

Bridge to Excellence

Harford County Public Schools Master Plan

2012 Annual Update



Robert M. Tomback, Ph.D.
Superintendent of Schools
102 S. Hickory Avenue
Bel Air, Maryland 21014
October 15, 2012

Dear School Community,

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

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

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

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

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

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

Robert M. Tomback, Ph.D.
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.*

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2012-2013**

Vacancy, Appointed Member-at-Large, *President*

Francis F. Grambo, III, *Interim Vice President*

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Panashe Mutombo, *Student Representative*

Robert M. Tomback, Ph.D.

SUPERINTENDENT OF SCHOOLS

102 S. Hickory Ave.

Bel Air, Maryland 21014

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

Strategies to Manage the Master Plan

Development and Implementation of the Master Plan

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

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

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

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

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

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

Acknowledgements

Tamela Abbate

Assistant Supervisor of English, Reading, and Related Language Arts K-12

Darlene Amos

Executive Assistant, Office of Curriculum and Instruction

Kimberly Banks

Supervisor of Foreign Language and ESOL

James Boord, III

Supervisor of Music

Cornell Brown, Jr.

Assistant Superintendent for Operations

Jonathan Brown, Ed. D.

Director of Community Engagement and Cultural Proficiency

Susan Brown, Ed. D.

Coordinator of Intervention

Barbara Canavan

Executive Director of Middle Schools

Eric Clark

Grants Accountant

Howard Eakes

Assistant Supervisor of Science

Mary Edmunds

Budget Specialist

Edward Fields

Director of Budget

Susan Garrett

Supervisor of Career Programs and Art

Keri Guilbault, Ed. D.

Coordinator of Accelerated Learning

Joyce Jablecki

Administrative Assistant, Office of Curriculum and Instructional Grants

James Jewell

Assistant Superintendent for Business Services

Sharon Kachur

Assistant Supervisor of Mathematics

Teri Kranefeld

Manager of Communications

Howard Kutcher, Ed. D.

Senior Manager of Human Resources

William A. Lawrence

Associate Superintendent for Curriculum, Instruction, and Assessment

Stephen C. Lentowski

Director of Student Services

Joseph P. Licata

Chief of Administration

Acknowledgements

Jean Mantegna

Assistant Superintendent for Human Resources

Andrew Moore, II

Director of Information and Technology

Sarah Morris

Supervisor of Mathematics

Angela Morton

Executive Director of Elementary Education

Alicia Palmer

Coordinator of Grants and Medicaid

Bradley Palmer

Supervisor of Title I

Jeannine Ravenscraft

Budget Analyst

Karen Redding

Administrative Assistant, Office of Intervention

Theresa Reilly

Coordinator of Teacher Induction

Andrew Renzulli

Supervisor of Science

Charlotte Ryan

Administrative Assistant, Executive Director of
Community Engagement and Cultural Proficiency

Sara Saacks

Assistant Supervisor of Accountability

Kristine Scarry

Supervisor of English, Reading, and Related
Language Arts K-12

Joseph Schmitz

Executive Director of Secondary Education

Leeann Schubert

Coordinator of School Improvement

Ginny Smith

Coordinator, Early Childhood

Phillip Snyder

Supervisor of Accountability

Anne-Marie Spakowski

Director of Special Education

Patrick Spicer, Esq.

General Counsel

Mary Beth Stapleton

Coordinator of Grants

Gary Stone

HRIS Team Leader

Jacqueline Tarbert

Coordinator of Leadership and Professional
Development

George Toepfer

Supervisor of Social Studies

Thomas Webber

Assistant Supervisor, Office of Compensatory
Education/Title I

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

Essential Vocabulary

AP	Advanced Placement
AGB	Alternative Governance Board
AYP	Adequate Yearly Progress – The amount of annual progress on academic assessments and other indicators, defined by the state, which will ensure all students are “proficient” by the year 2014
BOE	Board of Education
BRAC	Base Realignment and Closing
BTE	Bridge to Excellence
CFIP	Classroom-focused Improvement Process
CIP	Capital Improvement Program
CLG	Core Learning Goals – The high school content standards that form the knowledge base for the Maryland High School Assessments
COMAR	Code of Maryland Regulations
Common Core Standards	State Board-adopted standards that detail what students should know in the academic areas kindergarten through grade twelve
CPD	Continuing Professional Development
CSSRP	Comprehensive Secondary School Reform Program
CTE	Career and Technology Education
ELL	English Language Learners
EEA	Educator Effectiveness Academy
ESEA	Elementary and Secondary Education Act – Federal legislation, also known as No Child Left Behind (NCLB), which requires an emphasis on and funding for the objectives and action plans of 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 classrooms

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

Essential Vocabulary

FARMS	Free and Reduced Meals
Formative Assessments	Classroom assessment that assists teachers in planning the next steps for instruction of individual students
GCC	General Curriculum Committee
HBCU	Historically Black Colleges and Universities
HCEA	Harford County Education Association
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, Assistant Principal(s), Instructional Facilitator, and Teacher Mentor
Instructional Technology	Software that supports the instructional program

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

Essential Vocabulary

LEA	Local Educational Agency – the Harford County Public School System
LRE	Least Restrictive Environment
LTDB	Longitudinal Test Database
MMSR	Maryland Model of School Readiness
MSA	Maryland School Assessment
MSAP	Maryland Student Assistance Program
MSDE	Maryland State Department of Education
MTLSS	Maryland Technology Literacy Standards for Students
NCLB	No Child Left Behind – Elementary and Secondary Education Act of 2002
PARCC	Partnership for College and Career Readiness
PBIS	Positive Behavior Interventions and Supports
PD	Professional Development
PDS	Professional Development School
Performance Levels	Categories of student performance on state academic tests: Basic, Proficient, and Advanced levels
PLC	Professional Learning Community
PM	Performance Matters
PS	Performance Series – Web-based assessment in reading and/or mathematics to determine student performance levels (scaled scores) and student performance growth over time
RFP	Request for Proposal
RTTT	Race to the Top
SC	State Curriculum
SIS	Student Information System
SMI	Scholastic Mathematics Inventory
SRI	Scholastic Reading Inventory

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Integration of Race to the Top with Maryland's Bridge to Excellence Master Plan

Authorization

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

Introduction

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

Background

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

In August 2010, Maryland was awarded one of the Race to the Top (RTTT) education grants. The grant provided an additional \$250 million in funds over four years and will be used to implement Maryland's Third Wave of Reform, moving the State from national leader to World Class. Local RTTT Scopes of Work have been developed by Maryland school systems and are closely aligned with the overall State plan to guide the implementation of educational reforms. In 2012, local Scopes of Work were integrated and reviewed as part of the BTE Master Plan.

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

2012 Master Plan Annual Update

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

Master Plan Annual Update Part I

Due: October 15, 2012

Local School System Submitting this Report:

Harford County Public Schools

Address:

102 South Hickory Avenue
Bel Air, MD 21014

Local Point of Contact:

Susan P. Brown, Ed. D.

Telephone:

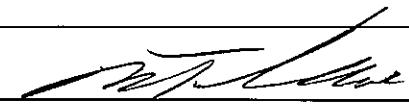
410.809.6072

E-mail:

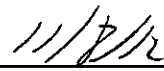
Susan.Brown@hcps.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2012 Annual Update to our Bridge to Excellence Master Plan is correct and complete and adheres to the requirements of the Bridge to Excellence and Race to the Top programs. We further certify that this Annual Update has been developed in consultation with members of the local 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.


***Only participating LEAs need to complete the Race to the Top Scopes of Work documents that will now be a part of the Master Plan.**



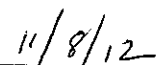
**Signature of Local Superintendent of Schools
or Chief Executive Officer**



Date



Signature of Local Point of Contact



Date

Local Planning Team Members

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

Name	Affiliation/Title
Kimberly Banks	Supervisor of World Languages and ESOL
James Boord, III	Supervisor of Music
Jonathan D. Brown, Ed. D.	Executive Director of Community Engagement and Cultural Proficiency
Susan Brown, Ed. D	Coordinator of Intervention
Eric Clark	Grants Accountant
Mary Edmunds	Budget Specialist
Edward Fields	Director of Budget
Susan Garrett	Supervisor of Career Programs and Art
Keri Guilbault, Ed. D.	Coordinator of Accelerated Learning
Howard Kutcher, Ed. D.	Senior Manager – Human Resources
William Lawrence	Associate Superintendent of Curriculum, Instruction and Assessment
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Sarah Morris	Supervisor of Mathematics
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Bradley Palmer	Supervisor of Title I
Jeannine Ravenscraft	Budget Analyst
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Name	Affiliation/Title
Kristine Scarry	Supervisor of English, Reading, and Related Language Arts K-12
Joseph Schmitz	Executive Director of Secondary Education
Leeann Schubert	Coordinator of School Improvement
Ginny Smith	Coordinator of Early Childhood
Phillip Snyder	Supervisor of Accountability
Anne-Marie Spakowski	Director of Special Education
Mary Beth Stapleton	Coordinator of Grants
George Toepfer	Supervisor of Social Studies
Robert Tomback, Ph.D.	Superintendent of Harford County Public Schools

Section A: Executive Summary and State Success Factors

I.A

Introduction

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

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

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

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

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

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

- **Goal 1:** To prepare every student for success in postsecondary education and a career.
- **Goal 2:** To encourage and monitor engagement between the school system and the community to support student achievement.
- **Goal 3:** To hire and support skilled staff who are committed to increasing student achievement.

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

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

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

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

Budget Narrative

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

Harford County has 54 public schools along with 47 non-public schools² located within the county. Citizens in the County have a choice of public or private schools. Approximately 39,000 students attend HCPS, while the number of students attending private schools is unknown. The 2010 population of Harford County was 246,433 and is projected to increase to 252,477 by

¹ U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2008–09, Version 1a, and "Local Education Agency Universe Survey," 2008–09, Version 1a.

² Maryland State Department of Education Fact Book for the Fiscal Year 2010-2011.

2015³. According to the Bureau of Census, the school age population in 2000 was 45,189, of which 39,540 or 87.5% attended public schools. School enrollment was 35,963 in 1994 and reached a peak in 2006 of 40,294 and has declined slightly to 38,437.

The Harford County Board of Education adopted FY 2013 Budget for Harford County Public Schools addresses the essential components of federal legislation known as *No Child Left Behind* (NCLB), state legislation known as the *Bridge to Excellence Act* (BTE), and continues to address the school systems Strategic Plan and Master Plan. Meeting the educational needs of a growing and diverse community so that no child is left behind requires vision, knowledge, organization, effective planning, sufficient coordinated resources, and commitment from all stakeholders.

Since FY 2010, Harford County Public Schools operating costs have increased \$48.6 million. In the same time period, revenue has decreased \$6.0 million for a net budgetary shortfall of 54.6 million. The primary increase in expenditures represented costs deemed necessary to provide mandated services, meet contractual obligations, and to maintain the integrity of instructional programs. In FY 2013, HCPS employees received their first salary increase since July 1, 2008. With decreasing revenue, the Unrestricted Fund budget required innovative thinking in order to cover the additional costs. In response to this challenge, all areas of the budget were examined with an emphasis on preserving critical programs related to student achievement, creating greater efficiencies in all operating areas, and making difficult decisions on cost reductions that would least impact students.

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

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

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

³ www.harfordbusiness.org

2011-2012 Race to the Top Summaries and Accomplishments

Section A: State Success Factors

In order to monitor HCPS progress toward achieving the goals outlined in the HCPS *Race to the Top* (RTTT) application, HCPS appointed a Project Manager. The Project Manager oversees HCPS implementation of the state's reform plan and HCPS projects designed to address the criteria associated with the four reform areas. Additionally, the Project Manager works in conjunction with the state's evaluator to ensure all three phases of evaluation are completed efficiently and effectively. Finally, the Project Manager closely monitors the implementation of the K-12 STEM Education Strategy to ensure that progress is achieved and aligned with all RTTT initiatives.

Projects and tasks accomplished during Year 2 of RTTT:

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

*See each action plan projects and tasks accomplished in Year 2 under each reform area. All were overseen by RTTT Project Manager.

Section B: Standards and Assessments

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

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

Projects and tasks accomplished during Year 2 of RTTT:

- Identified the principal and three teacher leaders from all 54 schools who participated in the EEA.

- Hosted, assisted, and participated in the 2012 EEA.
- Provided follow-up professional development for administrators and teachers unable to attend the EEA.
- Facilitated professional development workshops through the College Board for middle school teachers with regard to Pre-AP Effective Thinking Strategies and Pre-AP Argumentation and the Writing Process for middle school teachers.
- Facilitated professional development to other department chairs in the school system regarding the teacher appraisal process.
- Facilitated professional development using MSDE Universal Design for Learning course to all administrators.

Section C: Data Systems to Improve Instruction

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

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

Projects and tasks accomplished during Year 2 of RTTT:

- Continued work with the Instructional Data Specialist (IDS) to provide immediate support for all HCPS teachers currently learning to analyze assessment data to inform instructional practice.
- Hosted and coordinated HCPS participation in the Educator Effectiveness Academies.
- Continued to identify and address gaps in current HCPS data system and technological infrastructure, in coordination with MSDE, to support efforts in the successful development and eventual HCPS transition to the IIS.
- Purchased eSchoolPlus upgrade.

Section D: Great Teachers and Leaders

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

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

Projects and tasks accomplished during Year 2 of RTTT:

- Created the Harford County Educator Effectiveness Council.
- Implemented the teacher and principal evaluation pilots.
- Identified the principal and three teacher leaders from all 54 schools who participated in the EEA.
- Organized and facilitated the follow-up professional development to the EEA provided by HCPS.
- Implemented the HCPS Teacher Induction Program.
- Participated in MSDEs Teacher Induction Academy for LEA Coordinators.
- Participated in MSDEs Aspiring Leaders' Academy and Executive Officer professional development opportunities.
- Provided professional development for mentors and instructional facilitators.
- Assessed school needs regarding new teachers and assigned current mentor teachers as appropriate.

Section E: Turning Around Lowest Performing Schools

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

Projects and tasks accomplished during Year 2 of RTTT:

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

Maryland's Accountability System Components, Cross Cutting Themes, and Specific Student Groups in Bridge to Excellence

Review of 2011-2012 Goal Progress: Identified Successes and Challenges

The Maryland School Assessment (MSA), a measure of student proficiency in reading, mathematics, and science, was administered in the spring 2012 to students enrolled in grades 3 through 8. High school students were measured in these areas by the High School Assessment Tests (HSA): Algebra/Data Analysis, Biology, and English 10. Performance in the elementary and middle schools in reading and mathematics remained generally stable from 2011 to 2012.

Maryland State Assessment - Reading

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

Maryland State Assessment - Mathematics

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

Maryland State Assessment – Science

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

Alternative Maryland School Assessment

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

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

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

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

High School Assessment - English

The High School Assessment (HSA) in English is given to students in tenth grade. Overall performance on this assessment is relatively stable from 2011. Nearly 83% passed this assessment by the end of their sophomore year. Approximately 84% passed this assessment by the end of their senior year.

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

High School Assessment – Algebra

The High School Assessment in Algebra/Data Analysis is given to students upon completion of Algebra I or Algebra B. Performance in 2012 for all students was identical to 2011, with a proficiency rate of 89%. Approximately 88% of high school students passed this assessment by the end of their tenth grade year.

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

High School Assessment – Biology

In 2012, the majority of students completed Biology in their tenth grade year. Proficiency dropped two points from 2011 at the aggregate level. Asian students performed the highest, with

a proficiency rate of 95%. Students with disabilities performed the lowest, with a proficiency rate of 48%. This subgroup dropped three points from 2011.

High School Assessment Graduation Requirements

79% of seniors met the HSA graduation requirements by passing all assessments. This is an increase of one point from 2011. Approximately 16% of seniors met this requirement through the combined score option. Approximately 5% of students met this requirement through the Bridge Plan for Academic Validation. Only three seniors received a waiver for the high school requirements in 2012.

Attendance

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

Graduation Rate

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

Challenges

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

Harford County's biggest challenge for mathematics and reading performance is student participating in special education services. Three elementary schools failed to achieve the 2012 AMO in this subgroup for reading performance. All middle schools achieved their 2012 AMO for their students with disabilities. However, an achievement gap exists between this subgroup and all students. In reading at the middle school level, 56% of students with disabilities achieved proficiency compared to 87% at the aggregate level. At the high school level, 44% of students with disabilities achieved proficiency compared to 84% at the aggregate level.

Mathematics performance is similar to the performance in reading. 45% of students with disabilities at the middle school level achieved proficiency compared with 82% at the aggregate level. 53% of students with disabilities in high school achieved proficiency on HSA Algebra/Data Analysis compared with 89% at the aggregate level. Performance in mathematics in the students with disabilities did increase from last year at all three levels. Performance of students with disabilities at the elementary and middle levels stayed relatively the same (73% and 56%, respectively). Performance at the high school level dropped from 47% to 44%.

Another challenge in HCPS is performance of ELL students. Although all elementary schools met the 2012 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 (30% compared to the aggregate at 87%). In 2012, HCPS had 30 test takers at the middle school and only nine were proficient. In mathematics, ELL population performed well at the elementary level with a proficiency rate of 84%. However, proficiency rates at the middle and high school levels were 60% and 57%, respectively.

Annual Measurable Objectives

System-wide data for the 2012 AMOs are not yet available. However, HCPS has been provided AMOs based upon 2011 baseline data. The AMOs increase slightly over the next few years, with the goal to reduce the percentage of students performing basic in half by 2017. The system-wide data regarding AMOs is reflected in the table below. Individual school AMO data has been provided to each school's administrative team and they are incorporating their goals into their school improvement plan.

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

LEA Level AMO Analysis for Reading and Mathematics

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

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

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

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

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

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

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

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

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

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

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

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

Special Education Services

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

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

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

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

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

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

During the SY 2011-12, 66% of HCPS preschool children with disabilities received IEP supports and services in a self-contained special education setting (MDOIEP, January 2012). It is important to note that this data factors out students receiving speech-only services. Similarly, 80% of all IFSP services for children ages 2 to 4 years received supports and services in the home setting as compared to the 18% of all IFSP services provided in a community setting (MDOIFSP, January 2012). Effective inclusive services for HCPS young children with disabilities must provide access to the general education curriculum as well as participation with typically developing peers in learning activities that do not exist in special education classes or in home environments.

In Harford County, 84% of school – age students with disabilities, ages 6 through 21, participate in the regular class setting for 80% or more of the school day (LRE A); with an additional 3.97% of students participating in the regular class setting for 40% or more of the school day (LRE B) ([MSDE Census, 2012](#)). Despite increased access to the general education setting in grades kindergarten through 12, school-age children with disabilities across the district continue to demonstrate considerable gaps in achievement. HCPS is cognizant of this disparity and acknowledges a need for a concerted effort for all educational stakeholders to review, revise, implement and monitor actions necessary to ensure that all HCPS students are successful.

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

I.B

Finance Section

Introduction

The Master Plan Annual Updates provide insight into the work that school systems engage in on a daily basis, demonstrating their commitment to accelerating student achievement and eliminating achievement gaps. The finance section, in conjunction with the budget narrative information in the Executive Summary, includes a Current Year Variance Table, a Prior Year Variance Table, Race to the Top Scope of Work grant documents and Project Budget workbooks, and analyzing questions. Together, these documents illustrate the local school system's alignment of the annual budget with the Master Plan priorities.

Background

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

Definitions of Key Terms

1. Original Approved Budget – budget as approved at the beginning (July 1) of the fiscal year
2. Final Approved Budget – budget as approved at the end (June 30) of the fiscal year
3. Redistributed Funds – funds that were once used for a different purpose, now being used for a new purpose
4. Retargeted Resources – resources that are being used for a new purpose without a change in funding

Revenue Analysis

- 1. Did actual FY 2012 revenue meet expectations as anticipated in the Master Plan Update for 2011? If not, identify the changes and the impact any changes had on the FY 2012 budget and on the system's progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.**

Yes, revenues finished slightly higher than originally planned due to:

- Additional restricted fund awards subsequent to the approval of the budget.
- One-time bonus for employees funded by the Harford County Government.
- One-time reimbursements of excess insurance costs by third party and federal government which was redistributed to the Other Post-Employment Benefits (OPEB) fund.

- 2. Please provide a comparison of the planned versus actual expenditures for each local goal provided in the Prior Year Variance Table. Identify changes in expenditures and provide a narrative discussion of the impact of the changes.**

The costs of instructional salaries exceeded the planned budget in sections B, D, and E but the additional expenditures in this category is attributed to the one-time bonus payment funding from the Harford County Government. In the mandatory costs of doing business fixed charges exceeded the planned budget, the additional expenses occurred when one-time reimbursements for excess insurance costs were redirected to the OPEB funds in support of future retirees costs.

- 3. Please describe what the influx of flexible ARRA SFSF funds has allowed the school system to accomplish this year, regardless of whether or not the SFS funds were directly used to fund an initiative. (For example: A school system plans to use SFS funds to pay for utilities, and that decision, in turn, is allowing the district to allocate funds to a different program or initiative.)**

Non-applicable to Harford County Public Schools.

- 4. If the State Fiscal Stabilization (SFS) funds were used for specific construction projects, please provide a list of the specific construction projects (ARRA Division, A, Section 14008) and the corresponding resource allocations.**

Non-applicable to Harford County Public Schools.

- 5. Please describe, if applicable, one-time uses of SFSF funds. Include individual activities and corresponding resource allocations in your description. Since the SFSF funds have expired, is there a need for a plan of sustainability? If so, please briefly describe the plan.**

Non-applicable to Harford County Public Schools.

- 6. 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.**

Non-applicable to Harford County Public Schools.

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

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

Race to the Top Monitoring Questions

- 1. Is a balance available in any project at the end of Project Year 2? If so, please provide the reason for the balance for each project.**

No balances are projected on any projects at the end of year two.

- 2. How did the availability of unused funds at the conclusion of Project Year 2 impact the LEA's planning for Project Year 3 and beyond?**

Non-applicable to Harford County Public Schools.

- 3. What programmatic changes or accelerations have been made to ensure that activities and goals are met within the grant period?**

HCPS has added one project reallocating funds from several projects, in order to support an upgrade of the Performance Matters Initiative.

- 4. What will the LEA do differently in Project Year 3 as a result of lessons learned in implementing Project Year 2?**

HCPS does not anticipate changes to the goals and activities originally proposed except for the addition of the Performance Matters Initiative.

- 5. Does the LEA anticipate any challenges in implementing Project Year 3? If so, please identify the challenges at the grant and project level, if applicable.**

HCPS does not anticipate any major challenges in implementing Project Year 2.

Race to the Top Scope of Work Narratives and Action Plans

Section A: State Success Factors

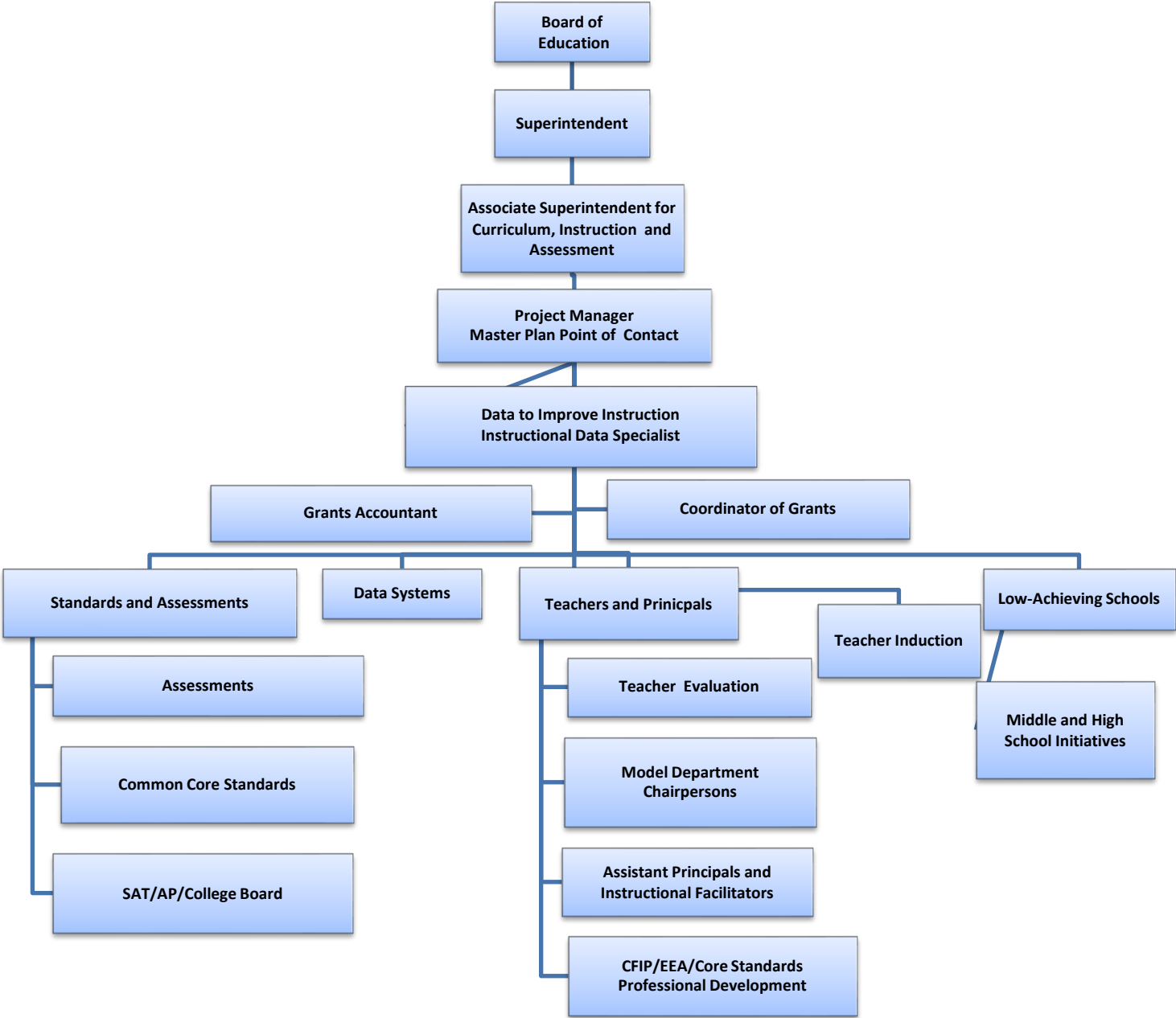
Narrative

In the 2010-2011 school year, HCPS administration was reconfigured under the leadership of the Superintendent. The Associate Superintendent for Curriculum, Instruction and Assessment, now oversees the Offices of Accountability, Content Supervisors, Professional Development, Special Education, and Student Services, as well as the Executive Directors of Elementary, Middle, and High School Performance. This organizational structure supports an efficient decision-making process regarding *Race to the Top* (RTTT) oversight and implementation. In addition, the HCPS leadership team chaired by the Superintendent meets weekly to address any inter-departmental concerns or issues and receives updates regarding RTTT initiatives.

When grant funds were awarded in March 2011, HCPS appointed a Project Manager to monitor HCPS progress toward achieving the goals and activities outlined in the RTTT application. The RTTT Project Manager sits on the Superintendent's Leadership Team and dedicates 75% of her current work to oversee RTTT and 25 % overseeing all HCPS intervention services. The RTTT Project Manager oversees the HCPS implementation of Maryland's reform plan, as well as the specific projects outlined in the RTTT Scopes of Work.

The Coordinator of Grants, the Grants Accountant, and the RTTT Project Manager work together to ensure all current and future funding streams and expenditures are aligned with RTTT Scopes of Work, including the *Master Plan 2012 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. A chart reflecting HCPS internal RTTT communication and oversight is as follows:

Communication Chart



Projects and tasks accomplished during Year 2 of RTTT:

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

*See each action plan projects and tasks accomplished in Year 2 under each reform area. All were overseen by RTTT Project Manager.

Action Plan: Section A

Goal(s):

- 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 AP, 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.

Section A: State Success Factors	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (No)</i>							
<i>Additional Required Activities:</i>							
1. Cooperate with national and statewide evaluation.	(A)(2)		10/01/12	9/30/13	RTTT Project Manager Supervisor of Accountability	National and statewide evaluation completed	N

Section A: State Success Factors	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
Tasks/Activities:							
2. Employ a RTTT Project Manager, under the direction of the Associate Superintendent, who will oversee progress in all four assurance area goals and projects for the duration of the grant; please see each action plan for project descriptions and timelines.	(A)(2)	1	10/01/12	9/30/13	Associate Superintendent for Curriculum, Instruction and Assessment RTTT Project Manager	Personnel identified as points of contact for each assurance area. Process measures designed to track progress in all four assurance areas activities. Examples: meeting minutes, RTTT fidelity checklist developed including action steps for each area, professional development agendas.	N

Year 4 Goals:

- 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 AP, 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.

Section B: Standards and Assessments

Narrative

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, 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 the Common Core State Standards. This curriculum development was adopted by the State Board of Education in June 2011, and it is essential for HCPS administrators and supervisors to ensure all teachers fully embrace the Common Core State Standards. In order to ensure HCPS administrators and staff are ready to transition to these high quality standards and assessments, the activities described in sections B and D will be implemented in Year 3 of *Race to the Top* (RTTT).

HCPS is committed to improving classroom instruction so all students are ready to succeed in both college and career. Recognizing the core of Maryland's education reform efforts center around technology systems, processes and resources, HCPS embraces the nine-step Instructional Improvement System (IIS). During the summer of 2010, HCPS provided professional development for all HCPS teachers on the use of the Performance Matters data management system as an instructional tool. The RTTT Project Manager built on this foundation and worked with MSDE and HCPS leadership to identify the most appropriate school-based teams to participate in the MSDE Educator Effectiveness Academy and other pertinent MSDE professional development.

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

HCPS is in the process of investigating how Science, Technology, Engineering and Mathematics (STEM) education is provided to students. The Harford County Board of Education, the Superintendent, industry partners, parents, and school-based leadership agree to increase the number of HCPS students fully prepared to pursue successful STEM related careers. To that end, HCPS is in the process of developing a K-12 STEM Education Strategy that infuses the work accomplished at the State regarding interdisciplinary STEM-based curriculum. HCPS continues to work to identify specific curricular connections and opportunities and change current course offerings as needed. As described in Section D, the Model Mathematics and Science Department Chairpersons will oversee much of this work to ensure the use of STEM standards and project-based lessons.

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

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

Professional Development

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

Currently, all HCPS curricula include formative and summative assessments that are expected to be administered by teachers to measure student achievement. District assessments may be scored by the classroom teacher or scored electronically, as overseen by the Office of Curriculum, Instruction, and Assessment. Data obtained from assessments are utilized by classroom teachers to identify learning needs of each student and instruction is subsequently differentiated to address those needs.

Professional development for administrators and school-based staff has focused on increasing teacher efficacy and capacity to analyze data and adjust instructional practices to meet the needs of students. Over the past two years, professional development has focused on understanding and implementing the Classroom-focused Improvement Process (CFIP), an MSDE sponsored initiative, in conjunction with Performance Matters. Performance Matters provides the tool, CFIP provides a process, and curriculum benchmark assessments provide the data for teachers' and administrators' use to make decisions regarding instruction.

As the high-quality assessments are provided by MSDE, HCPS will work to ensure teachers use the formative assessment data as part of the IIS. The availability of high-quality assessments also provides teachers with the essential tools to address the needs of students with disabilities and other subgroups of students. Teachers and administrators will continue to refine their expertise in the area of data analysis for the purpose of data-driven instructional decision making. Teachers' ability to effectively use their students' formative assessment results will be considered a high priority in determining on-going professional development and instructional modification.

Projects and tasks accomplished during Year 2 of RTTT:

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

- Facilitated professional development workshops through the College Board for middle school teachers with regard to Pre-AP Effective Thinking Strategies and Pre-AP Argumentation and the Writing Process for middle school teachers.
- Facilitated professional development to other department chairs in the school system regarding the teacher appraisal process.
- Facilitated professional development using MSDE Universal Design for Learning course to all administrators.

Action Plan: Section B

Goal(s):

- Align courses/grade level curriculum to the Common Core State Standards/Curriculum.
- Transition to Common Core State Standards.
- Implement new summative assessments developed by MSDE.
- Utilize formative assessment tools in concert with the state’s IIS.

Section B: Standards and Assessments	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes)</i> <i>Activities to Implement MOU Requirements</i>	(B)(3)						
1. Share information on the Common Core standards with all HCPS stakeholders including Board of Education, administrators and supervisors, principals and school-based staff in order to build support and understanding of the MSDE guided transition to enhanced curriculum and assessment.	(B)(3)		10/01/12	9/30/13	Superintendent Associate Superintendent RTTT Project Manager	Board of Education notes Meeting agendas School Curriculum Transition Plans	N

Section B: Standards and Assessments	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>Additional Required Activities:</i>							
1. Conduct a gap analysis to identify specific curriculum areas that require change or revision.	(B)(3)		10/01/12	9/30/13	Associate Superintendent RTTT Project Manager Core Content Supervisors	Curriculum revisions General Curriculum Committee meeting agendas and minutes	N
2. Develop guides for compacting mathematics content to meet the needs of students who are ready for Algebra I prior to grade nine.	(B)(3)		10/01/12	9/30/13	Associate Superintendent RTTT Project Manager Mathematics Supervisor	Curriculum revisions General Curriculum Committee meeting agendas and minutes	N

Section B: Standards and Assessments	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
3. Develop and implement a professional development plan for English/Language Arts and Mathematics teachers to prepare them for content with which they may be unfamiliar.	(B)(3)		10/01/12	9/30/13	Associate Superintendent RTTT Project Manager English and Mathematics Supervisors Coordinator of Leadership and Professional Development	Professional development plan School Curriculum Transition Plans	N

Section B: Standards and Assessments	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
4. Establish a process for reviewing school plans developed by school teams following the EEA enabling all teachers to understand the Common Core State Standards and curriculum in mathematics and reading.	(B)(3)		10/01/12	9/30/13	Associate Superintendent RTTT Project Manager Executive Directors for School Performance Content Supervisors Coordinator of Leadership and Professional Development	Professional development plan School Curriculum Transition Plans	
5. Collaborate with MSDE to develop Literacy Standards for history/social studies, science, and technical subjects.	(B)(3)		10/01/12	9/30/13	Associate Superintendent RTTT Project Manager Content Supervisors	Literacy Standards	N

Section B: Standards and Assessments	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
6. Identify professional development days throughout the school year to train teachers on the Instructional Improvement System including the Common Core Standards and enhanced assessments.	(B)(3)		10/01/12	9/30/13	Associate Superintendent RTTT Project Manager Coordinator of Professional and Leadership Development	Professional Development days identified on school calendar Written feedback from teachers regarding effectiveness of training	N
7. Provide training for teachers and administrators in CFIP in conjunction with Performance Matters professional development.	(B)(3)		10/01/12	9/30/13	Associate Superintendent RTTT Project Manager	Observe administrators working with teams of teachers using CFIP in conjunction with Performance Matters and new formative assessments (when available)	N
8. Ensure teachers use valid and reliable formative assessment data as part of the IIS.	(B)(3)		10/01/12	9/30/13	Associate Superintendent RTTT Project Manager Content Area Supervisors	Observations of administrators working with teams of teachers using CFIP in conjunction with Performance Matters and new formative assessments (when available)	N

Section B: Standards and Assessments	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
9. Participate in EEA ensure teachers increase teacher capacity.	(B)(3)		10/01/12	9/30/13	Associate Superintendent RTTT Project Manager Executive Directors for School Performance Content Area Supervisors Coordinator of Leadership and Professional Development	Protocol developed to monitor teacher use of formative assessment tools School Curriculum Transition Plans	N
10. Participate in EEA and ensure teachers' understanding of new summative assessment tools.	(B)(3)		10/01/12	9/30/13	Associate Superintendent RTTT Project Manager Supervisor of Accountability Content Area Supervisors	Teacher feedback on understanding of new summative assessment tools School Curriculum Transition Plans	N

Section B: Standards and Assessments	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>Tasks/Activities:</i>							
1. Participate in MSDE work groups to create grade-specific expectations aligned to the Common Core State Standards.	(B)(3)		10/01/12	9/30/13	Associate Superintendent RTTT Project Manager Core Content Supervisors	Common Core State Standards adopted Meeting agendas	N
2. Train Model Department Chairpersons in the implementation of the HCPS Common Core Standards, school-based STEM standards and high quality assessments.	(B)(3)	2	10/01/12	9/30/13	Associate Superintendent Executive Director of High School Performance Coordinator of Leadership and Professional Development	Teachers' instruction reflects use of new STEM Common Core Standards and curriculum	Y

Section B: Standards and Assessments	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
3. Align HCPS K-12 STEM Education Strategy to include activities based on implementation of revised state Common Core STEM standards.	(B)(3)		10/01/12	9/30/13	Associate Superintendent RTTT Project Manager STEM Advisory Board and Working Group members	K-12 STEM Education Strategy	N

Year 4 Goals:

- Align courses/grade level curriculum to the Common Core State Standards/Curriculum.
- Ensure that HCPS stakeholders understand and support the transition to Common Core State Standards.
- Provide professional development for all HCPS educators in the new common core state standards, the revised state curriculum and assessment system and effective differentiated and instructional practices.
- Ensure that HCPS educators and stakeholders understand new summative assessments developed by MSDE.
- Ensure that HCPS educators can access, understand and use formative assessment tools in concert with the state's IIS.

Maryland's New Accountability Plan

Maryland remains committed to addressing significant gains and progress, in addition to proficiency, for all students. Maryland's new accountability structure has three prongs. The first is the identification of Priority, Focus, and Reward schools. The second is driven by the results of each subgroup's performance on the ambitious, but achievable, annual measurable objectives (AMOs). The third is the development of the School Progress Index that addresses progress on achievement, closing the achievement gap, student growth, and preparing students to be college and career ready.

Reward*, Focus*, and Priority Schools**

*designations relate to Title I schools only

**designation relates to Title I or Title I eligible

Maryland school systems consist of the following:

	Number of Schools	Number of LEAs
Reward	30	9
Focus	41	15
Priority	21	2

Reward Schools:

Reward Schools are recognized in two categories: those Title I schools that have been the highest performing or those Title I schools that have shown the highest amount of progress over a period of time on the Maryland School Assessment (MSA). Schools that are determined to be *High Performing Reward Schools (Category 1)* will have met the Annual Measurable Objectives for all subgroups for two consecutive years. High Performing Reward schools must also have a 10% or less achievement gap between students in subgroups and the rest of the student body. High Performing Reward schools will receive additional recognition based on their performance. Of the schools that are considered High Performing Reward Schools, those that are in the top 10% of Title I schools, indicating the maximum amount of improvement in student performance on MSA tests, will be designated as *Distinguished High Performing Reward Schools*. In addition, if a High Performing Reward School has improved its performance, and the school is made up of 50% or more economically disadvantaged students, it will receive the title of a *Superlative High Performing Reward School*.

High Progress Reward Schools are those Title I Schools that have significantly reduced the gap in achievement between subgroups. These schools must have made at least an 18 percentage point gain in the "all students" group between 2007-2011 MSAs and have a 10 percent or less gap between any other performing subgroup. Reward Schools in either category will be recognized by the State Department of Education and act as models of success for other Title I schools. A list of reward schools can be found in Table 2 of Maryland's [ESEA Flexibility Request Application \(pgs 129-132\)](#).

1. Describe the LEA’s strategies to recognize Reward schools (if applicable).

Non-applicable to Harford County Public Schools.

Focus Schools:

Focus Schools are the ten percent of all Title I schools having the largest gap between the “all students” subgroup and the lowest performing subgroup or a Title I eligible high school with graduation rates 60% or lower. These schools are unique in that they do not require whole school reform measures, rather they require school interventions that will focus on one or two subgroups that are low achieving and contribute to an increased achievement gap between other subgroups of students in the school. Many of these students in the focus schools have unique challenges. Focus schools will be expected to collect and analyze data to identify problematic areas of instruction and learning. This will allow schools and LEAs to address the particular areas through professional development, parental involvement, instructional teams, and the development of other specialized strategies that the LEA deems necessary.

Note: Questions related to planning and support for Focus Schools are contained in Attachment 7 of Part II of the Master Plan and School Improvement Grant reporting documents.

Priority Schools:

Priority Schools are the five percent of all Title I schools or School Improvement Grant (SIG) schools that are the lowest achieving on MSA. These schools have not reached adequate performance standards in reading and mathematics for the “all students” subgroup, not just for low-performing subgroup populations. Schools or local education agencies have the option to use one of the USDE approved “turnaround models” or they can develop their own measures to improve the school. If schools choose to use their own model they must address the seven turnaround principles including strong leadership, effective teachers and instruction, additional time for student learning, school instructional programs, a safe school environment, and family and community engagement.

