FY 02 Eisenhower Funds (School Year 2001/02) that were available for nonpublic schools (See Appendix B for amount)

Line 2 _____

3. Formula for finding professional development funds per public school student

*Total amount of FY 03 Funds used for professional development in this proposal

Number of Public K-12 students (Appendix C)

Line 3 _____

4. Professional development funds to be made available for nonpublic school teachers

Line 3 x Number of nonpublic school students (Appendix C)

Line 4 _____

5. Amount of funds that must be made available for use by nonpublic teachers

The greater of Line 2 or Line 4 _____

***Note: Only use the total amount of funds that will be used for professional development not the funds being used for other federal priorities such as class size reduction, merit pay, incentives, etc. If all of your funds are used for federal priorities other than professional development then Line 3 and Line 4 are zero.**

Complete the chart below for the nonpublic schools that will benefit from these funds.

Nonpublic School	Amount of Funds Used	How they will benefit from this program?
TOTAL		Not to exceed Line 5

Attachment 10



Title III, Part A
English Language Acquisition, Language Enhancement, and Academic Achievement

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: Harford County Public Schools	Fiscal Year 2016
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SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

A. REQUIRED ACTIVITIES [Section 3115(c)]: For all required activities that will be implemented, (a) provide an outcome and a brief description of services, (b) timelines or target dates, (c) link the outcome to the NCLB indicator(s) detailed in the 2015 Bridge to Excellence Master Plan, (d) the amount of funding for services to nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115(c)(1)]			
Authorized Activities	Descriptions Please address each item (a-d) in your activity descriptions. a) outcome and brief description of the services b) timelines or target dates c) outcome linked to the NCLB indicator(s) detailed in the 2015 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Costs
1.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].			
1.2 Improving the instruction program for ELL children by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].	ACTIVITY 1 a) Provide supplemental Learning A-Z 5-site bundle plus Enhanced ELL Reading Solutions educational software for English Learners to increase their reading, writing, listening, and speaking proficiency levels. This will reflect 10 licenses.	ACT. 1 \$3,500	ACT. 1 N/A

	<p>b) 9/1/2016 – 8/31/2017</p> <p>c) Master Plan NCLB Goal 2</p> <p>d) N/A</p> <p>ACTIVITY 2</p> <p>a) Continue to provide supplemental Rosetta Stone educational software and headphones for English Learners to increase their reading, writing, listening, and speaking proficiency levels. This will reflect 50 user licenses.</p> <p>b) 9/1/2017 – 8/31/2018</p> <p>c) Master Plan NCLB Goal 2</p> <p>d) N/A</p> <p>ACTIVITY 3</p> <p>a) Request supplemental curricular materials to support the content area instruction for English Learners based on individual school needs and requests. These materials may include but are not limited to bilingual word-to-word dictionaries for all grade levels, leveled readers for elementary students, and ACCESS English student workbooks at the middle and high school levels. Materials will contribute to increasing the reading, writing, listening, and speaking proficiency levels of English Learners.</p> <p>b) 7/1/2016 – 6/30/2017</p>	<p>ACT. 2 \$6,050</p> <p>ACT. 3 \$1,117</p>	<p>ACT. 2 N/A</p> <p>ACT. 3 N/A</p>
--	---	---	---

	c) Master Plan NCLB Goal 2 d) N/A		
1.3 Providing intensified instruction for ELL children [section 3115(d)(3)(B)].			
1.4 Improving the English proficiency and academic achievement of ELL children [section 3115(d)(5)].			

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2016
---	-------------------------

A. REQUIRED ACTIVITIES [Section 3115(c)] continued

Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. High quality professional development shall apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher or the teacher's supervisor based on an assessment of needs of the teacher, supervisor, the students of the teacher, and any school system employing the teacher [section 3115(c)(2)(D)].

2. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. [section 3115(c)(2)]			
Authorized Activities	Descriptions Please address each item (a-d) in your activity descriptions. a) outcome and brief description of the services b) timelines or target dates c) outcome linked to the NCLB indicator(s) detailed in the 2015 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Costs
2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].	ACTIVITY 1 a) Attend the TESOL 2016 International Convention & English Language Expo PreK-12 Day to increase teachers' knowledge of practices to support English Learners in language and content development. Teachers' survey responses will be used to determine the effectiveness of PreK-12 Day participation. Participants will share the information with their ESOL teacher colleagues and with classroom teachers.	ACT. 1 \$2,261	ACT. 1 N/A

	<p>b) 4/6/2016</p> <p>c) Master Plan NCLB Goal 2</p> <p>d) N/A</p> <p>ACTIVITY 2</p> <p>a) Attend the M.E.L.L.F.I.N. Conference to gather information and resources in support of ELL families living in Maryland. Participants' survey responses will be used to determine the effectiveness of conference participation. Following the conference, participants will share the information with their ESOL teacher colleagues, classroom teachers, Parent Teacher Association representatives, and school administrators.</p> <p>b) May 2016</p> <p>c) Master Plan NCLB Goal 2</p> <p>d) N/A</p> <p>ACTIVITY 3</p> <p>a) Attend the SIOP Training of Trainers I: Foundations at the Marriott Courtyard Hotel in Chevy Chase, Maryland, in order to learn how to provide SIOP Model professional development tailored to the needs of Harford County Public Schools. A copy of the participant's certificate of completion from the Center of</p>	<p>ACT. 2 \$619</p> <p>ACT. 3 \$2,517</p>	<p>ACT. 2 N/A</p> <p>ACT. 3 N/A</p>
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	<p>Applied Linguistics will serve as evidence of training completion. Following the workshop, the participant will serve as a presenter of the course Strategies for Sheltering Instruction for ESOL Students.</p> <p>b) 7/17/2016 – 7/21/2016</p> <p>c) Master Plan NCLB Goal 2</p> <p>d) N/A</p> <p>ACTIVITY 4</p> <p>a) Attend the SIOP Training of Trainers II: Advanced Strategies at the Marriott Courtyard Hotel in Chevy Chase, Maryland, in order to learn effective strategies for providing job-embedded support for teachers implementing the SIOP Model within Harford County Public Schools. A copy of each participant's certificate of completion from the Center of Applied Linguistics will serve as evidence of training completion. Following the workshop, the participants will serve as presenters of the course Strategies for Sheltering Instruction for ESOL Students and will utilize information learned as they assist content teachers with planning lessons throughout the school year.</p> <p>b) 7/24/2016 – 7/28/2016</p>	<p>ACT. 4 \$10,066</p>	<p>ACT. 4 N/A</p>
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	<p>c) Master Plan NCLB Goal 2</p> <p>d) N/A</p>		
<p>2.2 Providing for professional development designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for ELL children [section 3115(c)(2)(B)].</p>	<p>ACTIVITY 1</p> <p>a) Provide classroom teachers three-day professional development workshops on the SIOP Model to increase their knowledge of instructional strategies and techniques for making content accessible to English Learners. Participants will demonstrate mastery of each of the eight components of the SIOP Model through peer/coach observation using the SIOP observation form, sharing of effective plans, and online discussion. Participants will share information with their grade level teams or departments.</p> <p>b) April 2016, August 2016</p> <p>c) Master Plan NCLB Goal 2</p> <p>d) N/A</p>	<p>ACT. 1 \$27,013</p>	<p>ACT. 1 N/A</p>
<p>2.3 Providing for scientifically-based professional development to substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers [section 3115(c)(2)(C)].</p>			

