

Master Plan - A State Requirement

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

Fundamental changes in funding for education at the federal and state levels have resulted in new requirements for HCPS. Fortunately, changes in educational standards mandated by the federal and state governments align well with the Board Goals. Harford County Public Schools has been proactive in developing the FY 2015 Operating Budget in conjunction with the Master Plan. The development of the Master Plan concurrently with the Operating Budget demonstrates the critical link between the budget and the Master Plan. The budget represents the operational plan, stated in financial terms, for carrying out the goals of the school system.

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

The Maryland State Department of Education approved the Harford County Public Schools 2013 Master Plan Update in December of 2013.

Development and Implementation of the 2013 Master Plan

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

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

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

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

No Child Left Behind

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

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

1. By 2014-2015, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
2. All limited English proficient students will become proficient in English and reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

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

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

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

In August 2010, Maryland was awarded one of the Race to the Top education grants. The grant is worth \$250 million over four years and will be used to implement Maryland's Third Wave of Reform, moving the State from national leader to World Class. Local RTTT Scopes of Work have been developed by Maryland school systems and are closely aligned with the overall State plan to guide the implementation of educational reforms. In 2013, local Scopes of Work were integrated and reviewed as part of the BTE Master Plan.

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

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

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

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programs are fully integrated, and to ensure fiscal accountability and responsibility. Ultimately, each local Master Plan must be reviewed by the State Board of Education and approved by the State Superintendent of Schools.

For 2013, the review of the local Scope of Work, which must align with Maryland's RTTT application, will focus on the approval of the narrative, action plan and budget for Year 4. Each local Master Plan and integrated Scope of Work will be unique based on the needs of the local school system.

Foundation of Budget Development

Board Goals – The Master Plan Foundation

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

Vision

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

Mission

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

Harford County Board of Education Goals

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

Executive Summary

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

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

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

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

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

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

- **Goal 1:** To prepare every student for success in postsecondary education and a career.
- **Goal 2:** To encourage and monitor engagement between the school system and the community to support student achievement.
- **Goal 3:** To hire and support skilled staff who are committed to increasing student achievement.
- **Goal 4:** To provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning.

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

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

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

Budget Narrative

Harford County Public Schools is a fiscally dependent school system with an actual enrollment of 37,868 students in Fiscal Year (FY) 2013. HCPS is the 147th largest school system of the 13,629 regular school districts in the country when ranked by enrollment. This places HCPS in the top one percent of school districts by size. HCPS is ranked 8th of the 24 school districts in the State of Maryland. The student body will be served by a projected 5,258.0 FTE faculty and staff positions for FY 2014.

Harford County has 54 public schools along with 47 non-public schools located within the county. Citizens in the County have a choice of public or private schools. Approximately 38,000 students attend HCPS, while the number of students attending private schools is unknown. The 2012 population of Harford County was 244,700 and is projected to increase to 252,477 by 2015. According to the Bureau of Census, the school age population in 2010 was 52,171, of which 38,367 or 74% attended public schools. School enrollment was 35,963 in 1994 and reached a peak in 2006 of 40,294 and has declined slightly to 38,868 in 2013.

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

Since FY 2010, Harford County Public Schools operating costs have increased \$55.8 million. In the same time period, revenue has decreased \$9.1 million for a net budgetary shortfall of 64.9 million. The primary increase in expenditures represented costs deemed necessary to provide mandated services, meet contractual obligations, and to maintain the integrity of instructional programs. HCPS employees have not received a salary increase in 4 of the past 5 fiscal years. With decreasing revenue, the Unrestricted Fund budget required innovative thinking in order to

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cover the additional costs. In response to this challenge, all areas of the budget were examined with an emphasis on preserving critical programs related to student achievement, creating greater efficiencies in all operating areas, and making difficult decisions on cost reductions that would least impact students.

The FY 2014 budget includes the following increased costs: \$1.3 million in teacher pension cost, other cost of doing business expenses of \$2.1 million and health/dental insurance increase of \$3.8 million. Combined with a decrease in revenue of \$5.4 million, HCPS was faced with a budgetary shortfall of \$12.6 million. The budgetary shortfall was absorbed via employee turnover savings of \$2.9 million of position reductions through attrition, \$7.3 million of operating cost reductions and the elimination of non-recurring costs of \$2.4 million. Wages were not increased for the FY 2014 budget for employees and have not been increased for employees in four (4) of the last five (5) fiscal years. The FY 2014 budget included 116.6 position reductions to balance the budget. Student Athletic and Activity fees were also approved as a new revenue source projected to generate .5 million and provide the funding equivalent of 12.5 positions in the budget.

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

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

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

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

Maryland State Assessment – Reading

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

Maryland State Assessment – Mathematics

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

Maryland State Assessment – Science

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

Alternative Maryland School Assessment

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

Rates for students achieving advanced or proficient on the Alt-MSA reading measure exceeded 84.4% at the elementary and middle school levels. This is a decrease of 6.5% from 2012. At the high school level, the county proficiency rate was nearly 83%, down from 94.7% in 2012.

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

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

High School Assessment – English

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

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

High School Assessment – Algebra

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

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

High School Assessment – Biology

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

High School Assessment Graduation Requirements

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

Attendance

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

Graduation Rate

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

Challenges

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

Harford County's biggest challenge for mathematics and reading performance is student participation in special education services. Six elementary schools failed to achieve the 2013 AMO in this subgroup for reading

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performance. One middle school failed to achieve the 2013 AMO for their students with disabilities. However, an achievement gap exists between this subgroup and all students. In reading at the middle school level, 55% of students with disabilities achieved proficiency compared to 88% at the aggregate level. At the high school level, 32% of students with disabilities who were first time test takers in the tenth grade achieved proficiency compared to 83% at the aggregate level.

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

Another challenge in HCPS is performance of ELL students. Although all elementary schools met the AMO for this subgroup, two middle schools did not. Although this population is relatively small in HCPS, the achievement gap is the greatest in reading at the middle school level (49% compared to the aggregate at 88%). In 2013, HCPS had 51 test takers at the middle school and only 25% were proficient. In mathematics, ELL population performed well at the elementary level with a proficiency rate of 79%. However, proficiency rates at the middle and high school levels were 55% and 39%, respectively.

Annual Measurable Objectives

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

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

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LEA Level AMO Analysis for Reading and Mathematics

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

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

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

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

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

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

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

Special Education

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

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

2012-2013 Race to the Top Summaries and Accomplishments

Section A: State Success Factors

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

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

Projects and tasks accomplished during Year 3 of RTTT:

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

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- Worked with the Association of Public School Administrators and Supervisors of Harford County to determine the principal evaluation model.
- Organized and facilitated RTTT Work Group meetings including all stakeholders identified in the Communication Chart.

Section B: Standards and Assessments

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

HCPS content supervisors and master teachers are working with MSDE on the Gap Analysis alignment between the State Curriculum and CCSS. This curriculum development was adopted by the State Board of Education (BOE) in June 2011, and it is essential for HCPS administrators and supervisors to ensure all teachers fully embrace the CCSS.

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

Projects and tasks accomplished during Year 3 of RTTT:

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

Section C: Data Systems to Improve Instruction

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

Projects and tasks accomplished during Year 3 of RTTT:

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

Master Plan – A State Requirement

Section D: Great Teachers and Leaders

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

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

Projects and tasks accomplished during Year 3 of RTTT:

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

Section E: Turning Around Lowest Performing Schools

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

Projects and tasks accomplished during Year 2 of RTTT:

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