The Maryland State Department of Education expects that school districts with Priority Schools will use a certain portion of their Title I funding from the federal government to implement their choice of turnaround models or turnaround plans for intervention. Maryland has identified 21 Priority Schools. Sixteen of the Priority Schools are currently being served with funds from Title I, Section 1003(g). The additional five schools will be served using Title I, Part A funds reserved by the district. All Priority Schools are eligible to receive between \$50,000 and \$2 million per year for the next three years to help execute their turnaround models or interventions. Since these Priority Schools will take additional measures of attention and support, it is expected that these schools will implement multifaceted plans for school reform including recruiting staff, enriching instructional programs, professional development, and developing a system of accountability that will help turnaround models and intervention measures. All Priority Schools will be monitored by the LEA and MSDE.

Note: Questions related to planning and support for Priority Schools are contained in Attachment 7 of Part II of the Master Plan and School Improvement Grant reporting documents

2012 Annual Measurable Objectives (AMOs)

Annual Measurable Objective targets are unique to specific schools and subgroups; schools are striving to meet their individual targets to support the achievement of all students while closing the achievement gap and decreasing the number of non-proficient students. Through Maryland's ESEA Flexibility Waiver, each Maryland school will reduce its percent of non-proficient students for each of its subgroups and overall by half in the upcoming six years (2017).

LEA Level AMO Analysis for Reading and Mathematics:

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

Elementary

The students receiving special education services continue to be a challenge for meeting the AMO.

Middle

Overall scores in reading decreased for middle school with the following subgroups identified: African American, Native Hawaiian, Special Education, and Limited English Proficient.

- 2. Describe the changes or adjustments that will be made to ensure progress and include timelines where appropriate. Include a description of corresponding resource allocations.**
 - Continue to implement intervention reading programs for identified students grades K-8.
 - Monitor and support school improvement initiatives at schools identified as in need of assistance in reading performance.
 - Implement extended day and summer reading programs.
 - Continue regular professional development sessions with the elementary reading specialists and middle school language arts department chairs.
 - Train teachers and reading specialists for identified elementary and middle school reading intervention programs.
 - Administer TPRI early reading assessment at the kindergarten level.
 - Implement newly revised quarterly benchmark reading assessments Grades 1-8.
 - Use professional development days for teachers to share best practices in conference style format.
 - Utilize the newly assigned position of middle school language arts model department chair to support instructional practices.

- Implement a new on-line reading assessment, Scholastic Reading Inventory (SRI), in identified schools to gather more reliable and valid data for identifying students in need and for providing an opportunity for progress monitoring.
- Create annotated scoring tools for quarterly benchmarks to provide teachers with models for consistent scoring and ideas for instruction.
- Review additional intervention programs for implementation in order to meet the needs of students.
- 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.

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

Thirty-two of the 33 elementary schools and all of the nine middle schools met the mathematics AMO for all subgroups. One elementary school did not meet the AMO benchmark for all students, white students, and special education students. In order to achieve the AMO, 12 additional students need to be proficient. Eleven of the twelve students are special education students. Therefore, the challenge is to provide targeted assistance, with emphasis on the achievement of special education students, to the elementary school that is working to achieve their AMO while providing ongoing assistance to other elementary schools and the middle schools who are working exceed their AMO.

There is a need to examine instructional factors such as: accessible curriculum; differentiated instructional practice; grouping; pacing; and test construct which impact the overall achievement of students with disabilities participating in the general education curriculum. Exploration of the Common Core Standards recommendations for students with disabilities is necessary to ensure a hierarchy of instructional supports including UDL, instructional accommodations and assistive technologies.

4. Describe the changes or adjustments that will be made to ensure progress and include timelines where appropriate. Include a description of corresponding resource allocations.

The identified elementary school met with central office mathematics personnel in early September 2012 to review the approved mathematics intervention programs. This school began a year-long during-the-day intervention program for grades 3-5 and will target identified students. The after-school intervention program will begin by November 2012.

Science

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

Grade 5

- Students within the Special Education and LEP subgroups perform far below peers.
- Achievement gaps exist in the following subgroups: African American, Special Education, LEP and FARMS.

Grade 8

- Students within the Special Education and LEP subgroups perform far below peers.
- Achievement gaps exist in the following subgroups: African American, Special Education, American Indian, Native Hawaiian, LEP and FARMS.

- 2. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.**

- Professional development will be provided for the purpose of analyzing MSA Science data.
- Time allocations within the elementary school day will be examined.
- Middle school benchmark assessment data will be used to guide instructional improvements at the teacher and central office levels.
- Attention will continue to be targeted to ensure alignment between the taught and tested curriculum at both the elementary and middle school levels.
- Development of system-wide resources that ensure access and rigor for all students by identifying and implementing a hierarchy of strategies and structures considering the needs of all learners.

Social Studies

Legislation passed by the Maryland General Assembly during the 2012 legislative session modifies §5-401 of the Annotated Code of Maryland to require that Social Studies be included among the core academic subject areas included in the Master Plan update. Use the table below to report the system’s goals and objectives, implementation strategies, methods for measuring progress, and implementation timelines for the current school year.

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	<ul style="list-style-type: none"> • Ongoing, based on BOE guidelines • Review of core curriculum every 5-7 years 	<ul style="list-style-type: none"> • Grade 3 Social Studies program reviewed, edited, and published in June 2012. In use with students during 2012-2013 school year. • Grade 4 Social Studies program under review during 2012-13 school year. In use with students during 2013-2014 school year. Grade 4 will reflect Common Core Standards when completed. • Grade 2 Social Studies program under review during 2012-13 school year. In use with students during 2013-2014 school year. Grade 2 will reflect Common Core Standards when completed. • Grades 1 and 5 not scheduled for review until 2014-2015.
Elementary Instructional Program in Social Studies	Review and update assessments, Grades 1-5	<ul style="list-style-type: none"> • Ongoing with curriculum review 	<ul style="list-style-type: none"> • Grades 3, 4, and 5 teachers utilized Pre-Post assessments starting in the 2012-13 school year. Data reviews have been conducted by grade level teachers and instructional plans shared with the Office of Social Studies. • Unit assessments are reviewed during curriculum review/edit process.
Elementary Instructional Program in Social Studies	Review and update Grades 1-5 curriculum to reflect other required initiatives (Environmental Literacy, Financial Literacy)	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Grade 3 curriculum infuses Environmental Literacy and Financial Literacy standards. In use, 2012-13. • Grades 2 and 4 curriculum will infuse Environmental Literacy and Financial Literacy standards as a part of normal review. In use, 2013-2014. • Grades 1 and 5 will infuse Environmental Literacy and Financial Literacy standards as a part of normal review process beginning in 2014-2015.

Goals	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives
Middle School Instructional Program in Social Studies	Review and update curriculum, Grades 6-8	<ul style="list-style-type: none"> • Ongoing, based on BOE guidelines • Review of core curriculum every 5-7 years 	<ul style="list-style-type: none"> • At this time, Grades 6-8 curriculum guides have been reviewed within the BOE guidelines. Future revisions and a specific timeline for their completion will be dependent on the impact of changes to the state curriculum to be published November 2012.
Middle School Instructional Program in Social Studies	Review and update assessments, Grades 6-8	<ul style="list-style-type: none"> • Ongoing with curriculum review 	<ul style="list-style-type: none"> • Grades 6, 7, and 8 teachers utilized Pre-Post assessments starting in the 2012-13 school year. Data reviews have been conducted by grade level teachers and instructional plans shared with the Office of Social Studies. • Unit assessments are reviewed during curriculum review/edit process.
Middle School Instructional Program in Social Studies	Review and update Grades 6-8 curriculum to reflect other required initiatives (Environmental Literacy, Financial Literacy)	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Grades 6, 7, and 8 will infuse Environmental Literacy and Financial Literacy standards as a part of normal review process. Date dependent on impact of changes to state curriculum to be published November 2012.

Goals	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives
High School Instructional Program in Social Studies	Review and update curriculum, Grades 9-12	<ul style="list-style-type: none"> • Ongoing, based on BOE guidelines • Review of core curriculum every 5-7 years 	<ul style="list-style-type: none"> • Grade 9 Government program under review during 2012-13 school year. In use with students during 2013-2014 school year. Grade 9 will reflect Common Core Standards when completed. • Grade 10 WH Social Studies program under review during 2012-13 and 2013-14 school years. In use with students during 2014-2015 school year. Grade 10 will reflect Common Core Standards when completed. • Grade 11 USH Social Studies program under review during 2012-13 and 2013-14 school years. In use with students during 2014-2015 school year. Grade 11 will reflect Common Core Standards when completed. • World Geography elective under review during 2012-13 school year. In use with students during and 2013-14 school years. In use with students during 2014-2015 school year. World Geography will reflect Common Core Standards when completed.
High School Instructional Program in Social Studies	Review and update assessments, Grades 9-12	<ul style="list-style-type: none"> • Ongoing with curriculum review 	<ul style="list-style-type: none"> • Grade 9 Government unit assessments under review during 2012-13 school year. Revised assessments in use with students during 2013-2014 school year. Grade 9 Assessments will be reviewed for compliance with Common Core reading and writing standards. • Grade 10 WH Social Studies assessments under review during 2012-13 and 2013-14 school years. In use with students during 2014-2015 school year. Grade 10 Assessments will be reviewed for compliance with Common Core reading and writing standards. • Grade 11 WH Social Studies assessments under review during 2012-13 and 2013-14 school years. In use with students during 2014-2015 school year. Grade 11 Assessments will be reviewed for compliance with Common Core reading and writing standards. • New Mid-Course and End-of-Course assessments for Grades 9-11 are created annually and reflect Selected Response and Constructed Response items.

Goals	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives
High School Instructional Program in Social Studies	Review and update Grades 9-12 curriculum to reflect other required initiatives (Environmental Literacy, Financial Literacy)	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Students are required to take the Grade 9 Government course which provides instruction involving standards and indicators of the Maryland State Curriculum for Personal Financial Literacy Education. Adjustments to the Grade 9 Government course to replace the standards and indicators covered by the discontinued requirement of Living in a Contemporary World are underway and should be in place by May 2013. Infusion of Environmental Literacy standards will be completed during the review process. Grade 10 and Grade 11 revisions will include infusion of the Environmental Literacy and Financial Literacy standards. Completed by 2014-2015 school year.

Maryland High School Assessment (HSA)

English High School Assessment

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

Achievement gaps exist in the following subgroups: African American, Limited English Proficient and Special Education.

- 2. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.**

- Implement reading intervention courses for students identified in ninth and tenth grade.
- Train teachers on effective practices for meeting the needs of students.
- Collaborate with Department of Special Education on effective placement and pedagogy for students with disabilities continuing to experience difficulties.
- System-wide benchmarks were implemented in 2010-11 in grades 6-12. Performance is being analyzed to direct instruction in all English classes.
- 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.
- Development of system-wide resources that ensure access and rigor for all students by identifying and implementing a hierarchy of strategies and structures considering the needs of all learners.

Based on the examination of 2011 High School Assessment (HSA) results for English:

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

The loss of the secondary reading coaches continues to be a challenge. Coaches were extremely effective in doing on-the-job training of teachers and identifying appropriate strategies for improving individual student performance.

- 2. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.**

This year English Department Chairs will receive additional training and will participate in the appraisal process. This change will allow for content expertise and for curriculum validation at the school level. Due to release time in their teaching schedule, department

chairs will be able to conduct more informal instructional walkthroughs and will be able to co-plan and model for peers.

Algebra/Data Analysis

1. Based on available trend data, describe the challenges in Algebra/Data Analysis. In your response, identify challenges in terms of subgroups.

- From May 2009 to May 2011, the percent of students passing the May administration of Algebra/Data Analysis HSA increased from 79% to 83%.
- The Special Education and African American subgroups, especially African American Males continue to score well below the Harford County proficiency percent.

2. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of the corresponding resource allocations, and incorporate timelines where appropriate.

- Identify at-risk students using past MSA scores, prior HSA administration data, midterm and end-of-year examinations, SMI data, course grades, attendance record, disciplinary records, and teacher recommendation prior to entering high school.
- Implement intervention mathematics programs for all at-risk students at all levels.
- Allocate time within the school day to work with students in need of assistance.
- Provide appropriate staffing, as well as appropriate professional development.
- Provide transportation for students beyond the school day.
- Examine instructional factors such as: accessible curriculum; differentiated instructional practice; grouping; pacing; and test construct which impact the overall achievement of students with disabilities participating in the general education curriculum.

Based on the examination of 2011 High School Assessment results for Algebra/Data Analysis:

1. Identify any additional challenges that are evident.

As the percent of students who pass the Algebra/Data Analysis increases, each student who does not pass the assessment becomes an individual case. For some schools, all students reach that goal by Grade 10, while other schools have larger cohorts of students requiring special attention. Balancing resources and supporting individual student circumstances has become a challenge.

- 2. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.**

During the 2012-13 School Year, all middle school mathematics students will have the opportunity to engage in an extended unit on Ratio and Proportionality. This unit is designed to build conceptual understanding of the underpinnings of many concepts assessed on the Algebra/Data Analysis High School Assessment. HCPS systemically purchased materials for this unit and provided professional development for each middle school teacher.

For students already in high school, the following strategies will continue to be implemented:

- Adjust and monitor the criteria for students to enroll in Ramp Up to Algebra so more students have the opportunity for intervention in high school.
- Encourage more students to enroll in summer school and make that offer earlier in the school year, so students and parents can better plan their summer.
- Carefully monitor which students are using the Bridge Plan as an alternative to earning a passing score on the assessment.

Biology

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

- An achievement gap exists with the Special Education, FARMS, and LEP subgroups.
- The need to further identify differentiated instructional strategies supporting the variety of needs presented by learners within the African American and Special Education subgroups.
- Identifying additional professional development time in order to enhance the capacity of teachers to effectively address student needs.

- 2. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.**

- Gather information on how current assessment data is used and promote strategies which support teachers.
- Visit select schools to gather and analyze additional information on best practices.

Strands

Each school will receive data on whether they met their targets for the School Progress Index in achievement, closing the achievement gap , student growth (in ES and MS) and college and career readiness (in HS) . Based on this information, schools will fall into strands for both SEA and LEA support. There are 5 strands (1-5) with 1 being the highest and 5 the lowest. Schools are grouped by strands so that school systems are uniquely poised to provide systemic support to schools that may share similar challenges.

- 1. How will the system organize internally to support schools in Strands 1-5? (e.g., what is the system’s plan to review quality School Improvement Plans? What is the system’s plan to ensure there is adequate support and resources available for schools in all 5 strands? How will system level human resources be redistributed and/or enhanced to support the success of schools in strands 1-5?). Descriptions of these strands can be found on pages 94 to 101 in [Maryland’s ESEA Flexibility Request](#).**

To support in Strands 1-5, Harford County Public Schools will take a tiered approach to school support. All HCPS School Improvement Plans are reviewed biannually by a Central Office team including representatives from School Improvement, Intervention, Professional Development, Special Education, Reading/Language Arts, Mathematics, Gifted and Talented Education, and several special areas. The chart below outlines the differentiated support provided to HCPS schools by strand:

Strand	Academic Standards	Sub-Groups	SEA Support	LEA Support
1	Meets and/or exceeds	Minimal subgroups missing AMOs	Feedback from all monitoring visits	<ul style="list-style-type: none"> • Oversee process for completion of SIPs assuring that low performing subgroups are addressed. • SIP to identify the professional development and training that can lead to additional improvement in achievement.
2	Meets	Some subgroups missing AMOs	Feedback from all monitoring visits	<ul style="list-style-type: none"> • Oversee process for completion of SIPs assuring that low performing subgroups are addressed. • SIP to identify the professional development and training that can lead to additional improvement in achievement. • SIP to include how each subgroup is addressed and identified needs drive professional development for teachers and appropriate interventions for the students.
3	Minimally meets or does not meet	Multiple subgroups missing AMOs	Feedback from all monitoring visits	<ul style="list-style-type: none"> • Oversee process for completion of SIPs assuring that low performing subgroups are addressed. • Coordinator of School Improvement meets regularly with the school based Instructional Leadership Teams (ILT) and School Improvement Teams (SIT) to ensure that schools maintain a focus on collaborative the planning and delivering high quality instruction that is supported by data driven instructional decision making at the individual student level. • SIP to include a systemic solution rather than or in addition to continued support to individual subgroups.

Strand	Academic Standards	Sub-Groups	SEA Support	LEA Support
4	Usually does not meet	<ul style="list-style-type: none"> • Multiple subgroups Missing AMOs • Systemic whole school reform may be needed 	<ul style="list-style-type: none"> • Feedback from all monitoring visits 	<ul style="list-style-type: none"> • Oversee process for completion of SIPs assuring that low performing subgroups are addressed. • Coordinator of School Improvement meets regularly with the school based Instructional Leadership Teams (ILT) and School Improvement Teams (SIT) to ensure that schools maintain a focus on collaborative the planning and delivering high quality instruction that is supported by data driven instructional decision making at the individual student level. • SIP to include systemic change that will be necessary to address all instruction as well as ancillary support.
5	Does not meet	<ul style="list-style-type: none"> • Multiple subgroups Missing AMOs • Systemic whole school reform may be needed 	<ul style="list-style-type: none"> • Feedback from all monitoring visits • Title I Office will review and approve use of 1003(a) grant application 	<ul style="list-style-type: none"> • Oversee process for completion of SIPs assuring that low performing subgroups are addressed. • Coordinator of School Improvement meets regularly with the school based Instructional Leadership Teams (ILT) and School Improvement Teams (SIT) to ensure that schools maintain a focus on collaborative the planning and delivering high quality instruction that is supported by data driven instructional decision making at the individual student level. • SIP to include serious, school-wide issues that require additional, differentiated services from the LEA.

Addressing Specific Student Groups

Limited English Proficient Students

For the 2012 submission only: In the 2011-2012 school year, LEAs in the state of Maryland administered a new English language proficiency assessment, *ACCESS for ELLs*, from February 26 – March 23, 2012.

In the summer of 2012, a linking study will be conducted of ELL student results on the new *ACCESS for ELLs* as compared to results on the *LAS Links*, our previous English proficiency assessment, for domain scores (reading, writing, listening, and speaking) and composite scores. The next step includes analyzing the results of this study with the goal of setting AMAO 1 and AMAO 2 targets for 2012 through the 2015-2016 school year.

- For the AMAO 1 calculation of ELL students new to the state of Maryland in the 2011-2012 school year, data point one becomes the first administration of *ACCESS for ELLs*.
- For the AMAO 2 calculation, exit criteria for the 2011-2012 school year is an overall score of 5.0 on the *ACCESS for ELLs*. These criteria will be revisited by a committee this summer or early fall and revised if deemed necessary.

As a result of the steps indicated above, LEAs will not have AMAO 1 or AMAO 2 targets available during the time the 2012-2013 Master Plan is being completed. Therefore, LEAs will submit information on the performance of limited English proficient students for AMAO 1, AMAO 2, and AMAO 3 when the targets have been set for the 2012 administration of the *ACCESS for ELLs*. LEAs will be notified when the targets are available and respond directly to the Title III Office at MSDE.

The following information first provides the *No Child Left Behind* Goal for the performance of English language learners. This is followed by a description of the annual measurable achievement objectives (AMAOs) derived from ELL student performance in (1) making progress learning English, (2) attaining proficiency in English, and (3) meeting the overall AMO target for limited English proficient students. This is followed by the action required on the part of any LEAs who fail to meet these targets.

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.

- VIII. *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.
- IX. *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, as reported for performance indicator 1.1.

- X. *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, as reported for performance indicator 1.2.

This section reports the progress of Limited English Proficient students in developing and attaining English language proficiency and making Adequate Measurable Objective (AMO) targets. School systems are asked to analyze their data on the following 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 a composite score obtained from the ACCESS for ELLs assessment. This measure and its target for 2012 have yet to be defined.
- **AMAO 2** is used to demonstrate the percentages of Limited English Proficient students attaining English proficiency by the end of each school year. For calculating AMAO 2, Maryland uses a composite score obtained from the ACCESS for ELLs assessment: 5.0 (bridging or advanced) or higher. The AMAO 2 target for school year 2011-2012 has yet to be defined.
- **AMAO 3** represents Adequate Yearly Progress of LEAs for the Limited English Proficient student subgroup. The AMAO 3 target for school year 2011-12 has yet to be defined pending approval of Maryland's ESEA Flexibility Waiver Request.

The *No Child Left Behind* regulations require that an improvement plan is in place based on the conditions outlined below for any local school systems that failed to make progress on the AMAOs.

- ***For any fiscal year.*** The school system must separately inform a parent or the parents of a child identified for participation in or participating in a language instruction educational program of the system's failure to show progress. The law stipulates that this notification is to take place not later than 30 days after such failure occurs. The law further requires that the information be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.
- ***For two or three consecutive years.*** The school system must develop an improvement plan that will ensure that the system meets such objectives. The plan shall specifically address the factors that prevented the system from achieving the objectives.
- ***For four consecutive years.*** The state shall require the local system to modify the curriculum program and method of instruction or determine whether or not the local school system shall continue to receive funds related to the system's failure to meet the objectives, and require the local system to replace educational personnel relevant to the system's failure to meet the objectives.

2012 Annual Update to the Bridge to Excellence Master Plan
Addressing Specific Student Groups: 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.

- 1. Describe the school system’s progress on the implementation and expansion of Maryland CTE Programs of Study within Career Clusters as a strategy to prepare more students who graduate ready for entry into college and careers. Include plans for industry certification 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 have already been realigned to meet the standards of Maryland High School CTE Programs of Study, i.e., Academy of Finance, Careers in Cosmetology, Automotive Technology, Teacher Academy of Maryland, Homeland Security and Emergency Preparedness, Fire Science: Maryland Fire and Rescue Institute, Biomedical Sciences, Finance and Accounting, Marketing, Business Administrative Services, Business Management, Printing Technologies, Food and Beverage Management (ProStart), Career Research and Development, and PLTW Engineering.

The current Health Occupations program is in the process of being realigned to meet the Academy of Health Professions standards and the Industrial Electronics program is being updated to the IT Networking Academy (CISCO-Cyber Security pathway). Future programs on our Secondary Five-Year Planned Improvement Chart include: Academy of Information Technology and Communication and Broadcast Technology. A locally developed magnet program in Natural Resources and Agricultural Sciences was approved to start in 2012-13. 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 Program of Study, 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.

- A. 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.
- B. Support the development of work related and decision-making skills including learning, thinking, communication, technology and interpersonal.
- Develop and/or identify materials for use with special needs students.
 - Continue to implement strategies for utilizing technology in all curriculums to support the MSDE Student Technology Literacy Standards for Students (MTLSS).
 - Increase challenging academic offerings.
 - Include *Career Development for Instruction in Grades Prekindergarten-Grade 12*, as per COMAR 13A.04.10.01.
 - Integrate digital content into all instruction, as appropriate, to support teaching and learning.
 - Enable all students to demonstrate mastery of technology literacy as specified in the Maryland Student Technology Literacy Standards, School Library Media state curriculum, and Technology Education state curriculum.
 - Implement policies and procedures to address equivalent accessibility to technology-based products for students, as defined by Education Article 7-910 of the Public Schools-Technology for Education Act.
 - Provide professional development to educators serving students with disabilities.
- C. 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 state 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.
- D. 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 state standards.
 - Evaluate and analyze student assessment data to improve instruction.
 - Enhance career and technology education programs.
 - Monitor and report the number of students participating in non-traditional CTE programs.
 - Integrate digital content into all instruction, as appropriate, to support teaching and learning.
 - Allow students access to instructional resources that incorporate universal design.
 - Enable all students to demonstrate mastery of technology literacy as specified in the Maryland Student Technology Literacy Standards, School Library Media state curriculum, and Technology Education State curriculum.
 - Implement policies and procedures to address equivalent accessibility to technology-based products for students, as defined by Education Article 7-910 of the Public Schools-Technology for Education Act.
 - Provide opportunities for instructional personnel to attend and participate in professional development training, including webinars and conference.
- E. Promote partnerships between schools, businesses, communities, postsecondary educational institutions and families.
- Identify, implement, evaluate and refine approved magnet and specialized programs.
 - Offer coursework that supports student postsecondary activities.
 - Provide, through HCPS website, coordinated access to information and resources through collaboration with and linkages to other portal providers.
 - Maintain and expand partnerships.
 - Maintain informed citizen advisory committees.
 - Expand parent awareness of educational initiatives.
 - Continue to promote internal collaboration aimed at increasing partnerships to support student learning.
 - Enhance teaching and learning by providing opportunities for educators to utilize linkages between today's business environment and the classroom.

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

When looking at the 2011 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, H&B, MET, and TT) have the highest ratio of enrollment to completion. Students apply to this magnet school for specific programs and enroll in CTE courses all four years of high school. In clusters that are comprised of programs that are offered at the comprehensive high schools, the ratio of enrollment to completion is lower because students often want to explore a wide variety of content areas and they take courses for elective credit only. This will always continue to a certain extent, however, the local graduation requirement that includes four credits in a Career Pathway will decrease this practice. As new CTE magnet programs are developed and implemented at other high schools, i.e., Natural Resources and Agricultural Sciences at North Harford High School, the ratio of student enrollment and completion will further increase.

MSDE Cluster	HCPS Enrollment	HCPS Concentrators	HCPS Completers
AMC	48	17	17
BMF	2253	429	140
C&D	242	59	59
CSHT	1481	286	165
EANR	277	72	51
H&B	237	73	70
HRS	1671	421	158
IT	280	23	6
MET	45	22	22
TT	61	27	27
CRD	318	78	62
TOTAL	6913	1492	777

4. CTE improvement plans are required if a local school system 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.

Two indicators did not meet the 90% threshold in 2011. These were:
 6S1: target 48.62%, 90% threshold 43.76, actual performance 40.93%
 6S2: target 44.90% threshold 39.81%, actual performance 35.40%

- b.) Analyze why the indicator was not met, including any disparities or gaps in performance between any category of students and performance of all students. Indicator 6S1 Non-traditional Participation:**

Although performance on this indicator increased from 28.79% in 2010 to 40.93% in 2011, it was not enough gain to meet the 90% threshold. Every subpopulation group increased from 2010 to 2011 except LEP (-19.67%) and Female (-3.3%). Students in 19 programs did not meet the 90% threshold for this indicator. All of the following programs had 0%: Masonry, Carpentry, Electricity, Plumbing, HVAC, Cosmetology, and CAM. Although we make every effort to market our programs to appeal to all students, it is evident that there are still programs that are single sex dominated, particularly the construction trades at Harford Technical High School.

Indicator 6S2 Non-traditional Completion

Counter to state performance, local performance on this indicator increased from 31.04% in 2010 to 35.40% in 2011, but it was not enough to meet the 90% threshold. Every subpopulation group increased from 2010 to 2011 except Female (-.88%), Asian (-14.38%), and Hispanic (-12.6%). The introduction of a new category (Multi) may account for some of the decrease in the other categories. Students in 19 programs did not meet the 90% threshold for this indicator. All of the following programs had 0%: Masonry, Carpentry, Electricity, Plumbing, HVAC, Cosmetology, Fire Rescue, CAM and Auto Body. Although we make every effort to market our programs to appeal to all students, it is evident that there are still programs that are single sex dominated, particularly the construction trades at Harford Technical High School.

- c.) For FY 13, indicate the section/subsection in the CTE Local Plan for Program Improvement where the improvement plan/strategy is described.**

Indicator 6S1 Non-traditional Participation

Strategy Worksheet A for the Construction and Development; Health and Biosciences; Human Resource Services; Manufacturing, Engineering and Technology; and Transportation Technologies Clusters reference activities related to Core Indicator 6S1. Planned improvement activities include: marketing tools are utilized to promote programs to females; marketing tools are utilized to promote programs to males; facilities, including equipment, materials and supplies are in place to implement programs to appeal to non-traditional students; MSDE approval of AHP program proposal including allied health internship pathway to encourage male enrollment; nontraditional teachers are recruited; and teachers participate in on-going professional development for instructional strategies which appeal to non-traditional students.

Strategy Worksheet B-1 references activities related to Core Indicator 6S1. Planned improvement activities include: an Open House to inform middle school students and parents of programs is held at HTHS and follow-up conferences are scheduled for interested students.

Indicator 6S2 Non-traditional Completion

Strategy Worksheet A for the Construction and Development; Health and Biosciences; Human Resource Services; Manufacturing, Engineering and Technology; and Transportation Technologies Clusters reference activities related to Core Indicator 6S2. Planned improvement activities include: marketing tools are utilized to promote programs to females; marketing tools are utilized to promote programs to males; facilities, including equipment, materials and supplies are in place to implement programs to appeal to non-traditional students; MSDE approval of AHP program proposal including allied health internship pathway to encourage male enrollment; nontraditional teachers are recruited; and teachers participate in on-going professional development for instructional strategies which appeal to non-traditional students.

Strategy Worksheet B-1 references activities related to Core Indicator 6S2. Planned improvement activities include: an Open House to inform middle school students and parents of programs is held at HTHS and follow-up conferences are scheduled for interested students.

- d.) Describe how the Improvement Plan is being monitored to ensure progress toward meeting the 90% threshold for each Core Indicator of Performance that was not met.**

As referenced in the CTE Local Plan for Program Improvement strategies, every effort is being made to increase the number of non-traditional students enrolling in and completing existing CTE programs. In addition, careful consideration is being given to adding new CTE programs which appeal to both male and female students, including Biomedical Sciences, Academy of Health Professions, Natural Resources and Agricultural Sciences, and Pre-Engineering. With an 42% increase on Core Indicator of Performance 6S1 and a 14% increase on Core Indicator of Performance 6S2 between 2010 and 2011, it is evident that progress is being made. Justification for revisions to the Local Agreed upon Performance Levels for 2011-12 will be based on this progress.

- 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.**

Non-applicable to Harford County Public Schools.

Early Learning

A. Based on the examination of 2011-2012 MMSR Kindergarten Assessment Data:

- **Describe the school system's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten either not ready or approaching readiness as determined by the Maryland Model for School Readiness Kindergarten Assessment. Please include a discussion of the corresponding resource allocations and include timelines for use of allocations where appropriate.**

Analyzing the data on Table 8.1 indicates that overall children are entering kindergarten better prepared from prior care experiences. Children are making gains in all areas of the Maryland Model for School Readiness Assessment: Language and Literacy, Mathematical Thinking, Scientific Thinking, Social and Personal, Social Studies, and the Arts and Physical Development. Harford County Public Schools composite score of 87%, which is above the state average, indicates the majority of children enter school Fully Ready for school experiences. Two of the areas, Language and Literacy and Scientific Thinking, remain in the 70% range indicating more significant curriculum and targeted work needs to occur in the prior care experience. Since 2009-2010, the data for Approaching Readiness remains very low, which indicates more work is occurring for our lowest performing children in prior care experiences. However, while scores are not decreasing in the Language and Literacy and Scientific Thinking components, much more work needs to be done in both areas for young children.

Several factors contribute to the data findings for Fully Ready: 1) prekindergarten teachers continue to receive more specific professional development in assessing young children in the beginning of the year; 2) more rigorous curriculum has been developed or adopted with more critical thinking and exposure to a wider range of concepts; 3) prekindergarten teachers have received professional development in working with low performing, high-risk populations of children; and 4) data indicates the high-risk group of children entering school are lower performing at the start than in years past.

Table 8.2, Percentage of Kindergarten Students with Previous Prekindergarten, seems to validate the work of providing more rigorous curriculum is having an impact. The trend in Table 8.2 shows a continual increase in the scores. More children seem to be moving into the Fully Ready category from the Approaching Readiness category. The category Developing Readiness remains somewhat stagnant; indicating more intense interventions need to be established to provide support for the students to increase readiness skills. As the economy has remained in decline and more families are having economic difficulties, high-risk students are being given less opportunities for improvement. High-quality childcare centers may not be affordable prior to public prekindergarten, and few three-year old programs exist. Families are spending their income on life necessities and cannot afford childcare.

Prekindergarten classes only accept children from low-socioeconomic status and the number of applicants continues to increase. Class sizes are increasing in the Title I school areas, as well as some of the rural schools. Public school only accepts about one-third of all the four-year olds in Harford County and children who are at higher-risk may not be receiving any support in prior care. More issues of social and emotional well-being, and higher incidences of mental health concerns, are apparent in the classes of prekindergarten children.

Maintaining lower student-to-teacher ratios would enable students to receive more intensive work to be more fully ready for kindergarten or to assist with social and emotional modeling and coaching. An expansion of prekindergarten sites in public schools would also enable more children to attend high-quality, free programs.

- **Describe how the school system is working in collaboration with other early childhood partners/programs (i.e., Preschool Special Education; Head Start; Childcare Programs) to ensure that children are entering kindergarten “ready to learn”?**

Currently Harford County Public Schools has an MOU with Head Start, which addresses transporting children to our schools for programs or services. An ongoing relationship has been established and both agencies continue to foster new ways of working with each other to benefit the most high-risk students. Children attend public prekindergarten half-day and Head Start the remainder of the day; this model has worked well in providing services and in teaching readiness skills. Professional development is continuing to evolve for both groups of teachers. Data indicates that scores of the student students coming from Head Start have risen significantly.

The Office of Early Childhood maintains regular Program Committee meetings with teachers to address the concerns and issues for the purpose of high-quality professional development to achieve more rigorous curriculum, as well as providing available resources. Teachers also visit private childcare facilities to provide workshops to staff and parents about expectations of kindergarten students. A Transition Form was jointly developed between private childcare providers and public school teachers to ensure that all partners, and ideas, were represented. The Coordinator hosts and attends regular meetings with local childcare providers to share initiatives from the school and state that will impact both groups. Aligning of services and curriculum to address the needs of the families and students has been increasingly successful.

Two prekindergarten inclusion programs continue to offer a high-quality program for children with special needs and general education students. The number of children served in this setting is relatively small, but has a huge impact for all children involved. The majority of prior care data from these two programs indicates that our high-risk children in both categories (special needs and general education) scores are performing in the Fully Ready category. Children in the Approaching Readiness category are functioning well in kindergarten and with less support needed.

Each year, the efforts to reach our most at-risk children seem to be more targeted and successful, especially since our class sizes continue to increase. The Early Childhood Office takes every opportunity to do outreach in a more systemic approach with schools, childcare, and communities. Sharing information at meetings, local and state conferences, fliers, and newspaper articles continue to be venues with success. Research indicates that children are more successful in the primary grades when they attend high-quality childcare programs, which are aligned with the local school system for curriculum and professional development, as well as provide transition procedures for families.

During the SY 2011-12, 66% of HCPS preschool children with disabilities received IEP supports and services in a self-contained special education setting (MDOIEP, January 2012). It is important to note that this data factors out students receiving speech-only services. Similarly, 80% of all IFSP services for children ages 2 to 4 years received supports and services in the home setting as compared to the 18% of all IFSP services provided in a community setting (MDOIFSP, January 2012). Effective inclusive services for HCPS young children with disabilities must provide access to the general education curriculum as well as participation with typically developing peers in learning activities that do not exist in special education classes or in home environments. Further support of need is evidenced by student achievement outcomes included in Maryland's 2011-12 school readiness data with a -27% difference in readiness outcomes for children with disabilities and their typical kindergarten peers ([Ready at Five, 2012](#)). Specific gaps are represented in performance related to State performance indicators measuring social relationships, acquisition/use of knowledge and skills, and behavior for preschool children with disabilities. These skill areas are typically identified as precursors for later success in school, the workplace, and the community.

B. Based on the examination of the 2011-2012 Public Prekindergarten Enrollment Data (Table 8.3)

- 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 2011-2012.**

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

- 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.**

Harford County Public Schools Office of Early Childhood has made considerable strides in tightening policies and practices for internal and external individuals concerning the enrollment of all eligible children into the prekindergarten program. All children accepted into the program qualify as high-risk students that meet the criteria for poverty, homeless, or foster care. Several prekindergarten programs are special education inclusion classes

that enable students with disabilities and general education students (who qualify by application) have been firmly established.

Staff involved with the application process, lead school 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 policies the school system has put in place to work collaboratively with other early learning and development programs to provide a prekindergarten program for all eligible children.

Harford County Public Schools currently has an MOU with the local Head Start enabling children to attend both programs with transportation provided. The MOU was established several years ago and it continues to serve the population well.

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

Gifted and Talented Programs

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

COMAR 13A.04.07 §06 specifies that local school systems 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 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*.

Goal 1. Student Identification

Each local school system 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)*].

Goal 2. Programs and Services

Each local school system 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)*].

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.

List the 2011-2012 initiatives for gifted and talented students which support the implementation of the *COMAR 13A.04.07 Gifted and Talented Education*.

Goals	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
<p>Student Identification</p> <p>Reference COMAR 13A.04.07 §.02, A-F</p>	<p>Adherence to these principles and to the procedures which follow ensures consistency throughout Harford County Public Schools. The purpose of these principles and procedures is to identify the level of service appropriate to the students' needs.</p> <p>The identification process is an effective and efficient process which includes the following four stages:</p> <ul style="list-style-type: none"> • Screening - a process using multiple criteria which is designed to yield a pool of candidates which includes all possible students that are candidates for G&T services. • In-Depth Data Analysis - a process designed to analyze the data from the screening stage and then to determine which services are a best fit to meet the student's needs. • Placement - a process in which students are placed in the appropriate level of service. • Review - a process undertaken annually or as needed to reassess the pool of candidates eligible for G&T Services. <p>The overall responsibility for the identification process lies with each school's Gifted & Talented Services Committee.</p> <p>The formal identification of Level 3 and 4 services begins in the spring of second grade and continues as an ongoing process through grade five and continues in grades nine through twelve.</p>	<p>On-going (see table below)</p>	<p>Schools report identified students to the office of Accelerated Learning in September and in May.</p>	<p>Met for grades K-5</p>

Goals	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
<p>Student Identification</p> <p>Reference COMAR 13A.04.07 §.02, A-F</p>	<p>A record of communication with parents regarding the G&T program’s opportunities will be maintained by the G&T teacher.</p> <p>Each school will maintain accurate and up-to-date records for the level of service students are receiving. As part of an articulated program, the G&T teacher will arrange for the timely transfer of these records.</p> <p>The service identification process is based on the student’s <u>current</u> information and progress. The level of service a student receives can change based on their need.</p>	<p>On-going (see table below)</p>	<p>Schools report identified students to the office of Accelerated Learning in September and in May.</p>	<p>Met for grades K-5</p>

ONGOING	The G&T Committee will use a body of evidence to match students to the level of service that is a best fit for their needs.
September	Each elementary school will submit a list of available services for Levels 1-4 and the eligibility criteria for Level 3 and 4 services.
October	All second grade children take the Cognitive Ability Test administered by HCPS in fall.
December/January	COGAT scores are returned. Grade 2 students that score in the 9 th local stanine on Verbal, Quantitative or Non-Verbal portions of the COGAT will be considered for levels 3-4 services. Classroom teachers assess students scoring in the 7 th or 8 th stanine using the Teacher Perception Inventory. Students with a score of 75% or higher, are referred to the Identification Committee for placement.
June-August	Parents are notified of child's selection by mail for <i>level four services only</i> . Parents may appeal to the school for level four services.
August/September	The MSA scores from the previous school year are added to the body of evidence. Student placement is re-evaluated annually.

Goals	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
<p>Programs and Services</p> <p>Reference COMAR 13A.04.07 §.03, A-C</p>	<p>HCPS uses a program called “Levels of Service” created by Dr. Donald Treffinger. This program uses a series of approaches based on the abilities and interests of students.</p> <ul style="list-style-type: none"> • Level 1-These are opportunities for all students such as fieldtrips, assemblies, and foundational skills that are taught in the classroom. The Primary Education Thinking Skills Program (PETS) will be used at this level to help nurture gifted students in grades K-2. • Level 2-These are occasional services for many students which allow for challenge opportunities and extended learning experiences. The teacher of the gifted and talented may visit classrooms and demonstrate critical and creative thinking skills or pull out small, (changing) groups of students for talent development activities. • Level 3-These services will be consistent for some gifted and talented students who have been identified for additional service based on need. These may include flexible ability grouping for mathematics and/or reading. Research-based advanced level curricular programs such as Junior Great Books for reading or Project M3 for mathematics may be used at this level. Accelerated mathematics such as Algebra in 7th grade and Geometry in 8th grade may be provided at the middle school level and Advanced Placement and Honors are included at this level for high school students. • Level 4-This is a highly challenging, intensive service for few students who show exceptional talents and academic gifts. Grade acceleration, full time cluster grouping, research projects and magnet programs are included at this level. 	<p>Ongoing</p>	<p>Schools complete and send a Levels of Service Implementation rubric to the Office of Accelerated Learning at the end of the school year in May for review by the Coordinator of Accelerated Learning Programs.</p>	<p>Met</p>

Level	Who	What (Examples)	When
1	Opportunities for ALL students	Foundational skills and tools: critical and creative thinking. <ul style="list-style-type: none"> • Presentations or competitions open to all students. • PETS (PK-2). • Career pathways. 	K-12 9-12
2	Occasional services for MANY students	Opportunities for additional challenges and extended learning experiences. <ul style="list-style-type: none"> • Enrichment lessons. • Flexible grouping. • Class self-selection. 	K-12 K-5 9-12
3	Consistent services for SOME students	Rigorous course work with a specific focus. <ul style="list-style-type: none"> • Flexible ability grouping in a specific subject. • Taking at least one Advanced Placement or Honors class. 	K-8 9-12
4	Intensive services for FEW students	Intense work in highly challenging curriculum or research. <ul style="list-style-type: none"> • Grade or subject level acceleration, Full time cluster grouping. • Primary research/ product, mentorship, and internship. • Taking at least four AP and/or Honors courses. • Magnet and Signature Programs. 	K-8 K-12 9-12 9-12

Goals	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
<p>Professional Development</p> <p>Reference COMAR 13A.04.07 §.04, A-B</p>	<p>Elementary Gifted and Talented Resource teachers met four times during the 2011-2012 school year on county-wide professional development days. Focus topics included: Project M3 training, Web 2.0 tools, College and Career Readiness, and meeting the needs of gifted learners on a full time basis through the Cluster Grouping Model</p>	<ul style="list-style-type: none"> • August 2011 • November 2011 • January 2012 • May 2012 	<p>Surveys and exit tickets from GT teachers to evaluate needs and progress, observations, and participation sign in sheets</p>	<p>Met</p>

2011- 2012 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 at each grade level.