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: Harford County Public Schools	Fiscal Year 2016
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SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

B. ALLOWABLE ACTIVITIES [Section 3115(d)]: An eligible entity receiving funds under section 3114(a) may use the funds to achieve one or more of the allowable activities. *(Please note that the entity must utilize Title III funds to support A. Required Activities prior to allocating funds for B. Allowable Activities.)*

3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)]			
Authorized Activities	Descriptions Please address each item (a-d) in your activity descriptions. a) outcome and brief description of the services b) timelines or target dates c) outcome linked to the NCLB indicator(s) detailed in the 2015 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Costs
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].			
3.2 Providing programs to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].	ACTIVITY 1 a) Provide English language lessons to non-English speaking parents to increase their involvement in their children's educations. Sign-in sheets and parents' feedback will be collected to document participation.	ACT. 1 \$3,299	ACT. 1 N/A

	<ul style="list-style-type: none"> b) Winter and Spring 2017 c) Master Plan NCLB Goal 2 d) N/A 		
4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(3)(4)(7)]			
4.1 Providing tutorials and academic and vocational education for ELL children [section 3115(d)(3)(A)].	<p>ACTIVITY 1</p> <ul style="list-style-type: none"> a) Continue to provide additional tutorial intervention services to English Learners on grade-specific content areas with emphasis on language use to ultimately increase their reading, writing, listening, and speaking proficiency levels. b) 7/1/2016 – 6/30/2017 c) Master Plan NCLB Goal 2 d) N/A 	ACT. 1 \$4,661	ACT. 1 N/A
4.2 Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].			
4.3 Providing for access to, and participation in electronic networks for materials, training and communication [section 3115(d)(7)(B)].			
4.4 Incorporation of educational technology and electronic networks into curricula and programs [section 3115(d)(7)(C)].			
4.5 Developing and implementing elementary or secondary school language instruction educational programs that are			

coordinated with other relevant programs and services [section 3115(d)(4)].			
5. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>No Child Left Behind</i>. (Specify and describe below.) [section 3115(d)(8)]:			
5.1 Carrying out other activities that are consistent with the purposed of this section [section 3115(d)(8)].			

C. ADMINISTRATIVE EXPENSES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year must use the LEA’s approved indirect cost rate for administering this subpart.

6. Administrative Expenses		Public School Costs	Nonpublic Costs
6.1 Each eligible entity receiving funds under section 3114(a) for a fiscal year must use the LEA’s <u>approved</u> indirect cost rate for administering this subpart [section 3115(b)].	1.96% of \$62,325	\$1,222	N/A
TOTAL ELL TITLE III-A (FUNDING) AMOUNT		\$62,325	N/A

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: Harford County Public Schools	Fiscal Year 2016
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SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

A. IMMIGRANT ACTIVITIES [section 3115(e)]: Activities by agencies experiencing substantial increases in immigrant children and youth.

1. An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth. [section 3115(e)(1)]			
Authorized Activities	Descriptions Please address each item (a-d) in your activity descriptions. a) outcome and brief description of the services b) timelines or target dates c) outcome linked to the NCLB indicator(s) detailed in the 2015 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Costs
1.1 Providing for family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children [section 3115(e)(1)(A)].			
1.2 Support personnel including teacher aides who have been specifically trained or are being trained to provide services to immigrant children and youth [section 3115(e)(1)(B)].			

<p>1.3 Providing tutorials mentoring and academic or career counseling for immigrant children and youth [section 3115(e)(1)(C)].</p>			
<p>1.4 Identifying and acquiring curricular materials, educational software, and technologies to be used carried out with these funds [section 3115(e)(1)(D)].</p>	<p>ACTIVITY 1</p> <p>a) Continue to provide supplemental Rosetta Stone educational software and headphones for English Learners to increase their reading, writing, listening, and speaking proficiency levels. This will reflect 40 user licenses for use by immigrant students at the ESOL Newcomer Center and other immigrant students.</p> <p>b) 9/1/2017 – 8/31/2018</p> <p>c) Master Plan NCLB Goal 2</p> <p>d) N/A</p>	<p>ACT. 1 \$4,890</p>	<p>ACT. 1 N/A</p>
<p>1.5 Providing basic instructional services that are directly attributable to the presence in the school district of immigrant children and youth, including the payment of costs of providing additional classroom supplies, cost of transportation or such other costs [section 3115(e)(1)(E)].</p>			
<p>1.6 Providing other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the USA, such as programs of introduction to the educational system and civics</p>			

education [section 3115(e)(1)(F)].			
1.7 Providing activities, coordinated with community based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services [section 3115(e)(1)(G)].			

B. ADMINISTRATIVE EXPENSES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year must use the LEA's approved indirect cost rate for administering this subpart.

2. Administrative Expenses		Public School Costs	Nonpublic Costs
2.1 Each eligible entity receiving funds under section 3114(a) for a fiscal year must use the LEA's <u>approved</u> indirect cost rate for administering this subpart [section 3115(b)].	1.96% of \$4,988	\$98	N/A
TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT		\$4,988	N/A

F. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]:

1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 10 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title III-A services.

Attached

2. Describe the school system's process for providing equitable participation to students in private schools:
 - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title III-A services;
Nonpublic and private school officials were contacted to ascertain the current enrollment of English language learners. These schools have been made aware of the current Title III funding, and the categories of funding services provided. Representatives of the various nonpublic and private schools in Harford County met with HCPS administrative personnel, and are provided an overview of the current grants, including the Title III grant.
 - b) The basis for determining the needs of private school children and teachers;
As nonpublic representatives contact HCPS, a sharing of information relevant to the instruction and assessment of English language learners is provided. Should a request be made for a sharing of diagnostic language assessment, professional development, textual support, etc., those requests are honored.
 - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and
Should a nonpublic school request servicing through the use of Title III funding, such a request would be honored based on the location of the school, the identification of an HCPS ESOL staff member, and the amount of time the ELL would be provided additional instructional support.
 - d) The differences, if any, between the Title III-A services that will be provided to public and private school students and teachers, and the reasons for any differences.
(Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title III-A services the district provides to the public school children.)
The Office of World Languages, upon request, will offer suggestions to nonpublic school officials and teachers as it relates to the instruction of English language learners. Additionally, as professional development sessions are offered throughout the school year to HCPS personnel, nonpublic school staffs will be invited to participate. As comprehensive instructional and assessment materials become available within the school system, the materials will, likewise, be made available to the nonpublic schools in this geographical area for preview and/or use.
- 3 ATTACH WRITTEN AFFIRMATION (e.g., meeting dates, agenda, sign-in sheets, letters/forms, etc.) for the school year 2014 – 2015 signed by officials at each participating nonpublic school and/or their designee that **consultation regarding Title III services has occurred**. DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 10.