	K	1	2	3	4	5	6	7	8	9	10	11	12
All Students	2	18	12	255	510	659	NA	177	151	953	1308	1474	1261
Hispanic/Latino of any race	0	0	0	12	19	26	NA	6	3	36	68	72	54
American Indian or Alaskan Native	0	0	0	1	0	2	NA	2	1	0	3	6	4
Asian	0	0	1	13	32	32	NA	11	14	47	55	64	68
Black or African American	0	3	1	20	44	47	NA	23	17	91	136	164	136
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	NA	0	0	4	3	2	3
White	2	11	10	200	401	516	NA	128	114	736	988	1116	949
Two or more races	0	4	0	9	14	36	NA	7	2	39	55	50	47
Special Education	0	0	1	6	19	20	NA	1	1	9	17	15	10
Limited English Proficient (LEP)	Not available at this time												
Free/Reduced Meals FARMS	1	6	1	36	74	86	NA	29	23	147	147	181	134

Special Education

The BTE Act requires that each updated Master Plan “shall include goals, objectives, and strategies” for students with disabilities. Both federal and State legislation require that states have accountability systems that align with academic content standards for all students. In addition, the federal special education legislation commonly known as IDEA also requires that a child’s needs resulting from a disability be addressed “so that they may be involved in and progress in the general curriculum.” Information requested about special education aligns with reporting requirements of the Federal Office of Special Education Programs (OSEP).

Therefore, each school system’s annual submission that is aligned with federal and State law will document and support with evidence the progress in academic achievement for students with Individualized Education Programs (IEPs) as well as update plans to accelerate performance to ensure that the special education subgroup makes Annual Measurable Objective targets at the system and individual school level. Changes to strategies or specific areas of progress that have improved performance should be discussed in the Update, particularly for schools or systems in improvement.

AS YOU COMPLETE THE 2012 MASTER PLAN ANNUAL UPDATE, YOU MAY WISH TO CONSIDER THE FOLLOWING SPECIAL EDUCATION ISSUES WITHIN YOUR RESPONSES THROUGHOUT THE DOCUMENT. THIS SECTION IS NOT TO BE COMPLETED AS A STAND-ALONE SECTION.

- Access to the General Education Curriculum. How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?
- Collaboration with General Educators. How is the local school system ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?
- Strategies used to address the Achievement Gap. When the local school system has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.
- Professional Development and Highly Qualified Staff
 - How is the local school system ensuring the participation of special education teachers and leadership in content-related professional development to promote student achievement?
 - How is the local school system ensuring that professional development of general education staff incorporates sufficient special education pedagogical knowledge, skills, and dispositions to enable educators to make the general education curriculum and environment accessible for all children?

MARYLAND LOCAL SCHOOL SYSTEM

COMPLIANCE STATUS REPORT

EDUCATION THAT IS MULTICULTURAL AND ACHIEVEMENT (ETMA)

Local School System: Harford County Public Schools

ETMA Contact Person: Jonathan D. Brown, Ed.D.

Title/Position: Director-Office of Community Engagement, Equity and Cultural Proficiency

Address: 102 S. Hickory Avenue, Bel Air, MD 21014

Phone: 410-809-6065 Fax: 410-588-5370

E-Mail: Jonathan.Brown@hcps.org

Date completed: August 6, 2012

**BRIDGE TO EXCELLENCE
CROSS-CUTTING THEME
EDUCATION THAT IS MULTICULTURAL (ETM)**

INTRODUCTION

The *Compliance Status Report* on the following pages presents the criteria for the assessment of Education that is Multicultural and Achievement (ETMA) implementation in Maryland local public schools. The assessment categories relate to 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. This report will identify and measure ways to enhance educators' cultural proficiency and to implement culturally relevant leadership and teaching strategies. 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.

ETMA BRIDGE TO EXCELLENCE REPORT EXECUTIVE SUMMARY

After completion of the Maryland *Local School System Compliance Status Report: Education That Is Multicultural (ETMA)* form, provide the following summary information.

- 1. List your Local School System's major ETMA strengths identified.**
 - 2. List your Local School System's major ETMA areas identified that need improvement.**
 - 3. List your three major Local School System ETMA goals for the next school year.**
 - 4. Provide comments related to the compliance status report form, noting any recommendations for suggested revisions.**
-

1. List your Local School System's major ETMA strengths identified:

- Continued implementation of Professional Learning Communities and Classroom-Focused Improvement Process (CFIP) that examines student performance based upon subgroups and staff members examining the data, assigning student names and implementing instructional strategies to improve academic performance for all students.
- Use of Performance Matters, a data system that allows staff members to examine individual academic data to identify student strengths and weaknesses and create an instructional plan that will increase student performance.
- Graduating students must complete four years of mathematics with a math course in each year beginning at the ninth grade level.
- Implementation of Engineering is Elementary curriculum, professional development and assessment at all elementary schools for grades 1-5.
- AVID (Advancement Via Individual Determination) currently at two middle schools which examines students not currently performing at their potential, providing them with additional tools such as note taking, language arts and reading skills to be successful, as well as support for taking advanced placement courses.

- 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*.
- Cultural proficiency staff development is provided to new bus drivers, food and nutrition workers, custodians, clerical and instructional employees.

2. List your LSS major ETMA areas identified that need improvement:

- Increase the number of students participating in advanced placement courses.
- Increase the number of students taking the advanced placement examination scoring 3 or better.
- Continue to increase the number of juniors and seniors taking the SAT.
- Improve the student scores on the SAT in math, reading, and writing.

3. List your three major LSS ETMA goals for the next school year:

- Improve academic performance for all students.
- Increase number of students participating in advanced placement courses.
- Increase number of students taking the advanced placement examination scoring 3 or better.
- Continue implementation of AVID at the middle school level and Engineering is Elementary for grades 1-5.

4. Provide comments related to the compliance status report form, noting any recommendations for suggested revisions.

- Opportunity to have districts focus on closing the achievement gaps.

I. Mission/Vision/Leadership	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. The LSS has a written mission or vision statement that includes a stated commitment to: <ul style="list-style-type: none"> • Diversity • Education that is Multicultural • Accelerating and enhancing student achievement • Eliminating student achievement gaps 					X
2. The LSS’s mission statement is integral to the operation of the schools and is regularly communicated to all staff, students, parents, and the community.					X
3. A culturally diverse group (including the LSS ETM liaison) actively engages in the development of the Bridge to Excellence (BTE) or other management plan.					X
4. The Bridge to Excellence Master Plan includes specific references (Cross-cutting Themes) related to Education that is Multicultural and minority achievement initiatives.					X

II. Curriculum	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. 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.				X	
2. Practices and programs promote values, attitudes, and behaviors, which promote cultural sensitivity:				X	
a. Curriculum content includes information regarding history of cultural groups and their contributions in Maryland, the United States and the world.				X	
b. Multiple cultural perspectives of history are represented.				X	
3. As reflected in the State Curriculum, all schools provide opportunities for students to demonstrate the following attitudes and actions:				X	
a. valuing one's own heritage.				X	
b. valuing the richness of cultural diversity and commonality.				X	
c. valuing the uniqueness of cultures other than one's own.				X	

II. Curriculum	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
d. being aware of and sensitive to individual differences within cultural groups.				X	
e. addressing stereotypes related to ETMA diversity factors including but not limited to: race, ethnicity, region, religion, gender, language, socio-economic status, age, and individuals with disabilities.				X	
4. Curricular infusion of Education that is Multicultural is visible in ALL subject areas. Attach sample ETM curriculum infusion in core content areas at the elementary, middle, and high school level.				X	

III. School Climate	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. The LSS has a written policy and procedure addressing bullying and harassment.					X
2. The LSS addresses how all schools promote the following aspects of an inclusive climate:					
a. in which harassment is not tolerated and in which incidents of bullying, intimidation, intolerance and hate/violence are addressed in an equitable and timely manner.					X
b. that promotes the development of interpersonal skills that prepare students for a diverse workplace and society.					X

III. School Climate	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
c. that reflects the diversity of the LSS and community through school activities such as School Improvement Teams (SIT), PTA/PTO/PTSO, planning committees, advisory groups, etc...					X
d. in which diverse linguistic patterns are respected.					X
e. in which students, instructional staff, support staff, parents, community members, and central office staff are made to feel welcomed and actively involved in the entire instructional program					X
f. that reflects relationships of mutual respect.					X

III. School Climate	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
g. that includes activities and strategies to prevent bullying, harassment, racism, sexism, bias, discrimination, and prejudice.					X
h. that includes multicultural assemblies, programs, and speakers					X

IV. Instruction	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
A. Access and Grouping					
1. All schools use data disaggregated by race/ethnicity, gender, English Language Learners, and socio-economic status/FARMS to assess inequities in course/class participation, student placement, grouping, and in making adjustments to assure equity.					X
2. A committed demonstration of high expectations for all students is visible.					X
a. Schools ensure that all students have access to equally rigorous academic instruction regardless of cultural and socio-economic background.					X
b. All schools assure that all students with disabilities are afforded access to classes and programs in the “least restrictive” environment.					X
c. Highly qualified/effective and certified teachers are assigned to low-achieving schools.					X
d. Teachers already working in low-achieving schools are certificated and highly qualified/effective.					X

IV. Instruction	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
3. All schools monitor and address disproportionate referrals for discipline, suspensions, and expulsions, as well as, placements of students in special education programs.					X
4. All schools provide outreach to assure that there is equitable representation of diverse cultural and socioeconomic groups in:					
a. advanced placement courses				X	
b. gifted and talented programs				X	
c. special initiatives such as grants and/or pilot programs such as STEM					X
d. student organizations and extracurricular activities					X
e. student recognition programs and performances					X
5. All schools ensure that all students have access to instructional technology.					X

IV. Instruction	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
B. Instructional Activities					
1. All schools engage in instructional activities that recognize and appreciate students' cultural identities, multiple intelligences and learning styles.					X
2. All schools use instructional activities that promote an understanding of and respect for a variety of ways of communicating, both verbal and nonverbal.					X
3. All schools implement activities that address bullying, harassment, racism, sexism, bias, discrimination, and prejudice.					X
4. All schools provide opportunities for students to analyze and evaluate social issues and propose solutions to contemporary social problems.					X
C. Achievement Disparities					
5. All schools provide a range of appropriate assessment tools and strategies to differentiate instruction to accelerate student achievement.					X
6. All schools implement strategies, programs, and interventions aimed at eliminating academic gaps.					X

IV. Instruction	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
7. All schools implement strategies, programs, and interventions that prevent dropouts as evidenced by data.					X
8. All schools implement strategies, programs, and initiatives to eliminate disproportionality in special education identification and placement.					X

V. Staff Development	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. ETMA staff development includes involvement of all staff: (check all that apply) <ul style="list-style-type: none"> ➤ Administrators <u>X</u> ➤ central office staff <u>X</u> ➤ teachers <u>X</u> ➤ support staff <u>X</u> ➤ instructional assistants/paraeducators <u>X</u> ➤ substitutes ____ ➤ bus drivers <u>X</u> ➤ custodians <u>X</u> ➤ cafeteria workers <u>X</u> ➤ volunteers ____ 				X	
2. Staff development utilizes the MSDE Professional Development Competencies for Enhancing Teacher Efficacy in Implementing Education That is Multicultural (ETM) and accelerating minority achievement.		X			
3. The LSS coordinates and facilitates ETMA programs and activities:					
❖ Voluntary ETM courses are offered (attach a list of courses)					X
❖ Mandatory ETM courses are offered (attach a list of courses)					X

V. Staff Development	Beginnings			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
❖ ETMA workshops or seminars are provided during the year (attach a list of programs)					X
4. The LSS and relevant area offices ensure ETMA Staff Development provided by all schools includes involvement of all staff in training that:					
a. explores attitudes and beliefs about their own cultural identity.				X	
b. identifies equity strategies, techniques, and materials appropriate for their work assignment.				X	
5. All schools provide training:					
a. in assessing the prior knowledge, attitudes, abilities, and learning styles of students from varied backgrounds in order to ensure compliance with ETM practices.		X			
b. to recognize, prevent and address bullying, harassment, stereotyping, prejudice, discrimination, and bias that impedes student achievement.					X
c. to explore attitudes and beliefs about other cultures to foster greater inter-group understanding.			X		

V. Staff Development	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
d. to identify and implement instructional strategies, techniques, and materials appropriate for ETMA.		X			
e. to recognize and correct inequitable participation in school activities by students and staff from different backgrounds and redress inequity in instances of occurrence.			X		
6. All schools provide appropriate opportunities for staff to attend and participate in local, state, regional, and national ETMA conferences, seminars, and workshops.					X
7. All schools provide professional development workshops and courses that include an ETMA focus.		X			
8. All schools maintain current professional development references for educators, support staff and administrators on education that is multicultural and student achievement.					X

VI. Instructional Resources & Materials	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. LSS maintains a system-wide resource center with materials for schools at all grade levels that reflect cultural diversity and inclusiveness.					X
2. The LSS uses resource organizations that promote cultural and ethnic understanding.					X
3. The LSS uses instructional materials that reinforce the concept of the United States as a pluralistic society within a globally interdependent world, while recognizing our common ground as a nation.					X
4. Information about available ETMA resources is communicated throughout the LSS using a variety of mechanisms such as newsletters/monthly/and/or quarterly publications.					X
5. All schools incorporate multicultural instructional materials in all subject areas.					X
6. All schools encourage, have representation, and utilize parents and community members from diverse backgrounds in school events and activities and as resources.					X

VI. Instructional Resources & Materials	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
7. All schools maintain a library inclusive of current instructional supplementary references and/or materials for teachers and administrators on Education that is Multicultural and student achievement				X	
8. All schools provide instructional resources to assist students in gaining a better understanding and developing of an appreciation for cultural groups (i.e. cultural groups, holidays, historical events).					X
9. All schools have a process for selection of instructional resources that includes the following criteria:					
a. materials that avoid stereotyping and bias.					X
b. materials that reflect the diverse experiences of cultural groups and individuals.					X
c. individuals from diverse backgrounds were involved in the review and selection of materials.					X
10. All school media centers include print and non-print materials that reflect diversity and the multi-cultural nature of the community.					X

VII. Physical Environment	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. All schools are barrier free and accessible for people with disabilities.					X
2. The physical environment in all schools reflects diversity and inclusiveness in displays and materials.					X

VIII. Policies	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. The LSS has written policies and practices that prohibit discrimination against students and staff based on the disability and diversity factors.					X
2. The LSS has non-discrimination policies and statements included in staff and student handbooks, on websites and publications throughout the school system.					X
3. The LSS has established procedures for students and staff to report discrimination complaints based on any of the diversity factors.					X
4. School system policies assure that all school publications use bias free, gender fair language and visual images which reflect cultural diversity and inclusiveness.					X

VIII. Policies	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
5. All school system policies and practices are in compliance with federal and state civil rights in education legislation, including but not limited to, the Civil Rights Act of 1964 (race, religion, national origin, ethnicity), Title VI of the Education Amendments of 1972 (gender), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (disability).					X

IX. Assessments	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. All schools provide a range of appropriate assessment tools and strategies to differentiate instruction to accelerate achievement, eliminate achievement gaps, and prevent dropouts as evidenced by student achievement and discipline data.					X
2. The LSS will select testing and assessment tools that have been normed on a variety of ethnic, gender, and socio-economic populations to document instructional effectiveness.				X	
3. All schools use a multiplicity of opportunities and formats for students to show what they know.					X
4. The LSS requires re-teaching and enrichment using significantly different strategies or approaches for the benefit of students who fail to meet expected performance levels after initial instruction or are in need of acceleration.					X
5. The LSS requires that teachers allow multiple opportunities for students to recover failing assessment and/or assignment grades.					X

IX. Assessments	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
6. The LSS utilizes assessment instruments and procedures which are valid for the population being assessed, not at random.					X
7. The LSS utilizes non-traditional assessment instruments and procedures to allow students to evidence mastery of content.					X
8. The LSS utilizes valid assessment instruments which are varied and sensitive to students' cultural and linguistic backgrounds.				X	

X. Community Outreach	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. The LSS ensures active involvement by the following in developing policies and strategies to address ETMA issues:					
a. families from diverse backgrounds.					X
b. community members from diverse backgrounds.					X
c. resource organizations that reflect diversity.					X
2. Communications for parents and community members are available in languages other than English where appropriate, as well as in alternative formats for persons with disabilities.		X			
3. All school functions are held in facilities that are accessible to individuals with disabilities.					X

ETM mandatory and/or ETM voluntary courses offered:

- *Education That is Multicultural in the Classroom of the 21st Century* – a MSDE approved, three-credit course
- *Learning Styles in the Classroom of the 21st Century* – a MSDE approved, one-credit course
- *A Framework for Understanding Poverty* – a MSDE approved, three –credit course

Professional Development ETMA workshops or seminars provided during the school year:

- Cultural Proficiency for new support staff – clerical, custodians, paraeducators, technicians, bus drivers, and food service

Individuals contributing to the completion of the Compliance Report

Print Name	Job Title
Kimberly Banks	Supervisor of World Languages
Jim Boord	Supervisor of Music
Cornell Brown	Assistant Superintendent for Operations
Jonathan Brown	Director of Community Engagement, Equity and Cultural Proficiency
Kevin Ensor	Supervisor of School Counseling
Susan Garrett	Supervisor of Career Programs and Art
William Lawrence	Associate Superintendent for Curriculum, Instruction and Assessment
Sarah Morris	Supervisor of Mathematics
Patricia O'Donnell	Supervisor of Library Services
Bradley Palmer	Supervisor of Title I Office
LaVerne Pitts	Supervisor of Business and Technology Education
Andrew Renzulli	Supervisor of Science
Kristine Scarry	Supervisor of English/Language Arts
Leeann Schubert	Coordinator of School Improvement
Ginny Smith	Coordinator for Early Childhood Programs
Phillip Snyder	Supervisor of Accountability
Jacqueline Tarbert	Coordinator of Leadership and Professional Development
George Toepfer	Supervisor of Social Studies

Section C: Data Systems to Support Instruction

Narrative

Recognizing that the state's high-quality Instructional Improvement System (IIS) is the focus of Maryland's reform agenda, Harford County Public Schools (HCPS) committed resources and personnel to guarantee the implementation of this system in classrooms. Maryland's current vision for this system places the teacher at its center and HCPS is ensuring teachers' access to the nine-step process as described in Section (C)(3) of the state's *Race to the Top* (RTTT) plan for strengthening classroom instruction.

In order to fully implement the IIS, and to ensure teachers are able to access timely data and resources, HCPS is working with MSDE to assess current gaps within data systems. The Director of Information Technology assigned staff to work with MSDE to coordinate the implementation of data management in determining existing infrastructure needs and detail the educational technology solutions in order for HCPS teachers to use the IIS. In addition, HCPS will purchase eSchoolPlus, a Student Information System (SIS), in the second year of the grant. This system is a version upgrade to HCPS existing "end of life" SIS which has no enhancement track to accommodate the data collection required by current and future state/federal reporting. HCPS will identify funding through the operating budget to sustain the SIS.

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.

The RTTT Project Manager will continue to work with the Coordinator of Leadership and Professional Development to facilitate teachers' use of these tools in every school and will identify professional development days throughout the school year to ensure classroom teachers receive intensive professional development on the use of the IIS. These professional development activities will engage teachers in basic information regarding key aspects of the IIS and Performance Matters (curriculum, assessments, data management, and online resources).

Throughout Year 3 of the RTTT grant, the IIS will become part of school-based professional development activities as follow-up from the Educator Effectiveness Academies (EEA). The technology infrastructure will also allow teachers to participate in independent professional development and HCPS will sustain the data integration system and future costs associated with this infrastructure through the operating budget after the RTTT funding ends.

HCPS has recently been successful in providing school-based professional development on the Classroom-focused Improvement Process (CFIP) and the use of Performance Matters system-wide. Recent progress in teachers using data to inform instruction will provide the strong foundation needed for the IIS.

Projects and tasks accomplished during Year 2 of RTTT:

- Continued work with the Instructional Data Specialist (IDS) to provide immediate support for all HCPS teachers currently learning to analyze assessment data to inform instructional practice.
- Hosted and coordinated HCPS participation in the Educator Effectiveness Academies.
- Continued to identify and address gaps in current HCPS data system and technological infrastructure, in coordination with MSDE, to support efforts in the successful development and eventual HCPS transition to the IIS.
- Purchased eSchoolPlus upgrade.

Action Plan: Section C

Goal(s):

- Build and enhance the technological infrastructure and data systems in HCPS to support instruction.
- Implement an IIS designed to support classroom teachers and school-based administrators in using data to improve instruction.
- Provide HCPS professional development on the IIS for current and prospective teachers.

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) Additional Required Activities	(C)(3)(i-iii)						
1. 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.	(C)(3)(i)	4	10/01/12	9/30/13	RTTT Project Manager Director of Information Technology Instructional Data Specialist	HCPS data systems and infrastructure ready for new IIS	Y

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
2. Develop school-based professional development plan and identify professional development calendar days to ensure training on use of data is available in the IIS.	(C)(3)(ii)	1	10/01/12	9/30/13	RTTT Project Manager Coordinator of Professional and Leadership Development	School year calendar published with EEA professional development follow up days	N
3. Participate in data requests to support research on effectiveness as determined by new MSDE governance process.	(C)(3)(iii)	1	10/01/12	9/30/13	RTTT Project Manager Supervisor Office of Accountability	Data provided to MSDE and researchers	N
<i>Tasks/Activities:</i>							
1. Along with the RTTT Project Manager, Instructional Data Specialist will help identify current system needs and technological infrastructure to support HCPS hosting of EEA.	(C)(3)(i)	4	10/01/12	9/30/13	RTTT Project Manager Director of Information Technology Instructional Data Specialist	Needs identified and addressed	Y

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
2. Provide timely and meaningful assistance to schools in support of their work using the IIS and Performance Matters.	(C)(3)(ii)	4	10/01/12	9/30/13	RTTT Project Manager Supervisor of Accountability Instructional Data Specialist	Data management solutions resolved Teachers provide feedback regarding “customer service” provided and proficient use of new IIS and Performance Matters	Y
3. Upload the data from the IIS so it is available and accessible to MSDE researchers to evaluate IIS effectiveness.	(C)(3)(ii)	5	10/01/12	9/30/13	Director of Information Technology Instructional Data Specialist	Data uploaded	N

Year 4 Goals:

- Enhance the technological infrastructure and data systems in HCPS.
- Implement an IIS designed to support classroom teachers and school-based administrators in using data to improve instruction.
- Provide HCPS professional development on the IIS for current and prospective teachers.

Section D: Great Teachers and Leaders

Narrative

As mandated by the Maryland Education Reform Act of 2010, Harford County Public Schools (HCPS) will ensure the new performance evaluation system for teachers and principals is operational by September 2013. Based on the timeline provided, HCPS leadership, including the *Race to the Top* (RTTT) Project Manager, closely followed the progress of the Maryland Model Performance Evaluation System throughout school year 2010-11.

In March 2011, HCPS hired Model Department Chairpersons in high school Mathematics, English, Science and Social Studies. HCPS requested the Mathematics and Science Chairs be supported by RTTT funds, as they play a key role in the creation and implementation of the HCPS STEM initiative and content delivery. The Model Chairpersons have been assigned to work with four principals and core content supervisors to provide supplementary content specific evaluative services at four high schools. In addition to the high school assignment, the Model Department Chairperson collaborates with the Office of Leadership and Professional Development in the development of programs to facilitate the preparation and transition of department chairpersons to their new role.

Through years 1 and 2 of the RTTT grant, three Model Department Chairs were hired at the high school level to support STEM initiatives. These department chair positions are being expanded to all ten high school in the county and the salaries will be covered through the FY13 operating budget. Therefore, HCPS is requesting a budget amendment to support the salaries of three middle school Model Department Chairs in the areas of English/Related Language Arts, Mathematics, and Science to support the transition to the Common Core Standards, as well as STEM initiatives for years 3 and 4 of the RTTT grant. In addition to the middle school assignments, the Model Department Chairpersons will collaborate with the Office of Leadership and Professional Development in the development of programs to facilitate the preparation and transition of future department chairpersons to their new role.

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

In March 2011, HCPS hired a Coordinator of Teacher Induction who reports to the Coordinator of Leadership and Professional Development. The Coordinator of Teacher Induction 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 continuation of the mentor teacher program; evaluating mentor teachers in collaboration with school administrators; collaborating with the Office of Education Services to assess school needs and assigning mentor teachers as appropriate; and serving as a liaison with MSDE.

From March to August 2011, the Coordinator of Teacher Induction worked with both the RTTT Project Manager and Coordinator of Leadership and Professional Development to revise and expand the HCPS Teacher Induction Program based on COMAR 13A.07.01, as well as lessons learned from the MSDE

Teacher Induction Academy. HCPS already provides extensive support to new teachers including: professional development orientation conference; three hour after school workshops throughout the year; opportunities to observe a model classroom and teacher; and job embedded professional development. The creation of the new Coordinator of Teacher Induction position enhances the work of the mentor teachers and allows for additional supports provided for new teachers. Clerical support is also provided for the Coordinator of Teacher Induction through RTTT funds.

It is the intent of HCPS to sustain the Coordinator of Teacher Induction position through operating funds the school year after the RTTT funding ends. It is anticipated that there will be an ongoing need for the Coordinator of Teacher Induction to: revise the induction program for new teachers; assess school needs regarding new teachers and assigning of mentors as appropriate; provide ongoing training for mentors; and assist principals in evaluation of mentors.

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

Educator Effectiveness Academies

As discussed in Section B, HCPS participated in the Educator Effectiveness Academies (EEA). From March to July 2011, the RTTT Project Manager oversaw the identification and participation of school-based teams from all 54 schools.

HCPS hosted one of the EEA at C. Milton Wright High School July 11-13, 2011. Principals and three teacher leaders from each school attended the event, as well as the following Central Office Staff: Director of Special Education; Supervisor of Mathematics; Supervisor of English and Related Language Arts; President of Harford County Education Association; Coordinator of Professional Development; and the RTTT Project Manager. The Superintendent, a Board of Education member, the Assistant Superintendent for Curriculum, Instruction, and Assessment, the Executive Directors of High, Middle, and Elementary School Performance walked-through the Academy multiple times throughout the three-days. HCPS provided an optional follow-up professional development to the EEA in an effort to build capacity for administrators and faculty who were unable to participate in the Academy.

Throughout all four years of the grant, all teachers will be trained in the new IIS. School-based teams are using the information provided in the EEA to build on the professional development done system-wide using the CFIP. HCPS is currently working to ensure all teachers and administrators use this six-step process as they meet in various work groups to discuss student achievement and school improvement initiatives. HCPS has trained all teachers, supervisory staff, and administrators on Performance Matters so they may access real-time student data as they work through CFIP and address individual student performance.

Teacher Evaluation Pilot

In order to support HCPS 2012-13 Teacher Evaluation Pilot, HCPS will contract with Performance Matters to purchase Faste Observer to support teacher observation, evaluation, and professional growth in the third year of the grant. This new program compliments Performance Matters, HCPS

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

Projects and tasks accomplished during Year 2 of RTTT:

- Created the Harford County Educator Effectiveness Council to establish sub-committees and other responsibilities of the committee regarding the Teacher Evaluation Pilot.
- Began the teacher and principal evaluation pilots.
- Identified the principal and three teacher leaders from all 54 schools who participated in the EEA.
- Organized and facilitated the follow-up professional development to the EEA provided by HCPS.
- Facilitated a workshop for teachers who have 5-15 years experience regarding Student Empowerment utilizing the Common Core State Standards.
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.
- June 20 *Student Empowerment utilizing the Common Core State Standards* workshop. The purpose of this workshop is to develop the capacity of mid-level experienced teachers that empower students and address the rigor required of the Common Core State Standards.

Action Plan: Section D

Goal(s):

- Design an educator evaluation system/process that is aligned to the recommendations of the Maryland Council for Educator Effectiveness.
- Provide effective professional development regarding the EEA, IIS, CFIP and Performance Matters for teachers and principals.
- Implement a Teacher Induction Program.

Section D: Great Teachers and Leaders	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes)</i> <i>Activities to Implement MOU Requirements</i>	(D)(2)(i-iv) (D)(3)(i-ii) (D)(5)(i-ii)						
1. Review MSDE framework to begin revising teacher and principal evaluations based on final approved statewide measures for student growth.	(D)(2)(i)		10/01/12	9/30/13	Associate Superintendent of Curriculum, Instruction and Assessment Assistant Superintendent of Human Resources RTTT Project Manager	Teacher and principal evaluations align to the State Framework	N

Section D: Great Teachers and Leaders	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
2. Review MSDE framework to begin to identify the required locally-agreed student growth measures for evaluation framework.	(D)(2)(i)		10/01/12	9/30/13	Associate Superintendent of Curriculum, Instruction and Assessment Assistant Superintendent of Human Resources RTTT Project Manager	Evaluation framework created and agreed upon	N
3. Review MSDE framework to begin to identify additional 50% teacher skills and 50% required instructional leadership domain for principals for evaluation framework using MSDE model tools.	(D)(2)(ii)		10/01/12	9/30/13	Associate Superintendent of Curriculum, Instruction and Assessment Assistant Superintendent of Human Resources RTTT Project Manager	Evaluation framework created and agreed upon	N

Section D: Great Teachers and Leaders	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
4. Review MSDE Council Recommendations and begin to identify protocols and policies designed to support the implementation of the new evaluation framework.	(D)(2)(iii)		10/01/12	9/30/13	Associate Superintendent of Curriculum, Instruction and Assessment Assistant Superintendent of Human Resources	Agreed upon protocols and policies Use of evaluation framework by staff	N
5. Work with MSDE on how to use the new evaluation framework to improve principal and teacher effectiveness through professional development.	(D)(2)(iv)		10/01/12	9/30/13	RTTT Project Manager Coordinator of Leadership and Professional Development	Professional Development opportunities aligned with evaluation framework	N
6. Develop protocols to continue to ensure that all teachers in high-poverty, low-achieving schools are deemed highly effective as we move from highly qualified teachers to highly effective teachers and principals.	(D)(3)		10/01/12	9/30/13	Associate Superintendent of Curriculum, Instruction and Assessment Executive Directors of School Performance RTTT Project Manager	Protocols developed	N

Section D: Great Teachers and Leaders	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
7. Identify professional development throughout the school year as a follow up to EEA, building on system-wide implementation of CFIP and use of Performance Matters.	(D)(5)	7	10/01/12	9/30/13	Associate Superintendent of Curriculum, Instruction and Assessment Executive Directors of School Performance RTTT Project Manager Coordinator of Leadership and Professional Development	Professional development days scheduled on calendar	N

Section D: Great Teachers and Leaders	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>Additional Required Activities:</i>							
1. Assess school needs regarding new teachers and assign current mentor teachers as appropriate.	(D)(5)	6	10/01/12	9/30/13	Associate Superintendent of Curriculum, Instruction and Assessment Executive Directors of School Performance Coordinator of Teacher Induction	Mentors assigned based on school-based new teacher assignments	Y
2. Provide ongoing training for mentors throughout the school year and provide individualized support as needed.	(D)(5)	6	10/01/12	9/30/13	Coordinator of Leadership and Professional Development Coordinator of Teacher Induction	Written feedback from mentors regarding the effectiveness of training Observe mentors working with and providing feedback to teachers to determine their effectiveness in enhancing teachers' performance	Y
3. Assist principals in evaluation of mentors.	(D)(5)	6	10/01/12	9/30/13	Coordinator of Teacher Induction	Positive mentor evaluations	Y

Section D: Great Teachers and Leaders	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
4. Participate in MSDE's EEA and Induction Academies for teachers, Maryland Principals' Academies for appropriate principals, Aspiring Leaders' Academy, and Executive Officer professional development opportunities.	(D)(5)		10/01/12	9/30/13	Associate Superintendent of Curriculum, Instruction and Assessment Executive Directors of School Performance RTTT Project Manager	Appropriate designated staff will attend all MSDE sessions	N
Tasks/Activities:							
1. Have new Model Department Chairpersons work with school-based secondary personnel in tested content areas to ensure teachers are proficient in the tools shared during the EEA, including new STEM standards.	(D)(5)	2	10/01/12	9/30/13	RTTT Project Manager Coordinator of Leadership and Professional Development Executive Director of Secondary School Performance Model Department Chairpersons	Written feedback from school-based secondary personnel regarding the value of Model Department Chairpersons	Y

Section D: Great Teachers and Leaders	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
2. Implement the Teacher and Principal Evaluation Pilot.	(D)(2)		10/01/12	10/01/12	RTTT Project Manager Executive Director of High School Performance Coordinator of Leadership and Professional Development	Models for SY 2013-14	N
3. Provide Professional development to teachers on Teacher and Principal Evaluation, as well as Student Learning Objectives (SLO).	(D)(2)		10/01/12	10/01/12	RTTT Project Manager Coordinator of Leadership and Professional Development	Agendas SLO samples	N
4. Provide Professional development to teachers on Universal Design for Learning.	(D)(5)		10/01/12	10/01/12	RTTT Project Manager Coordinator of Leadership and Professional Development	Teachers implementing the principles of UDL in classroom instruction	N

Section D: Great Teachers and Leaders	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>5. Purchase Fast Observer from Performance Matters to support teacher observation, evaluation, and professional growth.</i>	<i>(D)(2)</i>	<i>9</i>	<i>10/01/12</i>	<i>9/30/13</i>	<i>RTTT Project Manager Coordinator of Leadership and Professional Development</i>	<i>Principals utilizing the new observation/evaluation instruments in Performance Matters</i>	<i>N</i>
<i>6. Train staff members on the new enhancement.</i>	<i>(D)(2)</i>	<i>9</i>	<i>10/01/12</i>	<i>9/30/13</i>	<i>RTTT Project Manager Coordinator of Leadership and Professional Development</i>	<i>Staff members attending professional development, as well as utilizing the new observation/evaluation instruments</i>	<i>N</i>

Year 4 Goals:

- Implement an educator evaluation system/process that is aligned to the recommendations of the Maryland Council for Educator Effectiveness.
- Provide effective professional development regarding the Teacher and Principal Effectiveness Pilots, EEA, IIS, SLO, CFIP and Performance Matters for teachers and principals.
- Implement a Teacher Induction Program.

Highly Qualified Staff

No Child Left Behind Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

- No Child Left Behind Indicator 3.1: The percentage of classes being taught by “highly qualified” teachers, in the aggregate and in “high-poverty” schools.
- No Child Left Behind Indicator 3.3: The percentage of paraprofessionals working in Title I schools (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.

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

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

LSS responses to Section I.D.vi in Part I and the Title II, Part A attachment in Part II will continue to serve as the school system’s Highly Qualified Teacher Improvement Plan.⁴ In this section, each LSS should address the factors that prevent the district from attaining the HQT benchmark goals.

⁴ 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 Classes (CAS) Taught by Highly Qualified Teachers</p>	<p>The percentage of CAS is 94% HQT or higher.</p> <ul style="list-style-type: none"> • 96.5% 	<ol style="list-style-type: none"> 1. Describe where challenges are evident. 1. Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress placing <u>HQT in CAS</u>.
<p>6.2: Percentage of Core Academic Subjects Classes Taught by Highly Qualified Teacher in Title I Schools</p>	<p>The percentage of CAS in Title I schools is 100% HQT.</p> <ul style="list-style-type: none"> • 100% 	<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 combined percentage total of NHQT <i>across all reasons</i> is less than 10%.</p> <ul style="list-style-type: none"> • 3.13% 	<ol style="list-style-type: none"> 2. Describe where challenges are evident. 3. Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress in targeted areas of <u>NHQT</u>.
<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> <ul style="list-style-type: none"> • Secondary High = 81.2% • Secondary Low = 96.93% 	<ol style="list-style-type: none"> 1. Describe where challenges are evident. <ul style="list-style-type: none"> • Due to scheduling, secondary teachers are being assigned a small number of classes in subjects for which they are not certified to teach. 2. Describe the changes or adjustments to ensure an equal distribution of HQT staff in both High and Low poverty schools. <ul style="list-style-type: none"> • HR works with the principal to place new hires and transfers in positions for which they are HQ. • Credentials for individuals who are NHQ are evaluated and, if applicable, individuals are notified they will be receiving an endorsement to make them HQ. • The Principal is requested to submit the staffing roster to HR to verify accurate placement.

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
<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> <ul style="list-style-type: none"> • 10.5% HP Inexperienced is less than 96.7% LP Experienced 	<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> <ul style="list-style-type: none"> • 6.9% 	<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> <ul style="list-style-type: none"> • 100% 	<ol style="list-style-type: none"> 1. Describe the strategies used to ensure all paraprofessionals working in Title I schools will be qualified.

High Quality Professional Development

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

Professional Development

Please provide your District Professional Development Plan (or the pertinent pages from your website). In a brief narrative, describe how your plan addresses:

- 1. Underperforming populations;**
- 2. The transition to the new Maryland Common Core State Curriculum; and**
- 3. The transition to the new teacher and principal evaluation system.**

Harford County Public Schools (HCPS) sees a direct connection between all three 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. Professional development dates and times are determined on the HCPS Master Calendar to secure dedicated time for system-wide and school-based activities.

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 middle school model department chairs to support instructional practices.
- Utilize annotated scoring tools for quarterly benchmarks to provide models for consistent scoring and ideas for instruction.
- Stress access to rigor within the general curriculum utilizing research-based instructional practices and a focus on their effective implementation including the CCS- Application to Students with Disabilities recommendations.
- Utilize a reflective root-cause analysis to determine instructional factors impacting overall achievement of students with disabilities participating in the general education curriculum

which may include: accessible curriculum; differentiated instructional practice; grouping; pacing; and test construct.

HCPS continues to enhance instructional practices by embedding the concepts of ETMA throughout professional development opportunities. This approach will help to build capacity of all staff. 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.

Transition to the new Maryland Common Core State Curriculum

HCPS plans for transition to the MCCSC are being led by the curriculum office. Elementary teachers will receive content-specific professional development over the course of several years as more is released by MSDE. Secondary teachers will receive content-specific professional development from the curriculum supervisor and the department chairperson at the school. Schools have a portion of the responsibility and will be utilizing materials and resources shared during the 2011 and 2012 Educator Effectiveness Academies. The HCPS plan for this transition can be found in Appendix A.

Transition to the new teacher and principal evaluation system

During the 2012-13 school year, HCPS plans to determine the needs for professional development of all teachers and principals while engaged in the pilot process. Feedback is being collected from the pilot participants through the use of a blog, surveys, and personal interviews. Throughout the year, professional development opportunities are planned for those involved in the pilots and in preparation for implementation for 2013-14. The HCPS plan for this transition can be found in Appendix B.

HCPS Teacher Induction Program

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

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

Listed below are the Induction Activities for Teachers New to HCPS.

Induction Activity	Focus/Content	Dates
Professional Development Orientation Conference	Professional Development designed for educators of different experience levels. <ul style="list-style-type: none"> • Orient teachers to HCPS culture and expectations. • Plan for the first day, week, year. • Work with experienced educators in a “model classroom” format. • Content-specific professional development. • Meaningful integration of technology in instruction and usage/navigation of technology systems. 	August (6 days)
Workshops throughout the year	<ul style="list-style-type: none"> • Develop knowledge and skills related to teaching Topics include (but are not limited to): <ul style="list-style-type: none"> ▪ Reflecting on teaching practice. ▪ Preparing for parent conferences. ▪ Implementing curriculum. ▪ Managing a classroom. ▪ Planning for active learning. ▪ Assessing student performance. ▪ Maintaining certification. ▪ Teaching ELL students. ▪ Co-teaching. ▪ Meaningful integration of technology in instruction. 	Periodic evenings 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. 	At least one time within the first year Elementary classroom and special education teachers visit classrooms to observe integrated

Induction Activity	Focus/Content	Dates
		language arts and mathematics instruction
Job-embedded Professional Development	<ul style="list-style-type: none"> • Collaborate with a teacher mentor. • Participate in grade level/department team meetings. • Collaborate with department chairperson. • Participate in content Professional Learning Communities. 	Ongoing

Effectiveness of Induction/Mentoring

Data and Needs Assessment

HCPS conducts a survey of teachers completing their first year with the school system in June of each year. Recent survey results indicate second year teachers citing a “rewarding experience” and “students” as the two primary reasons why they chose to return to HCPS. First year teachers are asked to provide feedback on the degree to which the mentor met their needs as a teacher new to HCPS. In the chart which follows, the percent indicates the number of respondents who selected a response of “agree” or “strongly agree.”

QUESTION	2012
The mentor helped me to network with content experts when he/she could not address my needs.	89%
The mentor has collected data to facilitate my instructional decision making.	84%
The mentor was accessible.	97%
The mentor has introduced me to instructional approaches/techniques.	90%
The mentor and I have collaborated to plan instruction for my students.	84%
The mentor has observed my teaching and has provided me with meaningful feedback.	82%
The mentor has provided encouragement and support.	95%
The mentor has located/provided resources for me to use in my instruction.	91%
The mentor has suggested effective classroom management techniques.	86%
The mentor has clarified school/system policies and procedures for me.	90%
The mentor has helped me problem-solve.	88%
The mentor has helped me reflect on and analyze my teaching.	90%

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
Formally assigned a mentor.	91%	95%
Sessions specifically designed for new teachers.	91%	90%
Common planning time with other teachers.	25%	69%
Release time to observe other teachers.	49%	63%
Access to PLCs where I can discuss concerns.	54%	67%
Additional support I received as a new teacher improved my instructional practice*.	65%	80%
Additional support I received as a new teacher helped me to impact my students' learning*.	64%	83%

*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.

Activities to Support New Teachers

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

1. Teacher Mentors (30 mentors) available in schools to work directly with teachers
 - a. Teach demonstration lessons
 - b. Assist in daily and unit planning and organization
 - c. Provide guidance in addressing classroom/behavior management
 - d. Guide the use of curricula and materials of instruction
 - e. Acclimate teachers to the protocols and procedures within their assigned school(s)
 - f. Address topics facing teachers new to teaching
 - Reporting student progress
 - Grading
 - Assessment
 - Parent conferencing/communication
 - Special education issues

2. Instructional Facilitators (17 Instructional Facilitators) available in schools to work directly with teachers
 - a. Engage in informal and formal observations
 - b. Engage in the evaluation process
 - c. Guide the use of curricula and materials of instruction
 - d. Conduct demonstration lessons and model strategies and teaching techniques
 - e. Provide opportunities for teachers to visit other classrooms/teachers
 - f. Address topics facing teachers new to teaching
 - Reporting student progress
 - Grading
 - Assessment
 - Parent conferencing/communication
 - Special education issues

3. Content supervisors available to support professional growth within content areas
 - a. Provide curriculum guides, teacher texts, and other curricular materials
 - b. Complete informal instructional walk-throughs
 - c. Part of instructional appraisal team at the school level
 - d. Provide content-specific professional development as noted on the HCPS Professional Development Calendar
 - e. Work with secondary Department Chairpersons to support teachers at the school level
 - f. Provide opportunities for teachers to visit other classrooms/teachers

4. Principals and Assistant Principals available in schools to work directly with teachers
 - a. Engage in informal and formal observation
 - b. Engage in the evaluation process
 - c. Guide the use of curricula and materials of instruction

- d. Provide school-based professional development on building level procedures and guidelines
5. Model Department Chairpersons
 - a. Seven Department Chairpersons who are assigned in two cohorts covering nine high schools
 - b. Engage in informal and formal observation
 - c. Provide content-specific feedback
 - d. Guide the use of curricula and materials of instruction
 - e. Provide school-based professional development in a given content
6. Centralized professional development provided at the beginning of and throughout the school year
 - a. Provide the opportunity to attend the HCPS August Orientation Professional Conference at \$120/day paid stipend
 - Orient teachers to HCPS culture and expectations
 - Model Classrooms
 - Planning for the First Day and First Week of School
 - b. Provide the opportunity to attend various Technology Workshops prior to the start of the school year to support the use of HCPS email, GradeQuick, and EdLine
 - c. Provide the opportunity to attend various Technology Workshops prior to the start of the school year to support the meaningful integration of technology (interactive whiteboards, wikis, blogs, media, etc.) in instruction
 - d. Provide specific curriculum content professional development
 - e. Provide sessions designed to assist teachers in understanding Appropriate Staff/Student Relationships, Technology Pitfalls, and the Appraisal Process
7. Evening professional development sessions offered on various topics according to the level, department, and/or school of the new hires including:
 - a. How to Conduct Parent Conferences
 - b. Reporting Student Progress
 - c. Mathematics Strategies and Teaching Techniques
 - d. Writer's Workshop
 - e. The Use of Nonfiction and Informational Text
 - f. Differentiating Instruction
 - g. Using Performance Matters Student Data Management System
8. Other professional growth opportunities provided
 - a. Provide opportunities for teachers to participate in Professional Learning Communities in school and at a system level
 - b. Provide the Education that is Multicultural course required of contract within the first two years of HCPS employment
 - c. Provide College Board training for new hires responsible for teaching AP courses
 - d. Provide Continuing Professional Development MSDE credit courses

- e. Encourage teachers to become involved in school and county committees, summer curriculum writing, and summer professional development activities

Coordination of the Teacher Induction Program

The Coordinator of Teacher Induction is a member of the Office of Professional Development and collaborates with the Coordinator of Leadership and Professional Development and the Executive Directors of Elementary School, Middle School, and High School Performance. Deployment of teacher mentors is directed by Central Office. HCPS mentors are released from the classroom and are full-time mentors. Once assigned to each school based upon the total number of teachers to support -- both tenured and probationary -- currently, mentors are now assigned to schools according to the number of probationary teachers on staff. This is the result of budget cuts. HCPS used the COMAR regulations to guide decisions about mentor assignments for 2012-13.

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

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

Mentor Ratio 2012-13						
1st Year Teachers	2nd Year Teachers	3rd year teachers	Newly Hired Experienced Teachers	Total # of Teachers	Total # of Mentors	M to T Ratio
159	172	149	48	480	30	1:16

Mentor Identification and Training

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

Mentors are provided with professional development geared to the relationships and interactions of this unique position. Experience in the role is taken into consideration. Mentors in their 1st and 2nd years in the position have specialized training to teach the basic skills of coaching and mentoring. Experienced mentors participate in on-going monthly professional development geared to enhance skills and knowledge in coaching, content, and instructional practice. A cadre of mentors also attends the summer MSDE Mentor Academy and participates in the online professional development which follows this academy. Those who attend share the knowledge and skills gleaned from these academies with their mentor colleagues.

Training for Central Office and School Based Administrators

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

A survey is administered to all teachers completing their first year teaching for HCPS in May/June. Data from this survey is shared and posted for all administrators to review. Content supervisors, school-based administrators, and the Teacher Induction Committee are expected to review the data and consider recommendations in evaluating the support provided to new teachers. Data will be shared with mentors on October 25, 2012.

Special Teaching Considerations for New Teachers

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

Persistently Dangerous Schools

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

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

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

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

No Harford County schools are identified as persistently dangerous.

Attendance

Based on the Examination of the Attendance Data:

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

High school attendance declined marginally for all students from 93.6 in 2010-11 to 93.4 in 2011-2012. All high school students and all high school subgroups except Asian students and American Indian/Alaska native, failed to meet the AMO. Particular challenges exist among Black/African American, Hispanic, two or more race, ELL and Special Education populations.

Middle school attendance for all students continues to exceed the AMO of 95%. Subgroups which fell short of the AMO include: Hispanic students, 94.9%; Black/African American students, 94.8%; two or more races, 94.3%; Special Education, 93.7%; and FaRMS, 93.0; and American Indian/Alaska Natives, 91.8%.

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

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

Some of the practices, programs, and strategies employed by schools include:

- Investigating absences through parent contact.
- Using school counselors and other services to provide interventions for individual students.
- Offering numerous academic interventions both during the day and through extended-day and extended-year models to help students achieve academic success, remain on track for graduation, and minimize frustration.
- Mentoring programs.
- Increasing student participation in programs of study with increased rigor and relevance.
- Training for faculty in Student Services Team referrals and processes.

In addition, at the high school level, HCPS has continued to develop and implement programs which add relevance and appropriate to the high school course of study, such as magnet programs (the Science and Math Academy at Aberdeen High School, The International Baccalaureate at Edgewood High School, the Agricultural Sciences program at North Harford High School, and CTE programs at Harford Technical High School) and signature programs (the Bio-medical Sciences program at Bel Air High School and the Homeland Security program at Joppatowne High School) and career pathways.

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.

Graduation and dropout rates are now part of the Maryland School Progress Index.

Based on the Examination of Graduation and Dropout Rate Data:

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

HCPS continues to work to increase the graduation rate for all students and student subgroups. The graduation AMO of 87.41% was met for all students, but not met for the Hispanic/Latino, Asian, and two or more races subgroups. These subgroups will require particular attention either due to the percentage by which the subgroup fell short of the AMO (Asian and two or more races subgroups) or the subgroup not making the AMO for more than one year (Hispanic/Latino).

With regard to the dropout rate, HCPS's greatest challenges are with the Black or African American, Hispanic/Latino, Special Education, and FARMs subgroups.

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

The following 2012-2013 practices, programs, and strategies are in place to address challenges and promote progress:

- Identify and implement alternatives to suspensions based on appropriate data.
- Implement school day and extended day learning opportunities for mentoring and youth development programs.
- Enhance the on-line course program and increase student participation.
- Utilize career pathways as a means of managing programs of study for grades 9-12 and as a mean of delivering required courses for 2012-2013.

- Refine existing smaller learning communities and ninth grade transition programs.
- Review and refine the Alternative Education Program.
- Enhance senior offerings to promote student engagement and success, with an emphasis on increased course rigor and relevance.
- Include Career Development for Instruction in Grades Pre K – 12, as per COMAR 13A.04.10.01.
- Monitor and report the number of students participating in non-traditional CTE programs.
- Offer coursework that supports student post-secondary activities.
- Provide annual career counseling and post-secondary educational planning opportunities for students, grades 8 -12, using a six-year planning tool.
- Support the drop-out prevention efforts described in the HCPS Programs and Initiatives document.
- Continue the efforts of the Intervention Committee, which continues to meet with school personnel to coordinate intervention assistance and strategies to meet student needs.
- Continue to use assessment data to evaluate programs, monitor student achievement, and develop intervention programs at both the school and system level.
- Examine instructional factors such as: accessible curriculum; differentiated instructional practice; grouping; pacing; and test construct which impact the overall achievement of students with disabilities participating in the general education curriculum.
- Use instructional strategies such as *Universal Design for Learning* to meet the needs of all learners.
- Implement the following intervention and remediation strategies/programs in middle and high schools to identify student needs in state assessed subjects:
 - Initiate H.S.A. Online courses, after school tutorials, remediation courses, and summer school for those students not passing the H.S.A.s.
 - Continue implementation of the *Fast Track* reading intervention in grades 6 – 8 at designated middle schools.
 - Continue to offer the *Strategic Reading* classes at all high schools in grades 9 and 10 for at- risk reading students.
 - Continue to implement the *Corrective Reading* intervention program in middle and high schools grades 6 – 10 for students who are significantly delayed in reading.
 - Continue to implement *Cognitive Tutor Algebra* at all high schools for identified students.
 - Continue to implement a variety of math remediation programs, including but not limited to *Dream Box*, *Do the Math*, and *Success Maker*, at middle schools
 - Continue to implement *Ramp Up to Algebra* in all high schools.
- Additional practices, programs, and strategies geared toward ensuring that students have a successful high school career culminating in graduation are listed in individual school improvement plans. Some specific examples include:

- Provide diverse opportunities for students to participate in both curricular and extra-curricular activities.
- Implement a mentoring program for all students.
- Explore advocacy strategies for all students.
- Provide ninth grade support and transition academies.
- Provide before and after school help programs.
- Provide time periodically during the school day to provide students with the opportunity to meet with teachers to secure make-up work and get additional help.
- Schedule meetings for all students at risk of not graduating and their parents.
- Develop graduation strategies using advisors, counselors, and counselors.
- Explore the impact of post-secondary transition planning for students with disabilities ages 14 and up to determine the connection to school completion, post-secondary education and work.
- Continue to implement systemic professional development to address state priorities and master plan goals.

Race to the Top Scopes of Work
Section E: Turning Around Lowest Performing Schools

Narrative

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

Level	Harford County Public Schools Focus Schools
Elementary	William Paca Elementary School
Middle	Aberdeen Middle School
	Edgewood Middle School
	Havre de Grace Middle School
	Magnolia Middle School
High	Aberdeen High School
	Center for Alternative Education
	Joppatowne High School

The Office of Compensatory Education has received Title I and School Improvement Funds to address the needs HCPS Title I elementary schools in improvement. In an effort to focus much needed resources to support secondary lowest-achieving schools, the RTTT Project Manager is working with the Executive Directors of Secondary School Performance, the Executive Director of Community Engagement and Cultural Proficiency, and the Coordinator of School Improvement to plan and implement secondary school improvement initiatives during year two of the RTTT grant.

Recognizing that there is a growing body of knowledge and best practices regarding effective school improvement practices, the HCPS Coordinator of School Improvement will use lessons learned through the State Breakthrough model and replicate those efforts in our secondary schools. Some of these activities may include Positive Behavioral Interventions and Supports (PBIS), Common Core Standards Initiative, Educational Instructional Improvement Academies (EIIA), Classroom-focused Improvement Process (CFIP), Performance Matters, the new Instructional Improvement System, and Science, Technology, Engineering, and Mathematics (STEM). After reviewing School Improvement Plans during year two of the grant, activities will

be implemented in year three. After RTTT funding ends, HCPS will continue to identify resources to support targeted interventions and supports for school in improvement.

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.

Action Plan: Section E

Goal(s):

- Increase student success in lowest achieving HCPS secondary schools.

Section A: State Success Factors	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (No)</i>							
<i>Additional Required Activities:</i>							
<ul style="list-style-type: none"> • Not applicable to HCPS 							
<i>Task/Activities</i>							
1. Continue to work with MSDE to identify best practices through work with Breakthrough Center.	(E)(2)		10/01/12	9/30/13	RTTT Project Manager Coordinator of School Improvement Executive Directors for Middle and High School Performance	Plan developed and best practices strategies	N

Section A: State Success Factors	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
2. Implement best practice activities related to Universal Design for Learning and Co-Teaching as part of school improvement plans and in support of Common Core.	(E)(2)		10/01/12	9/30/13	RTTT Project Manager Coordinator of School Improvement Executive Directors for Middle and High School Performance Secondary School Principals	Implementation of activities based on best practices Increased student achievement in secondary schools including AYP and other indicators to be determined	Y
3. Continue to provide ongoing professional development for focus schools through the School Improvement Planning process in planning and developing instruction using the Common Core framework that is anchored in the core principles of Universal Design for Learning.	(E)(2)		10/01/12	9/30/13	RTTT Project Manager Coordinator of School Improvement Executive Directors for Middle and High School Performance Secondary School Principals	Implementation of activities based on best practices. Increased student achievement in secondary schools including AYP and other indicators to be determined.	Y

Year 4 Goal(s):

- Increase student success in lowest achieving HCPS secondary schools.

Appendix A

- Our School’s Transition Plan for the New Maryland Common Core State Curriculum**
Revised from MSDE, June 2012

By June 2013, EEA teams will:

- Outcome #1: Facilitate opportunities for school staff to navigate the curriculum toolkits using English Language Arts model units and model lessons and resources to support CCSC implementation.
- Outcome #2: Facilitate opportunities for school staff to navigate the curriculum toolkits using Mathematics model units and model lessons and resources, to support CCSC implementation.
- Outcome #3: Create and deliver professional development that increases the skills and knowledge of school staff in the history/social studies, science and technology literacy standards to support CCSC implementation.
- Outcome #4: Create and deliver professional development that increases the skills and knowledge of school staff in the Maryland STEM Standards of Practice and Frameworks.
- Outcome #5: Provide to school staff PARCC assessment development, design and timeline as available.

Outcome #	What specific activities are we going to include?	Who are the identified faculty members involved?	What resources are needed to implement?	Who is lead team member responsible?	What is time frame?	How will outcome be measured?
5	To be determined by Central Office					
1-4	Universal Design for Learning	Principals Instructional Facilitators Assistant Principals Central Office Administrators	First two modules of the UDL course	Office of Curriculum, Instruction, and Assessment	September 5, 2012	Course Completion
1-4	Universal Design for Learning	Teachers	First two modules of the UDL course	EEA Team	End of Semester I	Course Completion

Appendix A

Outcome #	What specific activities are we going to include?	Who are the identified faculty members involved?	What resources are needed to implement?	Who is lead team member responsible?	What is time frame?	How will outcome be measured?
1-4	Instructional Shifts	Principals Instructional Facilitators	Central Office Professional Development Plan	Office of Curriculum, Instruction, and Assessment	October 3, 2012	Educational Leadership Agenda
1-4	Instructional Shifts	Assistant Principals	Central Office Professional Development Plan	Office of Curriculum, Instruction, and Assessment	October 10, 2012	Educational Leadership Agenda
1-4	Common Core Curriculum Updates	Administrators	Central Office Professional Development Plan	Office of Curriculum, Instruction, and Assessment	SY 2012-13	Educational Leadership Agenda
3	Addressing the Literacy Standards	Administrators	Central Office Professional Development Plan	Office of Curriculum, Instruction, and Assessment	SY 2012-13	Education Leadership Agendas
1-4	Linking Literacy, Mathematics, and STEM Standards of Practice	All faculty and staff	Central Office Professional Development Plan	Curriculum, Instruction, and Assessment EEA Team	September/October Faculty Meeting 20-30 minutes completed prior to November 2	Faculty Agenda

Suggestions for schools

By second semester, teachers should become familiar with the curriculum toolkits.

Any activities from the 2011-12 Academy that you didn't get a chance to do during the 2011-12 school year.

Appendix A

Transition Plans for the Maryland Common Core State Curriculum
School Year 2011-2012

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Elementary Schools	Build awareness of Maryland Common Core State Curriculum (MCCSC) format, vocabulary, draft documents	Overview of the Mathematical Practices in lesson development and implementation, e.g., standards, essential skills, and essential knowledge	Overview of MCCSC Reading/English Language Arts, standards, essential skills, and essential knowledge	Overview of development and implementation of STEM lessons
			Increase specificity with Mathematics MCCSC	Increase specificity with ELA MCCSC
Secondary Schools	Faculty Meeting: Build awareness with the functions and terminology of the MCCSC, the limitations of the standards, and the intended student outcomes as a result of standards implementation	Faculty Meeting: Explanation of STEM and the shared responsibility for students' literacy development		
		Faculty Meeting: Sharing of the Mathematical Practices and standards for reading and writing as they apply to all content areas		
		English Department Meetings: In-depth articulation and emphasis upon the writing process and collaborative methods of implementing appropriate lessons		
		Mathematics Department Meetings: In-depth articulation, development, and emphasis of the Mathematical Practices into the classroom setting on a daily basis		
		Science/Tech Ed and Business Department Meetings: In-depth articulation and emphasis upon trans-disciplinary methods of providing students the ability to blend content knowledge and skills. If possible, extend beyond STEM content areas		

Appendix A

Elementary School Teacher Content Professional Development Common Core State Standards									
Content Area/Grade	2011-2012			2012-13			2013-14		
	November	January	April	November	January	April	November	January	April
1	SCIENCE	SCIENCE	MATH	ILA	Literacy Standards	SCIENCE	TDB	TBD	TBD
2	SCIENCE	MATH	SCIENCE	ILA	Literacy Standards	SCIENCE	TBD	TBD	TBD
3	ILA	ILA	MATH	MATH	MATH	MATH	SCIENCE	Literacy Standards	TBD
4	MATH	MATH	ILA	SCIENCE	MATH	MATH	MATH	Literacy Standards	TBD
5	MATH	SCIENCE	ILA	SCIENCE	Literacy Standards	ILA	MATH	MATH	TBD
Reading Specialists	<ul style="list-style-type: none"> Common Core Literacy Best Practices 			<ul style="list-style-type: none"> Common Core Literacy Best Practices Common Core writing text types and purposes 			<ul style="list-style-type: none"> Common Core Curriculum Alignment Preparing for PARCC assessments 		
Math Specialist/Facilitators	<ul style="list-style-type: none"> Mathematical Practices 			<ul style="list-style-type: none"> Mathematical Practices Fraction Concept Development Maryland Curricular Framework 			<ul style="list-style-type: none"> Mathematical Practices Fraction Concept Development Maryland Curricular Framework 		
Science Facilitators	<ul style="list-style-type: none"> Framework for K-12 Science Education 			<ul style="list-style-type: none"> Literacy and writing standards pertinent to science Next Generation of Science Standards Stem Standards of Practice 			<ul style="list-style-type: none"> Literacy and writing standards pertinent to science Next Generation of Science Standards Stem Standards of Practice 		

Appendix A

Middle School Teacher Content Professional Development Common Core State Standards			
Content Area/Grade	2011-2012	2012-13	2013-14
ILA/English Teachers	<ul style="list-style-type: none"> • Close reading of literary text • Text analysis and discussion • Supporting arguments 	<ul style="list-style-type: none"> • Close reading/analysis of literary non-fiction texts 	<ul style="list-style-type: none"> • Writing arguments, explanatory texts, and narratives
English Department Chairs	<ul style="list-style-type: none"> • Lesson planning using authentic literacy practices 	<ul style="list-style-type: none"> • Literary non-fiction texts and model lesson plans 	<ul style="list-style-type: none"> • Writing skill sequence and model essays
Mathematics Teachers	<ul style="list-style-type: none"> • Mathematical Practices 	<ul style="list-style-type: none"> • Mathematical Practices 	<ul style="list-style-type: none"> • Mathematical Practices • Ratio and Proportionality
Mathematics Department Chairs	<ul style="list-style-type: none"> • Mathematical Practices 	<ul style="list-style-type: none"> • Mathematical Practices • Maryland Curricular Framework 	<ul style="list-style-type: none"> • Mathematical Practices • Maryland Curricular Framework • Ratio and Proportionality
Science Teachers	<ul style="list-style-type: none"> • Framework for K-12 Science Education 	<ul style="list-style-type: none"> • Literacy in History/Social Studies, Science, and Technical • Common Core Writing Standards • Next Generation of Science Standards • Stem Standards of Practice 	<ul style="list-style-type: none"> • Literacy and writing standards pertinent to science • Next Generation of Science Standards • Stem Standards of Practice
Science Department Chairs	<ul style="list-style-type: none"> • Framework for K-12 Science Education 	<ul style="list-style-type: none"> • Literacy in History/Social Studies, Science, and Technical • Common Core Writing Standards • Next Generation of Science Standards • Stem Standards of Practice 	<ul style="list-style-type: none"> • Literacy and writing standards pertinent to science • Next Generation of Science Standards • Stem Standards of Practice

Appendix A

Middle School Teacher Content Professional Development Common Core State Standards			
Content Area/Grade	2011-2012	2012-13	2013-14
Social Studies Teachers	<ul style="list-style-type: none"> • Common Core State Standards • Rigor associated with Common Core skills • Pre-Post Assessments • (Grades 6-8) piloted this school year • Draft version of a potential assessment model focused on the Common Core skills 	<ul style="list-style-type: none"> • Content changes once announced (November 2012) • Strategies designed to address Common Core skills 	<ul style="list-style-type: none"> • TBD
Social Studies Department Chairs	<ul style="list-style-type: none"> • Reading, Writing, Listening, Speaking Standards • Best Practices associated with Common Core • Draft version of a potential assessment model focused on the Common Core skills • Primary source documents and Common Core skills 	<ul style="list-style-type: none"> • Content changes once announced (November 2012) • Strategies designed to address Common Core skills 	<ul style="list-style-type: none"> • TBD

Appendix A

High School Teacher Content Professional Development Common Core State Standards			
Content Area/Grade	2011-2012	2012-13	2013-14
ILA/English Teachers	<ul style="list-style-type: none"> • Close reading of literary text • Text analysis and discussion • Supporting arguments 	<ul style="list-style-type: none"> • Close reading/analysis of literary non-fiction texts 	<ul style="list-style-type: none"> • Writing arguments, explanatory texts, and narratives
English Department Chairs	<ul style="list-style-type: none"> • Lesson planning using authentic literacy practices 	<ul style="list-style-type: none"> • Literary non-fiction texts and model lesson plans 	<ul style="list-style-type: none"> • Writing skill sequence and model essays
Mathematics Teachers	<ul style="list-style-type: none"> • Mathematical Practices 	<ul style="list-style-type: none"> • Mathematical Practices 	<ul style="list-style-type: none"> • Mathematical Practices • Explanation, Justification, and Proof
Mathematics Department Chairs	<ul style="list-style-type: none"> • Mathematical Practices 	<ul style="list-style-type: none"> • Mathematical Practices • Maryland Curricular Framework 	<ul style="list-style-type: none"> • Mathematical Practices • Maryland Curricular Framework • Explanation, Justification, and Proof
Science Teachers	<ul style="list-style-type: none"> • Framework for K-12 Science Education 	<ul style="list-style-type: none"> • Literacy in History/Social Studies, Science, and Technical • Common Core writing standards • Next Generation of Science Standards • Stem Standards of Practice 	<ul style="list-style-type: none"> • Literacy and writing standards pertinent to science • Next Generation of Science Standards • Stem Standards of Practice

Appendix A

High School Teacher Content Professional Development Common Core State Standards			
Area/Grade	2011-2012	2012-13	2013-14
Science Department Chairs	<ul style="list-style-type: none"> • Framework for K-12 Science Education 	<ul style="list-style-type: none"> • Literacy in History/Social Studies, Science, and Technical • Common Core writing standards • Next Generation of Science Standards • Stem Standards of Practice 	<ul style="list-style-type: none"> • Literacy and writing standards pertinent to science • Next Generation of Science Standards • Stem Standards of Practice
Social Studies Teachers	<ul style="list-style-type: none"> • Reading strategies associated with Common Core practices • Writing arguments, explanatory texts, and narratives • Common Core types of activities involving the use of a primary source • Draft version of a potential assessment model focused on the Common Core skills 	<ul style="list-style-type: none"> • Content changes once announced (November 2012) • Strategies designed to address Common Core skills 	<ul style="list-style-type: none"> • Content changes once announced (November 2012) • Strategies designed to address Common Core skills
Social Studies Department Chairs	<ul style="list-style-type: none"> • Reading, Writing, Listening, Speaking standards • Best Practices associated with Common Core • Draft version of a potential assessment model focused on the Common Core skills • Primary source documents and Common Core skills 	<ul style="list-style-type: none"> • Content changes once announced (November 2012) • Strategies designed to address Common Core skills 	<ul style="list-style-type: none"> • Content changes once announced (November 2012) • Strategies designed to address Common Core skills

Appendix B

Transition to the New Teacher and Principal Evaluation System Implementation Plan 2012-2013	
Date	Task
June	<ul style="list-style-type: none"> ● Overview of Danielson’s Framework for Teaching, Student Learning Objectives (SLO), and the Teacher Evaluation Pilot
Summer	<ul style="list-style-type: none"> ● Discussions with HCEA regarding the pilot ● Teachers and principals identified for the pilot ● Professional development for teachers and administrators participating in the pilot
August	<ul style="list-style-type: none"> ● Overview of the Teacher and Principal Evaluation Pilot and Student Learning Objectives (SLO) for Administrators
September- April	<ul style="list-style-type: none"> ● Pilots implemented ● Data collected and analyzed regarding the pilots ● School visits to teacher and principal volunteers ● Teacher volunteer reflections due the 15th of each month ● Central meetings with teachers and principals
September- October	<ul style="list-style-type: none"> ● Overview of the Teacher Evaluation Pilot and SLO Workshops for Teacher Volunteers ● Danielson’s Framework for Teaching for Administrators and Teachers ● FASTe Observer from Performance Matters ● SLO collection
November- December	<ul style="list-style-type: none"> ● Danielson’s Framework for Teaching for Administrators and Teachers ● SLO Refinement ● Professional Practice collection
January- March	<ul style="list-style-type: none"> ● Danielson’s Framework for Teaching for Administrators and Teachers ● Initial data collected from pilot – SLO, Danielson, observations, etc. ● SLO Refinement
April- May	<ul style="list-style-type: none"> ● Make final determination regarding 2013-14 school year evaluation process using data collected and analyzed
School Year 2013-2014	<ul style="list-style-type: none"> ● New evaluation process with adequate professional development throughout the 2012-13 school year for administrators and faculty

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

Revenue Category		FY 13 Budget
Local Appropriation		\$219,821,368
Other Local Revenue		\$2,478,606
State Revenue		\$204,860,844
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	\$972,251
	84.410: Education Jobs Fund	\$0
	84.010: Title I	\$4,519,775
	84.027: IDEA, Part B	\$7,974,385
		\$0
		\$0
Other Federal Funds		\$5,759,935
Other Resources/Transfers		\$7,845,500
Total		\$454,232,664

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

Expenditures:	Source	Amount	FTE
Administrative Services	Unrestricted Operating Budget (2)	\$422,218	5.00
Mid-Level Administration	Unrestricted Operating Budget	\$2,856,752	34.00
Instructional Salaries	Unrestricted Operating Budget	\$4,110,855	49.90
Textbooks & Supplies	Unrestricted Operating Budget	\$441,692	0.00
Other Instructional Costs	Unrestricted Operating Budget	\$370,524	0.00
RTTT	84.395	\$75,644	1.00
Other Restricted Federal		\$286,692	
Other Restricted State Funds		\$86,595	
Other Restricted Funds		\$33,780	
Total		\$8,684,752	89.90

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	\$ 269,000	
Instructional Salaries	Unrestricted Operating Budget	\$ 1,603,144	
Textbooks & Supplies	Unrestricted Operating Budget	\$ 26,000	
Other Instructional Costs	Unrestricted Operating Budget	\$ 19,100	
Special Education	Unrestricted Operating Budget	\$ 41,978	
Health Services	Unrestricted Operating Budget	\$ 40,840	
RTTT	84.395	\$ 339,400	1.0
Total		\$ 2,339,462	1.0

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

Expenditures:	Source	Amount	FTE
Administrative Services	Unrestricted Operating Budget	\$ 10,183,358	116.9
Student Transportation	Unrestricted Operating Budget	\$ 31,402,065	217.4
Operations of Plant	Unrestricted Operating Budget	\$ 29,414,929	344.9
Maintenance of Plant	Unrestricted Operating Budget	\$ 12,653,057	125.5
Fixed Charges (1)	Unrestricted Operating Budget	\$ 98,856,961	0.0
Community Service	Unrestricted Operating Budget	\$ 525,715	1.0
Capital Outlay	Unrestricted Operating Budget	\$ 50,000	0.0
RTTT	84.395	\$ 169,482	
IDEA	84.027	\$ 2,254,976	
Title I	84.01	\$ 721,236	
Other Restricted Federal		\$ 960,749	
Other Restricted State Funds		\$ 411,413	
	Total	<u>\$ 187,603,941</u>	<u>805.7</u>

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

Expenditures:	Source	Amount	FTE
Special Education - NonPublic Placement Costs	Unrestricted Operating Budget	\$ 6,360,803	0.0
RTTT	84.395	\$ 22,749	
IDEA	84.027	\$ 200,768	
Title I	84.01	\$ 135,368	
Other Restricted Federal		\$ 1,335,309	0.8
Other Restricted State Funds		\$ 5,349,022	
Other Restricted Funds		\$ 820	
	Total	<u>\$ 13,404,839</u>	<u>0.80</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.

\$ 454,232,664 5105.8

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

Local School System: Harford County

			FY 2012 Original Budget	FY 2012 Final Budget	Change	% Change
			7/1/2011	6/30/2012		
Revenue						
Local Appropriation			214,291,627	217,768,287	-3,476,660	-2%
State Revenue			209,599,448	209,508,232	91,216	0%
Federal ARRA Funds	10.579	National School Lunch - Equipment Assistance	0	0	0	
Federal ARRA Funds	84.386	Title II - Enhancing Education Through Technology	0	0	0	
Federal ARRA Funds	84.387	Homeless Children and Youth	0	0	0	
Federal ARRA Funds	84.389	Title I - Grants to LEAs, Neglected and Delinquent	0	0	0	
Federal ARRA Funds	84.391	IDEA Part B - Grants to States-Pass-Through	0	0	0	
Federal ARRA Funds	84.392	IDEA Part B - Preschool Grants	0	0	0	
Federal ARRA Funds	84.393	IDEA Part C - Infants and Families	0	0	0	
Federal ARRA Funds	84.394	State Fiscal Stabilization Fund Education Program	0	0	0	
Federal ARRA Funds	84.395	Race to the Top	1,084,591	1,188,195	-103,604	-10%
Federal ARRA Funds	84.410	Education Jobs Fund	0	0	0	
Other Federal Funds			17,273,588	18,700,652	-1,427,064	-8%
Other Local Revenue			2,564,958	6,131,718	-3,566,760	-139%
Other Resources/Transfers			8,294,472	8,553,443	-258,971	-3%
Total			453,108,684	461,850,527	-8,741,843	-2%
Change in Expenditures						
Section/Reform Area	Source	Expenditure Description	Planned Expenditure	Actual Expenditure	Planned FTE	Actual FTE
Section B - Standards and Assessments.	Unrestricted	Administrative Services	470,186	411,577	5.00	5.00
Section B - Standards and Assessments.	Unrestricted	Instructional Salaries	4,047,322	4,518,330	49.00	35.00
Section B - Standards and Assessments.	Unrestricted	Textbooks & Supplies	441,409	301,697	0.00	0.00
Section B - Standards and Assessments.	Unrestricted	Mid-Level Administration	2,940,305	2,762,139	35.00	49.30
Section B - Standards and Assessments.	Unrestricted	Other Instructional Costs	468,280	398,278	0.00	0.00
Section B - Standards and Assessments.	84.395	Race to the Top	130,361	106,045	1.00	1.00
Section B - Standards and Assessments.	Restricted	Special Education Misc. Grants	22,374	74,706	0.00	0.00
Section C - Data Systems to support instruction.	Unrestricted	Administrative Services	245,000	269,000	0.00	0.00
Section C - Data Systems to support instruction.	Unrestricted	Health Services	48,397	40,840	0.00	0.00
Section C - Data Systems to support instruction.	Unrestricted	Instructional Salaries	2,247,325	1,603,144	0.00	0.00
Section C - Data Systems to support instruction.	Unrestricted	Textbooks & Supplies	26,000	26,000	0.00	0.00
Section C - Data Systems to support instruction.	Unrestricted	Other Instructional Costs	76,550	19,100	0.00	0.00
Section C - Data Systems to support instruction.	84.395	Race to the Top	448,901	442,936	1.00	1.00
Section C - Data Systems to support instruction.	Unrestricted	Special Education	151,097	41,978	0.00	0.00

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

Local School System: Harford County

Section D: Great Teachers and Leaders.	Unrestricted	Health Services	2,715,708	2,678,691	59.00	58.80
Section D: Great Teachers and Leaders.	Restricted	Infant/Toddler, Presch Passthrough, MMSR	417,140	1,015,957	3.00	3.00
Section D: Great Teachers and Leaders.	Unrestricted	Instructional Salaries	125,951,915	126,879,065	2,187.00	2,144.40
Section D: Great Teachers and Leaders.	Restricted	Medical Assistance	1,025,408	1,403,193	15.00	15.00
Section D: Great Teachers and Leaders.	Restricted	Medical Assistance State Portion	815,265	1,244,341	11.00	11.00
Section D: Great Teachers and Leaders.	Restricted	Tech Prep, Perkins Pro Start	10,106	10,849	0.00	0.00
Section D: Great Teachers and Leaders.	Unrestricted	Textbooks & Supplies	5,993,503	5,920,664	0.00	0.00
Section D: Great Teachers and Leaders.	Restricted	Title I	205,700	595,864	0.00	0.00
Section D: Great Teachers and Leaders.	Restricted	Title II	761,770	798,444	17.00	17.00
Section D: Great Teachers and Leaders.	Restricted	Title III	46,299	89,160	0.00	0.00
Section D: Great Teachers and Leaders.	Unrestricted	Mid-Level Administration	17,757,100	17,476,036	250.00	240.80
Section D: Great Teachers and Leaders.	Restricted	Other Federal Grants	594,769	911,198	3.00	3.00
Section D: Great Teachers and Leaders.	Unrestricted	Other Instructional Costs	2,035,337	1,889,504	0.00	0.00
Section D: Great Teachers and Leaders.	Restricted	Other State Grants	420,198	532,918	7.00	7.00
Section D: Great Teachers and Leaders.	Restricted	Perkins Career & Technology	10,800	0	0.00	0.00
Section D: Great Teachers and Leaders.	84.395	Race to the Top	550,189	612,588	4.00	4.00
Section D: Great Teachers and Leaders.	Restricted	Special Ed Passthrough, Parent Placed, Other	5,334,525	6,438,812	127.00	127.00
Section D: Great Teachers and Leaders.	Unrestricted	Special Education	27,243,351	27,197,601	770.00	765.50
Section D: Great Teachers and Leaders.	Restricted	Special Education Impact Aid	18,800	89,579	0.00	0.00
Section D: Great Teachers and Leaders.	Unrestricted	Student Services	903,687	897,257	11.00	11.10
Section E: Turning Around the Lowest Achieving Schools.	Unrestricted	Health Services	584,059	576,097	13.00	12.70
Section E: Turning Around the Lowest Achieving Schools.	Unrestricted	Instructional Salaries	31,882,565	32,117,257	554.00	542.80
Section E: Turning Around the Lowest Achieving Schools.	Unrestricted	Textbooks & Supplies	1,498,376	1,480,166	0.00	0.00
Section E: Turning Around the Lowest Achieving Schools.	Restricted	Title I	2,975,666	2,451,140	26.00	26.00
Section E: Turning Around the Lowest Achieving Schools.	Unrestricted	Mid-Level Administration	4,863,409	4,786,430	68.00	66.00
Section E: Turning Around the Lowest Achieving Schools.	Restricted	Other Federal Grants	263,028	155,960	0.00	0.00
Section E: Turning Around the Lowest Achieving Schools.	Unrestricted	Other Instructional Costs	508,834	472,376	0.00	0.00
Section E: Turning Around the Lowest Achieving Schools.	84.395	Race to the Top	50,470	26,626	0.00	0.00
Section E: Turning Around the Lowest Achieving Schools.	Unrestricted	Special Education	5,344,390	5,335,414	151.00	150.20
Section E: Turning Around the Lowest Achieving Schools.	Unrestricted	Student Services	721,649	716,515	9.00	8.90
Mandatory Cost of Doing Business	Unrestricted	Administrative Services	10,624,655	10,305,326	120.00	116.90
Mandatory Cost of Doing Business	Unrestricted	Capital Outlay	377,235	368,695	0.00	0.00
Mandatory Cost of Doing Business	Unrestricted	Community Service	520,473	373,088	1.00	1.00
Mandatory Cost of Doing Business	Unrestricted	Fixed Charges (1)	95,928,328	96,851,842	0.00	0.00
Mandatory Cost of Doing Business	Restricted	Infant/Toddler, Presch Passthrough, MMSR	143,506	280,437	0.00	0.00
Mandatory Cost of Doing Business	Unrestricted	Maintenance of Plant	12,595,972	12,675,618	125.00	125.50
Mandatory Cost of Doing Business	Restricted	Medical Assistance	870,842	406,951	0.00	0.00
Mandatory Cost of Doing Business	Restricted	Medical Assistance State Portion	759,735	360,881	0.00	0.00
Mandatory Cost of Doing Business	Restricted	Tech Prep, Perkins Pro Start	931	480	0.00	0.00
Mandatory Cost of Doing Business	Restricted	Title I	773,632	749,944	0.00	0.00
Mandatory Cost of Doing Business	Restricted	Title II	307,527	328,476	0.00	0.00
Mandatory Cost of Doing Business	Restricted	Title III	5,227	4,374	0.00	0.00
Mandatory Cost of Doing Business	Unrestricted	Operations of Plant	29,454,477	29,361,842	342.00	344.90
Mandatory Cost of Doing Business	Restricted	Other Federal Grants	107,115	78,883	0.00	0.00
Mandatory Cost of Doing Business	Restricted	Other Grants	4,227	8,694	0.00	0.00
Mandatory Cost of Doing Business	Restricted	Other State Grants	105,142	1,834	0.00	0.00
Mandatory Cost of Doing Business	Restricted	Perkins Career & Technology	8,444	739	0.00	0.00
Mandatory Cost of Doing Business	Restricted	Special Ed Passthrough, Parent Placed, Other	2,505,850	2,656,700	0.00	0.00
Mandatory Cost of Doing Business	Restricted	Special Education Impact Aid	3,840	5,622	0.00	0.00
Mandatory Cost of Doing Business	Unrestricted	Student Transportation	30,929,541	30,917,343	211.00	217.40

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

Local School System: Harford County

Other	Restricted	Homeless Youth	27,000	24,000	0.00	0.00
Other	Restricted	Infant/Toddler, Presch Passthrough, MMSR	9,123	25,443	0.00	0.00
Other	Restricted	Tech Prep, Perkins Pro Start	1,520	228	0.00	0.00
Other	Restricted	Title II	11,952	30,314	0.00	0.00
Other	Restricted	Title III	28,870	2,441	0.00	0.00
Other	Restricted	Non Public Placements/Partnerships	4,661,004	5,659,617	0.00	0.00
Other	Restricted	Other Federal Grants	325,393	33,775	0.00	0.00
Other	Restricted	Other Grants	69,623	284,282	0.00	0.00
Other	Restricted	Other State Grants	361,591	309,931	0.00	0.00
Other	Restricted	Perkins Career & Technology	272,191	288,681	0.00	0.00
Other	Restricted	Special Ed Passthrough, Parent Placed, Other	73,032	241,499	0.00	0.00
Other	Unrestricted	Special Education - NonPublic Placement Costs	7,935,803	7,743,724	0.00	0.00
Other	Restricted	Special Education Impact Aid	37,360	2,623	0.00	0.00
Total			453,108,684	456,199,796	5,175.00	5,111.20

HARFORD COUNTY PUBLIC SCHOOLS


FINAL SCOPE OF WORK PLAN


Part II: Budgets

Race to the Top Summary C-125 Budget

ORIGINAL GRANT BUDGET	2,904,665.00	AMENDED BUDGET #		REQUEST DATE	08/21/12
GRANT NAME	Race to the Top	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	115750	RECIPIENT GRANT #	293XX		
REVENUE SOURCE	Federal Funds	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	4171	GRANT PERIOD	9/1/2010	TO	8/31/2014

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	-	-	-	-	-	73,665	73,665	
Prog. 23 Centralized Support	-	-	-	-	-	-	-	
202 Mid-Level Administration								
Prog. 15 Office of the Principal	-	-	-	-	-	-	-	
Prog. 16 Inst. Admin. & Supv.	818,498	-	-	11,064	16,031	-	845,593	
203-205 Instruction Categories								
Prog. 01 Regular Prog.	-	-	-	-	-	-	-	
Prog. 02 Special Prog.	860,180	277,920	13,019	50,000	110,576	-	1,311,695	
Prog. 03 Career & Tech Prog.	-	-	-	-	-	-	-	
Prog. 04 Gifted & Talented Prog.	-	-	-	-	-	-	-	
Prog. 07 Non Public Transfers								
Prog. 08 School Library Media	-	-	-	-	-	-	-	
Prog. 09 Instruction Staff Dev.	126,025	-	-	-	-	-	126,025	
Prog. 10 Guidance Services	-	-	-	-	-	-	-	
Prog. 11 Psychological Services	-	-	-	-	-	-	-	
Prog. 12 Adult Education	-	-	-	-	-	-	-	
206 Special Education								
Prog. 04 Public Sch Instr. Prog.	-	-	-	-	-	-	-	
Prog. 09 Instruction Staff Dev.	-	-	-	-	-	-	-	
Prog. 15 Office of the Principal	-	-	-	-	-	-	-	
Prog. 16 Inst. Admin & Superv.	-	-	-	-	-	-	-	
207 Student Personnel Serv.								
208 Student Health Services								
209 Student Transportation								
210 Plant Operation								
Prog. 30 Warehousing & Distr.	-	-	-	-	-	-	-	
Prog. 31 Operating Services	-	-	-	-	-	-	-	
211 Plant Maintenance								
212 Fixed Charges	-	-	-	547,687	-	-	547,687	
214 Community Services								
215 Capital Outlay								
Prog. 34 Land & Improvements	-	-	-	-	-	-	-	
Prog. 35 Buildings & Additions	-	-	-	-	-	-	-	
Prog. 36 Remodeling	-	-	-	-	-	-	-	
Total Expenditures By Object	1,804,703	277,920	13,019	608,751	126,607	73,665	2,904,665	

Finance Official Approval: Eric Clark  8/15/12 410-809-6055
 Name Signature Date Telephone #

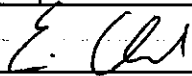
Supt./Agency Head Approval: Robert Tomback, Ph.D.  8/15/12 410-588-5204
 Name Signature Date Telephone #

MSDE Grant Manager: _____
 Maryland State Department of Education
 Name Signature Date Telephone #

Race to the Top Year 1 C-125 Budget

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						8,647	8,647
Prog. 23 Centralized Support							-
202 Mid-Level Administration							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.	134,826			1,000	16,031		151,857
203-205 Instruction Categories							
Prog. 01 Regular Prog.							-
Prog. 02 Special Prog.	77,318	-	2,000				79,318
Prog. 03 Career & Tech Prog.							-
Prog. 04 Gifted & Talented Prog.							-
Prog. 07 Non Public Transfers							
Prog. 08 School Library Media							-
Prog. 09 Instruction Staff Dev.	17,625						17,625
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
207 Student Personnel Serv.							-
208 Student Health Services							-
209 Student Transportation							-
210 Plant Operation							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
211 Plant Maintenance							
212 Fixed Charges				80,252			80,252
214 Community Services							-
215 Capital Outlay							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
Total Expenditures By Object	229,769	-	2,000	81,252	16,031	8,647	337,699

Finance Official Approval Eric Clark



8/15/12

410-809-6055

Name

Signature

Date

Telephone #

Supt./Agency Approval: Robert Tomback, Ph.D.