**ATTACHMENT 6-A
NONPUBLIC SCHOOL INFORMATION
FOR ESEA PROGRAMS**

Fiscal Year 2016

Local School System: Harford County Public Schools

Enter the complete information for each participating nonpublic school, including mailing address. Use the optional “Comments” area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under “Comments.” NOTE: Complete Attachment 6-A for Title I-A, Title II-A, and Title III services. *Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
			Title I-A		Title II-A	Title III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:		Students Read/Lang Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
The John Carroll School 703 E. Churchville Road Bel Air, MD 21014	Private School				114	700	114	
	Public School							
	Neutral Site							
Oak Grove Classical Christian School 2106 E. Churchville Road Bel Air, MD 21015	Private School				20	95	20	
	Public School							
	Neutral Site							
St. Joan of Arc 230 Law Street Aberdeen, MD 21001	Private School	3	3**	3**	22	182	22	**3 students generated funds for this year, but the number of students serviced may be higher or lower. Title I services will be provided through a third party contractor.
	Public School							
	Neutral Site							
St. Margaret School 205 N. Hickory Avenue Bel Air, MD 21014	Private School				78	607	78	
	Public School							
	Neutral Site							
Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085	Private School	6	6**	6**	28	244	28	**6 students generated funds for this year, but the number of students serviced may be higher or lower. Title I services will be provided through a third party contractor.
	Public School							
	Neutral Site							

Bethel Christian Academy 21 N. Earlton Road Ext Havre de Grace, MD 21078	Private School	2	2**	2**				**2 students generated funds for this year, but the number of students serviced may be higher or lower. Title I services will be provided through a third party contractor.
	Public School							
	Neutral Site							
Villa Maria School of Harford County 1370 Brass Mill Road Belcamp, MD 21017	Private School	2	2**	2**				**2 students generated funds for this year, but the number of students serviced may be higher or lower. Title I services will be provided through a third party contractor.
	Public School							
	Neutral Site							

G. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Title III-A Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Attachment 10*. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-9662> .
2. Provide a detailed budget narrative using the attached “Guidance for Completion of the Budget Narrative for Individual Grants” (pp. 12-16 of this guidance document). For Title III, use the sample narrative on page 16. An [Excel version](http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177) of this budget narrative is available at: <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177> The accompanying budget narrative should (a) detail how the school system will use Title III-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title III-A program and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

H. ATTACHMENTS 4-A & B, 5-A & B, and 6-A & B

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

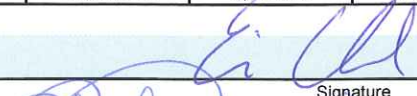

Attachment 6: Consolidation of ESEA Funds for Local Administration

Attachment 7: Affirmation of Consultation (with nonpublic schools) documentation

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

ORIGINAL GRANT BUDGET	\$62,325	AMENDED BUDGET #		REQUEST DATE	10/27/15
GRANT NAME	Title III LEP Portion	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	164301-01	RECIPIENT GRANT #	22876		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	6946	GRANT PERIOD	7/1/2015	TO	9/30/2017

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						1,222.00	1,222.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	23,332.00	11,130.00	1,717.00				36,179.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	3,360.00		3,861.00	15,463.00			22,684.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				2,240.00			2,240.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	26,692.00	11,130.00	5,578.00	17,703.00	0.00	1,222.00	62,325.00

Finance Official Approval	Eric Clark		10/27/2015	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Barbara Canavan		10/27/2015	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Harford County Public Schools - Title III Budget Narrative: LEP

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In-Kind	Total
Activity 1.2						
203-205 - 02	02-Contract Services	Learning A-Z 5-site bundle plus Enhanced ELL Reading Solutions	10 teacher accounts x \$350/account	3,500		3,500
203-205 - 02	02-Contract Services	Rosetta Stone licensing for individual student use	50 licenses x \$109/licenses	5,450		5,450
203-205 - 02	03-Supplies & Materials	Headphones for use with Rosetta Stone	50 headphones x \$12	600		600
203-205 - 02	03-Supplies & Materials	Supplemental instructional materials such as bilingual word-to-word dictionaries		1,117		1,117

Total: \$10,667

Activity 2.1

203-205 - 09	04-Other Charges	TESOL 2016 PreK-12 Day registrations	10 participants x \$205/registration	2,050		2,050
203-205 - 09	04-Other Charges	TESOL 2016 PreK-12 Day mileage	3 drivers x 65 miles round trip x \$0.575	112		112
203-205 - 09	04-Other Charges	TESOL 2016 PreK-12 Day tolls	3 drivers x 2 tolls x \$4/toll	24		24
203-205 - 09	04-Other Charges	TESOL 2016 PreK-12 Day parking	3 drivers x 1 day x \$25/parking spot	75		75
203-205 - 09	04-Other Charges	M.E.L.L.F.I.N. Conference registrations	11 participants x \$40/registration	440		440
203-205 - 09	04-Other Charges	M.E.L.L.F.I.N. Conference mileage	3 drivers x 90 miles round trip x \$0.575	155		155
203-205 - 09	04-Other Charges	M.E.L.L.F.I.N. Conference tolls	3 drivers x 2 tolls x \$4/toll	24		24
203-205 - 09	04-Other Charges	SIOP TOT I registration	1 participant x \$1325/registration	1,325		1,325
203-205 - 09	04-Other Charges	SIOP TOT I hotel	1 participant x 4 nights x \$225/night	900		900

Harford County Public Schools - Title III Budget Narrative: LEP

203-205 - 09	04-Other Charges	SIOP TOT I meals	1 participant x 4 days x \$30/day	120		120
203-205 - 09	04-Other Charges	SIOP TOT I mileage	1 participant x 180 miles round trip x \$0.575	104		104
203-205 - 09	04-Other Charges	SIOP TOT I parking	1 participant x 4 days x \$15/day	60		60
203-205 - 09	04-Other Charges	SIOP TOT I tolls	1 participant x 2 tolls x \$4/toll	8		8
203-205 - 09	04-Other Charges	SIOP TOT II registration	4 participants x \$1325/registration	5,300		5,300
203-205 - 09	04-Other Charges	SIOP TOT II hotel	4 participants x 4 nights x \$225/night	3,600		3,600
203-205 - 09	04-Other Charges	SIOP TOT II meals	4 participants x 4 days x \$30/day	480		480
203-205 - 09	04-Other Charges	SIOP TOT II mileage	4 participants x 180 miles round trip x \$0.575	414		414
203-205 - 09	04-Other Charges	SIOP TOT II parking	4 participants x 4 days x \$15/day	240		240
203-205 - 09	04-Other Charges	SIOP TOT II tolls	4 participants x 2 tolls x \$4/toll	32		32

Total: \$15,463

Activity 2.2

203-205 - 02	01-Salaries & Wages	Payment to classroom teachers for attending 3-day SIOP Model PD	\$120/6 hour day x 25 teachers x 3 days x 2 offerings	18,000		18,000
Fixed Charges	Other Charges	FICA	8.39% of \$18,000	1,510		1,510
203-205 - 09	01-Salaries & Wages	Payment to HCPS SIOP trainers for providing 3-day SIOP Model PD	\$40/hour x 21 hours x 2 trainers x 2 offerings	3,360		3,360
Fixed Charges	Other Charges	FICA	8.39% of \$3,360	282		282
203-205 - 09	03-Supplies & Materials	Making Content Comprehensible for English Learners: The SIOP Model books	54 copies x \$65 + 10% shipping and handling	3,861		3,861

Total: \$27,013

Harford County Public Schools - Title III Budget Narrative: LEP

Activity 3.2

203-205 - 02	01-Salaries & Wages	Staffing for English language lessons for parents	2 teachers x \$21.50/hour x 12 2-hour sessions	1,032		1,032
Fixed Charges	Other Charges	FICA	8.39% of \$1,032	87		87
203-205 - 02	02-Contract Services	Rosetta Stone licensing for individual parent use	20 licenses x \$109	2,180		2,180
Total:						\$3,299

Activity 4.1

203-205 - 02	01-Salaries & Wages	Tutorial intervention services	200 hour-long sessions x \$21.50/hour	4,300		4,300
Fixed Charges	Other Charges	FICA		361		361
Total:						\$4,661

Activity 6.1

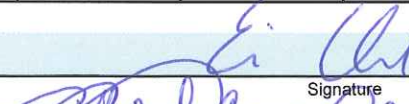
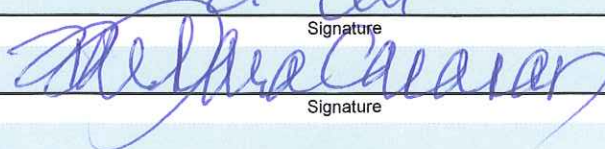
201 - 22	08-Transfers	Administrative Costs	1.96% of \$62,325	1,222		1,222
Total:						\$1,222

Grand Total: \$62,325

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

ORIGINAL GRANT BUDGET	\$9,878	AMENDED BUDGET #		REQUEST DATE	10/09/15
GRANT NAME	Title III Immigrant Portion	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	164301-02	RECIPIENT GRANT #	22876		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	6946	GRANT PERIOD	7/1/2015	9/30/2017	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						98.00	98.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.		4,360.00	530.00				4,890.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	0.00	4,360.00	530.00	0.00	0.00	98.00	4,988.00

Finance Official Approval	Eric Clark		10/9/2015	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Barbara Canavan		10/9/2015	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Harford County Public Schools - Title III Budget Narrative: Immigrant

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total
Activity 1.4						
203-205 - 02	02-Contract Services	Rosetta Stone licenses for immigrant student use	40 licenses x \$109/license	4,360		4,360
203-205 - 02	03-Supplies & Materials	Headphones for immigrant student use with Rosetta Stone	44 headphones x \$12/headphone	530		530
Total:						\$4,890
Activity 2.1						
201 - 22	08-Transfers	Administrative Costs	1.96% of \$4,988	98		98
Total:						\$98
Grand Total:						\$4,988

ATTACHMENT 7

**AFFIRMATION OF CONSULTATION
(WITH NONPUBLIC SCHOOLS) DOCUMENTATION**

FEDERAL EDUCATION PROGRAMS MEETING

February 12, 2015, 10:00 a.m. - 11:30 a.m.

Harford County Public Schools
102 S. Hickory Avenue
2nd Floor, Curriculum Conference Room
Bel Air, MD 21014

AGENDA

10:00 a.m.	Welcome/Introductions	Mary Beth Stapleton
10:15 a.m.	Discussions:	
	Title I, Part A	Thomas Webber
	Title II, Part A	Mary Beth Stapleton
	Title III, Part A	Mary Beth Stapleton
11:00 a.m.	Open Agenda	All Participants
11:30 a.m.	Adjournment	

Non-Public School Meeting

Thursday, February 12, 2015

10:00 – 11:30 a.m.

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

Harford County Public Schools			
Office	Name (please print)	Job Title	Signature
Central	Mary Beth Stapleton	Coordinator of Grants, Business & Community Partnerships	
Central	Kimberly Banks	Supervisor of Foreign Language/ESOL	
Central	Thomas Webber	Title I Assistant Supervisor	<i>Thomas Webber</i>

Non-Public Schools			
School	Name (please print)	Job Title	Signature
Bethel Christian Academy	<i>Weather Flosser</i>	<i>teacher</i>	<i>[Signature]</i>
Great Commission Christian Academy			
Oak Grove Classical Christian School			
Trinity Lutheran	<i>Bridget Kurcoba</i>	<i>School Counselor</i>	<i>Bridget Kurcoba</i>

Affirmation of Consultation

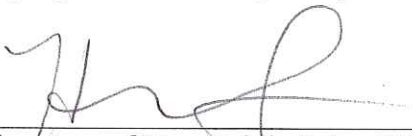
I am an administrator/representative of Bethel Christian Academy School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 12, 2015, the HCPS System and Bethel Christian Academy School engaged in consultation about the following federally funded programs for the 2015-2016 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Bethel Christian Academy School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.



Signature of Non-Public School Representative

2-12-15

Date

(410) 939-4060
Telephone Number

Affirmation of Consultation

I am an administrator/representative of Trinity Lutheran Christian School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on FEBRUARY 12, 2015, the HCPS System and Trinity Lutheran Christian School engaged in consultation about the following federally funded programs for the 2015-2016 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Trinity Lutheran Christian School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Budget K. Kusceda
Signature of Non-Public School Representative

2/12/15
Date

410-679-4000 ext. 180
Telephone Number

FEDERAL EDUCATION PROGRAMS MEETING

March 12, 2015, 10:00 a.m. - 11:30 a.m.

Harford County Public Schools
102 S. Hickory Avenue
2nd Floor, Curriculum Conference Room
Bel Air, MD 21014

AGENDA

10:00 a.m.	Welcome/Introductions	Mary Beth Stapleton
10:15 a.m.	Discussions:	
	Title I, Part A	Thomas Webber
	Title II, Part A	Mary Beth Stapleton
	Title III, Part A	Kimberly Banks
11:00 a.m.	Open Agenda	All Participants
11:30 a.m.	Adjournment	

Non-Public School Meeting

Thursday, March 12, 2015

10:00 – 11:30 a.m.

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

Harford County Public Schools			
Office	Name (please print)	Job Title	Signature
Central	Mary Beth Stapleton	Coordinator of Grants, Business & Community Partnerships	
Central	Kimberly Banks	Supervisor of Foreign Language/ESOL	
Central	Thomas Webber	Title I Assistant Supervisor	<i>Thomas Webber</i>

Non-Public Schools			
School	Name (please print)	Job Title	Signature
Great Commission Christian Academy			
The John Carroll School	<i>Madelyn Ball</i>	<i>Principal</i>	<i>Madelyn Ball</i>
Oak Grove Classical School			
Open Arms Family Learning Center	<i>Noreenda Warlick</i>	<i>Principal</i>	<i>Noreenda Warlick</i>
St. Joan of Arc School			
St. Margaret School	<i>Peggy Messeri</i>	<i>SMS Counselor</i>	<i>Peggy Messeri</i>
Villa Maria School of Harford County	<i>Rick Frank</i>	<i>Principal</i>	<i>Rick Frank</i>

Affirmation of Consultation

I am an administrator/representative of Open Arms Learning Ctr. School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on MARCH 12, 2015, the HCPS System and _____ School engaged in consultation about the following federally funded programs for the 2015-2016 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, _____ School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Meredith Daniels
Signature of Non-Public School Representative