8/15/12

410-588-5204

Name

Signature

Date

Telephone #

WISDE Grant Manager:

Approval:

Name

Signature

Date


Telephone #

Race to the Top Year 2 C-125 Budget

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						28,555	28,555
Prog. 23 Centralized Support							-
202 Mid-Level Administration							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.	248,789			3,298			252,087
203-205 Instruction Categories							
Prog. 01 Regular Prog.							-
Prog. 02 Special Prog.	282,922	207,200	8,078	50,000	110,576		658,776
Prog. 03 Career & Tech Prog.							-
Prog. 04 Gifted & Talented Prog.							-
Prog. 07 Non Public Transfers							
Prog. 08 School Library Media							-
Prog. 09 Instruction Staff Dev.	62,800						62,800
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
207 Student Personnel Serv.							-
208 Student Health Services							-
209 Student Transportation							-
210 Plant Operation							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
211 Plant Maintenance							
212 Fixed Charges				172,706			172,706
214 Community Services							-
215 Capital Outlay							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
Total Expenditures By Object	594,511	207,200	8,078	226,004	110,576	28,555	1,174,924

Finance Official Approval: Eric Clark

Name



Signature

8/15/12


Date

410-809-6055

Telephone #

Supt./Agency Head Approval: Robert Tomback, Ph.D.

Name



Signature

8/15/12

Date

410-588-5204

Telephone #

MSDE Grant Manager Approval

Name

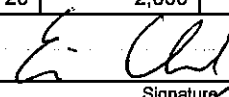
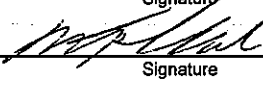
Signature

Date

Telephone #

Race to the Top Year 3 C-125 Budget

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						21,536	21,536
Prog. 23 Centralized Support							-
202 Mid-Level Administration							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.	248,789			3,431			252,220
203-205 Instruction Categories							
Prog. 01 Regular Prog.							-
Prog. 02 Special Prog.	282,672	70,720	2,000				355,392
Prog. 03 Career & Tech Prog.							-
Prog. 04 Gifted & Talented Prog.							-
Prog. 07 Non Public Transfers							
Prog. 08 School Library Media							-
Prog. 09 Instruction Staff Dev.	22,800						22,800
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
207 Student Personnel Serv.							-
208 Student Health Services							-
209 Student Transportation							-
210 Plant Operation							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
211 Plant Maintenance							
212 Fixed Charges				170,264			170,264
214 Community Services							-
215 Capital Outlay							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
Total Expenditures By Object	554,261	70,720	2,000	173,695	-	21,536	822,212

Finance Official Approval:	Eric Clark		8/15/12	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval:	Robert Tomback, Ph.D.		8/15/12	410-588-5204
	Name	Signature	Date	Telephone #
MDE Grant Manager Approval:				
	Name	Signature	Date	Telephone #

Race to the Top Year 4 C-125 Budget

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						14,927	14,927
Prog. 23 Centralized Support							-
202 Mid-Level Administration							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.	186,094			3,335			189,429
203-205 Instruction Categories							
Prog. 01 Regular Prog.							-
Prog. 02 Special Prog.	217,268	-	941				218,209
Prog. 03 Career & Tech Prog.							-
Prog. 04 Gifted & Talented Prog.							-
Prog. 07 Non Public Transfers							
Prog. 08 School Library Media							-
Prog. 09 Instruction Staff Dev.	22,800						22,800
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
207 Student Personnel Serv.							-
208 Student Health Services							-
209 Student Transportation							-
210 Plant Operation							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
211 Plant Maintenance							
212 Fixed Charges				124,465			124,465
214 Community Services							-
215 Capital Outlay							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
Total Expenditures By Object	426,162	-	941	127,800	-	14,927	569,830

Finance Official Approval: Eric Clark

E. Clark

8/15/12

410-809-6055

Name

Signature

Date

Telephone #

Supt./Agency Head

Approval

Robert Tomback, Ph.D.

Robert Tomback

8/15/12

410-588-5204

Name

Signature

Date

Telephone #

ISSUE Grant Manager:

Approval

Name

Signature

Date

Telephone #

Project Budget Summary Table

Local School System: Harford County Public Schools
Project Name: Race to the Top Project Manager
Associated with Criteria:
Project Number: 1

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	42,564	75,644	75,644	53,193	247,045
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	15,696	29,208	29,236	20,072	94,212
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	1,608	2,849	2,821	1,971	9,249
7. Total Costs (lines 1-6)	59,868	107,701	107,701	75,236	350,506

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.

Column (e): Show the total amount requested for all project years.

Local School System: Harford County Public Schools
Project Title: Race to the Top Project Manager
Criteria: (associated reform criteria) **(A)(2)**
Project Number: 1

Project Budget Narrative

Project Description:

In order to monitor HCPS progress toward achieving the goals outlined in the HCPS Race to the Top application, Dr. Susan Brown has been appointed as HCPS Project Manager. Dr. Brown will oversee HCPS implementation of the state's reform plan and HCPS projects designed to address the criteria associated with the four reform areas. Dr. Brown will also work in conjunction with the state's evaluator to ensure all three phases of evaluation are completed efficiently and effectively. Finally, Dr. Brown will closely monitor the implementation of the K-12 STEM Education Strategy to ensure that progress is achieved and aligned with all *Race to the Top* initiatives.

Funding:

Dr. Susan Brown is currently the HCPS Coordinator of Intervention. Her roles and responsibilities as Project Manager for Race to the Top will officially begin, upon approval of MSDE, on December 1, 2010. *Race to the Top* funds will be used to support 75% of her current work to oversee RTTT. HCPS will hire personnel to absorb her current responsibilities regarding intervention services through the operating budget.

Year by Year Description:

Project Years 1-4: Dr Brown will oversee all RTTT HCPS projects as outlined in each section's action plan.

Project Year 1 : Hiring of staff for all positions listed in the *Race to Top* application; supporting the Superintendent as he briefs the Board, Supervisors, Principals and administrative staff on Harford County's RTTT plan; plan HCPS EIIA Regional Academy including identification of school-based teams to participate in Educational Instructional Improvement Academies (EIIA); assist the Executive Director of High School Performance in overseeing the work of the new model department chairpersons; oversee revision of HCPS Teacher Induction Academy; and supervise the new "tech" position to assist in transition to high quality standards and assessments.

Project Name: Race to the Top Project Manager

LEA: Harford County Public Schools

Project Number: 1

Project Details by Object

Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	1	1	1	1	4
Salary	42,564	75,644	75,644	53,193	247,045
Total	42,564	75,644	75,644	53,193	247,045

Effective December 1,2010, Race to the Top Project Manager will be hired @ 75% FTE. The first year will be through September 30, 2011. Years 2-3 salaries are based on 75% of estimated salary costs (\$100,859) for a two full years. Year 4, the position of Project Manager will end June 30, 2014.

Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Project Name: Race to the Top Project Manager

LEA: Harford County Public Schools

Project Number: 1

Project Details by Object

Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
fringe benefits	9,588	18,768	18,796	12,435	59,587
retirement	6,108	10,440	10,440	7,637	34,625
Total	15,696	29,208	29,236	20,072	94,212

75% Fringe benefits for Project Manager include FICA (7.65% * \$75,644 = \$5,787), workman's comp .63% * \$75,644 = \$477), health (\$15,459 * 75% = \$11,594) dental (\$1,000 * 75% = \$750) and life insurance (\$250 * 75% = \$188) and retirement (\$75,644 * 13.8% = 10,440).

Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
indirect charges	1,608	2,849	2,821	1,971	9,249
					-
Total	1,608	2,849	2,821	1,971	9,249

Indirect charges - 2.69% rate is approved by MSDE for FY12. HCPS does not predict a change in the Indirect Cost Rate over the foreseeable Future (5 years).

Project Name: Race to the Top Project Manager

LEA: Harford County Public Schools

Project Number: 1

Project Details by Object

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
59,868	107,701	107,701	75,236	350,506

Total project costs support 75% of FTE Race to the Top Project Manager including fringe benefits. Year 1, the Project Manager will begin effective December 1, 2010 and end June 30, 2014.

Project Budget Summary Table

Local School System: Harford County Public Schools
Project Name: Model Department Chairs
Associated with Criteria: (B) (5) & (D) (2) & (D) (5)
Project Number: 2

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	77,318	199,689	199,689	148,773	625,469
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	2,000	2,163	2,000	941	7,104
4. Other Charges	35,726	75,959	76,307	54,910	242,902
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	3,175	7,663	7,478	5,504	23,820
7. Total Costs (lines 1-6)	118,219	285,474	285,474	210,128	899,295

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.

Column (e): Show the total amount requested for all project years.

Local School System: Harford County Public Schools
Project Title: Model Department Chairs
Criteria: (associated reform criteria) **(B) (5) & (D) (2) & (D) (5)**
Project Number: 2

Project Budget Narrative

Project Description:

HCPS is currently hiring Model Department Chairpersons in high school Mathematics, English, Science and Social Studies. HCPS is requesting the Mathematics chair and Science chair be supported by Race to the Top as they will play a key role in the creation and implementation of the HCPS STEM initiative and content delivery, including transition to Common Core Standards and high quality assessments. The Model Chairperson will be assigned to work with four principals and Core Content Supervisors to provide supplementary content specific evaluative services at four high schools.

Funding:

Effective December 1, 2010, Race to the Top funding will support two of the four model department chairs through the end of the grant. The two positions will be in Mathematics and Science. The other two positions, Social Studies and English, will be paid out of operating funds. HCPS will sustain these positions as they will be essential to ensuring teachers are proficient in the use of the Instructional Improvement System.

Year by Year Description:

Project Year 1: The new Department Chairs will be hired. Department Chairs will be assigned to work with four high schools to implement the Model Department Chair initiative including the transition to the Common Core Standards, teacher observations, and STEM content delivery.

Project Years 2- 4: Assist in school-based follow-up of EIIA ensuring teacher use of new Instructional Improvement System. Transition to new performance based observations and provide expertise in effective content delivery.

Project Name: Model Department Chairs
LEA: Harford County Public Schools
Project Number: 2

Project Details by Object

Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	2	3	3	3	
Salary	38,659	66,563	66,563	49,591	
Total	77,318	199,689	199,689	148,773	625,469

Two Model Department Chairpersons will be hired effective December 1, 2010, upon approval by MSDE. Salaries are based on HCPS teacher salary pay scale. Years 2 & 3 are full ten month salaries. Year 4, RTTT will fund 75% of salary and general funds will support the additional 25%.

Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Supplies and Materials: Expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
supplies	2,000	2,163	2,000	941	7,104
item	-	-	-	-	-
Total	2,000	2,163	2,000	941	7,104

Years 1-4 costs associated with new employee need for computer and office supplies. Estimates for each year are: Fifteen cases of copy paper @ \$38 per case \$570; Color laser jet cartridges 4 @ \$131 per cartridge \$524; Miscellaneous supplies-- folders, pencils, pens, highlighters, paperclips, hanging folders, etc. @ \$906 \$1,069 per year

Project Name: Model Department Chairs
LEA: Harford County Public Schools
Project Number: 2

Project Details by Object

Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
fringe benefits	29,926	46,910	47,258	32,595	156,689
retirement	5,800	29,049	29,049	22,315	86,213
Total	35,726	75,959	76,307	54,910	242,902

Fringe benefits for three positions including FICA, unemployment insurance and health insurance.

Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
indirect charges	3,175	7,663	7,478	5,504	23,820
					-
Total	3,175	7,663	7,478	5,504	23,820

Indirect charges - 2.69% rate is approved by MSDE for FY12. HCPS does not predict a change in the Indirect Cost Rate over the foreseeable Future (5 years).

Project Name: Model Department Chairs
LEA: Harford County Public Schools
Project Number: 2

Project Details by Object

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
118,219	285,474	285,474	210,128	899,295

Total costs include salaries for two FTE Model Department Chairpersons, Supplies and materials to support their work and fringe benefits.

Project Budget Summary Table

Local School System: Harford County Public Schools

Project Name: AP/SAT College Board

Associated with Criteria:

Project Number: 3

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	-	-	-	-
2. Contract Services	-	17,200	-	-	17,200
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	-	-	-	-	-
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	463	-	-	463
7. Total Costs (lines 1-6)	-	17,663	-	-	17,663

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.

Column (e): Show the total amount requested for all project years.

Local School System: Harford County Public Schools

Project Title: AP/SAT College Board

Criteria: (associated reform criteria) (B) (3)

Project Number: 3

Project Budget Narrative

Project Description:

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

Funding:

Race to the Top funds will be used to contract with College Board \$22,000 for ~~Years 1-4~~ Years 1 - 2. Funds will provide capacity to increase college readiness opportunities for students and will not need to be sustained after the grant period ends.

Year by Year Description:

Project Name:	AP/SAT College Board
LEA:	Harford County Public Schools
Project Number:	3

Project Details by Object

Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	-	-	-	-	-
Salary	-	-	-	-	-
Total	-	-	-	-	-

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
SAT/AP College Board		17,200	-	-	17,200
	-	-	-	-	-
Total	-	17,200	-	-	17,200

Years 1-4 **Years 1-2:** Contract with College Board to provide increased school-based activities designed to increase number of students taking SAT/ACT and parental outreach initiative. Each of the four years, HCPS will allocate \$2,100 \$2,105.10 to our 10 high schools and \$1,000 to our Alternative Education Center to support the SAT/AP initiatives. Funds from Years 3-4 will be utilized to fund Project #9, Performance Matters Faste Observer to assist with teacher observation and evaluation.

Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Project Name:	AP/SAT College Board
LEA:	Harford County Public Schools
Project Number:	3

Project Details by Object

Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
indirect charges	-	463	-	-	463
item					-
Total	-	463	-	-	463

Indirect charges - 3% 2.76% rate is approved by MSDE. HCPS does not predict a change in the Indirect Cost Rate over the foreseeable Future (5 years).

Project Name: AP/SAT College Board
LEA: Harford County Public Schools
Project Number: 3

Project Details by Object

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
-	17,663	-	-	17,663

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Project Budget Summary Table

Local School System: Harford County Public Schools
Project Name: Instructional Data Specialist
Associated with Criteria: (C) (3) (i)
Project Number: 4

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	36,717	68,680	68,680	51,510	225,587
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	10,589	20,558	20,619	15,463	67,229
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	1,306	2,463	2,402	1,802	7,973
7. Total Costs (lines 1-6)	48,612	91,701	91,701	68,775	300,789

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.

Column (e): Show the total amount requested for all project years.

Local School System: Harford County Public Schools
Project Title: Instructional Data Specialist
Criteria: (associated reform criteria) (C) (3) (i)
Project Number: 4

Project Budget Narrative

Project Description:

In order to fully implement the new Instructional Improvement System, and ensure that teachers are able to access timely data and resources, HCPS will hire an Instructional Data Specialist who will work under the direction of the Race to the Top Project Manager. In coordination with the Office of Technology, the new Data Specialist will work with MSDE to coordinate the implementation of data management in determining existing infrastructure needs and detail the educational technology solutions in order for HCPS teachers to use the new Instructional Improvement System. RTTT funds will allow HCPS to hire an Instructional Data Specialist who will report directly to the RTTT Project Manager, Dr. Susan Brown. This tech support person will work with the Office of Technology, Content Supervisors, the Office of Assessment Accountability (including Performance Matters) and will be assigned to assist teachers as HCPS works to transition to the new Instructional Improvement System.

Funding:

Effective December 1, 2010, Race to the Top funding will support the hiring of the Instructional Data Specialist through June 30, 2014. 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 Instructional Improvement System.

Year by Year Description:

Project Year 1: The new Instructional Data Specialist will be hired and will report to the Race to the Top Project Manager in order to ensure coordination of all projects between Office of Assessment Accountability, Office of Technology and Information Systems, schools and vendors. Immediate support will be provided for our teachers who were recently trained in the use of Performance Matters. In addition, the Data Specialist will work with MSDE and key stakeholders within HCPS to determine existing needs in order to prepare for the Educational Instructional Improvement Academies in the summer of 2011.

Project Years 2 - 4: Continue to serve as a point of contact for school assessment liaisons, central office departments related to instructional database management system and the student assessment system; assist with the analysis of assessment data; export data; monitor existing software transactions; provide training to staff as needed.

Project Name: Instructional Data Specialist
LEA: Harford County Public Schools
Project Number: 4

Project Details by Object

Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	1	1	1	1	4
Salary	36,717	68,680	68,680	51,510	225,587
Total	36,717	68,680	68,680	51,510	225,587

One Instructional Data Specialist will be hired effective December 1, 2010, upon MSDE approval, and will work through June 30, 2014. Years 2 & 3 are twelve month salaries. Year 4, the position will end June 30, 2014.

Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Project Name: Instructional Data Specialist
LEA: Harford County Public Schools
Project Number: 4

Project Details by Object

Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
fringe benefits	5,082	10,256	10,317	7,736	33,391
retirement	5,507	10,302	10,302	7,727	33,838
Total	10,589	20,558	20,619	15,463	67,229

Fringe benefits for one position including FICA, unemployment insurance and health insurance.

Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
indirect charges	1,306	2,463	2,402	1,802	7,973
	-	-	-	-	-
Total	1,306	2,463	2,402	1,802	7,973

Indirect charges - 2.69% rate is approved by MSDE for FY12. HCPS does not predict a change in the Indirect Cost Rate over the foreseeable Future (5 years).

Project Name: Instructional Data Specialist
LEA: Harford County Public Schools
Project Number: 4

Project Details by Object

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
48,612	91,701	91,701	68,775	300,789

Total costs include salary to support FTE Instructional Data Specialist and fringe benefits.

Project Budget Summary Table

Local School System: Harford County Public Schools

Project Name: Data Systems

Associated with Criteria:

Project Number: 5

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	-	-	-	-
2. Contract Services	-	190,000	-	-	190,000
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	-	50,000	-	-	50,000
5. Property	-	110,576	-	-	110,576
6. Transfers (Indirect Costs)	-	6,624	-	-	6,624
7. Total Costs (lines 1-6)	-	357,200	-	-	357,200

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.

Column (e): Show the total amount requested for all project years.

Local School System: Harford County Public Schools

Project Title: Data Systems

Criteria: (associated reform criteria) (C) (3)

Project Number: 5

Project Budget Narrative

Project Description:

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

Funding:

Funding will support purchasing eSchoolPlus hardware and software and provide training for staff to use new Student Information System. The technology infrastructure will allow teachers to participate in independent professional development and HCPS will sustain the data integration system and future costs associated with this infrastructure after the RTTT funding ends.

Year by Year Description:

Project Year 2: After needs are identified in Year 1 for new Instructional Improvement System, software and hardware will be purchased and staff will be trained on new system.

Project Name:	Data Systems
LEA:	Harford County Public Schools
Project Number:	5

Project Details by Object

Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	-	-	-	-	-
Salary	-	-	-	-	-
Total	-	-	-	-	-

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
eSchoolPlus software	-	165,000	-	-	165,000
eSchoolPlus	-	25,000	-	-	25,000
Total	-	190,000	-	-	190,000

Year 2: Contract with eSchoolPlus to provide software and support for new Student Information System. Estimate of costs are: (No Suggestions) Applications \$125,000; IBM Cognos 8 Base Bundle - Upgrade for impromptu or ReportNet Customers \$26,600, SunGard Learning Center \$12,900; Implementation Coordination \$12,000; and Data Conversion Services-(No Suggestions) Migrations \$13,500

Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Project Name:	Data Systems
LEA:	Harford County Public Schools
Project Number:	5

Project Details by Object

Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
eSchoolPlus training	-	15,000	-	-	15,000
eSchoolPlus travel	-	10,000	-	-	10,000
eSchoolPlus contingency	-	25,000	-	-	25,000
Total	-	50,000	-	-	50,000

Estimated costs to provide training for 10 staff members @ \$1,500 per person in eSchoolPlus. If the \$25,000 contingency is not needed, the funds will be used for Project 8, the Secondary School Initiative.

Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
eSchoolPlus hardware	-	110,576	-	-	110,576
	-	-	-	-	-
Total	-	110,576	-	-	110,576

Year 2: Additional equipment to provide hardware to support new SIS: 1 Database Server@ \$41,350; 3 Application Servers total \$18,625 ; 3 Task Servers total \$18,625; 1 Report Writer Server @ \$6,200; 1 Installation & Setup @ 9,000; 1 Freight and Handling @ \$1,500; 1 MS SQL Server License @ \$14,700 = \$110,000

Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
indirect charges	-	6,624	-	-	6,624
	-	-	-	-	-
Total	-	6,624	-	-	6,624

Indirect charges - 3% 2.76% rate is approved by MSDE. HCPS does not predict a change in the Indirect Cost Rate over the foreseeable Future (5 years).

Project Name: **Data Systems**
LEA: **Harford County Public Schools**
Project Number: **5**

Project Details by Object

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
-	357,200	-	-	357,200

Project Year 2: Estimated costs to support purchasing eSchoolPlus.

Project Budget Summary Table

Local School System: Harford County Public Schools
Project Name: Coordinator of Teacher Induction
Associated with Criteria:
Project Number: 6

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	55,545	104,465	104,465	81,391	345,866
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	17,831	38,639	38,727	30,051	125,248
5. Property	16,031	-	-	-	16,031
6. Transfers (Indirect Costs)	2,115	3,940	3,852	2,998	12,905
7. Total Costs (lines 1-6)	91,522	147,044	147,044	114,440	500,050

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.

Column (e): Show the total amount requested for all project years.

Local School System: Harford County Public Schools
Project Title: Coordinator of Teacher Induction
Criteria: (associated reform criteria) (D) (5)
Project Number: 6

Project Budget Narrative

Project Description:

HCPS will hire a Teacher Induction Coordinator who will report to the Coordinator of Professional and Leadership Development. The Teacher Induction Coordinator will be 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; supervise the implementation of the mentor teacher program; evaluate mentor teachers in collaboration with school administrators; collaborate with the Office of Education Services to assess school needs and to assign mentor teachers as appropriate; and serve as a liaison with MSDE.

Funding:

Effective December 1, 2010, Race to the Top funding will support the hiring of a Teacher Induction Coordinator and a .4 FTE clerical position to support the new teacher induction academy program. These positions will be supported by Race to the Top funding through June 30, 2014. It is the intent of HCPS to sustain the Coordinator of Teacher Induction position starting in the 2014-2015 school year after the RTTT funding ends.

Year by Year Description:

Project Year 1: From January-June 2011, the Teacher Induction Coordinator will work with both the Race to the Top Project Manager and Coordinator of Professional and Leadership Development to revise and expand our induction program for new teachers based on COMAR 13A.07.01, as well as lessons learned from the Teacher Induction Academy.

Project Years 2-4: Implement the new teacher induction program and oversee mentors throughout HCPS.

Project Name: Coordinator of Teacher Induction
LEA: Harford County Public Schools
Project Number: 6

Project Details by Object

Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	1	1	1	1	
Salary	50,545	92,298	92,298	69,224	
Salary-clerical	5,000	12,167	12,167	12,167	
Total	55,545	104,465	104,465	81,391	345,866

Years 1-3: One FTE Coordinator of Teacher Induction will be hired effective December 1, 2010, upon approval of MSDE. The position will be eligible for Advanced Professional Certificate with an Administrator I endorsement. A .4 FTE clerical position will also be funded to support the work of the Coordinator of Teacher Induction. In Year 4, positions will be funded through June 30, 2014. Both positions are program 16, administrative and supervisory.

Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Project Name: Coordinator of Teacher Induction
LEA: Harford County Public Schools
Project Number: 6

Project Details by Object

Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
fixed costs	9,249	22,060	22,060	16,789	70,158
retirement	7,582	13,236	13,236	9,927	43,981
travel	1,000	3,343	3,431	3,335	11,109
Total	17,831	38,639	38,727	30,051	125,248

Year One--Health, Life and Dental Insurance @ 13,700 * 10/12 months = \$11,421 FICA + Worker's Comp @ 7.998% * ((92,298+12,167) * (10/12)) = \$7,125 Retirement @ 14.36% * (92,298 * 10/12) = 11,030.
 Years 2-4 Health, Life and Dental Insurance @ 13,700 FICA + Worker's Comp @ 7.998% * (92,298+12,167 = \$8,355 Retirement @ 14.36% * 92,298 = 13,241. Travel: Employee office location @ Alternative Education Center reimbursement for travel to schools, meetings at MSDE & conferences estimated at 500 miles per month @ .555 a mile = \$77.50 per month x 12 months = \$3,330.

Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
2 Laptops	3,000	-	-	-	3,000
1 Desktop	1,000	-	-	-	1,000
1 Laser Printer	500	-	-	-	500
1 Color Copier	1,600	-	-	-	1,600
3 Cubicles, Desks & Chairs	7,500	-	-	-	7,500
2 Filing Cabinets	1,000	-	-	-	1,000
Installation of phones, phone lines and data lines	1,431	-	-	-	1,431
Total	16,031	-	-	-	16,031

Year 1: Purchasing 2 desks, laptops, printers and phones to support new Coordinator of Teacher Induction and part time clerical position.

Project Name: Coordinator of Teacher Induction					
LEA: Harford County Public Schools					
Project Number: 6					
Project Details by Object					
<p>Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.</p>					
	Year 1	Year 2*	Year 3*	Year 4*	Total
indirect costs	2,115	3,940	3,852	2,998	12,905
item	-	-	-	-	-
Total	2,115	3,940	3,852	2,998	12,905
<p>Indirect charges - 3% 2.76% rate is approved by MSDE. HCPS does not predict a change in the Indirect Cost Rate over the foreseeable Future (5 years).</p>					

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
91,522	147,044	147,044	114,440	500,050

Project Year 1: HCPS will fund a FTE Coordinator of Teacher Induction who will be supported by a .4 FTE clerical position. Property will be purchased to provide desks and computers for staff.
 Project Years 2 - 4: Funds will be used to support the Coordinator of Teacher Induction and .4 FTE clerical position through June 30, 2010.

Project Budget Summary Table

Local School System: Harford County Public Schools
Project Name: Educator Instructional Improvement Academies
Associated with Criteria:
Project Number: 7

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	17,625	106,033	105,783	91,295	320,736
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	1,410	8,485	8,806	7,304	26,005
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	443	3,153	3,082	2,652	9,330
7. Total Costs (lines 1-6)	19,478	117,671	117,671	101,251	356,071

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.

Column (e): Show the total amount requested for all project years.

Local School System: Harford County Public Schools
Project Title: Educator Instructional Improvement Academies
Criteria: (associated reform criteria) (D) (5)
Project Number: 7

Project Budget Narrative

Project Description:

HCPS will ensure all 53 schools send teams to participate in the Educator Instructional Improvement Academies. These teams will be identified by the RTTT Project Manager in concert with the Executive Directors of Middle School and High School Performance. As follow up from the EIIA, secondary 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.

Funding:

Race to the Top funding will provide stipends for 2 additional Master Teachers in each secondary school to be trained in the EIIA model and assist in the teacher use of the Instructional Improvement System. Funds will also provide substitutes (one sub per 2 teachers) so that teachers can attend 3 hours of professional development during the school year.

Year by Year Description:

Project Years 1 - 4: In September 2011, secondary Master Teachers will be paid to provide additional support for the "roll out" of the Instructional Improvement System in their schools.

Project Years 2 - 4: Substitute teachers will be available so that all HCPS classroom teachers can receive professional development during the school day in the information presented at the EIIA.

Project Name: Educator Instructional Improvement Academies
LEA: Harford County Public Schools
Project Number: 7

Project Details by Object

Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	-	-	-	-	-
Salary	-	-	-	-	-
Subs for PD- Elem Teachers (972/2 @ \$95)	-	46,170	46,170	38,570	130,910
Subs for PD Middle + High Core + SE (780/2 @ \$95)	-	37,063	36,813	29,925	103,801
EIIA stipends	17,625	22,800	22,800	22,800	86,025
Total	17,625	106,033	105,783	91,295	320,736

Years 1 - 4: professional development days for two secondary teachers per school who will assist with EIIA implementation (elementary will have pd days scheduled into the regular calendar) 19 schools x 2 teachers x 5 days x \$120 negotiated rate = \$22,800 per year x 4 years = \$91,200
 Years 2 - 4: One substitute for two teachers - Teachers will have three hours of professional development on the use IIS.

Contract Services: expenditures for services performed by persons who are not on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Project Name:	Educator Instructional Improvement Academies
LEA:	Harford County Public Schools
Project Number:	7

Project Details by Object

Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
FICA + Workman's	1,410	8,485	8,806	7,304	26,005
item	-	-	-	-	-
Total	1,410	8,485	8,806	7,304	26,005

Year 1: FICA + Workman's Comp for teacher stipends. Years 2-4: FICA + Workman's Comp for Substitute Teachers.

Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
indirect costs	443	3,153	3,082	2,652	9,330
item	-	-	-	-	-
Total	443	3,153	3,082	2,652	9,330

Indirect charges - 2.69% rate is approved by MSDE. HCPS does not predict a change in the Indirect Cost Rate over the foreseeable Future (5 years).

Project Name: Educator Instructional Improvement Academies
LEA: Harford County Public Schools
Project Number: 7

Project Details by Object

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
19,478	117,671	117,671	101,251	356,071

Project supports school- implementation of EIIA providing stipends and substitutes for teachers throughout four years of the grant.

Project Budget Summary Table

Local School System: Harford County Public Schools
Project Name: Secondary School Improvement Initiative
Associated with Criteria:
Project Number: 8

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	40,000	-	-	40,000
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	-	5,915	-	-	5,915
4. Other Charges	-	3,200	-	-	3,200
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	1,355	-	-	1,355
7. Total Costs (lines 1-6)	-	50,470	-	-	50,470

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.

Column (e): Show the total amount requested for all project years.

Local School System: Harford County Public Schools
Project Title: Secondary School Improvement Initiative
Criteria: (associated reform criteria) E
Project Number: 8

Project Budget Narrative

Project Description:

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 will plan and implement secondary school improvement initiatives during year two of the Race to the Top grant. The HCPS Coordinator of School Improvement will use lessons learned through the State Breakthrough model and replicate those efforts in our secondary schools which could include Positive Behavioral Interventions and Supports (PBIS), Classroom-Focused Improvement Process (CFIP), Performance Matters, the new Instructional Improvement System, and STEM. Activities will be implemented after reviewing School Improvement plans.

Funding:

Funding will support initiatives described above. A full plan will be determined after a needs assessment is conducted during Year 1 of the grant by RTTT Project Manager and Coordinator of School Improvement. After Race to the Top funding ends, HCPS will continue to identify resources to support targeted interventions and supports for schools in improvement.

Year by Year Description:

Project Year 1: RTTT Project Manager, the Executive Directors of Secondary School Performance and the Coordinator of School Improvement to identify needs and outline a plan for a secondary school initiative (no funds will be requested in the first year).

Project Years 2 - 4: Implement specific initiatives designed to increase student performance at secondary schools in improvement status. Consultants will be hired to work with the eleven secondary schools in improvement to implement the initiatives identified by the RTTT Project Manager, the Executive Directors of Secondary School Performance and the Coordinator of School Improvement.

Project Name: Secondary School Improvement Initiative
LEA: Harford County Public Schools
Project Number: 8

Project Details by Object

Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	-	-	-	-	-
Salary	-	40,000	-	-	40,000
Total	-	40,000	-	-	40,000

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Year 1: No funding required. Years 2-4: Specific expenditures for our secondary schools in improvement will be determined based on identified needs during Year 1 of the planning year . It is anticipated that these activities will require contracted services to provide professional development and support. Consultants will be hired to work with the eleven secondary schools schools in improvement to implement the initiatives identified by the RTTT Project Manager, the Executive Directors of Secondary School Performance and the Coordinator of School Improvement. Each of the eleven schools will be allocated \$4,455 \$4,465 for a total of \$49,000 \$49,118. No additional consultants are anticipated for Years 3-4; however, HCPS will continue to support the initiatives identified in Years 1-2.

Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.

Project Name: Secondary School Improvement Initiative
LEA: Harford County Public Schools
Project Number: 8

Project Details by Object

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	5,915	-	-	5,915
item	-	-	-	-	-
Total	-	5,915	-	-	5,915

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
secondary school initiative	-	3200	-	-	3,200
item	-	-	-	-	-
Total	-	3,200	-	-	3,200

Total salary times 8% for FICA and Worker's Comp.1355

Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Project Name: Secondary School Improvement Initiative

LEA: Harford County Public Schools

Project Number: 8

Project Details by Object

Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
indirect charges	-	1,355	-	-	1,355
item	-	-	-	-	-
Total		1,355	-	-	1,355

Indirect charges - 3% 2.76% rate is approved by MSDE. HCPS does not predict a change in the Indirect Cost Rate over the foreseeable Future (5 years).

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
-	50,470	-	-	50,470

Funds will support implementation of a secondary school improvement initiative. Activities will be determined based on Year 1 needs assessment.

Project Budget Summary Table

Local School System: Harford County Public Schools
Project Name: Performance Matters Initiative
Associated with Criteria:
Project Number: 9

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	-	-	-	-
2. Contract Services	-	-	70,720	-	70,720
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	-	-	-	-	-
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	-	1,901	-	1,901
7. Total Costs (lines 1-6)	-	-	72,621	-	72,621

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.

Column (e): Show the total amount requested for all project years.

Local School System: Harford County Public Schools
Project Title: Performance Matters Initiative
Criteria: (associated reform criteria) E
Project Number: 9

Project Budget Narrative

Project Description:

HCPS will contract with Performance Matters to purchase FASTe Observer to support teacher observation, evaluation, and professional growth in the third year of the grant. This new program compliments Performance Matters, HCPS instructional data warehouse and will assist principals and teachers in the observation/evaluation process.

Funding:

Funding for Project #9 will come from the elimination of Project #3, Years 3-4, as well as unused funds from Projects #3 & 7 and will support purchasing Performance Matters' FASTe Observer. This is a one-time purchase and HCPS will sustain the enhancement after the RTTT funding ends.

Year by Year Description:

Project Year 3: After the contracting with Performance Matters, staff members involved with teacher observation and evaluation will trained on new system.

Project Name:	Performance Matters Initiative
LEA:	Harford County Public Schools
Project Number:	9

Project Details by Object

Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	-	-	-	-	-
Salary	-	-	-	-	-
Total	-	-	-	-	-

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	70,720	-	70,720
item	-	-	-	-	-
Total	-	-	70,720	-	70,720

Year 1, 2, and 4 no funds needed. Year 3 \$70,720 will be used to purchase FASTe Observer from Performance Matters which will allow for HCPS to support teacher observation, evaluation, and professional growth in the third year of the grant. This new program compliments Performance Matters, HCPS instructional data warehouse and will assist principals and teachers in the observation/evaluation process.

Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.

Project Name:	Performance Matters Initiative
LEA:	Harford County Public Schools
Project Number:	9

Project Details by Object					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
secondary school initiative	-	0	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Total salary times 8% for FICA and Worker's Comp.1355

Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Project Name: Performance Matters Initiative
LEA: Harford County Public Schools
Project Number: 9

Project Details by Object

Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
indirect charges	-	-	1,901	-	1,901
item	-	-	-	-	-
Total		-	1,901	-	1,901

Indirect charges -2.69% rate is approved by MSDE. HCPS does not predict a change in the Indirect Cost Rate over the foreseeable Future (5 years).