3/12/15
Date

443-807-2451
Telephone Number

Affirmation of Consultation

I am an administrator/representative of VILLA MARIA SCHOOLS School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on MARCH 12, 2015, the HCPS System and VILLA MARIA School engaged in consultation about the following federally funded programs for the 2015-2016 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, VILLA MARIA School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Wise-fah

Signature of Non-Public School Representative

3/12/15

Date

410-297-4100
Telephone Number

Affirmation of Consultation

I am an administrator/representative of The John Carroll School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on MARCH 12, 2015, the HCPS System and The John Carroll School School engaged in consultation about the following federally funded programs for the 2015-2016 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, The John Carroll School School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Madelyn Ball
Signature of Non-Public School Representative

3/12/15
Date

410 879 2480
Telephone Number

Affirmation of Consultation


I am an administrator/representative of Saint Margaret Elementary School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on MARCH 12, 2015, the HCPS System and Saint Margaret School School engaged in consultation about the following federally funded programs for the 2015-2016 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Saint Margaret School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.



Signature of Non-Public School Representative

3/12/15

Date

410-879-1113

Telephone Number

January 16, 2015

Dear Sir/Madam:

The Harford County Public School System will begin the process of developing grant funded activities for Title I, Part A: Improving Basic Programs; Title II, Part A: Preparing Training, and Recruiting High Quality Teachers; and Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement.

In order to offer your school the opportunity to consult with Harford County Public Schools, share information regarding the federal grant proposals, and discuss issues and specific needs of non-public school students and teachers, two meetings will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2016/School Year 2015-2016, please plan to attend **one of the two scheduled meetings** or send a representative from your school.

Date: Thursday, February 12, 2015
Time: 10:00 a.m. – 11:30 a.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Curriculum Conference Room 215 – 2nd Floor

OR

Date: Thursday, March 12, 2015
Time: 10:00 a.m. – 11:30 a.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Curriculum Conference Room 215 – 2nd Floor

Your school is not required to attend the meeting to participate in federal grants. However, in order to include your school in available federal grant funded programs, you must complete the attached *Federal Education Programs Intent to Participate Form* and submit by Monday, February 9, 2015. (Please see Attachment B for detailed instructions).

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

(over)

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

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

1. All participating students must reside in the area of a public Title I funded school.
2. The measure of poverty shall be the number of children ages 5-17 eligible for free and reduced priced lunches under the National School Lunch Act.
3. Student selection is based on multiple criteria for those students who reside in a public school participating attendance area.
4. Strategies must be provided to increase the meaningful involvement of parents of participating children.
5. The state educational agency shall annually review the progress of each local education agency receiving funds to determine whether schools receiving assistance are making adequate progress toward meeting the State's student performance standards.
6. The purchase of goods or services with funds from this grant for sectarian instruction or religious worship is prohibited.
7. All purchases made by Title I funds are the property of Harford County Public Schools.
8. In the 2015-2016 school year, the following elementary schools will be eligible for Title I funding:

Bakerfield Elementary
Edgewood Elementary
Havre de Grace Elementary
Magnolia Elementary

Deerfield Elementary
George D. Lisby Elementary at Hillsdale
Hall's Cross Roads Elementary
William Paca/Old Post Road Elementary

9. Scheduled consultation sessions with Harford County Public School's Title I office are a required component of Title I, Part A.

If your institution would like to pursue inclusion in the Harford County Public Schools 2015-2016 Title I program, please complete and sign the attached information form (Attachment A) and return it to Mrs. Barbara Wieczynski, in the enclosed self-addressed stamped envelope, no later than Monday, February 9, 2015.

The Harford County Public Schools federal grant managers are looking forward to meeting with you. If you have questions, please contact Mrs. Joyce Jablecki in the Grants Office at (410) 588-5263, or Mrs. Barbara Wieczynski in the Title I Office at (410)588-5278. To maintain ongoing communication between the public and nonpublic sectors, please return the enclosed response form on or before Monday, February 9, 2015

Sincerely,

Mary Beth Stapleton

Mary Beth Stapleton
Coordinator of Grants

Thomas Webber

Thomas Webber
Assistant Supervisor of Title I

Enclosures

Attachment A

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

PRIVATE NON-PROFIT SCHOOL INFORMATION FOR TITLE I

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

Name of School: _____

Address of School: _____

Phone Number: _____

Principal/Director: _____

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

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

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

(over)

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

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

3. Needs of Students

Reading: Number _____

Math: Number _____

Both: Number _____

4. Principal/Director:

Signature

Date

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2015-2016 School Year

Please type or print all information.

School: _____

Address: _____

Contact Person: _____

Telephone Number: _____ Fax Number: _____

E-mail Address: _____

Check (✓) the appropriate line.

_____ Either I or a representative will attend the HCPS meeting on Thursday, February 12, 2015.

_____ Either I or a representative will attend the HCPS meeting on Thursday, March 12, 2015.

_____ I am unable to attend neither of the two HCPS meetings on Thursday, February 12, 2015 nor Thursday, March 12, 2015. However, my school plans to participate in federal grants during the 2015-16 school year.

Please place a check next to all programs in which your school would like to participate. *(Non-Public school students and teachers may receive benefits, services, and materials from these programs. Non-Public schools do not receive direct funding from these programs. The HCPS System maintains control of the funds.)*

_____ **Title I, Part A – Improving Basic Programs Operated by LEAs**

Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at-risk of failing to meet high academic standards and who live in participating public school attendance areas.

_____ **Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals**

The teacher and principal training and recruiting funds provide assistance for preparing, training, recruiting and retaining high quality teachers. Non-Public school teachers, principals, and other educational personnel are eligible to participate in professional development activities to the extent that HCPS uses funds to provide for professional development, but at least to the FY 2001 levels for non-public school teachers' professional development.

(over)

_____ **Title III, Part A – *Language Instruction for Limited English Proficient and Immigrant Students***

The Language Instruction for Limited English Proficient (LEP) and Immigrant Students program provides funds for helping LEP students attain English proficiency and meet the same challenging State academic standards required of all students.

_____ Please check here if you are interested in being contacted when HCPS applies for other grants that require involvement of non-public schools.

_____ I decline participation in all federal grant programs during the 2015-2016 school year.

Please return this form to, in the enclosed self-addressed stamped envelope:

Mrs. Barbara Wiczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Monday, February 9th, indicates that your school does not want to participate in the federal grants program for the 2015-2016 School Year.

Private Schools - Federal Non-Public School Meeting 2015-2016

	School Name	Address	City	State	Zip	Note	Date Letter Mailed	Received Return Receipt	Accept	Feb 12	March 12	Accept, but unable to attend mtg	Decline	Title I Part A	Title II Part A	Title III Part A	Contact me when HCPS applies for other grants
Publicly Funded	*Villa Maria at Edgewood Middle School	2311 Willoughby Beach Rd	Edgewood	MD	21040	Not Title I/for Mary Beth	1/15/2015	✓									
Publicly Funded	Arrow Center for Education Fair Meadows	2416 Creswell Rd	Bel Air	MD	21015	Not Title I/for Mary Beth	1/15/2015	✓					✓				
Church-Exempt	Bel Forest Christian Academy	603 Vale Rd	Bel Air	MD	21014		1/15/2015										
Non-Public	BelAir North Child Care and Montessori School	2529 Conowingo Rd	Bel Air	MD	21015		1/15/2015	✓									
Church-Exempt	Bethel Christian Academy	21 North Earlington Rd	Havre de Grace	MD	21078		1/15/2015	✓	✓	✓							
Church-Exempt	Christ Our King Coop Nursery	10 Lexington Rd	Bel Air	MD	21014		1/15/2015	✓									
Church-Exempt	Emmorton Baptist Academy	106 Plumtree Rd	Bel Air	MD	21015		1/15/2015										
Church-Exempt	First Presbyterian Preschool	224 North Main Street	Bel Air	MD	21014		1/15/2015	✓									
Non-Public	Friends School of Harford County	2230 Rock Spring Rd	Forest Hill	MD	21050		1/15/2015	✓									✓
Church-Exempt	Good Shepherd Lutheran Preschool	1515 Emmorton Rd	Bel Air	MD	21014		1/15/2015	✓									
Church-Exempt	Good Shepherd's Children's Center	622 Joppa Farm Rd	Joppa	MD	21085		1/15/2015	✓									
Church-Exempt	Grace Baptist Christian Academy	1501 Stockton Rd	Joppa	MD	21085		1/15/2015	✓									
Church-Exempt	Grace Cooperative Nursery	110 West Bel Air Avenue	Aberdeen	MD	21001		1/15/2015	✓									
Church-Exempt	Great Commission Christian Academy	3 North Earlington Road Ext.	Havre de Grace	MD	21078		1/15/2015	✓	✓	✓					✓	✓	✓
Church-Exempt	Harford Christian School	1736 Whiteford Rd	Darlington	MD	21034		1/15/2015	✓									
Non-Public	Harford Day School	715 Moores Mill Rd	Bel Air	MD	21014		1/15/2015										
Church-Exempt	Harford Jewish Center Pre-School	8 North Earlington Rd	Havre de Grace	MD	21078		1/15/2015	✓									
Church-Exempt	Helping Hands Child Development Academy	3237 Level Rd	Churchville	MD	21028		1/15/2015	✓									
Church-Exempt	Hickory Child Development Center	2430 Conowingo Rd	Bel Air	MD	21014		1/15/2015	✓									
Non-Public	Highlands School	2409 Creswell Rd	Bel Air	MD	21015		1/15/2015	✓									
Non-Public	John Carroll School, Inc., The	703 Churchville Rd	Bel Air	MD	21014	Not Title I/for Mary Beth	1/15/2015	✓									
Non-Public	Monarch Montessori School	6 Asbury Rd	Churchville	MD	21028		1/15/2015	✓									
Church-Exempt	Mountain Christian School	1824 Mountain Rd	Joppa	MD	21085		1/15/2015	✓									
Church-Exempt	New Covenant Christian School	128 St. Mary's Church Rd	Abingdon	MD	21009		1/15/2015										
Non-Public	Oak Grove Classical Christian School	2106 East Churchville Rd	Bel Air	MD	21015		1/15/2015	✓									
Church-Exempt	Open Arms Family Learning Center	1810 Nuttall Avenue	Edgewood	MD	21040		1/15/2015	✓	✓		✓			✓	✓		✓
Church-Exempt	St. Francis de Sales Preschool	1450 Abingdon Rd	Abingdon	MD	21009		1/15/2015	✓									
Church-Exempt	St. Joan of Arc School	230 S. Law Street	Aberdeen	MD	21001		1/15/2015	✓	✓		✓			✓	✓	✓	✓
Church-Exempt	St. Margaret School	205 North Hickory Avenue	Bel Air	MD	21014		1/15/2015	✓									
Church-Exempt	St. Matthew Cooperative Nursery	1200 Churchville Rd	Bel Air	MD	21014		1/15/2015	✓									
Church-Exempt	Tiny Tot School	21 Linwood Avenue	Bel Air	MD	21014		1/15/2015	✓									
Non-Public	Trinity Lutheran Christian School	1100 Philadelphia Rd	Joppa	MD	21085		1/15/2015	✓	✓	✓				✓	✓		✓
Publicly Funded	Villa Maria School of Harford County	1370 Brass Mill Rd	Belcamp	MD	21017		1/15/2015	✓	✓	✓				✓			✓

*Villa Maria at EDMS is not applicable for Title I because they are grades 6-8.

**HARFORD COUNTY PUBLIC SCHOOLS
IS NOT AWARDED TITLE I, PART D FUNDS.**

Attachment 12



**Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk**

Local Education Agency Application

Attachment 13



Fine Arts

Local School System: Harford County Public Schools	Fiscal Year 2016
Fine Arts Coordinator Jeffrey Winfield	
Telephone: (410) 588-5277	Email: Jeffrey.Winfield@hcps.org

The Bridge to Excellence in Public Schools Act requires that the updated Master Plan “shall include goals, objectives, and strategies” for Programs in Fine Arts. Local school systems are expected to provide a cohesive, stand-alone response to the prompts and questions outlined below.

Harford County Public Schools (HCPS) offers all students fine arts instruction in a variety of venues. Students in full day kindergarten through grade 8 receive arts instruction each year of their schooling. Instrumental music and choral programs are available for students in grades 4 through 12. HCPS high school students have the opportunity to select from a wide variety of fine arts courses to meet graduation requirements. Throughout their school years, students have multiple opportunities to display art productions and to perform musical, drama and dance selections for a wide range of audiences.

The *Fine Arts State Curriculum and Essential Learner Outcomes* documents serve as the guidelines and blueprints for all curriculum development in music, art, drama, and dance. As stated in the document, “...the primary purpose of the fine arts curriculum is to establish a foundation for a life-long relationship with the arts for every student,” and HCPS has supported this concept in the past and will continue to do so in the future. High quality fine arts instruction is an essential part of students’ educational experience in HCPS.

1. Describe the progress that was made in 2014-2015 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the System’s Bridge to Excellence (BTE) Master Plan.

During the 2014-2015 School Year (SY), HCPS addressed the majority of the goals pertaining to fine arts outlined in the Bridge to Excellence Master Plan. Progress for each of FY 15 objectives is listed below:

- a. **Art** – The HCPS art program continues to move forward, placing an emphasis on teacher training for Advanced Placement (AP) Art History and Art Studio courses as well as providing appropriate equipment and materials in the classroom. The 2014-2015 Fine Arts grant helped to fund class sets of Scholastic Art magazine to be placed in each of the ten high schools as well as the alternative school housed at the Center for Educational Opportunity.
- b. **Music** – The HCPS music program continues to provide students with an exceptional package of opportunities which include All County Band, Orchestra, Chorus and Solo and Ensemble at both middle and high school levels. All County Jazz Band and Choir continue to give high school students a different type of musical experience working with experts in the field. This year’s grant mainly focused on supplying schools with teacher resource materials.
- c. **Dance** – Three high schools now offer dance programs. Aberdeen High School, Edgewood High School and C. Milton Wright High School were able to purchase costumes to enhance their programs.