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
-	-	72,621	-	72,621

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Subgroup	All Students									Male									Female								
	2010			2011			2012			2010			2011			2012			2010			2011			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	8336	7486	89.8	8452	7657	90.6	8388	7710	91.9	4365	3829	87.7	4449	3934	88.4	4342	3928	90.5	3971	3657	92.1	4003	3723	93.0	4046	3782	93.5
Hispanic/Latino of any race				448	390	87.1	477	421	88.3				221	188	85.1	229	191	83.4				227	202	89.0	248	230	92.7
American Indian or Alaska Native				27	23	85.2			>=95				11	10	90.9			>=95				16	13	81.3	13	12	92.3
Asian						>=95			>=95				154	146	94.8			>=95						>=95			>=95
Black or African American				1502	1192	79.4	1466	1222	83.4				773	577	74.6	777	631	81.2				729	615	84.4	689	591	85.8
Native Hawaiian or Other Pacific Islander				12	9	75.0			>=95				*			*								>=95	*		
White				5733	5384	93.9	5639	5328	94.5				3047	2817	92.5	2930	2743	93.6						>=95			>=95
Two or more races				446	385	86.3	477	421	88.3				239	195	81.6	248	210	84.7				207	190	91.8	229	211	92.1
Special Education	1123	763	67.9	1154	834	72.3	1121	815	72.7	752	512	68.1	784	555	70.8	764	557	72.9	371	251	67.7	370	279	75.4	357	258	72.3
Limited English Proficient (LEP)	125	100	80.0	116	91	78.4	122	101	82.8	71	58	81.7	65	50	76.9	66	54	81.8	54	42	77.8	51	41	80.4	56	47	83.9
Free/Reduced Meals (FARMS)	2396	1928	80.5	2553	2067	81.0	2662	2237	84.0	1220	948	77.7	1308	1029	78.7	1386	1151	83.0	1176	980	83.3	1245	1038	83.4	1276	1086	85.1

Subgroup	All Students									Male									Female								
	2010			2011			2012			2010			2011			2012			2010			2011			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	8816	7716	87.5	8618	7555	87.7	8556	7415	86.7	4480	3767	84.1	4493	3818	85.0	4507	3779	83.8	4336	3949	91.1	4125	3737	90.6	4049	3636	89.8
Hispanic/Latino of any race				446	398	89.2	419	342	81.6				219	186	84.9	207	156	75.4				227	212	93.4	212	186	87.7
American Indian or Alaska Native				31	24	77.4	27	22	81.5				15	12	80.0	14	12	85.7				16	12	75.0	13	10	76.9
Asian				266	247	92.9	284	264	93.0				122	110	90.2	149	134	89.9						>=95		>=95	
Black or African American				1515	1141	75.3	1508	1110	73.6				814	576	70.8	804	547	68.0				701	565	80.6	704	563	80.0
Native Hawaiian or Other Pacific Islander				13	10	76.9	15	11	73.3				8	6	75.0	7	3	42.9				*					>=95
White				5954	5390	90.5	5892	5312	90.2				3117	2755	88.4	3112	2747	88.3				2837	2635	92.9	2780	2565	92.3
Two or more races				393	345	87.8	411	354	86.1				198	173	87.4	214	180	84.1				195	172	88.2	197	174	88.3
Special Education	1147	683	59.5	1104	617	55.9	1101	619	56.2	761	446	58.6	747	412	55.2	745	411	55.2	386	237	61.4	357	205	57.4	356	208	58.4
Limited English Proficient (LEP)	56	27	48.2	37	24	64.9	30	9	30.0	26	9	34.6	19	10	52.6	18	4	22.2	30	18	60.0	18	14	77.8	12	5	41.7
Free/Reduced Meals (FARMS)	2266	1734	76.5	2350	1793	76.3	2378	1786	75.1	1172	836	71.3	1260	914	72.5	1241	884	71.2	1094	898	82.1	1090	879	80.6	1137	902	79.3

Subgroup	All Students									Male									Female								
	2010			2011			2012			2010			2011			2012			2010			2011			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	2714	2186	80.5	2687	2266	84.3	2771	2323	83.8	1373	1029	74.9	1351	1082	80.1	1385	1095	79.1	1341	1157	86.3	1336	1184	88.6	1386	1228	88.6
Hispanic/Latino of any race				115	89	77.4	111	89	80.2				55	41	74.5	57	45	78.9				60	48	80.0	54	44	81.5
American Indian or Alaska Native				15	14	93.3	14	13	92.9				9	8	88.9			>=95						>=95	6	5	83.3
Asian						>=95	74	68	91.9						>=95	34	32	94.1						>=95	40	36	90.0
Black or African American				484	335	69.2	462	317	68.6				252	160	63.5	239	141	59.0				232	175	75.4	223	176	78.9
Native Hawaiian or Other Pacific Islander				*			*						*			*						*			*		
White				1939	1709	88.1	2029	1769	87.2				967	814	84.2	1017	844	83.0				972	895	92.1	1012	925	91.4
Two or more races				80	67	83.8	80	66	82.5				44	35	79.5	29	24	82.8				36	32	88.9	51	42	82.4
Special Education	265	113	42.6	272	127	46.7	314	137	43.6	168	67	39.9	185	81	43.8	215	90	41.9	97	46	47.4	87	46	52.9	99	47	47.5
Limited English Proficient (LEP)	*			*			7	4	57.1	*			*			*			*			*			*		
Free/Reduced Meals (FARMS)	434	303	69.8	528	381	72.2	502	374	74.5	204	134	65.7	264	179	67.8	243	174	71.6	230	169	73.5	264	202	76.5	259	200	77.2

* Indicates fewer than 5 students

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Subgroup	All Students									Male									Female								
	2010			2011			2012			2010			2011			2012			2010			2011			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	8336	7428	89.1	8454	7519	88.9	8392	7616	90.8	4365	3842	88.0	4450	3928	88.3	4346	3939	90.6	3971	3586	90.3	4004	3591	89.7	4046	3677	90.9
Hispanic/Latino of any race				448	384	85.7	477	425	89.1				221	189	85.5	229	206	90.0				227	195	85.9	248	219	88.3
American Indian or Alaska Native				27	23	85.2			>=95				11	10	90.9			>=95				16	13	81.3	13	12	92.3
Asian						>=95			>=95				154	146	94.8	147	142	>=95						>=95			>=95
Black or African American				1501	1156	77.0	1468	1184	80.7				772	588	76.2	779	632	81.1				729	568	77.9	689	552	80.1
Native Hawaiian or Other Pacific Islander				12	9	75.0	8	7	87.5				*		*							8	7	87.5	*		*
White				5736	5293	92.3	5641	5256	93.2				3049	2794	91.6	2932	2723	92.9				2687	2499	93.0	2709	2533	93.5
Two or more races				446	382	85.7	476	432	90.8				239	199	83.3	247	224	90.7				207	183	88.4	229	208	90.8
Special Education	1126	697	61.9	1154	710	61.5	1123	705	62.8	753	475	63.1	784	499	63.6	766	507	66.2	373	222	59.5	370	211	57.0	357	198	55.5
Limited English Proficient (LEP)	125	101	80.8	116	90	77.6	122	102	83.6	71	56	78.9	65	50	76.9	66	57	86.4	54	45	83.3	51	40	78.4	56	45	80.4
Free/Reduced Meals (FARMS)	2397	1892	78.9	2553	1989	77.9	2661	2188	82.2	1219	956	78.4	1308	1019	77.9	1385	1165	84.1	1178	936	79.5	1245	970	77.9	1276	1023	80.2

Subgroup	All Students									Male									Female								
	2010			2011			2012			2010			2011			2012			2010			2011			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	8814	6767	76.8	8620	6762	78.4	8550	6987	81.7	4478	3341	74.6	4493	3447	76.7	4501	3591	79.8	4336	3426	79.0	4127	3315	80.3	4049	3396	83.9
Hispanic/Latino of any race				446	335	75.1	419	328	78.3				219	157	71.7	206	155	75.2				227	178	78.4	213	173	81.2
American Indian or Alaska Native				31	22	71.0	27	20	74.1				15	11	73.3	14	11	78.6				16	11	68.8	13	9	69.2
Asian				266	247	92.9	284	266	93.7				122	113	92.6	149	138	92.6				144	134	93.1	135	128	94.8
Black or African American				1517	941	62.0	1507	991	65.8				816	475	58.2	804	502	62.4				701	466	66.5	703	489	69.6
Native Hawaiian or Other Pacific Islander				13	10	76.9	15	12	80.0				8	6	75.0	7	5	71.4				*			8	7	87.5
White				5954	4921	82.7	5887	5044	85.7				3115	2543	81.6	3107	2622	84.4				2839	2378	83.8	2780	2422	87.1
Two or more races				393	286	72.8	411	326	79.3				198	142	71.7	214	158	73.8				195	144	73.8	197	168	85.3
Special Education	1143	436	38.1	1104	418	37.9	1098	495	45.1	757	293	38.7	747	282	37.8	742	324	43.7	386	143	37.0	357	136	38.1	356	171	48.0
Limited English Proficient (LEP)	56	27	48.2	37	18	48.6	30	18	60.0	26	14	53.8	19	8	42.1	18	12	66.7	30	13	43.3	18	10	55.6	12	6	50.0
Free/Reduced Meals (FARMS)	2263	1332	58.9	2354	1460	62.0	2374	1606	67.6	1170	659	56.3	1263	758	60.0	1239	803	64.8	1093	673	61.6	1091	702	64.3	1135	803	70.7

Subgroup	All Students									Male									Female								
	2010			2011			2012			2010			2011			2012			2010			2011			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	2700	2456	91.0	2678	2395	89.4	2700	2413	89.4	1379	1254	90.9	1353	1192	88.1	1364	1202	88.1	1321	1202	91.0	1325	1203	90.8	1336	1211	90.6
Hispanic/Latino of any race				117	99	84.6	107	90	84.1				58	47	81.0	54	46	85.2				59	52	88.1	53	44	83.0
American Indian or Alaska Native				17	16	94.1	14	12	85.7						>=95			>=95				8	7	87.5	6	4	66.7
Asian						>=95			>=95						>=95			>=95						>=95	39	37	94.9
Black or African American				487	379	77.8	462	362	78.4				252	189	75.0	241	178	73.9				235	190	80.9	221	184	83.3
Native Hawaiian or Other Pacific Islander				*		*			*				*		*			*				*		*		*	
White				1925	1778	92.4	1965	1806	91.9				967	884	91.4	997	906	90.9				958	894	93.3	968	900	93.0
Two or more races				79	71	89.9	78	71	91.0				44	40	90.9			>=95				35	31	88.6	49	42	85.7
Special Education	284	151	53.2	312	158	50.6	304	161	53.0	183	106	57.9	214	107	50.0	212	111	52.4	101	45	44.6	98	51	52.0	92	50	54.3
Limited English Proficient (LEP)	*			*			7	4	57.1	*			*			*			*			*			*		*
Free/Reduced Meals (FARMS)	436	361	82.8	525	440	83.8	490	421	85.9	204	180	88.2	260	220	84.6	238	216	90.8	232	181	78.0	265	220	83.0	252	205	81.3

* Indicates fewer than 5 students

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Subgroup	All Students									Male									Female								
	2010			2011			2012			2010			2011			2012			2010			2011			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	2765	2092	75.7	2891	2231	77.2	2701	2074	76.8	1441	1100	76.3	1535	1188	77.4	1409	1082	76.8	1324	992	74.9	1356	1043	76.9	1292	992	76.8
Hispanic/Latino of any race				125	87	69.6	147	104	70.7				64	45	70.3	72	50	69.4				61	42	68.9	75	54	72.0
American Indian or Alaska Native				10	5	50.0	10	8	80.0				*			*						7	4	57.1	6	5	83.3
Asian				97	83	85.6	87	75	86.2				60	51	85.0	44	38	86.4				37	32	86.5	43	37	86.0
Black or African American				507	282	55.6	476	235	49.4				256	140	54.7	244	115	47.1				251	142	56.6	232	120	51.7
Native Hawaiian or Other Pacific Islander				7	3	42.9	*						*			*						*			*		
White				2006	1662	82.9	1834	1544	84.2				1076	895	83.2	971	820	84.4				930	767	82.5	863	724	83.9
Two or more races				139	109	78.4	145	107	73.8				73	55	75.3	74	56	75.7				66	54	81.8	71	51	71.8
Special Education	383	154	40.2	412	171	41.5	388	159	41.0	254	120	47.2	279	123	44.1	253	121	47.8	129	34	26.4	133	48	36.1	135	38	28.1
Limited English Proficient (LEP)	31	6	19.4	32	13	40.6	28	11	39.3	13	3	23.1	18	8	44.4	17	7	41.2	18	3	16.7	14	5	35.7	11	4	36.4
Free/Reduced Meals (FARMS)	748	413	55.2	814	487	59.8	824	484	58.7	380	212	55.8	411	250	60.8	438	275	62.8	368	201	54.6	403	237	58.8	386	209	54.1

Subgroup	All Students									Male									Female								
	2010			2011			2012			2010			2011			2012			2010			2011			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	2951	2341	79.3	2898	2354	81.2	2892	2323	80.3	1440	1138	79.0	1482	1200	81.0	1513	1201	79.4	1511	1203	79.6	1416	1154	81.5	1379	1122	81.4
Hispanic/Latino of any race				153	126	82.4	145	108	74.5				72	61	84.7	72	46	63.9				81	65	80.2	73	62	84.9
American Indian or Alaska Native				11	9	81.8	9	6	66.7				*			6	5	83.3				10	8	80.0	*		
Asian				84	71	84.5	96	88	91.7				37	32	86.5	46	41	89.1				47	39	83.0	50	47	94.0
Black or African American				493	301	61.1	504	289	57.3				255	141	55.3	274	154	56.2				238	160	67.2	230	135	58.7
Native Hawaiian or Other Pacific Islander						>=95	10	6	60.0				*			6	3	50.0				*			*		
White				2015	1738	86.3	1995	1719	86.2				1048	909	86.7	1038	893	86.0				967	829	85.7	957	826	86.3
Two or more races				137	104	75.9	133	107	80.5				65	52	80.0	71	59	83.1				72	52	72.2	62	48	77.4
Special Education	340	143	42.1	351	134	38.2	363	148	40.8	227	109	48.0	235	107	45.5	247	98	39.7	113	34	30.1	116	27	23.3	116	50	43.1
Limited English Proficient (LEP)	19	3	15.8	13	4	30.8	15	3	20.0	9	3	33.3	*			9	2	22.2	*			9	4	44.4	6	1	16.7
Free/Reduced Meals (FARMS)	700	428	61.1	741	468	63.2	784	504	64.3	335	201	60.0	394	255	64.7	416	265	63.7	365	227	62.2	347	213	61.4	368	239	64.9

Subgroup	All Students									Male									Female								
	2010			2011			2012			2010			2011			2012			2010			2011			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	2710	2351	86.8	2696	2322	86.1	2730	2295	84.1	1373	1196	87.1	1364	1173	86.0	1369	1160	84.7	1337	1155	86.4	1332	1149	86.3	1361	1135	83.4
Hispanic/Latino of any race				115	100	87.0	108	84	77.8				56	51	91.1	55	45	81.8				59	49	83.1	53	39	73.6
American Indian or Alaska Native				15	14	93.3	14	12	85.7						>=95			>=95				6	5	83.3	6	4	66.7
Asian						>=95	73	69	94.5						>=95			>=95						>=95	40	37	92.5
Black or African American				489	330	67.5	459	300	65.4				255	172	67.5	237	157	66.2				234	158	67.5	222	143	64.4
Native Hawaiian or Other Pacific Islander				*			*						*			*						*			*		
White				1944	1764	90.7	1995	1761	88.3				976	880	90.2	1006	892	88.7				968	884	91.3	989	869	87.9
Two or more races				79	63	79.7	79	68	86.1				44	38	86.4	28	25	89.3				35	25	71.4	51	43	84.3
Special Education	268	155	57.8	286	147	51.4	296	143	48.3	169	105	62.1	199	103	51.8	201	99	49.3	99	50	50.5	87	44	50.6	95	44	46.3
Limited English Proficient (LEP)	*			*			*			*			*			*			*			*			*		
Free/Reduced Meals (FARMS)	439	328	74.7	524	401	76.5	493	369	74.8	207	156	75.4	261	207	79.3	240	191	79.6	232	172	74.1	263	194	73.8	253	178	70.4

* indicates fewer than 5 students

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Table 3.1: HSA Test Participation and Status - English 2011																					
Population: All 10th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2954	79.6	2351	17.4	513	3.0	90	1474	75.4	1112	21.0	310	3.5	52	1480	83.7	1239	13.7	203	2.6	38
Hispanic/Latino of any race	141	70.2	99	22.7	32	7.1	10	79	70.9	56	22.8	18	6.3	5	62	69.4	43	22.6	14	8.1	5
American Indian or Alaska Native	10	50.0	5	50.0	5	0.0	0	*						*							
Asian	84	83.3	70	15.5	13	1.2	1	46	78.3	36	19.6	9	2.2	1	38	89.5	34	10.5	4	0.0	0
Black or African American	498	65.1	324	28.5	142	6.4	32	231	56.7	131	35.5	82	7.8	18	267	72.3	193	22.5	60	5.2	14
Native Hawaiian or Other Pacific Islander		>=95						*						*							
White	2108	83.6	1763	14.3	301	2.1	44	1066	80.1	854	17.4	186	2.4	26	1042	87.2	909	11.0	115	1.7	18
Two or more races	107	78.5	84	18.7	20	2.8	3	40	70.0	28	25.0	10	5.0	2	67	83.6	56	14.9	10	1.5	1
Special Education	268	34.0	91	61.2	164	4.9	13	164	34.1	56	60.4	99	5.5	9	104	33.7	35	62.5	65	3.8	4
Limited English Proficient (LEP)	12	8.3	1	33.3	4	58.3	7	*						*							
Free/Reduced Meals (FARMS)	672	60.6	407	32.6	219	6.8	46	326	53.4	174	38.0	124	8.6	28	346	67.3	233	27.5	95	5.2	18

Table 3.2: HSA Test Participation and Status - English 2011																					
Population: All 11th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2651	84.0	2226	15.4	408	0.6	17	1288	79.7	1026	19.7	254	0.6	8	1363	88.0	1200	11.3	154	0.7	9
Hispanic/Latino of any race	111	76.6	85	21.6	24	1.8	2	53	77.4	41	22.6	12	0.0	0	58	75.9	44	20.7	12	3.4	2
American Indian or Alaska Native	14	92.9	13	7.1	1	0.0	0	>=95						*							
Asian	75	88.0	66	10.7	8	1.3	1	34	88.2	30	11.8	4	0.0	0	41	87.8	36	9.8	4	2.4	1
Black or African American	432	64.6	279	35.0	151	0.5	2	209	53.1	111	45.9	96	1.0	2	223	75.3	168	24.7	55	0.0	0
Native Hawaiian or Other Pacific Islander	*							*						*							
White	1941	88.7	1721	10.8	210	0.5	10	957	85.2	815	14.3	137	0.5	5	984	92.1	906	7.4	73	0.5	5
Two or more races	77	79.2	61	18.2	14	2.6	2	27	77.8	21	18.5	5	3.7	1	50	80.0	40	18.0	9	2.0	1
Special Education	230	49.1	113	48.7	112	2.2	5	155	47.1	73	50.3	78	2.6	4	75	53.3	40	45.3	34	1.3	1
Limited English Proficient (LEP)	11	9.1	1	90.9	10	0.0	0	*						*							
Free/Reduced Meals (FARMS)	522	69.0	360	30.1	157	1.0	5	248	62.9	156	35.9	89	1.2	3	274	74.5	204	24.8	68	0.7	2

Table 3.3: HSA Test Participation and Status - English 2011																					
Population: All 12th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2569	86.5	2222	13.5	347	0.0	0	1267	83.0	1052	17.0	215	0.0	0	1302	89.9	1170	10.1	132	0.0	0
Hispanic/Latino of any race	110	78.2	86	21.8	24	0.0	0	53	75.5	40	24.5	13	0.0	0	57	80.7	46	19.3	11	0.0	0
American Indian or Alaska Native	14	92.9	13	7.1	1	0.0	0	*						*							
Asian		>=95						>=95						>=95							
Black or African American	455	71.6	326	28.4	129	0.0	0	231	65.8	152	34.2	79	0.0	0	224	77.7	174	22.3	50	0.0	0
Native Hawaiian or Other Pacific Islander	*							*						*							
White	1859	90.4	1681	9.6	178	0.0	0	908	87.6	795	12.4	113	0.0	0	951	93.2	886	6.8	65	0.0	0
Two or more races	77	83.1	64	16.9	13	0.0	0	43	79.1	34	20.9	9	0.0	0	34	88.2	30	11.8	4	0.0	0
Special Education	213	56.3	120	43.7	93	0.0	0	142	54.2	77	45.8	65	0.0	0	71	60.6	43	39.4	28	0.0	0
Limited English Proficient (LEP)	*							*						*							
Free/Reduced Meals (FARMS)	493	73.8	364	26.2	129	0.0	0	239	69.0	165	31.0	74	0.0	0	254	78.3	199	21.7	55	0.0	0

* indicates fewer than 10 students

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Table 3.4: HSA Test Participation and Status - Algebra/Data Analysis 2011																					
Population: All 10th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2860	86.2	2464	10.6	304	3.2	92	1429	85.9	1228	10.1	144	4.0	57	1431	86.4	1236	11.2	160	2.4	35
Hispanic/Latino of any race	135	83.7	113	12.6	17	3.7	5	76	90.8	69	7.9	6	1.3	1	59	74.6	44	18.6	11	6.8	4
American Indian or Alaska Native	10	60.0	6	30.0	3	10.0	1	*						*							
Asian	75	90.7	68	6.7	5	2.7	2	42	88.1	37	9.5	4	2.4	1	33	93.9	31	3.0	1	3.0	1
Black or African American	485	70.1	340	25.4	123	4.5	22	227	69.2	157	25.6	58	5.3	12	258	70.9	183	25.2	65	3.9	10
Native Hawaiian or Other Pacific Islander	*							*						*							
White	2047	90.0	1843	7.2	147	2.8	57	1034	89.5	925	6.9	71	3.7	38	1013	90.6	918	7.5	76	1.9	19
Two or more races	103	87.4	90	8.7	9	3.9	4	38	86.8	33	5.3	2	7.9	3	65	87.7	57	10.8	7	1.5	1
Special Education	267	48.3	129	38.6	103	13.1	35	163	46.6	76	37.4	61	16.0	26	104	51.0	53	40.4	42	8.7	9
Limited English Proficient (LEP)	10	20.0	2	60.0	6	20.0	2	*						*							
Free/Reduced Meals (FARMS)	663	73.0	484	21.3	141	5.7	38	319	73.4	234	18.2	58	8.5	27	344	72.7	250	24.1	83	3.2	11

Table 3.5: HSA Test Participation and Status - Algebra/Data Analysis 2011																					
Population: All 11th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2576	90.5	2331	8.8	226	0.7	19	1264	91.0	1150	8.1	103	0.9	11	1312	90.0	1181	9.4	123	0.6	8
Hispanic/Latino of any race	105	82.9	87	16.2	17	1.0	1	50	90.0	45	10.0	5	0.0	0	55	76.4	42	21.8	12	1.8	1
American Indian or Alaska Native	14	78.6	11	21.4	3	0.0	0	*						*							
Asian		>=95							>=95						39	92.3	36	7.7	3	0.0	0
Black or African American	425	76.5	325	22.4	95	1.2	5	207	75.4	156	23.2	48	1.4	3	218	77.5	169	21.6	47	0.9	2
Native Hawaiian or Other Pacific Islander	*							*						*							
White	1883	94.0	1770	5.4	101	0.6	12	938	94.0	882	5.2	49	0.7	7	945	94.0	888	5.5	52	0.5	5
Two or more races	75	89.3	67	9.3	7	1.3	1	27	92.6	25	3.7	1	3.7	1	48	87.5	42	12.5	6	0.0	0
Special Education	230	63.5	146	33.0	76	3.5	8	156	66.7	104	29.5	46	3.8	6	74	56.8	42	40.5	30	2.7	2
Limited English Proficient (LEP)	11	54.5	6	45.5	5	0.0	0	*						*							
Free/Reduced Meals (FARMS)	513	81.7	419	17.5	90	0.8	4	247	85.4	211	13.4	33	1.2	3	266	78.2	208	21.4	57	0.4	1

Table 3.6: HSA Test Participation and Status - Algebra/Data Analysis 2011																					
Population: All 12th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2517	93.3	2348	6.7	169	0.0	0	1238	93.6	1159	6.4	79	0.0	0	1279	93.0	1189	7.0	90	0.0	0
Hispanic/Latino of any race	109	90.8	99	9.2	10	0.0	0	53	90.6	48	9.4	5	0.0	0	56	91.1	51	8.9	5	0.0	0
American Indian or Alaska Native	16	93.8	15	6.3	1	0.0	0	*						*							
Asian		>=95							>=95							>=95					
Black or African American	445	83.4	371	16.6	74	0.0	0	223	82.1	183	17.9	40	0.0	0	222	84.7	188	15.3	34	0.0	0
Native Hawaiian or Other Pacific Islander	*							*						*							
White		>=95							>=95							>=95					
Two or more races	75	90.7	68	9.3	7	0.0	0	42	92.9	39	7.1	3	0.0	0	33	87.9	29	12.1	4	0.0	0
Special Education	214	69.6	149	30.4	65	0.0	0	142	71.1	101	28.9	41	0.0	0	72	66.7	48	33.3	24	0.0	0
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	487	86.0	419	14.0	68	0.0	0	233	87.6	204	12.4	29	0.0	0	254	84.6	215	15.4	39	0.0	0

* indicates fewer than 10 students

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Table 3.7: HSA Test Participation and Status - Biology 2011																					
Population: All 10th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2925	83.1	2432	13.5	395	3.4	98	1458	83.7	1221	12.6	183	3.7	54	1467	82.5	1211	14.5	212	3.0	44
Hispanic/Latino of any race	139	81.3	113	13.7	19	5.0	7	78	88.5	69	7.7	6	3.8	3	61	72.1	44	21.3	13	6.6	4
American Indian or Alaska Native	10	70.0	7	30.0	3	0.0	0	*						*							
Asian	81	88.9	72	7.4	6	3.7	3	45	86.7	39	8.9	4	4.4	2	36	91.7	33	5.6	2	2.8	1
Black or African American	490	64.7	317	29.6	145	5.7	28	227	65.6	149	28.2	64	6.2	14	263	63.9	168	30.8	81	5.3	14
Native Hawaiian or Other Pacific Islander	*							*						*							
White	2094	87.6	1834	9.7	204	2.7	56	1056	87.6	925	9.3	98	3.1	33	1038	87.6	909	10.2	106	2.2	23
Two or more races	105	80.0	84	17.1	18	2.9	3	40	77.5	31	20.0	8	2.5	1	65	81.5	53	15.4	10	3.1	2
Special Education	267	47.6	127	45.3	121	7.1	19	163	51.5	84	39.3	64	9.2	15	104	41.3	43	54.8	57	3.8	4
Limited English Proficient (LEP)	10	20.0	2	30.0	3	50.0	5	*						*							
Free/Reduced Meals (FARMS)	669	64.3	430	28.4	190	7.3	49	323	65.0	210	26.6	86	8.4	27	346	63.6	220	30.1	104	6.4	22

Table 3.8: HSA Test Participation and Status - Biology 2011																					
Population: All 11th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2629	85.4	2246	13.7	361	0.8	22	1284	87.5	1124	11.8	151	0.7	9	1345	83.4	1122	15.6	210	1.0	13
Hispanic/Latino of any race	109	76.1	83	22.0	24	1.8	2	53	81.1	43	18.9	10	0.0	0	56	71.4	40	25.0	14	3.6	2
American Indian or Alaska Native	14	78.6	11	21.4	3	0.0	0	*						*							
Asian	75	93.3	70	6.7	5	0.0	0	34	94.1	32	5.9	2	0.0	0	41	92.7	38	7.3	3	0.0	0
Black or African American	427	67.9	290	30.7	131	1.4	6	209	70.8	148	28.2	59	1.0	2	218	65.1	142	33.0	72	1.8	4
Native Hawaiian or Other Pacific Islander	*							*						*							
White	1927	89.5	1724	9.8	189	0.7	14	953	91.3	870	8.0	76	0.7	7	974	87.7	854	11.6	113	0.7	7
Two or more races	76	88.2	67	11.8	9	0.0	0	27	85.2	23	14.8	4	0.0	0	49	89.8	44	10.2	5	0.0	0
Special Education	231	59.7	138	38.1	88	2.2	5	156	63.5	99	33.3	52	3.2	5	75	52.0	39	48.0	36	0.0	0
Limited English Proficient (LEP)	11	36.4	4	63.6	7	0.0	0	*						*							
Free/Reduced Meals (FARMS)	518	72.2	374	26.1	135	1.7	9	249	78.3	195	20.5	51	1.2	3	269	66.5	179	31.2	84	2.2	6

Table 3.9: HSA Test Participation and Status - Biology 2011																					
Population: All 12th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2562	88.6	2271	11.3	290	0.0	1	1265	89.5	1132	10.4	132	0.1	1	1297	87.8	1139	12.2	158	0.0	0
Hispanic/Latino of any race	111	87.4	97	12.6	14	0.0	0	54	90.7	49	9.3	5	0.0	0	57	84.2	48	15.8	9	0.0	0
American Indian or Alaska Native	14	92.9	13	7.1	1	0.0	0	*						*							
Asian		>=95							>=95							>=95					
Black or African American	451	71.6	323	28.2	127	0.2	1	227	72.7	165	26.9	61	0.4	1	224	70.5	158	29.5	66	0.0	0
Native Hawaiian or Other Pacific Islander	*							*						*							
White	1856	92.9	1725	7.1	131	0.0	0	909	93.5	850	6.5	59	0.0	0	947	92.4	875	7.6	72	0.0	0
Two or more races	76	81.6	62	18.4	14	0.0	0	43	86.0	37	14.0	6	0.0	0	33	75.8	25	24.2	8	0.0	0
Special Education	215	64.2	138	35.8	77	0.0	0	143	66.4	95	33.6	48	0.0	0	72	59.7	43	40.3	29	0.0	0
Limited English Proficient (LEP)	*							*						*							
Free/Reduced Meals (FARMS)	493	77.1	380	22.9	113	0.0	0	239	79.1	189	20.9	50	0.0	0	254	75.2	191	24.8	63	0.0	0

* indicates fewer than 10 students

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Table 3.10: HSA Test Participation and Status - Government 2011																					
Population: All 10th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2954	89.3	2639	9.4	277	1.3	38	1475	90.1	1329	8.6	127	1.3	19	1479	88.6	1310	10.1	150	1.3	19
Hispanic/Latino of any race	142	85.9	122	10.6	15	3.5	5	80	92.5	74	6.3	5	1.3	1	62	77.4	48	16.1	10	6.5	4
American Indian or Alaska Native	10	80.0	8	20.0	2	0.0	0	*						*							
Asian	84	92.9	78	6.0	5	1.2	1	46	91.3	42	8.7	4	0.0	0	38	94.7	36	2.6	1	2.6	1
Black or African American	498	76.7	382	20.5	102	2.8	14	231	75.3	174	20.8	48	3.9	9	267	77.9	208	20.2	54	1.9	5
Native Hawaiian or Other Pacific Islander	*							*						*							
White	2107	92.4	1946	6.8	144	0.8	17	1066	93.2	993	6.1	65	0.8	8	1041	91.5	953	7.6	79	0.9	9
Two or more races	107	91.6	98	8.4	9	0.0	0	40	92.5	37	7.5	3	0.0	0	67	91.0	61	9.0	6	0.0	0
Special Education	267	66.3	177	33.0	88	0.7	2	163	72.4	118	27.0	44	0.6	1	104	56.7	59	42.3	44	1.0	1
Limited English Proficient (LEP)	12	33.3	4	50.0	6	16.7	2	*						*							
Free/Reduced Meals (FARMS)	670	77.0	516	21.0	141	1.9	13	325	77.5	252	19.7	64	2.8	9	345	76.5	264	22.3	77	1.2	4

Table 3.11: HSA Test Participation and Status - Government 2011																					
Population: All 11th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2705	91.2	2466	8.0	217	0.8	22	1324	92.4	1224	6.8	90	0.8	10	1381	89.9	1242	9.2	127	0.9	12
Hispanic/Latino of any race	112	86.6	97	12.5	14	0.9	1	54	92.6	50	5.6	3	1.9	1	58	81.0	47	19.0	11	0.0	0
American Indian or Alaska Native	14	85.7	12	14.3	2	0.0	0	*						*							
Asian	80	88.8	71	10.0	8	1.3	1	39	87.2	34	10.3	4	2.6	1	41	90.2	37	9.8	4	0.0	0
Black or African American	448	78.8	353	20.3	91	0.9	4	221	80.5	178	19.0	42	0.5	1	227	77.1	175	21.6	49	1.3	3
Native Hawaiian or Other Pacific Islander	*							*						*							
White	1970	94.5	1862	4.7	92	0.8	16		>=95					997	93.5	932	5.6	56	0.9	9	
Two or more races	80	87.5	70	12.5	10	0.0	0	29	82.8	24	17.2	5	0.0	0	51	90.2	46	9.8	5	0.0	0
Special Education	232	72.8	169	25.4	59	1.7	4	156	77.6	121	20.5	32	1.9	3	76	63.2	48	35.5	27	1.3	1
Limited English Proficient (LEP)	12	33.3	4	66.7	8	0.0	0	7	42.9	3	57.1	4	0.0	0	5	20.0	1	80.0	4	0.0	0
Free/Reduced Meals (FARMS)	534	79.8	426	19.5	104	0.7	4	255	83.5	213	16.1	41	0.4	1	279	76.3	213	22.6	63	1.1	3

Table 3.12: HSA Test Participation and Status - Government 2011																					
Population: All 12th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2669	93.9	2505	6.1	163	0.0	1		>=95					1354	92.7	1255	7.3	99	0.0	0	
Hispanic/Latino of any race	119	92.4	110	7.6	9	0.0	0		>=95					60	86.7	52	13.3	8	0.0	0	
American Indian or Alaska Native		>=95							>=95						>=95						
Asian		>=95							>=95						>=95						
Black or African American	474	83.1	394	16.7	79	0.2	1	242	83.9	203	15.7	38	0.4	1	232	82.3	191	17.7	41	0.0	0
Native Hawaiian or Other Pacific Islander	*							*						*							
White		>=95							>=95						>=95						
Two or more races		>=95							>=95						>=95						
Special Education	217	78.8	171	21.2	46	0.0	0	144	83.3	120	16.7	24	0.0	0	73	69.9	51	30.1	22	0.0	0
Limited English Proficient (LEP)	*							*						*							
Free/Reduced Meals (FARMS)	511	84.3	431	15.7	80	0.0	0	246	87.4	215	12.6	31	0.0	0	265	81.5	216	18.5	49	0.0	0

* indicates fewer than 10 students

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Table 4.1: Four-Year Cohort Graduation Rate																		
Subgroup	All Students						Male						Female					
	2009-2010			2010-2011			2009-2010			2010-2011			2009-2010			2010-2011		
	# Graduates	# Students	Grad Rate	# Graduates	# Students	Grad Rate	# Graduates	# Students	Grad Rate	# Graduates	# Students	Grad Rate	# Graduates	# Students	Grad Rate	# Graduates	# Students	Grad Rate
All Students	2606	3042	85.67	2625	3003	87.41	1287	1576	81.66	1271	1498	84.85	1319	1466	89.97	1354	1505	89.97
Hispanic/Latino of any race	105	132	79.55	120	150	80.00	50	65	76.92	58	75	77.33	55	67	82.09	62	75	82.67
American Indian or Alaska Native	8	10	80.00	17	19	89.47		*		9	10	90.00	5	6	83.33	8	9	88.89
Asian			>=95	57	62	91.94	30	32	93.75	24	27	88.89			>=95	33	35	94.29
Black or African American	396	530	74.72	447	556	80.40	171	269	63.57	220	285	77.19	225	261	86.21	227	271	83.76
Native Hawaiian or Other Pacific Islander		*			*			*			*			*			*	
White	1956	2218	88.19	1903	2125	89.55	996	1165	85.49	917	1051	87.25	960	1053	91.17	986	1074	91.81
Two or more races	74	81	91.36	78	88	88.64	36	40	90.00	42	49	85.71	38	41	92.68	36	39	92.31
Special Education	183	321	57.01	198	313	63.26	118	222	53.15	126	206	61.17	65	99	65.66	72	107	67.29
Limited English Proficient (LEP)		*		*				*			*			*			*	
Free/Reduced Meals (FARMS)	394	539	73.10	481	627	76.71	179	265	67.55	224	309	72.49	215	274	78.47	257	318	80.82

Table 4.2: Four-Year Cohort Dropout Rate																			
Subgroup	All Students						Male						Female						
	2009-2010			2010-2011			2009-2010			2010-2011			2009-2010			2010-2011			
	# Dropouts	# Students	Dropout Rate	# Dropouts	# Students	Dropout Rate	# Dropouts	# Students	Dropout Rate	# Dropouts	# Students	Dropout Rate	# Dropouts	# Students	Dropout Rate	# Dropouts	# Students	Dropout Rate	
All Students	299	3042	9.83	256	3003	8.52	190	1576	12.06	143	1498	9.55	109	1466	7.44	113	1505	7.51	
Hispanic/Latino of any race	17	132	12.88	20	150	13.33	9	65	13.85	10	75	13.33	8	67	11.94	10	75	13.33	
American Indian or Alaska Native	2	10	20.00	2	19	10.53		*		1	10	10.00	1	6	16.67	1	9	11.11	
Asian	3	67	4.48		62	<=3	2	32	6.25	1	27	3.70		35	<=3		35	<=3	
Black or African American	86	530	16.23	71	556	12.77	61	269	22.68	39	285	13.68	25	261	9.58	32	271	11.81	
Native Hawaiian or Other Pacific Islander		*			*			*			*			*			*		
White	190	2218	8.57	157	2125	7.39	117	1165	10.04	88	1051	8.37	73	1053	6.93	69	1074	6.42	
Two or more races		81	<=3	5	88	5.68		40	<=3	4	49	8.16		41	<=3		39	<=3	
Special Education	68	321	21.18	56	313	17.89	51	222	22.97	40	206	19.42	17	99	17.17	16	107	14.95	
Limited English Proficient (LEP)		*		3	9	33.33		*			*			*			2	6	33.33
Free/Reduced Meals (FARMS)	81	539	15.03	82	627	13.08	46	265	17.36	42	309	13.59	35	274	12.77	40	318	12.58	

* indicates fewer than 5 students
<=3 indicates state satisfactory standard of 3.00% or less

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Table 5.1: Attendance Rates																			
		All Students						Male						Female					
Annual Measurable Objective (AMO):		94%	94%	94%	90%*	94%	94%	94%	94%	94%	90%*	94%	94%	94%	94%	94%	90%*	94%	94%
Subgroups by Level		2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Elementary	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95
	Middle	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	94.9	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95
	High	93.2	92.9	92.8	93.1	93.6	93.6	93.2	93.1	93.2	93.4	93.9	93.9	93.1	92.8	92.5	92.8	93.3	93.4
Hispanic/Latino of any race	Elementary					>=95	>=95					>=95	>=95					>=95	>=95
	Middle					>=95	>=95					>=95	>=95					>=95	>=95
	High					92.6	92.8					93.4	93.4					91.8	92.1
American Indian or Alaska Native	Elementary					>=95	>=95					>=95	>=95					>=95	>=95
	Middle					92.5	92.9					92.4	91.4					92.6	94.6
	High					90.8	94.7					93.1	>=95					87.2	93.8
Asian	Elementary					>=95	>=95					>=95	>=95					>=95	>=95
	Middle					>=95	>=95					>=95	>=95					>=95	>=95
	High					>=95	>=95					>=95	>=95					>=95	>=95
Black or African American	Elementary					>=95	>=95					>=95	>=95					>=95	>=95
	Middle					>=95	>=95					>=95	>=95					>=95	>=95
	High					92.1	92.6					92.1	92.7					92.1	92.4
Native Hawaiian or Other Pacific Islander	Elementary					>=95	>=95					>=95	>=95					>=95	>=95
	Middle					>=95	>=95					>=95	>=95					>=95	>=95
	High					91.4	90.6					>=95	89.1					88.1	92.2
White	Elementary					>=95	>=95					>=95	>=95					>=95	>=95
	Middle					>=95	>=95					>=95	>=95					>=95	>=95
	High					94.1	93.9					94.5	94.1					93.7	93.6
Two or more races	Elementary					>=95	>=95					>=95	94.9					>=95	>=95
	Middle					94.8	94.5					94.6	94.0					>=95	>=95
	High					92.0	92.7					91.9	92.5					92.1	93.0
Special Education	Elementary	>=95	>=95	>=95	94.4	>=95	>=95	>=95	>=95	>=95	94.4	>=95	>=95	>=95	>=95	>=95	94.4	>=95	>=95
	Middle	93.4	93.0	93.9	93.6	94.3	94.0	93.2	93.0	93.9	93.5	94.3	94.0	93.8	93.0	93.9	93.7	94.1	93.9
	High	90.6	90.4	90.5	90.8	91.5	91.3	90.5	90.5	90.8	90.9	91.6	91.6	90.8	90.3	89.7	90.7	91.3	90.7
Limited English Proficient (LEP)	Elementary	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95
	Middle	>=95	>=95	>=95	94.9	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	94.9	93.9	94.1	93.9	94.5	>=95
	High	94.4	94.9	94.1	93.1	90.8	89.9	94.3	94.9	93.9	94.6	93.4	93.1	94.5	94.8	94.4	92.0	89.0	87.4
Free/Reduced Meals (FARMS)	Elementary	94.8	94.6	94.6	94.1	>=95	>=95	94.8	94.6	94.6	94.1	>=95	94.9	94.9	94.6	94.6	94.1	>=95	>=95
	Middle	92.4	92.7	93.2	93.0	93.7	93.4	92.2	92.5	93.0	92.8	93.5	93.2	92.7	92.8	93.4	93.2	93.8	93.7
	High	88.8	88.9	88.8	89.3	89.7	90.1	88.9	89.1	89.5	89.9	90.1	90.4	88.6	88.7	88.1	88.8	89.3	89.9

Maryland State Department of Education
Master Plan 2012 Annual Update - Finance and Data Tables
Harford County

Table 6.1: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers			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	% of Core Academic Subject Classes Taught by Highly Qualified Teachers	% of Core Academic Subject Classes Not Taught by Highly Qualified Teachers		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
2003-2004	80.1	19.9	2008-2009	140	140	100
2004-2005	88.9	11.1				
2005-2006	89.3	10.7				
2006-2007	88.2	11.8	2009-2010	708	708	100
2007-2008	88.2	11.8				
2008-2009	91.9	8.1	2010-2011	698	698	100
2009-2010	94.9	5.1				
2010-2011	95.6	4.4				
2011-2012	96.5	3.5	2011-2012	699	699	100

Table 6.3: Number of Classes <u>Not</u> Taught by Highly Qualified (NHQ) Teachers by Reason												
School Year	Expired Certificate		Invalid Grade Level(s) for Certification		Testing Requirement Not Met		Invalid Subject for Certification		Missing Certification Information		Conditional Certificate	
	# classes	%	# classes	%	# classes	%	# classes	%	# classes	%	# classes	%
2005-2006	27	3.2	19	2.3	271	32.1	242	28.7	36	4.3	248	29.4
2006-2007	0	0.0	4	0.8	149	29.4	97	19.2	148	29.2	108	21.3
2007-2008	30	5.2	6	1.0	126	22.0	77	13.4	0	0.0	117	20.4
2008-2009	12	3.2	1	0.3	138	37.3	39	10.5	98	26.5	82	22.2
2009-2010	7	1.5	40	8.5	88	18.7	214	45.5	29	6.2	92	19.6
2010-2011	15	4.6	21	6.5	61	18.8	199	61.2	12	3.7	17	5.2
2011-2012	2	1.04	24	12.5	36	18.75	109	56.77	8	4.17	13	6.77

Maryland State Department of Education
 Master Plan 2012 Annual Update - Finance and Data Tables
 Harford County

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	
	#	#	%	#	#	%
2005-2006						
Elementary	126	97	77.0	2299	5157	93.8
Secondary	58	50	71.9	2396	2156	89.9
2006-2007						
Elementary	30	24	80.0	545	514	94.3
Secondary	43	34	79.1	1761	1581	89.8
2007-2008						
Elementary	30	30	100.0	545	520	95.4
Secondary	43	36	83.7	1761	1598	90.7
2008-2009						
Elementary	50	50	100.0	482	462	95.9
Secondary	46	40	87.0	1733	1618	93.4
2009-2010						
Elementary	220	220	100.0	2114	2056	97.3
Secondary	148	132	89.2	2394	2264	94.6
2010-2011						
Elementary	222	218	98.2	1988	1932	97.2
Secondary	157	129	82.2	2802	2671	95.3
2011-2012						
Elementary	413	409	99.3	2144	2080	97.01
Secondary	138	112	81.2	3096	3001	96.93

Maryland State Department of Education
 Master Plan 2012 Annual Update - Finance and Data Tables
 Harford County

Table 6.5: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High and Low Poverty									
Core Academic Subject Classes									
School Year	Level	High Poverty*				Low Poverty			
		Classes Taught by		Classes Taught by		Classes Taught by		Classes Taught by	
		#	%	#	%	#	%	#	%
2008-2009	Elementa	30	60.9	20	39.1	401	83.1	71	16.9
	Secondar	27	59.1	19	40.9	1438	83.0	295	17.0
2009-2010	Elementa	205	93.2	15	6.8	1894	89.6	220	10.4
	Secondar	148	100.0	0	0.0	2253	94.1	141	5.9
2010-2011	Elementa	48	96.0	2	4.0	439	97.9	9	2.0
	Secondar	14	100.0	0	0.0	507	91.7	12	2.1
2011-2012	Elementa	52	98.0	1	0.2	449	97.6	11	2.4
	Secondar	17	89.5	2	10.5	572	96.7	19	3.3

*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 2009-2010 school year.