Local School System: Harford County Public Schools	Fiscal Year 2016
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- d. **Drama** – The drama program held an acting workshop to improve the skills of students and give them an authentic drama experience. Schools also received money to purchase needed supplies and materials to enhance instruction.

2. **Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.**

- a. **Art** – The HCPS Master Plan has provided guidance for the art program and is a blueprint for measuring the successes that were achieved in SY 2014-2015. This is an ongoing organized process which outlines specific program related materials to be purchased for identified schools so that all students are provided with a quality program of art studies. Local funding was cut again for this school year, but even with local budget cuts, funding for the arts has not been effected differently from any of the other subjects. Fine Arts grant funding continues to make a positive impact on the county-wide art program. AP course offerings in Art History and Art Studio continue to be available in every high school.
- b. **Music** – The HCPS Master Plan has provided guidance for the music program and is a blueprint for measuring the successes that were achieved in SY 2014-2015. The county-wide activities associated with the music program remain supported in the school system through the operating budget, but because of local budget cuts, the FAI grant helped to support the purchase of needed instructional resources for teachers. Even with these recent budget cuts, the performance program continues to grow. The Superintendent’s Senior Staff and Board of Education (BOE) members are kept aware of music department activities through invitations to events and awards received by students, staff and the department as a whole. The Fine Arts grant continues to support the purchase of reference materials which have been well received by teachers. Teachers are beginning to utilize materials to develop units that go beyond performance.
- c. **Dance** – The HCPS Master Plan has provided guidance for the dance program and a blueprint for measuring successes that were achieved in SY 2014-2015. The maintenance of Fine Arts Initiative (FAI) funding has helped the program acquire needed materials and focus on areas that can improve the level of the students’ experience. Funding from the FAI grant has been allocated for the three high schools in the system having a program.
- d. **Drama** – The HCPS Master Plan has provided guidance for the drama program and a blueprint for measuring successes that were achieved in SY 2014-2015. The maintenance of FAI funding has helped the program acquire needed materials and focus on areas that can improve the level of the students’ experience. The drama program held an actor’s workshop and was able to give supply and material money to schools to assist with program needs through the FAI grant.

3. Describe which goals, objectives, and strategies included in the BTE Master Plan were not attained and where challenges in making progress toward meeting Programs in Fine Arts goals and objectives are evident.
- a. **Art** – The HCPS art program was very productive during SY 2014-2015, meeting all of the identified goals and objectives. The continued challenge relative to the art program is the fact that the supervisor in charge of the art program is also responsible for several curricular areas. It is necessary for her to split her time attending to numerous and extensive duties. Regardless of this obstacle, the art program has continued to move forward making remarkable progress with a heightened awareness of goals and standards. The continued cuts in the FAI grant are causing a slowdown of progress. No new sources of funds are available.
 - b. **Music** – The music program was very productive during SY 2014-2015. All of the goals were met as outlined in the Master Plan. Work has continued on curriculum development, particularly in Music Technology. The continued cuts in the FAI grant are causing a slowdown of progress. No new sources of funds are available.
 - c. **Dance** – Dance program goals for SY 2014-2015 have been completed. The main challenge continued to be that dance was under the direction of the Supervisor of Career Programs and Art. With the demands placed on the supervisor, little time existed to focus on the needs of the dance program. The continued cuts in the FAI grant are causing a slowdown of progress. No new sources of funds are available and those we rely on are becoming almost non-existent.
 - d. **Drama** – Drama program goals for SY 2014-2015 have been completed. The main challenge continued to be that drama was under the direction of the Supervisor for English/Language Arts. With the demands placed on the supervisor, little time existed to focus on the needs of the drama program. The continued cuts in the FAI grant are causing a slowdown of progress. No new sources of funds are available.
4. Describe the goals, objectives, and strategies that will be implemented during 2015-2016 and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.

The Fine Arts goals, objectives and strategies outlined for the 2015–2016 SY are aligned with the transition to the College and Career Ready Standards, Common Core Standards and implementing Charlotte Danielson’s *Framework for Teaching* for teacher evaluation.

The HCPS Board of Education has developed a strategic plan to guide the work of the system. The following BOE goals and supporting objectives support implementation of HCPS Fine Arts strategies.

Local School System: Harford County Public Schools	Fiscal Year 2016
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<p>Board of Education Strategic Plan Goals:</p> <p>Goal 1: To prepare every student for success in postsecondary education and a career.</p> <p>Goal 2: To encourage and monitor engagement between the school system and the community to support student achievement.</p> <p>Goal 3: To hire and support skilled staff who are committed to increasing student achievement.</p>
<p>Supporting Objectives:</p> <ul style="list-style-type: none"> • Provide the necessary support for low-performing students of diverse backgrounds. • Increase engagement opportunities which allow Harford County families to become active partners in the learning and development of their children. • Provide all staff with professional development, resources and services.
<p>Strategy 1: Fine Arts- During the 2015-16 SY, all four fine arts will be organized under one Supervisor of Fine Arts position to coordinate activities and provide cohesive leadership for the department.</p>
<p>Strategy 2: Music - During the 2015-2016 SY, the music program will continue to support teachers in the classroom through the purchase of needed resource materials and student instruments at all levels.</p>
<p>Strategy 3: Music - The music program will continue the highly successful All County and Assessment programs that have been part of the HCPS educational system since 1960.</p>
<p>Strategy 4: Art - During the 2015-2016 SY, funding for the art program will continue to be used to support teachers in the classroom through the purchasing of Scholastic Art sets for 12 HCPS schools as well as equipment and materials to support art classroom activities.</p>
<p>Strategy 5: Dance- During the 2015-2016 SY, funding for the dance program will continue to be used to support teachers in the classroom through the purchasing of dance costumes to support all students in the dance programs.</p>
<p>Strategy 6: Drama - During the 2015-2016 SY, FAI funds will be allocated to enroll students in NETF programs and supplement in-kind funding for the purchase of scripts and other supplies related to drama performance.</p>

BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Fine Arts Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at www.marylandpublicschools.org.
2. Provide a detailed budget narrative using the “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp. 10-12 of this guidance document). The accompanying budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Fine Arts program. **All expenditures must be directly linked to the goals, objectives, and strategies identified in Attachment 13 of the BTE Master Plan.**

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

ORIGINAL GRANT BUDGET	\$25,432	AMENDED BUDGET #		REQUEST DATE	10/06/15
GRANT NAME	Fine Arts	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	24066		
REVENUE SOURCE	State	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2015	6/30/2016	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support						628.00	628.00
202 Mid-Level Administration							0.00
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							0.00
Prog. 01 Regular Prog.							
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.		3,230.00	21,574.00				24,804.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							0.00
Prog. 04 Public Sch Instr. Prog.							
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							0.00
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Community Services							0.00
215 Capital Outlay							0.00
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	0.00	3,230.00	21,574.00	0.00	0.00	628.00	25,432.00

Finance Official Approval	Eric Clark		10/6/2015	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Barbara Canavan		10/6/2015	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2016
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HCPS FINE ARTS INITIATIVE GRANT BUDGET NARRATIVE

ART

Category/Object	Line Item	Calculation	Cost	Total
		SUPPLIES AND MATERIALS		
Special Programs	Supplies and Materials	<ul style="list-style-type: none"> • 12 sets of <i>Scholastic Art</i> \$300 ea. for schools. $300 \times 12 = \mathbf{\\$3,600}$ • Digital SLR camera for HGHS: 1 @ \$665 • Optical zoom digital camera for Alt Ed: 1 @ \$380 • Artograph lightracer for EDMS: 3 @ \$50 = \$150 	3,600 665 380 150	4,795
		Total Supplies and Materials	4,795	4,795
		TOTAL ART BUDGET	\$4,795	\$4,795

DANCE

Category/Object	Line Item	Calculation	Cost	Total
		SUPPLIES AND MATERIALS		
Special Programs	Supplies and Materials	<ul style="list-style-type: none"> • Costumes for ABHS: 50 @ \$26/each = \$1,300 • Costumes for CMWHS: 30 @ \$30/each = \$900 • Costumes for EDHS: 50 @ \$26/each = \$1,300 	1,300 900 1,300	3,500
		Total Supplies and Materials	3,500	3,500
		TOTAL DANCE BUDGET	\$3,500	\$3,500

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2016
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MUSIC

Category/Object	Line Item	Calculation	Cost	Total
		SUPPLIES AND MATERIALS		
Special Programs	Supplies and Materials	<ul style="list-style-type: none"> • Purchase reference materials for all schools to include new <i>Teaching Music through Performance</i> books and CDs as well as other texts. 53 schools x \$120 = \$6,360 • Samuel Shen hybrid cello w/outfit @ \$1,400 • Samuel Shen flamed hybrid bass w/outfit @ \$3,700 • Marching snare drum @ \$819 	6,360 1,400 3,700 819	12,279
		Total Supplies and Materials	12,279	12,279
		TOTAL MUSIC BUDGET	\$12,279	\$12,279

DRAMA

Category/Object	Line Item	Calculation	Cost	Total
		CONTRACTED SERVICES		
Special Programs	Contracted Services	<ul style="list-style-type: none"> • \$323 each for ten high schools to offset costs of North East Theatre Festival = \$3,230 	3,230	3,230
		Total Contracted Services	3,230	3,230
		SUPPLIES AND MATERIALS		
Special Programs	Supplies and Materials	<ul style="list-style-type: none"> • Purchase of scripts and supplies for drama productions and other instructional materials. 10 high schools x \$100 = \$1,000 	1,000	1,000
		Total Supplies and Materials	1,000	1,000
		TOTAL DRAMA BUDGET	\$4,230	\$4,230

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2016
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SUMMARY

Category/Object	Line Item	Calculation	Cost	Total
		CONTRACTED SERVICES		
Special Programs	Contracted Services	Drama: \$323 each for ten high schools to offset costs of North East Theatre Festival = \$3,230	3,230	3,230
		Total Contracted Services	\$3,230	\$3,230
		SUPPLIES AND MATERIALS		
Special Programs	Supplies and Materials	Materials of Instruction: Art - \$4,795 Dance - \$3,500 Music – \$12,279 Drama - \$1,000	4,795 3,500 12,279 1,000	21,574
		Total Supplies and Materials	\$21,574	\$21,574
		Total Grant Expenditures	\$24,804	\$24,804
		TRANSFERS		
Business Support	Indirect Costs	Administrative costs figured at 2.53% total grant funds. \$24,804 x .0253	628	687
		Total Transfers	\$628	\$628
TOTAL HCPS FINE ARTS INITIATIVE GRANT BUDGET			\$25,432	\$25,432

Additional Federal and State Reporting Requirements



Victims of Violent Criminal Offenses (VVCOs) in Schools - SY 2014-15

Local School System: Harford County Public Schools

Local Point of Contact: Buzz Williams

Telephone: 410-588-5336_ E-mail: buzz.williams@hcps.org

Violent Criminal Offenses	VVCOs (Note 1)	VVCOs Requesting Transfers (Note 2)	VVCOs Transferred Prior to Final Case Disposition (Note 3)	Total # of VVCOs Transferred to Other Schools (Note 4)
Abduction & attempted abduction				
Arson & attempted arson in the first degree				
Kidnapping & attempted kidnapping				
Manslaughter & attempted manslaughter, except involuntary manslaughter				
Mayhem & attempted mayhem				
Murder & attempted murder				
Rape & attempted rape				
Robbery & attempted robbery				
Carjacking & attempted carjacking				
Armed carjacking & attempted armed carjacking				
Sexual offense & attempted sexual offense in the first degree				
Sexual offense & attempted sexual offense in the second degree				
Use of a handgun in the commission or attempted commission of a felony or other crime of violence				
Assault in the first degree				
Assault with intent to murder				
Assault with intent to rape				
Assault with intent to rob				
Assault with intent to commit a sexual offense in the first degree				
Assault with intent to commit a sexual offense in the second degree				
TOTAL	Zero	Zero	Zero	Zero

NOTE: Please read the attached guidance before completing the VVCOs in Schools Report.

**TRANSFER OF EDUCATIONAL RECORDS
CHILDREN IN STATE-SUPERVISED CARE
CERTIFICATION STATEMENT
2015 MASTER PLAN UPDATE**

Local School System: Harford County Public Schools

Point of Contact: Stephen C. Lentowski

Address: 102 S. Hickory Avenue

Bel Air, MD 21014

Telephone: (410) 588-5334 **FAX:** (410) 638-4313

Email: steve.lentowski@hcps.org

I certify that the local school system is implementing the requirements for the transfer of educational records for children in State-supervised care in compliance with §8-501 - 8-506 of the Education Article, Annotated Code of Maryland, and Code of Maryland Regulations (COMAR) 13A.08.07.


Signature - Local Superintendent of Schools/Chief Executive Officer 9/10/15
Date

Please complete certification statement and submit as part of your 2015 Master Plan Annual update. If you have questions, please contact:

John McGinnis
Pupil Personnel Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

Phone: (410) 767-0295 Fax: (410) 333-8148 Email: jmcginnis@msde.state.md.us

**REVIEW AND UPDATING STUDENT RECORDS
VERIFICATION STATEMENT
2015 Master Plan Update**

Local School System: Harford County Public Schools

Point of Contact: Stephen C. Lentowski

Address: 102 S. Hickory Avenue

Bel Air, MD 21014

Telephone: (410) 588-5334 **FAX:** (410) 638-4313

Email: steve.lentowski@hcps.org

I certify that the local school system is implementing the requirements for the Student Records regulation outlined in COMAR 13A.08.02.07 Review and Updating:

Are being implemented by evidence of local school and school system procedures that addresses the ongoing maintenance and accuracy of student records. These procedures include, but are not limited to:

- Professional Development
- Ongoing review of student records
- Policies and Procedures addressing the maintenance of student records

Are not being implemented. (Please attach an explanation.)


Signature - Local Superintendent of Schools/Chief Executive Officer

9/19/15
Date

Please complete certification statement and submit as part of your **2015 Master Plan Annual** update. If you have questions, please contact:

John McGinnis
Pupil Personnel and School Social Worker Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

Phone: (410) 767-0295

Fax: (410) 333-8148 Email: john.mcginis@maryland.gov