Maryland State Department of Education
 Master Plan 2012 Annual Update - Finance and Data Tables
 Harford County

Table 6.6: Attrition Rates

Attrition Due To (Category):	Retirement			Resignation			Dismissal/Non-renewal			Leaves			Total Overall Attrition
	Numer-	Denom-	%	Numer-	Denom-	%	Numer-	Denom-	%	Numer-	Denom-	%	%
2006-2007	84	3160	2.7	181	3160	5.7	4	3160	0.1	40	3160	1.3	
2007-2008	60	3170	1.9	150	3170	4.7	5	3170	0.2	30	3170	0.7	
2008-2009	71	3132	2.3	120	3132	3.8	14	3132	0.5	37	3132	0.1	
2009-2010	63	3290	1.9	105	3290	3.2	3	3290	0.0	25	3290	0.1	
2010-2011	73	3171	2.3	109	3171	3.4	3	3171	0.1	28	3171	0.1	
2011-2012	73	3327	2.2	135	3327	4.1	2	3327	0.1	20	3327	0.6	

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

Maryland State Department of Education
 Master Plan 2012 Annual Update - Finance and Data Tables
 Harford County

Table 6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools. Include Title I Schools			
	Total Number of Paraprofessionals Working in Title I Schools	Qualified Paraprofessionals Working in Title I Schools	
		#	%
2008-2009	165	165	100.0
2009-2010	108	108	100.0
2010-2011	85	85	100.0
2011-2012	73	73	100.0
2012-2013*	45	45	100.0

*As of July 1, 2012

7.1 PERFORMANCE LEVEL DESCRIPTORS

STAFF	PERFORMANCE LEVEL	PERFORMANCE LEVEL DESCRIPTION	STATE DESIGNATION (A or N)
TEACHERS	LEVEL 1	Performing Successfully	A
TEACHERS	LEVEL 2	Meeting Initial Expectations	A
TEACHERS	LEVEL 3	Causing Concern	N
TEACHERS	LEVEL 4	Performing Unsatisfactorily	N
TEACHERS	LEVEL 5		
TEACHERS	LEVEL 6		
TEACHERS	LEVEL 7		
TEACHERS	LEVEL 8		
PRINCIPALS	LEVEL 1	Distinguished	A
PRINCIPALS	LEVEL 2	Highly Proficient	A
PRINCIPALS	LEVEL 3	Proficient	A
PRINCIPALS	LEVEL 4	Successful	A
PRINCIPALS	LEVEL 5	Ineffective	N
PRINCIPALS	LEVEL 6		
PRINCIPALS	LEVEL 7		
PRINCIPALS	LEVEL 8		

7.2 PERFORMAMNCE LEVEL-TEACHERS

SCHOOL											NOT
LEA	NUMBER	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8	EVALUATED	TOTAL
PERFORMANCE LEVEL - TEACHERS											
12	0270	75		2	3					22	102
12	0265	45		1						38	84
12	0123	40	1	1						14	56
12	0292	17								2	19
12	0212	17	2		1					8	28
12	0314	16								14	30
12	0373	49	16							34	99
12	0372	48	1							36	85
12	0385	55	4	3	2					46	110
12	0125	23	8		2					15	48
12	0316	13			1					13	27
12	0518	11								2	13
12	0120	25	14		1					15	55
12	0522	9								13	22
12	0115	16	1	1	1					14	33
12	0176	50	3	7	5					28	93
12	0177	51	10	4						21	86
12	0121	21								13	34
12	0382	39	2							41	82
12	0386	34			1					29	64
12	0326	27		1						8	36
12	0328	18	1	1						12	32
12	0327	16			1					19	36
12	0211	16	6		1					7	30
12	0230	20	2	2	2					10	36
12	0304	41			3					31	75
12	0632	21	1							9	31
12	0678	38								15	53
12	0679	22								22	44
12	0333	31			1					16	48
12	0335	37	3							21	61
12	0436	20	1							9	30
12	0391	30	5	1	0					24	60
12	0137	24	4							18	46
12	0181	49		4						19	72
12	0131	31								7	38
12	0184	34	2	8						21	65
12	0638	22			1					12	35
12	0441	10			1					6	17
12	0447	21	1							7	29
12	0544	14								14	28
12	0580	59		2						32	93
12	0583	36								40	76
12	0187	41								22	63
12	0188	32		1						15	48
12	0329	20	2	3	2					13	40
12	0345	23								13	36
12	0143	15	1	1	1					14	32
12	0639	13	3	6	1					10	33
12	0374	42								47	89
12	0113	20	1	1						12	34
12	0140	37	6	1	3					14	61
12	0348	39	1	1	1					20	62
12	0349	28		1						14	43

7.3 PERFORMANCE LEVEL-PRINCIPALS

NOT

LEA LEVEL 1 LEVEL 2 LEVEL 3 LEVEL 4 LEVEL 5 LEVEL 6 LEVEL 7 LEVEL 8 EVALUATED TOTAL
PERFORMANCE LEVEL - PRINCIPALS

12	16	17	5	16						54
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Maryland State Department of Education
 Master Plan 2012 Annual Update - Finance and Data Tables
 Harford County

Table 8.1: Percentage of All Kindergarten Students at Readiness Stages

	% Fully Ready								% Approaching Readiness								% Developing Readiness							
	SP	LL	MT	ST	SS	TA	PD	Composite	SP	LL	MT	ST	SS	TA	PD	Composite	SP	LL	MT	ST	SS	TA	PD	Composite
2004-2005	77	64	61	52	77	75	90	76	20	31	31	41	21	23	9	22	3	5	8	7	3	2	1	2
2005-2006	80	69	67	53	77	80	90	80	16	26	28	42	20	19	8	18	3	5	5	5	2	1	1	2
2006-2007	80	71	76	62	80	83	91	83	17	24	19	34	18	16	8	15	3	5	5	4	2	1	1	2
2007-2008	77	70	76	62	78	80	90	82	19	25	18	33	19	18	9	16	4	6	6	5	2	2	1	3
2008-2009	80	73	79	66	83	82	92	84	16	22	16	30	15	16	7	14	4	5	5	5	2	2	1	2
2009-2010	76	71	77	63	81	81	90	82	20	23	17	31	17	18	9	16	3	6	6	5	2	2	1	3
2010-2011	82	73	80	72	86	87	93	85	15	21	15	24	13	12	6	13	3	6	5	4	1	1	1	2
2011-2012	83	77	84	70	85	87	92	87	14	20	13	27	13	12	7	12	3	4	3	3	1	1	1	2

Table 8.2: Percentage of Kindergarten Students with Previous Prekindergarten Experience

	% Fully Ready		% Approaching Readiness		% Developing Readiness	
	LL	MT	LL	MT	LL	MT
2004-2005	64	59	32	33	4	9
2005-2006	70	69	26	27	5	4
2006-2007	69	74	26	21	5	5
2007-2008	72	78	24	17	4	5
2008-2009	74	79	22	16	5	5
2009-2010	67	72	25	20	8	7
2010-2011	72	78	23	17	5	4
2011-2012	77	84	20	13	4	4

Maryland State Department of Education
 Master Plan 2012 Annual Update - Finance and Data Tables
 Harford County

8.3 Harford Prekindergarten (4 year old) 9.30.11 Enrollment Data							
School	Half Day Sessions	Total # Students Enrolled 9.30.11	Income Eligible Students 13A.06.02.05 (A)	Students Enrolled Under Other Criteria 13A.06.02.05 (B)	Number of Students Placed on Waiting List	Number of Students enrolled through early admission 13A.08.01.02 A(3)	If available: Number of Students enrolled with ISFP or IEP
Abingdon	2	36	36	0	0	0	0
Bakerfield	2	28	22	6	0	0	1
Bel Air	2	28	25	3	0	0	3
Church Creek	2	34	34	0	0	0	0
Deerfield	2	39	36	3	0	0	3
Dublin	2	21	14	7	0	0	2
Edgewood	2	30	6	24	0	0	24
George Lisby@ Hillsdale	2	42	39	3	0	0	3
Hall's Cross Roads	2	33	28	5	0	0	5
Havre de Grace	2	39	35	4	0	0	3
Homestead/Wakefield	2	32	17	15	0	0	15
Joppatowne	2	26	26	0	0	0	0
Magnolia	4	48	40	8	0	0	5
Meadowvale	2	20	20	0	0	0	0
North Harford	2	44	21	23	0	0	0
Prospect Mill	2	26	24	2	0	0	2
Riverside	2	31	28	3	0	0	1
Roye Williams	2	32	32	0	0	0	0
William Paca/ Old Post Road	4	75	75	0	0	0	0
Total	42	664	558	106	0	0	67



2012 BTE Master Plan Update Harford County Public Schools

FY 2013 Part II: Attachments



**Bridge to Excellence Master Plan
2012 Annual Update**

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

Part 2: Attachments—Due: October 15, 2012

Local School System Submitting This Report:

Harford County Public Schools

Address:

**102 S. Hickory Avenue
Bel Air, Maryland 21014**

Local Point of Contact:

Name: Dr. Susan P. Brown

Telephone: (410) 588-5368

E-Mail: susan.brown@hcps.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2012 Annual Update to our Bridge to Excellence Master Plan is correct and complete. We further certify that this Annual Update has been developed in consultation with members of the local school system's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.




Signature (Local Superintendent of Schools)



Date



Signature (Local Point of Contact)



Date

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**ATTACHMENT 4-A and B
SCHOOL LEVEL BUDGET SUMMARY
Fiscal Year 2013**

Local School System: LEA – 12: Harford County Public Schools

Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding. Expand Table as needed. Note: [Electronic Versions](#) of these attachments are available at:

<http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177/Document-159776>

SCHOOL NAME Rank Order All Schools by Percentage of Poverty – High to Low Poverty After School Name Indicate as appropriate: • (SW) for T-I Schoolwide Schools • (TAS) for Targeted Assistance T-I Schools • (CH) for Charter Schools	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquen t and Youth At Risk of Dropping Out	Title II, Part 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	84.94%	\$616,190.52						
Halls Cross Roads Elementary (SW)	0230	77.68%	\$486,115.46						
William Paca/Old Post Road Elementary (SW)	0140	76.02%	\$648,693.70						
G. Lisby Elementary at Hillsdale (SW)	0211	70.02%	\$380,986.76						
Havre de Grace Elementary (SW)	0632	69.53%	\$374,123.33						
Center for Educational Opportunity	0292	67.54%							
Edgewood Elementary	0115	65.56%							
Bakerfield Elementary	0212	64.48%							

Deerfield Elementary	0120	62.11%							
Riverside Elementary	0143	57.09%							
Magnolia Middle	0184	56.62%							
Edgewood Middle	0177	50.79%							
Aberdeen Middle	0265	49.86%							
Joppatowne High	0181	49.03%							
Edgewood High	0176	42.57%							
Roye-Williams Elementary	0639	38.18%							
Joppatowne Elementary	0137	37.18%							
Havre de Grace Middle	0679	36.11%							
Aberdeen High	0270	36.00%							
Dublin Elementary	0522	35.29%							
John Archer School	0391	34.11%							
Church Creek Elementary	0125	33.48%							
Darlington Elementary	0518	31.45%							
Havre de Grace High	0678	29.67%							

Meadowvale Elementary	0638	25.75%							
Patterson Mill Middle School	0188	25.55%							
Bel Air Elementary	0314	25.41%							
Abingdon Elementary	0123	24.30%							
North Harford Elementary	0544	23.08%							
William S. James Elementary	0113	22.96%							
Prospect Mill Elementary	0329	20.28%							
Norrisville Elementary	0441	17.59%							
Harford Technical High	0304	17.08%							
Churchville Elementary	0316	16.27%							
North Harford Middle	0583	15.60%							
North Bend Elementary	0447	15.38%							
Bel Air Middle	0372	15.28%							
Ring Factory Elementary	0345	14.21%							
North Harford High	0580	13.67%							
Hickory Elementary	0333	13.32%							

Forest Lakes Elementary	0328	11.74%							
Bel Air High	0373	11.02%							
Homestead/Wakefield Elementary	0335	10.99%							
Red Pump Elementary School	0349	10.91%							
Southampton Middle	0374	10.82%							
C. Milton Wright High	0385	10.73%							
Jarrettsville Elementary	0436	10.21%							
Emmorton Elementary	0121	9.83%							
Youths Benefit Elementary	0348	8.72%							
Fountain Green Elementary	0327	8.19%							
Fallston Middle School	0386	8.07%							
Forest Hill Elementary	0326	7.90%							
Fallston High	0382	5.50%							
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.)			\$2,506,109.77						

School System Administration (For Title I, Use Table 7-8 LINE 5)			\$630,727.28						
System-wide Programs and School System Support to Schools (For Title I, Use Table 7-8 LINE 12)			\$1,174,440.10						
Nonpublic Costs (For Title I, Use Table 7-10 LINE 7)			\$200,994.85						
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)			\$4,512,272.00						

**ATTACHMENT 5-A
TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)]
Fiscal Year 2013**

Local School System: LEA – 12: Harford County Public Schools

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 2013 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 5-B
 CONSOLIDATION OF ESEA FUNDS FOR LOCAL
 ADMINISTRATION [Section 9203]
 Fiscal Year 2013**

Local School System: LEA – 12: Harford County Public Schools

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

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

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

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

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

**ATTACHMENT 6-A
NONPUBLIC SCHOOL INFORMATION
FOR ESEA PROGRAMS**

Fiscal Year 2013

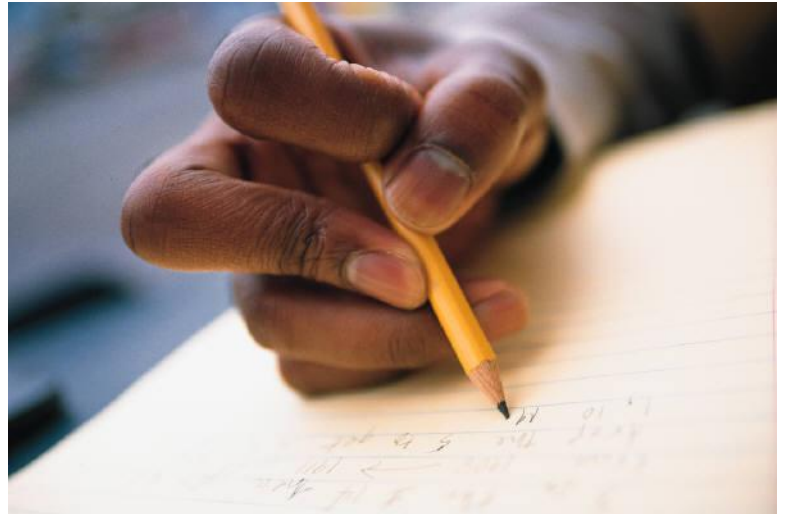
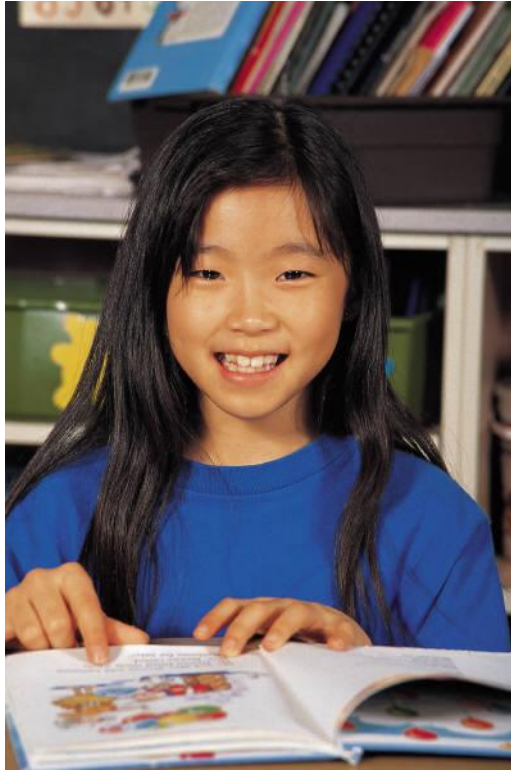
Local School System: Harford County Public Schools

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 Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
The John Carroll School 703 E. Churchville Road Bel Air, MD 21014	Private School			69	681	69	
	Public School						
	Neutral Site						
Mountain Christian School 1824 Mountain Road Joppa, MD 21085	Private School			28	241	28	
	Public School						
	Neutral Site						
Oak Grove Classical Christian School 2106 E. Churchville Road Bel Air, MD 21015	Private School			14	75	14	
	Public School						
	Neutral Site						

St. Joan of Arc 230 Law Street Aberdeen, MD 21001	Private School	39	39 39 students generated funds for this year, but the number of students serviced may be higher or lower.	39 39 students generated funds for this year, but the number of students serviced may be higher or lower.	20	170	20	
	Public School							
	Neutral Site							
St. Margaret Elementary 205 N. Hickory Avenue Bel Air, MD 21014	Private School	16	16 16 students generated funds for this year, but the number of students serviced may be higher or lower.	16 16 students generated funds for this year, but the number of students serviced may be higher or lower.	50	582	50	
	Public School							
	Neutral Site							
Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085	Private School	41	41 41 students generated funds for this year, but the number of students serviced may be higher or lower.	41 41 students generated funds for this year, but the number of students serviced may be higher or lower.	38	339	38	
	Public School							
	Neutral Site							
Bethel Christian Academy 21 N. Earlton Road Havre de Grace, MD 21078	Private School	4	4 4 students generated funds for this year, but the number of students serviced may be higher or lower.	4 4 students generated funds for this year, but the number of students serviced may be higher or lower.				
	Public School							
	Neutral Site							

Attachment 7



Title I, Part A Improving Basic Programs

LEA: 12 – Harford County

Submission Date: _____

SY 2012-2013

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

Reviewed and Approved by COP: June 1, 2012

Part II
Additional Attachments
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4. <i>Magnolia ES, School-Based Budget Narrative</i>	<i>Page 5</i>
5. <i>Hall’s Cross Roads ES, School-Based Budget Narrative</i>	<i>Page 8</i>
6. <i>William Paca / Old Post Road ES, School-Based Budget Narrative</i>	<i>Page 11</i>
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Title I FY 13 Allocation Worksheet School Year 2012-2013

Local School System

Submission Date

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



Notations		D	E	F	G	H	I	J	K	L	M	N	O	
N or P or F or S	SW or TAS	MSDE Sch ID #	Public School Name (Must rank order by Percent of Poverty highest to lowest) Charter school(s) place * after school name	Specific Numeric Grade Span (public)	Percent of Poverty (I/H=G)	Public School Enrollment (as of 9/30/11)	Number of Low Income- Public School Children (as of 10/31/11)	FTE Low Income Public School Children (10/31/11)	Number of Low- Income Private School Children Residing in this School's Attendance Area.	FTE Low Income Private School Children Residing in this School's Attendance Area.	Per Pupil Allocation (PPA)	Public School Allocation (J x M =N)	Allocation for Private School Children (L x M =O)	
1	SW	120131	MAGNOLIA ELEMENTARY	PREK-5	84.94%	385	327	311.0	9	9	\$1,981.32	\$616,190.52	\$17,831.88	
2	SW	120230	HALLS CROSS ROADS ELEMENTARY	PREK-5	77.68%	475	369	350.5	14	14	\$1,386.92	\$486,115.46	\$19,416.88	
3	F	SW	120140	WM PACA/OLD POST RD ELEM	PREK-5	76.02%	663	504	474.5	52	\$1,367.11	\$648,693.70	\$71,089.72	
4	SW	120211	GEORGE D LISBY ELEM AT HILLSDALE	PREK-5	70.02%	427	299	287.0	5	5	\$1,327.48	\$380,986.76	\$6,637.40	
5	SW	120632	HAVRE DE GRACE ELEMENTARY	PREK-5	69.53%	443	308	290.5	20	20	\$1,287.86	\$374,123.33	\$25,757.20	
			Total				1807	1713.5	100	100.0		\$2,506,109.77	\$140,733.08	
							Table 7-9			Table 7-9			Table 4 A & B	Table 4 A & B Table 7-10 /6

Title I, Part A
ASSURANCES (revised August 2011)

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

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Education Rights and Privacy Act at all times (20 U.S.C. §123g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 34 CFR Part 85, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 34 CFR Parts 74 & 80 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology 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

Additional Attachments

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

ORIGINAL GRANT BUDGET	\$4,513,014.00	AMENDED BUDGET #	1	REQUEST DATE	11/29/12
GRANT NAME	Title 1, Part A, Regular Allocation Grant to Local School System	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	23003		
REVENUE SOURCE	Title 1, Part A	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2012	6/30/2014	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						135,368.16	135,368.16
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	329,185.22	31,646.63	7,455.35	16,200.00	0.00	0.00	384,487.20
203-205 Instruction Categories							
Prog. 01 Regular Prog.	1,973,980.44	540,301.60	165,517.60	83,635.20	5,000.00	200,994.85	2,969,429.69
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.	159,887.00		28,946.00	75,859.37			264,692.37
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		37,800.00					37,800.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				721,236.58			721,236.58
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	2,463,052.66	609,748.23	201,918.95	896,931.15	5,000.00	336,363.01	4,513,014.00

Finance Official Approval: Eric Clark Name, E. Clark Signature, 11/29/12 Date, 410-809-6055 Telephone #

Supt./Agency Head Approval: Robert M. Tomback Name, [Signature] Signature, 11/29/12 Date, 410-588-5304 Telephone #

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

**MARYLAND STATE DEPARTMENT OF EDUCATION
REQUEST BUDGET AMENDMENT C-1-25 A**

ORIGINAL GRANT BUDGET	\$4,513,014.00	AMENDED BUDGET #	1	REQUEST DATE	11/29/12
GRANT NAME	Title 1, Part A, Regular Allocation Grant to Local School System	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	23003		
REVENUE SOURCE	Title 1, Part A	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2012	6/30/2014	

FROM TO

Provide the name of the Category/Program under the appropriate Object, e.g., Administration/General Support under 05 Equipment.

EXPENDITURES BY OBJECT AND CATEGORY/PROGAM	CURRENT APPROVED BUDGET	ADJUSTMENTS		NEW AMENDED BUDGET
		Increase (+)/Decrease(-)		
01 SALARIES AND WAGES				
(02-16)	329,185.22			329,185.22
(03-01)	1,973,980.44			1,973,980.44
(03-09)	159,887.00			159,887.00
02 CONTRACTED SERVICES				
(02-16)	31,646.63			31,646.63
(05-01)	540,301.60			540,301.60
(209)	37,800.00			37,800.00
03 SUPPLIES AND				
(02-16)	6,713.35		742.00	7,455.35
(04-01)	165,517.60			165,517.60
(04-09)	28,946.00			28,946.00
04 OTHER CHARGES				
(02-16)	16,200.00			16,200.00
(05-01)	83,635.20			83,635.20
(05-09)	75,859.37			75,859.37
(12-90)	721,236.58			721,236.58
05 EQUIPMENT				
(02-16)	0.00			0.00
(05-01)	5,000.00			5,000.00
08 TRANSFERS				
(01-22)	135,368.16			135,368.16
(02-16)*	0.00			0.00
Private Schools	200,994.85			200,994.85
Total Expenditures By Object	\$4,512,272.00		\$742.00	\$4,513,014.00

THIS REQUEST MUST BE ACCOMPANIED BY A REVISED GRANT BUDGET FORM (C-1-25) AND GRANT CHANGE REQUEST FORM (C-1-25 B).

Grantee Project Manager Approval	<i>Brad Palmer</i>	<i>Brad Palmer</i>	12/3/12	84618
	Printed Name	Signature	Date	Telephone #
Finance Official	<i>Eric Clark</i>	<i>E. Clark</i>	12/4/12	410-809-6055
	Printed Name	Signature	Date	Telephone #
MSDE Grant Manager	<i>Robert Taylor</i>	<i>Robert Taylor</i>	12/4/12	410-311-2222
	Printed Name	Signature	Date	Telephone #

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT CHANGE REQUEST C-1-25 B

GRANT CHANGE REQUEST #	1	REQUEST DATE	11/29/12
GRANT NAME	Title 1, Part A Grant to Local School System	GRANT RECIPIENT NAME	Harford County Public Schools
MSDE GRANT #		RECIPIENT GRANT #	23003
REVENUE SOURCE	Title 1, Part A	SCHOOL NAME	Harford County Public Schools
FUND SOURCE CODE		GRANT PERIOD	7/1/2012 To 6/30/2014

SECTION A. This Grant Change Request: (All changes must be explained in Section B)

<input type="checkbox"/>	Changes the Grant Period.		
<input type="checkbox"/>	Reallocates Funds to a Different Category/Program and/or Object.*	Date From	Date To
<input checked="" type="checkbox"/>	Increases/Decreases the Amount of the Grant.*	\$4,512,272.00	\$4,513,014.00
<input type="checkbox"/>	Makes a Programmatic Change.	(Amount) From	(Amount) To
<input type="checkbox"/>	Specifies a Change Other Than Those Listed Above (e.g., a change of address, fiscal agent or grant manager).		

SECTION B. Fully explain the reason for all requested changes. (Increase row height to accommodate space if needed.)

CAT/PRGM	PROGRAM NAME	OBJECT	PURPOSE OF CHANGE
02-16	Admin - Supplies	03	<p>A. DESCRIPTION: Additional Funds Received to Total Allocation applied to Admin-Supplies</p> <p>B. REASON: HCPS received an additional \$742.00 to the original Title I, Part A allocation. The additional \$742.00 will be applied to the Admin-Supply line.</p> <p>C. EXPECTED RESULTS: Excess funds will be better utilized to further support the Inst. Admin-Supply account.</p>

*AN LEA/AGENCY APPROVED AMENDED GRANT BUDGET FORM (C-125-A) MUST ACCOMPANY THIS REQUEST. SECTION -B- IS TO BE COMPLETED IF A PROGRAM/OBJECT INCREASED /DECREASED IS 15% OR MORE OF THE LAST APPROVED BUDGET OR \$1,000, WHICHEVER IS GREATER.

Grant Project Manager: Brad Palmer Brad Palmer 12/3/12 x4618
Print Name Signature Date Telephone #

Finance Official: Eric Clark E. Clark 12/4/12 410-805-6055
Print Name Signature Date Telephone #

Superintendent / Agency Head: Robert Turner Robert Turner 12/4/12 410-588-5204
Print Name Signature Date Telephone #

MSDE Grant Manager: _____
Print Name Signature Date Telephone #

FY '13 Regular Title 1 Allocation - School-based Budget Narrative

School: Magnolia Elementary School

Title 1 FY '13 Allotment: **\$80,142.79** (FINAL)

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	The allocation is being made to provide salaries for teachers and para-educators for teaching our after school reading and mathematics intervention program for targeted students. Days 54.00 x hrs per day 3.00 x Est Hrly rate \$39.69 x 7.00 \$45,008.46	Providing additional opportunities to work toward proficiency in reading and mathematics with the support of our highly qualified teachers accelerates student achievement.	\$45,008.46	56%	
	Contracted Serv	05-01	52170 (Other)	Allocate funds to support attendance to field trips for students pre-k through 5 (\$5 per 425 students).	Provide additional experiences through field trip attendance to increase students' background knowledge.	\$2,125.00	3%	
			52205 (Consultant)	N/A		\$0.00	0%	\$2,125.00
			52300 (Buses)	Transportation for one field trip per grade level, for Pre-k through 5th grade and one field trip for our students taking part in the Magnolia Achievers, afterschool math and reading intervention. 10 fieldtrips x \$380 per trip (est) = \$3,800	Afford our students the opportunity to take educational field trips to expand their knowledge	\$3,800.00	5%	
	Supplies	04-01	53170 (Other)	Purchase additional materials to support grade level curriculum and our thematic unit initiative. 6 grade levels x \$600 = \$3,600; Thematic Unit (all grades) = \$2,128.89	Provide additional materials to increase student engagement in learning.	\$5,728.89	7%	
	Other	05-01	54170 (Other)	Provide student incentives for our PBIS initiative and Ron Clark House initiative.	Recognizing studens for positive behaviors (responsibility, respect, perseverance, encouragement and cooperation) establishes pride in their school and reduces the distractions in learning resulting in increased academic achievement.	\$5,000.00	6%	
			54720 (Mileage)	N/A		\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)	N/A		\$0.00	0%	\$5,000.00
	Equipment	05-01	55170 (Other)	N/A		\$0.00	0%	\$61,662.35

Staff Development	Salary	03-09	51170 (Other)	Provide opportunitie for Professional Development and team planning (37 teachers X3 \$120 days)	Teachers will provide students with high quality instruction using the knowledge and strategies gained through the professional development.	\$13,320.00	17%	
	Supplies	04-09	53170 (Other)	Provide teachers with resouces to implement the professional devlopment.	Provide the needed materials to implement high quality professional development (\$500)	\$500.00	1%	
	Other	05-09	54170 (Other)	N/A		\$0.00	0%	
			54735 (Refreshments) No more than 5%	N/A		\$0.00	0%	
			54750 (Conferences - must be approved first)	N/A		\$0.00	0%	\$13,820.00
Fixed Costs						\$4,660.44	6%	\$4,660.44
Total							100%	\$80,142.79
					Difference	\$0.00		

Parent Involvement Allocation = **\$23,608.01**

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. Parent workshops, 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 there child at home to practice skills and strategies 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.	\$21,108.01	89%																															
	Other	05-01	54170 (Other)	N/A		\$0.00	0%																															
			54735 (Refreshments - Parent Support ONLY - No more than 25% for PI Allocation)	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendee</th> <th>Times per Yr</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>PreK - Kdg Transition Night</td> <td>124</td> <td>\$5.50</td> <td>1</td> <td>\$682.00</td> </tr> <tr> <td>FFT Parent Training Meetings</td> <td>15</td> <td>\$3.00</td> <td>9</td> <td>\$405.00</td> </tr> <tr> <td>Spring Math Family Event (day)</td> <td>164</td> <td>\$6.00</td> <td>1</td> <td>\$984.00</td> </tr> <tr> <td>Academic Achievement Day</td> <td>78</td> <td>\$5.50</td> <td>1</td> <td>\$429.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendee	Times per Yr	Cost	PreK - Kdg Transition Night	124	\$5.50	1	\$682.00	FFT Parent Training Meetings	15	\$3.00	9	\$405.00	Spring Math Family Event (day)	164	\$6.00	1	\$984.00	Academic Achievement Day	78	\$5.50	1	\$429.00	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, the benefits of attending a Title 1 school and be more involved in decisions.	\$2,500.00	11%	
Parent Involvement Events																																						
Event	# of Attendees	\$ per Attendee	Times per Yr	Cost																																		
PreK - Kdg Transition Night	124	\$5.50	1	\$682.00																																		
FFT Parent Training Meetings	15	\$3.00	9	\$405.00																																		
Spring Math Family Event (day)	164	\$6.00	1	\$984.00																																		
Academic Achievement Day	78	\$5.50	1	\$429.00																																		
Total							100%	\$23,608.01																														
Difference						\$0.00																																

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

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

FY '13 Regular Title 1 Allocation - School-based Budget Narrative

School: Hall's Crossroads Elementary School

Title 1 FY '13 Allotment: \$137,180.32 (FINAL)

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	After school and before school interventions, enrichment, homework club, intramural activities/sports and STEM Club	Students will have the opportunity to enhance their academic skills as well as their interests through meaningful and well planned activities and clubs.	\$55,000.00	40%	
	Contracted Serv	05-01	52170 (Other)	I-Station, Successmaker, and First in Math	Students will benefit from additional opportunities to increase their knowledge skills in reading, and mathematics. First in math will provide students with additional resources and skills to assist students with problem solving and critical thinking skills in the area of mathematics.	\$10,200.00	7%	
			52205 (Consultant)	Educational Field Trips, assemblies, school wide reading incentive and the four core school goals based on building relationships for success.	increase students awareness level to curriculum that is aligned with field trips, and assessmbles. Also, build background knowledge and opportunities for academic success.	\$7,500.00	5%	\$17,700.00
			52300 (Buses)	Educational Field Trips, afterschool programs, reading incentive trip, mentoring program, Lego League, Destination Imagination and other academic programs.	Extended learning oppourtunities for students.	\$6,000.00	4%	
	Supplies	04-01	53170 (Other)	Materials that meet the needs of students to be academically ready. Also, reading and STEM materials to reinforce the integration of the STEM process and reading strategies for academic success. Also, math manipulatives that will increase the knowledge basis for the 8 practices of mathematics.	Students will have the opportunity to extend their learning and skills for college/career instruction and curriculum.	\$17,998.60	13%	
	Other	05-01	54170 (Other)	Continue to build character education through materials, books, Shirts, PBIS Incentives	Build school pride, awareness and students that are prepared for the world. Student shirts will support the Ron Clark School initiative (included in the SIP) that is a three year long initiative linked to school climate and academics.	\$9,000.00	7%	
			54720 (Mileage)	N/A		\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)	N/A		\$0.00	0%	\$9,000.00
	Equipment	05-01	55170 (Other)	N/A		\$0.00	0%	\$105,698.60

Staff Development	Salary	03-09	51170 (Other)	Additional professional development after school as it relates to the school's initiatives and the professional development of the teachers as they build their knowledge base for instruction.	Increase teacher knowledge	\$4,000.00	3%		
	Supplies	04-09	53170 (Other)	Provide teachers with professional literature, materials and resources to increase their knowledge base.	Increase teacher capacity to grow and learn	\$4,296.00	3%		
	Other	05-09	54170 (Other)	Provide the teachers with an opportunity to have PD presentation (with follow-up) with the math expert Greg Tang to improve math instruction. This initiative supports SIP goals for mathematics improvement.	Increase teacher capacity in the area of Mathematics.	\$8,000.00	6%		
			54735 (Refreshments) No more than 5%	Support PD for teachers with refreshments (following MSDE guidelines for food purchase) during professional development days (November, January and April), Some faculty meetings that are extended for professional development and math night, STEM night, Reading Night and CFIP PD Mtgs.	Will support school based initiatives outlined in the SIP.	\$4,000.00	3%		
			54750 (Conferences - must be approved first)	Title 1 Conference, Ron Clark Professional Development School and PreKindergarten and Kindergarten Conferences	Increase teacher, ILT and Principal's knowledge base and capacity.	\$6,471.62	5%	\$26,767.62	\$18,471.62
Fixed Costs						\$4,714.10	3%	\$4,714.10	
Total							100%	\$137,180.32	
					Difference	\$0.00			

Parent Involvement Allocation = **\$17,294.20**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																																		
Reg Programs	Supplies	04-01	53170 (Other)	Provide parents with resources and materials for success such as the Marcia Tate's resource guide for parents.	Help build parents capacity and knowledge for assisting their child/children in school.	\$7,000.00	40%																																																			
	Other	05-01	54170 (Other)	Provide parents the tools for conitnued feedback and communication	Parents and students will receive newsletter inserts for character education, reading and math. Agendas will also be provided.	\$6,001.20	35%																																																			
			54735 (Refreshments - Parent Support ONLY - No more than 25% of PI Allocation)	<p style="text-align: center;">Parent Involvement Events</p> <table border="1"> <thead> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendee</th> <th>Times per Yr</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Principal/Student Academic Conference Event (day)</td> <td>25</td> <td>\$5.25</td> <td>4</td> <td>\$525.00</td> </tr> <tr> <td>Grade Level Student Achievement Event (6 grades each semester) (Day)</td> <td>60</td> <td>\$5.25</td> <td>2</td> <td>\$630.00</td> </tr> <tr> <td>Academic Sessions with Principal (4 times per year) (Day)</td> <td>19</td> <td>\$3.00</td> <td>4</td> <td>\$228.00</td> </tr> <tr> <td>PBIS Assemblies (4 per year) (day)</td> <td>25</td> <td>\$5.25</td> <td>4</td> <td>\$525.00</td> </tr> <tr> <td>Reading Night</td> <td>140</td> <td>\$5.75</td> <td>1</td> <td>\$805.00</td> </tr> <tr> <td>Math Night</td> <td>140</td> <td>\$5.75</td> <td>1</td> <td>\$805.00</td> </tr> <tr> <td>Night</td> <td>80</td> <td>\$5.75</td> <td>1</td> <td>\$460.00</td> </tr> <tr> <td>First in Math Day (day)</td> <td>25</td> <td>\$3.00</td> <td>1</td> <td>\$75.00</td> </tr> <tr> <td>First and Fifth Grade Academic Achievement Event (Day)</td> <td>80</td> <td>\$3.00</td> <td>1</td> <td>\$240.00</td> </tr> </tbody> </table>	Event	# of Attendees	\$ per Attendee	Times per Yr	Cost	Principal/Student Academic Conference Event (day)	25	\$5.25	4	\$525.00	Grade Level Student Achievement Event (6 grades each semester) (Day)	60	\$5.25	2	\$630.00	Academic Sessions with Principal (4 times per year) (Day)	19	\$3.00	4	\$228.00	PBIS Assemblies (4 per year) (day)	25	\$5.25	4	\$525.00	Reading Night	140	\$5.75	1	\$805.00	Math Night	140	\$5.75	1	\$805.00	Night	80	\$5.75	1	\$460.00	First in Math Day (day)	25	\$3.00	1	\$75.00	First and Fifth Grade Academic Achievement Event (Day)	80	\$3.00	1	\$240.00	Help build strong school community relationships	\$4,293.00	25%	
Event	# of Attendees	\$ per Attendee	Times per Yr	Cost																																																						
Principal/Student Academic Conference Event (day)	25	\$5.25	4	\$525.00																																																						
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Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

FY '13 Regular Title 1 Allocation - School-based Budget Narrative

School: Wm Paca Elementary School

Title 1 FY '13 Allotment: \$99,044.78 (FINAL)

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	Office Help	Will support additional requirements for maintenance of fisca and student rcords	\$16,000.00	16%	
	Contracted Serv	05-01	52170 (Other)	First in Math (Gr.2-5) - 520 @ \$7.00 - \$3640.00; Student Assemblies - \$2000.00; RAZ License - \$500.00	Student Assemblies will provide our students with enhanced cultural and enrichment opportunities. First in Math and RAZ licenses will provide daily intervention for students.	\$6,140.00	6%	
			52205 (Consultant)	N/A		\$0.00	0%	
			52300 (Buses)	Field Trip Buses (3rd Gr.) - \$600.00; Buses for After School Intervention Program - \$3,500.00	Student field trips will provide our students with enhanced cultural and enrichment opportunities. Bus transportation for after school program will enable their participation in reading/math intervention.	\$4,100.00	4%	
	Supplies	04-01	53170 (Other)	Read Across America supplies - \$749.70; Math Munchers supplies - \$200.00; Math Month supplies - \$300.00; Student of Month Pencils - \$400.00; non-fiction books to supplement EIE Curriculum - \$2000.00; activslates - 10 @ \$350.00 = \$3500.00; LLI kit (intermediate) - \$5500.00; handwriting books - 500 @ \$8.50 = \$4250.00; Craft Club supplies - \$300.00; Poster Paper - \$2000.00; Math Initiative - \$2000.00; Classroom supplies (36 @ \$85.53 = \$3079.14)	Will support school improvement goals and initiatives.	\$24,278.76	25%	
	Other	05-01	54170 (Other)	Student shirts - 700 @ \$7.00 each = \$4900.00	Will support school initiatives including PBIS and the Ron Clark School initiative (included in the SIP) that is a three year long initiative linked to school climate and academics.	\$4,900.00	5%	
			54720 (Mileage)	N/A		\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)	Parent refreshments for Family Advisory Team Meetings (4 @ \$50.00 = \$200.00); Volunteer Orientation Refresh. - \$100.00; Reading & Math Night Refresh. - \$300.00; Parent Workshops (2 @ \$100.00 = \$200.00); Volunteer Breakfast - \$200.00; PK Initiative Refresh. - \$75.00; Parent Classroom Visitation Refresh. - \$173.00. Purchase of refreshments will follow MSDE guidelines for food purchase.	Will support families and school initiatives.	\$1,148.00	1%	\$6,048.00
	Equipment	05-01	55170 (Other)	N/A		\$0.00	0%	\$56,548.76
				Additional Attachments		\$0.00	0%	\$56,548.76

Staff Development	Salary	03-09	51170 (Other)	Salaries for After School Intervention Program (3 days per week) for grades 3-5. PD Subs (Benchmarks - 24 subs @ \$91.00 = \$2184.00), SIT (7 subs/7 meetings @ \$91.00 = \$5096.00); additional running record (12 subs @ \$91.00 = \$1092.00)	Will provide math interventions for at risk students.	\$21,372.00	22%		
	Supplies	04-09	53170 (Other)	N/A			0%		
	Other	05-09	54170 (Other)	School shirts for staff (110 @ \$9.00 = \$990.00),	Will support school based initiatives including PBIS and the Ron Clark School initiative (included in the SIP) that is a three year long initiative linked to school climate and academics.	\$990.00	1%		
			54735 (Refreshments) No more than 5%	SIT Meeting Refreshments - following MSDE guidelines for food purchase (10 meetings @ \$100.00 = \$1000.00). Participants include: 6 grade level teachers, 2 reading specialists, 3 math specialists, 2 Title I teacher specialists, 2 teacher mentors, 4 Administrators, 2 Central office.	Will support school based initiatives outlined in the SIP.	\$1,000.00	1%		
			54750 (Conferences - must be approved first)	Title I National Conf. (2 attendees/\$500 reg/\$1500.00 hotel/\$1000 airfare = \$6000.00), SoMirac (3 attendees @ \$160.00 = \$480.00), Principal's MAESP Conf. (2 attendees @ \$200 reg/hotel 3 nights \$480.00 = \$1000.00), AP Conference (1 attendee @ \$50.00 = \$150.00), Math Conference (2 attendees @ \$500.00 = \$1000.00); Ron Clark Conference - 5 attendees @ \$1500.00 = \$7500.00	Will increase teacher capacity through staff development outlined in the SIP.	\$16,130.00	16%	\$39,492.00	\$18,120.00
Fixed Costs						\$2,986.02	3%	\$2,986.02	
Total							100%	\$99,044.78	
					Difference	\$0.00			

Parent Involvement Allocation = **\$22,872.25**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																																		
Reg Programs	Supplies	04-01	53170 (Other)	PK Initiative Parent Materials Home Library - \$1475.00; materials for home resource bags - \$350.00; Student Agenda Books (750 @ \$2.80 each = \$2100.00); Volunteer materials - \$450.00; supplies for 2 parent workshops (2 @ \$100.00 = \$200.00); Relatives Of Cool Kids Engaged in Teaching Students (ROCKETS) supplies (parent involvement program) - \$600.00; Back to School Night calendars - \$100.00	Will build parent capacity and support our families at home.	\$5,275.00	23%																																																			
	Other	05-01	54170 (Other)	Books for parents to support University of Maryland Extension program, (Food Supplemental Nutrition Education) (700 @ \$13.95 = \$9765.00) - books will be linked to a yearly timeline to include connection through monthly newsletter, workshops by University of MD, and trainings at Family Involvement Teams; Parent Lending Library (reading & math) - \$3722.25	Will build parent capacity and support both the parent involvement plan and the school improvement plan.	\$13,482.75	59%																																																			
			54735 (Refreshments - Parent Support ONLY - No more than 25% of PI Allocation)	<p style="text-align: center;">Parent Involvement Events</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendee</th> <th>Times per Yr</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Volunteer Orientation</td> <td>35</td> <td>\$5.50</td> <td>1</td> <td>\$192.50</td> </tr> <tr> <td>FIT and Advisory Parent Training Meetings</td> <td>27</td> <td>\$3.00</td> <td>12</td> <td>\$972.00</td> </tr> <tr> <td>Parent Classroom Visitation Days</td> <td>20</td> <td>\$3.00</td> <td>15</td> <td>\$900.00</td> </tr> <tr> <td>Math/Reading Night</td> <td>100</td> <td>\$5.50</td> <td>1</td> <td>\$550.00</td> </tr> <tr> <td>Parent Wkshps</td> <td>70</td> <td>\$3.00</td> <td>2</td> <td>\$420.00</td> </tr> <tr> <td>End of Year Volunteer Debriefing</td> <td>75</td> <td>\$3.00</td> <td>1</td> <td>\$225.00</td> </tr> <tr> <td>Principal/Student Academic Conference</td> <td>70</td> <td>\$3.00</td> <td>2</td> <td>\$420.00</td> </tr> <tr> <td>Patriot Program</td> <td>45</td> <td>\$3.00</td> <td>1</td> <td>\$135.00</td> </tr> <tr> <td>PK Academic Achievement Event</td> <td>100</td> <td>\$3.00</td> <td>1</td> <td>\$300.00</td> </tr> </tbody> </table>	Event	# of Attendees	\$ per Attendee	Times per Yr	Cost	Volunteer Orientation	35	\$5.50	1	\$192.50	FIT and Advisory Parent Training Meetings	27	\$3.00	12	\$972.00	Parent Classroom Visitation Days	20	\$3.00	15	\$900.00	Math/Reading Night	100	\$5.50	1	\$550.00	Parent Wkshps	70	\$3.00	2	\$420.00	End of Year Volunteer Debriefing	75	\$3.00	1	\$225.00	Principal/Student Academic Conference	70	\$3.00	2	\$420.00	Patriot Program	45	\$3.00	1	\$135.00	PK Academic Achievement Event	100	\$3.00	1	\$300.00	Will support families and school initiatives.	\$4,114.50	18%	
Event	# of Attendees	\$ per Attendee	Times per Yr	Cost																																																						
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Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

FY '13 Regular Title 1 Allocation - School-based Budget Narrative

School: George D. Lisby Elementary School

Title 1 FY '13 Allotment: **\$71,472.31** (preliminary) as of July 2012

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	Staff Substitutes to provide classroom coverage and provide instruction/support to students for staff members who are participating in professional development opportunities/other learning experiences or are not present to support daily classroom instruction.	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, and PLC's to plan and work together. Supports SIP Goal #1 All students will achieve at high standards as established by the HCPS and state performance level standards, in all content areas.	\$7,070.00	10%	
	Contracted Serv	05-01	52170 (Other)	Funds for class field trips and school wide assemblies. These funds will also pay for Student Intervention Licenses for intervention programs to support student achievement in language arts and math. (First in Math, SuccessMaker, Imagination Station, Read About, Dream Box)	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.	\$13,750.00	19%	
			52205 (Consultant)			\$0.00	0%	\$13,750.00
			52300 (Buses)	Funds for transportation for class field trips.	Provide cultural enrichment and real-life experiences for our students.	\$5,000.00	7%	
	Supplies	04-01	53170 (Other)	Funds to purchase additional materials to support 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.	Purchase supplementary materials for daily instruction, in-school/after school intervention programs, curriculum materials for 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.	\$13,003.05	18%	
	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)	Purchase wireless headsets/speaker system to support new sound system for school performances and activities utilizing the stage and auditorium (For instructional programs and Parent Involvement Sessions). Purchase new components to replenish existing Discovery Cart which already has a refreshed computer. Purchase an additional printer for the staff to utilize due to additional staff members requiring daily access with HCPS redistricting.	Purchase wireless headsets/speaker system to support new sound system for school activities and events utilizing the stage and auditorium. Purchase updated equipment to refresh Discovery Cart for staff use in areas without a projector and White Board. 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	7%	\$43,823.05
Staff Development	Salary	03-09	51170 (Other)	Staff Development funds for After School workand/or Summer Day stipends for work that supports school improvement and increased student achievement.	Payment for staff members who work before or after school or summer hours supporting school initiatives and curricula (such as PLC's, data analysis, instructional planning, co-planning, Four Blocks, EDM, Writing Fundamentals, Social Studies/Science, SIPPS, I-Station, Success Maker, Foundations, Do the Math, Knowing Math, Math Recovery) or analyze data for interventions and/or academic achievement /attendance/health and wellness of students. Supports Goal #1 All students will achieve at high standards, as established by the HCPS and state performance level standards, in all content areas.	\$10,000.00	14%	
	Supplies	04-09	53170 (Other)	Funds to purchase additional materials to support weekly professional development activities, classroom management, time management and organization, instructional planning, staff and student attendance, co-planning, intervention programs, leadership development, etc. of our staff.	Purchase supplementary materials (copy paper, ink cartridges, poster paper, laminating film, chart paper, office supplies, calendars, plan books, professional development materials, books, etc.) to	\$4,500.00	6%	
	Other	05-09	54170 (Other)	Funds to provide professional development opportunities for our school staff.	To fund professional development presentation on differentiation for school staff by motivational speaker and author Danny Brassell. To fund professional development sessions(s) on time management and organization for staff members. 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.	\$4,785.37	7%	
			54735 (Refreshments) No more than 5%	Purchase of refreshments to serve for staff during professional development meetings/ sessions (will follow MSDE guidelines for food purchase).	Purchase of breakfast, lunch, dinner, or snack refreshments for staff members during professional development sessions (following MSDE guidelines for food purchases). 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.	\$2,000.00	3%	

			54750 (Conferences - must be approved first)	Payment for registration fees, airfare, and other appropriate expenses for staff members to attend approved professional development conferences.	Payment for registration fees, airfare, and other appropriate expenses for staff members to attend approved professional development conferences to improve classroom management, curriculum instruction, organization, instruction, leadership, etc. Participants may attend as individuals or grade level teams upon approval from the Executive Director of Elementary School Performance. (National Title I Conference, NAESP/MAESP Conference, Assistant Principals Conference, SoMIRAC, Ron Clark Conference, etc.) Supports SIP Goal #1 All students will achieve at high standards, as established by the HCPS and state performance level standards, in all content areas.	\$5,000.00	7%	\$26,285.37	\$11,785.37
Fixed Costs						\$1,363.89	2%	\$1,363.89	
Total							100%	\$71,472.31	
						Difference	\$0.00		

Parent Involvement Allocation = **\$13,725.29**

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.	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.	\$6,925.29	50%																																														
	Other	05-01	54170 (Other)	Funds, as needed, for families to participate in family involvement events.	Will build parent capacity and support both the parent involvement plan and the school improvement plan. Goal #1 All students will achieve at high standards, as established by the HCPS and state performance level standards, in all content areas.	\$3,452.50	25%																																														
			54735 (Refreshments - Parent Support ONLY- No more than 25% for PI Allocation)	<p style="text-align: center;">Parent Involvement Events</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Event</th> <th style="text-align: center;"># of Attendees</th> <th style="text-align: center;">\$ per Attendee</th> <th style="text-align: center;">Times per Yr</th> <th style="text-align: center;">Cost</th> </tr> </thead> <tbody> <tr> <td>Parent / Student Book Breakfast</td> <td style="text-align: center;">40</td> <td style="text-align: center;">\$5.50</td> <td style="text-align: center;">1</td> <td style="text-align: right;">\$220.00</td> </tr> <tr> <td>FIT Parent Training Meetings</td> <td style="text-align: center;">25</td> <td style="text-align: center;">\$3.00</td> <td style="text-align: center;">6</td> <td style="text-align: right;">\$450.00</td> </tr> <tr> <td>Math with Muffins</td> <td style="text-align: center;">35</td> <td style="text-align: center;">\$5.50</td> <td style="text-align: center;">1</td> <td style="text-align: right;">\$192.50</td> </tr> <tr> <td>Reading Night</td> <td style="text-align: center;">80</td> <td style="text-align: center;">\$5.50</td> <td style="text-align: center;">1</td> <td style="text-align: right;">\$440.00</td> </tr> <tr> <td>Math Night</td> <td style="text-align: center;">130</td> <td style="text-align: center;">\$5.50</td> <td style="text-align: center;">1</td> <td style="text-align: right;">\$715.00</td> </tr> <tr> <td>MSA Night</td> <td style="text-align: center;">130</td> <td style="text-align: center;">\$5.50</td> <td style="text-align: center;">1</td> <td style="text-align: right;">\$715.00</td> </tr> <tr> <td>End of Year Volunteer Debriefing</td> <td style="text-align: center;">25</td> <td style="text-align: center;">\$3.00</td> <td style="text-align: center;">1</td> <td style="text-align: right;">\$75.00</td> </tr> <tr> <td>Parent Conference Day**</td> <td style="text-align: center;">180</td> <td style="text-align: center;">\$3.00</td> <td style="text-align: center;">1</td> <td style="text-align: right;">\$540.00</td> </tr> </tbody> </table>	Event	# of Attendees	\$ per Attendee	Times per Yr	Cost	Parent / Student Book Breakfast	40	\$5.50	1	\$220.00	FIT Parent Training Meetings	25	\$3.00	6	\$450.00	Math with Muffins	35	\$5.50	1	\$192.50	Reading Night	80	\$5.50	1	\$440.00	Math Night	130	\$5.50	1	\$715.00	MSA Night	130	\$5.50	1	\$715.00	End of Year Volunteer Debriefing	25	\$3.00	1	\$75.00	Parent Conference Day**	180	\$3.00	1	\$540.00	Will support families and school initiatives. 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. ** Parent Conference Day includes distribution of PI Compact, PI Parent Friendly Plan, and SIP At-A-Glance.	\$3,347.50	24%	
Event	# of Attendees	\$ per Attendee	Times per Yr	Cost																																																	
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Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor
- Brad Palmer

_____ Date

FY '13 Regular Title 1 Allocation - School-based Budget Narrative

School: Havre de Grace Elementary School

Title 1 FY '13 Allotment: \$177,197.15 (FINAL)

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	Before School Intervention salary: three staff members will work for an hour and a half before school to provide services in the areas of reading and mathematics. Success Maker, Dream Box, I-Station and Imagine Learning will be utilized for a six week time period. In addition, these programs will be used during the correctives/enrichment block. Each staff member will be paid the negotiated rate for 45 hours each (for before school intervention). \$7,000 will be used to pay salaries for after school clubs/homework club.	Reading and mathematics interventions will help close the achievement gap in the African American and ELL subgroups. These subgroups will be targeted.	\$10,082.96	6%	
	Contracted Serv	05-01	52170 (Other)	First in Math intervention: \$5,000; Imagine Learning: \$1,500; I-Station unlimited license access: \$6,500; Field trip admission for each grade level (\$800 per k - 5 & \$400 per pre k); Guest author visit: \$8,000, Presenter: Danny Brassell will come to HDES to present: Dare to Differentiate @ \$5,000	Interventions will increase student achievement and close achievement gap in designated sub groups. Field trips are aligned to specific units of study (STEM related) and will provide the students with a learning opportunity that contributes to a deeper understanding of the concepts. The author visit will enhance student appreciation of text.	\$26,200.00	15%	
			52205 (Consultant)			\$0.00	0%	\$26,200.00
			52300 (Buses)	Field trip buses per grade level: \$300 per bus; 13 buses will be utilized in all (Pre K - grade 5)	Trips are aligned to specific units of study and provide students with a learning opportunity that contributes to a deeper understanding of concepts.	\$3,900.00	2%	
	Supplies	04-01	53170 (Other)	National Geogrpahic magazines for all grade levels: 450 students @ \$15.00 per subscription = \$6750. Fiction & Nonfiction texts for classroom instruction = \$9,800.; School-wide Book Club books for all students = \$3850. SSR books for classroom libraries = \$6,300; School supplies for all students = \$10,000. Five Science Lab Kits for all homerooms = \$5,000.;	All materials and resources will support and enhance the instructional program and boost student achievement. Purchasing school supplies will alleviate the expense from families.	\$41,700.00	24%	
	Other	05-01	54170 (Other)	Incentives for students: perfect attendance @ \$1,000, take home academic materials for quarterly academic achievement event @ \$4500 for all three quarters, MSA incentives for grades 3-5 @ \$2,500, PBIS incentives/star store items @ \$4,000, student shirts @ \$5,500.	Student incentives will enhance student achievement and motivate students to want to learn. Positive attitudes about school increase student performance. Student shirts will support the Ron Clark School initiative (included in the SIP) that is a three year long initiative linked to school climate and academics.	\$17,500.00	10%	
			54720 (Mileage)	N/A		\$0.00	0%	

			54735 (Refreshments - Parent Support ONLY)	N/A		\$0.00	0%		\$17,500.00
	Equipment	05-01	55170 (Other)	N/A		\$0.00	0%	\$99,382.96	
Staff Development	Salary	03-09	51170 (Other)	School Improvement Meetings @ \$14,000 (5 full days and 9 half days); 3 six hour Arts Integration planning sessions for all certificated staff @ 13,680, long range team planning (23 teachers 7 half days) @ \$9660, co-teaching planning sessions for designated staff @ \$3,000, paraeducator training sessions (2 three hour sessions) @ \$15.00 per hour = \$855, math team, language arts team, patriot team, PBIS team planning sessions @ \$3,000.	Ongoing, job-embedded professional development opportunities for teachers will build capacity and increase student achievement.	\$44,195.00	25%		
	Supplies	04-09	53170 (Other)	PD Materials (journals, Pat Cunningham books) for implementing schoolwide PD initiative of Classroom Conferencing with students. (\$300 per classroom)	PD initiative for teaching teachers to use student-centered conferencing in the classroom with their students. The PD goal is to incorporate a warm, welcoming conference center in a classroom will encourage grand conversations with children about their reading and writing, therefore increasing student achievement.	\$6,900.00	4%		
	Other	05-09	54170 (Other)	N/A		\$0.00	0%		
			54735 (Refreshments) No more than 5%	Support PD for teachers with refreshments (following MSDE guidelines for food purchase). Funds will be utilized to provide refreshments for faculty and staff during extended faculty meetings and after school (and Saturday) professional development sessions.	Will support school based initiatives outlined in the SIP.	\$6,822.38	4%		
			54750 (Conferences - must be approved first)	MAG for Title 1 Teacher specialist, math and reading coach @ \$1,200, SOMIRAC for eight certificated teachers @ \$1,000, National Title 1 Conference for principal and portion of IF cost @ \$3,500, Ron Clark Conference for six staff members @ \$7500, MAESP for principal @ 660 and NAESP (How to be a Principal Mentor training) @ \$300., K teachers training in early childhood literacy @ \$800, special educator training in co-teaching @ \$600.	Increased personal growth opportunities will enhance content knowledge, build capacity and increase student achievement school-wide.	\$15,560.00	9%	\$73,477.38	\$22,382.38
Fixed Costs						\$4,336.81	2%	\$4,336.81	
Total							100%	\$177,197.15	
					Difference	\$0.00			

Parent Involvement Allocation = **\$12,895.75**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																									
Reg Programs	Supplies	04-01	53170 (Other)	Instructional materials for family events (quarterly grade level events @ \$1,000, math carnival, & book club night @ \$3,000 , family wellness night @ \$1000 and parent financial planning workshop @ \$500)	We will build capacity in our school community so that families can better support their children's academic achievement.	\$5,500.00	43%																										
	Other	05-01	54170 (Other)	Academic focused incentives for families attending extended hour Parent Involvement events will be purchased.	Building positive relationships with families contributes to higher attendance levels and increased student achievement.	\$4,175.75	32%																										
			54735 (Refreshments - Parent Support ONLY - No more than 25% of PI Allocation)	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendee</th> <th>Times per Yr</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Parent Conference Day **</td> <td>70</td> <td>\$3.00</td> <td>2</td> <td>\$420.00</td> </tr> <tr> <td>FIT Parent Training Meetings</td> <td>15</td> <td>\$3.00</td> <td>6</td> <td>\$270.00</td> </tr> <tr> <td>Math Field Day Event</td> <td>115</td> <td>\$5.50</td> <td>4</td> <td>\$2,530.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendee	Times per Yr	Cost	Parent Conference Day **	70	\$3.00	2	\$420.00	FIT Parent Training Meetings	15	\$3.00	6	\$270.00	Math Field Day Event	115	\$5.50	4	\$2,530.00	Help build strong school community relationships ** Parent Conference Day includes distribution of PI Compact, PI Parent Friendly Plan, and SIP At-A-Glance.	\$3,220.00	25%	
Parent Involvement Events																																	
Event	# of Attendees	\$ per Attendee	Times per Yr	Cost																													
Parent Conference Day **	70	\$3.00	2	\$420.00																													
FIT Parent Training Meetings	15	\$3.00	6	\$270.00																													
Math Field Day Event	115	\$5.50	4	\$2,530.00																													
Total							100%	\$12,895.75																									
Difference						\$0.00																											

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

Approval Signature of Title 1
Supervisor - Brad Palmer

_____ Date

**ATTACHMENT 4-A and B
SCHOOL LEVEL BUDGET SUMMARY
Fiscal Year 2013**

Local School System: LEA – 12: Harford County Public Schools

Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding. Expand Table as needed. Note: [Electronic Versions](#) of these attachments are available at:

<http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177/Document-159776>

SCHOOL NAME Rank Order All Schools by Percentage of Poverty – High to Low Poverty After School Name Indicate as appropriate: • (SW) for T-I Schoolwide Schools • (TAS) for Targeted Assistance T-I Schools • (CH) for Charter Schools	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquen t and Youth At Risk of Dropping Out	Title II, Part 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	84.94%	\$616,190.52						
Halls Cross Roads Elementary (SW)	0230	77.68%	\$486,115.46						
William Paca/Old Post Road Elementary (SW)	0140	76.02%	\$648,693.70						
G. Lisby Elementary at Hillsdale (SW)	0211	70.02%	\$380,986.76						
Havre de Grace Elementary (SW)	0632	69.53%	\$374,123.33						
Center for Educational Opportunity	0292	67.54%							
Edgewood Elementary	0115	65.56%							
Bakerfield Elementary	0212	64.48%							

Deerfield Elementary	0120	62.11%							
Riverside Elementary	0143	57.09%							
Magnolia Middle	0184	56.62%							
Edgewood Middle	0177	50.79%							
Aberdeen Middle	0265	49.86%							
Joppatowne High	0181	49.03%							
Edgewood High	0176	42.57%							
Roye-Williams Elementary	0639	38.18%							
Joppatowne Elementary	0137	37.18%							
Havre de Grace Middle	0679	36.11%							
Aberdeen High	0270	36.00%							
Dublin Elementary	0522	35.29%							
John Archer School	0391	34.11%							
Church Creek Elementary	0125	33.48%							
Darlington Elementary	0518	31.45%							
Havre de Grace High	0678	29.67%							

Meadowvale Elementary	0638	25.75%							
Patterson Mill Middle School	0188	25.55%							
Bel Air Elementary	0314	25.41%							
Abingdon Elementary	0123	24.30%							
North Harford Elementary	0544	23.08%							
William S. James Elementary	0113	22.96%							
Prospect Mill Elementary	0329	20.28%							
Norrisville Elementary	0441	17.59%							
Harford Technical High	0304	17.08%							
Churchville Elementary	0316	16.27%							
North Harford Middle	0583	15.60%							
North Bend Elementary	0447	15.38%							
Bel Air Middle	0372	15.28%							
Ring Factory Elementary	0345	14.21%							
North Harford High	0580	13.67%							
Hickory Elementary	0333	13.32%							

Forest Lakes Elementary	0328	11.74%							
Bel Air High	0373	11.02%							
Homestead/Wakefield Elementary	0335	10.99%							
Red Pump Elementary School	0349	10.91%							
Southampton Middle	0374	10.82%							
C. Milton Wright High	0385	10.73%							
Jarrettsville Elementary	0436	10.21%							
Emmorton Elementary	0121	9.83%							
Youths Benefit Elementary	0348	8.72%							
Fountain Green Elementary	0327	8.19%							
Fallston Middle School	0386	8.07%							
Forest Hill Elementary	0326	7.90%							
Fallston High	0382	5.50%							
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.)			\$2,506,109.77						

School System Administration (For Title I, Use Table 7-8 LINE 5)			\$631,469.28						
System-wide Programs and School System Support to Schools (For Title I, Use Table 7-8 LINE 12)			\$1,174,440.10						
Nonpublic Costs (For Title I, Use Table 7-10 LINE 7)			\$200,994.85						
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)			\$4,513,014.00						

**ATTACHMENT 5-A
TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)]
Fiscal Year 2013**

Local School System: LEA – 12: Harford County Public Schools

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 2013 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 5-B
CONSOLIDATION OF ESEA FUNDS FOR LOCAL
ADMINISTRATION [Section 9203]
Fiscal Year 2013**

Local School System: LEA – 12: Harford County Public Schools

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

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

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

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

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

ATTACHMENT 6-A

**NONPUBLIC SCHOOL INFORMATION
FOR ESEA PROGRAMS
Fiscal Year 2013**

Local School System: LEA – 12: 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 Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
St. Margaret’s School 141 N. Hickory Avenue Bel Air, MD 21014	Private School	16	16	16			
	Public School		16 students generated funds for this year, but the number of students serviced may be higher or lower.	16 students generated funds for this year, but the number of students serviced may be higher or lower.			
	Neutral Site						

St. Joan of Arc 230 S. Law Street Aberdeen, MD 21001	Private School	39	39 39 students generated funds for this year, but the number of students serviced may be higher or lower.	39 39 students generated funds for this year, but the number of students serviced may be higher or lower.				
	Public School							
	Neutral Site							
Trinity Lutheran 1100 Philadelphia Road Joppa, MD 21085	Private School	41	41 41 students generated funds for this year, but the number of students serviced may be higher or lower.	41 41 students generated funds for this year, but the number of students serviced may be higher or lower.				
	Public School							
	Neutral Site							
Bethel Christian Academy 21 N Earlton Road Ext Havre de Grace, MD 21078	Private School	4	4 41 students generated funds for this year, but the number of students serviced may be higher or lower.	4 41 students generated funds for this year, but the number of students serviced may be higher or lower.				
	Public School							
	Neutral Site							

Last fall, the U.S. Department of Education offered States the opportunity to request flexibility from certain requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), in exchange for rigorous and comprehensive plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to support the groundbreaking reforms already taking place in many States and districts that we believe hold promise for improving outcomes for students. The waivers that comprise ESEA flexibility were granted to Maryland pursuant to Secretary Duncan's authority in section 9401 of the ESEA. On May 29, 2012, the U.S. Department of Education approved Maryland's Flexibility Plan.

Maryland's Flexibility Plan includes a waiver of section 1116(b) (except (b)(13)), that required LEAs to identify schools for improvement, corrective action, and restructuring. As a result, all schools in your district that have not made AYP for two or more consecutive years under NCLB or Maryland's Differentiated Accountability System will no longer carry its school improvement label or be required to implement the requirements associated with its former improvement status which include Public School Choice, SES, 10% reservation for School PD, 10% reservation for LEA PD, and the 85% funding rule for schools in corrective action or restructuring .

Under Maryland's ESEA Flexibility Plan, the requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40% or more in order to operate a schoolwide program has been waived if the school has been designated as a priority school or focus school by the SEA.

Priority Schools

Priority Schools are five percent of all Title I schools that are the lowest achieving on MSA. . These schools have not reached adequate performance standards in reading and mathematics for the "all students" subgroup, not just for low-performing subgroup populations. Schools or local education agencies have the option to use one of the USED approved "turnaround models" or they can develop their own measures to improve the school. If schools choose to use their own model they must address a number of Turnaround principles including strong leadership, effective teachers and instruction, additional time for student learning, school instructional programs, a safe school environment, and family and community engagement.

Focus Schools

Focus Schools are ten percent of all Title I schools having the largest gap between the "all students" subgroup and the lowest performing subgroup or a Title I eligible high school with graduation rates 60% or lower. These schools are unique in that they do not require whole school reform measures, rather school interventions will focus on one or two subgroups that are low achieving and contribute to an increased achievement gap between other subgroups of students in the school. Maryland's focus schools will implement intervention plans mainly for students with disabilities or students who are second language learners with cultural barriers., Many of these students have unique challenges. Focus schools will be expected to collect and analyze data to identify problematic areas of instruction and learning. This will allow schools and LEAs to address the particular areas through professional development, parental involvement, instructional teams, and the development of other specialized strategies that they deem necessary.

Support for Priority Schools Not Receiving Title I 1003(g) SIG funds

MSDE expects the LEA to use all, or a portion of, the amount of Title I dollars that was previously required as a set aside for SES and Parent Choice (20% of its total allocation) to provide between \$50,000 and \$2 million per school per year for the next three years in order to implement a model or interventions sufficiently addresses the needs of its priority schools and students. [ESEA Flexibility Plan: Principle 2.D.iii] If LEAs with priority schools do not use the full 20% reservation for its priority schools, MSDE expects the LEA to use the remaining amount to support its Title I focus schools.

Support to Low Performing Title I Schools (priority, focus, and Title I schools that have not met all student progress targets (SPT)).

Local Discretion: An LEA with priority, focus or low performing Title I schools is highly encouraged to set aside district level Title I, Part A funds to support low performing schools through interventions such as, locally

coordinated supplemental educational services or after school programs, technical assistance, and/or professional development. [Maryland's Flexibility Plan: Section 2.D.iii]

Please be advised, MSDE will continue to provide guidance to LEAs as we begin the implementation of our new Flexibility Plan. If you have any questions, please contact Maria E. Lamb, Director, Program Improvement and Family Support Branch at mlamb@msde.state.md.us.

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

<p>Local Educational Agency: 12-Harford Fiscal Year 2013</p> <p>Title I Coordinator: Brad Palmer</p> <p>Telephone: 410-588-5278 E-mail: Bradley.Palmer@hcps.org</p>

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

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

A. HIGHLY QUALIFIED:

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

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

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

The following information may be requested:

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

If a request is made for any of the above information, the principal will provide information within 30 calendar 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, 2012. These Attestations will be due to the Title I Office on September 30, 2012.

- c. Identify by name, title, and department the person(s) responsible for ensuring compliance with Section 1111(h)(6)(A).
- *Brad Palmer, Supervisor of Compensatory Education*
 - *Jake Little, Coordinator of Compensatory Education*
 - *Thomas Webber, Assistant Supervisor of Compensatory Education*
 - *Barbara Matthews, Human Resources Coordinator, ESEA*
 - *Deborah Cannon, Human Resources Specialist, Compliance*

- *Patricia Chenworth, Principal, George D. Lisby Elementary School at Hillsdale*
- *Gwendolyn Benjamin-Jones, Principal, Hall's Cross Roads Elementary School*
- *Renee Villareal, Principal, Havre de Grace Elementary School*
- *Patricia Mason, Principal, Magnolia Elementary School*
- *Gail Dunlap, Principal, William Paca/Old Post Road 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 quarterly 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.

On a monthly basis, the Title I Office meets with the Human Resources Office 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 2012-2013.

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

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

 X Yes No Not Applicable

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

B. SCHOOLWIDE PROGRAMS:

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

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

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

- a. Describe how the system will assist schools in consolidating funds for schoolwide programs. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.

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

The LEA and the Title I Office communicate regularly to ensure the coordination of funds, for purchases of intervention supplies, materials and programs, which will increase student achievement in Title I Schools. The HCPS Intervention Coordinator 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 is introduced and used in the writing of each school's 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 2012). The peer review process meeting includes information pertaining to the uniform evaluation process. A scoring tool is included during the peer review process meeting. William Paca/Old Post Road ES will be paired with another school to specifically address their status as a "FOCUS" school.*
- 4. During the Peer review, 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. A matrix is included in each School's Improvement Plan, detailing each of the 10 Schoolwide Components on which page they are found.*
- 5. After the Title I SIP (School Improvement Plan) Peer Review, the school reviews and rewrites the plan to incorporate all components. The Schoolwide Component Checklist is used during the school review and rewrite. Completion of revisions are due back to the Title I Office by mid-November.*
- 6. Monthly School Improvement Teams review 10 components to ensure implementation.*
- 7. 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 monthly basis to discuss additional support, if needed.*
- 8. New for the 2012-2013 School Year, the Title I Office will conduct Mock Program Reviews for each of the Title I Schools in the Fall of 2012. 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.*
- 9. 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.*
- 10. Title I Supervisor, Assistant Supervisor, and Coordinator monitor timelines for implementation/review school improvement team minutes on a monthly basis to ensure the minutes highlight which component(s) are referenced during the meeting.*

SIP Peer Review Documents to be completed in October 2012.

- 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. A matrix is created for each School's Improvement Plan, detailing each of the 10 Schoolwide Components and on which page they are found.

After the Title I SIP (School Improvement Plan) Peer Review, the school reviews and rewrites the plan to incorporate all components. Completion of revisions are due back to the Title I Office by mid-November. The SIP (School Improvement Plan) is reviewed again by Title I Supervisors and Teacher Specialists for inclusion of all 10 components.

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

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

- *Half day Summer School, a four-week program designed to maintain students' skills in reading and mathematics. Two mega sites house registered students (grades K-4) from all five Title I schools. Transportation is provided.*
- *The 2012 Jump Start Summer Program is a 10 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 week prior to the beginning of the school year to assist students in acclimatizing to the regular school year. The curriculum for this program was custom designed by a committee of Teachers, Principals, and Support Staff. Curriculum guides are available upon request.*
- *Homework Club, Math Clubs and Cool School are before and/or after school programs that support identified students by providing time and guidance for remediation.*
- *After-school reading and mathematics programs are available to support special education students to improve their achievement.*
- *Intervention Programs are offered before, during, after school: SuccessMaker, LAUNCH (Language Arts Understanding to Nurture Children's Literacy Achievement), SIPPS (Systematic Instruction in Phonemic Awareness, Phonics and Sight Words), Imagination Station, Wilson Reading Program and Knowing Math.*
- *Title I Selection Instruments and Selection Criteria are utilized to provide extended learning opportunities for students in need academic.*

(See Appendix B.1 – 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
Thomas Webber, Assistant Supervisor of Compensatory Education, 410-809-6062
Jacob Little, Coordinator of Compensatory Education, 410-588-5266
Leeann Schubert, Coordinator of School Improvement, 410-809-6073
Nancy Beltz, Title I Teacher Specialist, 410-273-5530
Tina Sell, 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
Jennifer Gasdia, Title I Teacher Specialist, 410-939-6616
Tara Sample, Title I Teacher Specialist, 410-612-1553

2. **For LEAs with Priority Schools (which includes 1003g SIG funded schools) and/or Focus Schools:** Describe how the LEA will insure that the 10 components for schoolwide are integrated throughout the schools' models/plans.

Please refer to the answer in B.1.b that addresses the procedures established to ensure the 10 components are included in the School Improvement Plan for William Paca / Old Post Road ES (WPES).

In addition, the Executive Director of Elementary Education and the Supervisor of Title I will review the School Improvement Plan for WPES and provide feedback that specifically addresses the special education deficits at WPES.

The Schoolwide Component Checklist: (Schoolwide Components NCLB section 1114(b) (1) (A-J)) is used to document that all 10 components are in each school's plan. A matrix is created for each School's Improvement Plan, detailing each of the 10 Schoolwide Components and on which page they are found.

After the Title I SIP (School Improvement Plan) Peer Review, the school reviews and rewrites the plan to incorporate all components. The Schoolwide Component Checklist are used during the school review and rewrite. Completion of revisions are due back to the Title I Office by mid-November. Special attention will be given to ensure the SIP includes specific strategies that address the Special Education deficit needs. During the October SIP Peer Review process, detailed documentation of the 10 components will be reviewed.

WPES' SIP is in the process of revision during the month of August. Finalization of the School Improvement Plans will be completed throughout the beginning of the school year. This final copy will be submitted to the MSDE POC for review.

HCPS has created a Task Force during the 2012-2013 School Year to support WPES as a designated Focus School. The task force is composed of HCPS Leadership personnel. The Task Force will meet prior to the beginning of the school year to formulate strategies and programs to assist WPES. In addition, the Task Force will make a site visit in September 2012 and will hold quarterly meetings to monitor the progress of WPES.

C. TARGETED ASSISTANCE SCHOOLS:

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

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

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

N/A

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.

N/A

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

N/A

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

N/A

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.

N/A

4. **DESCRIBE** the process for developing (with peer review), implementing, and monitoring targeted assistance requirements in targeted assistance school improvement plans.

N/A

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

N/A

6. In addition to the LEA Title I coordinator, **identify** by name, title, and department the person/s responsible for **monitoring** the required components in targeted assistance plans, the effectiveness of the targeted assistance programs, and fiduciary issues.

N/A

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.

N/A

8. If an LEA intends to transition a Title I school implementing a targeted assistance program in 2012-2013 to a schoolwide program in 2013-2014, the LEA must submit a formal letter to Maria E. Lamb, Program Improvement and Family Support Director, informing MSDE of its intent.

N/A

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

N/A

D. PARENT INVOLVEMENT:

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

1. Local Educational Agency Parent Involvement Policy/Plan Review

- a. Date the current LEA Parent Involvement Policy/Plan was reviewed: March 1, 2012
- b. Describe how parents from Title I schools were involved in the annual review of the LEA Parent Involvement Policy/Plan.
 - *Each Title I school has a Parent Involvement Committee that meets quarterly to review and update the 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 winter/spring Parent Involvement meetings, 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 reviewed at Back to School night, school newsletters, FIT Meetings and posted on school and LEA websites so that all parents receive information on their input to the plan.*
 - *Process will begin again for continual yearly review of the LEA Parent Involvement Plan for the 2012-2013 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 system-level 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 and the HCPS Title I website. In addition, the plan is distributed to all parents during the Fall as an attachment to the monthly school newsletters.

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

- 2. DOCUMENTATION:** Attach a copy of the LEA's most current distributed Parent Involvement Policy and Procedures. Discuss and explain any changes that have been made since the last Master Plan submission.

Revisions were made effective May 1, 2011

(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 fall of each school year, the Family Involvement Teams at each Title I school review the Parent Involvement Plan using the School Level Plan Checklist.

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

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

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

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

- *Collection and review of sign-in sheets, agendas and minutes (SANE-Sign in, Agenda, Notes, Evaluation)*
- *Periodic review of Student Agenda Books by Teachers/Family Liaisons which include the Parent Involvement Plan for the school*
- *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.*
- *Review of Parent Involvement Plans by Title I Coordinator.*

Additional opportunities exist, throughout the year, for parents and families not involved with the Family Involvement Team. The timeline is as follows:

- *Fall 2012 Plan sent home
Back to School Night – plan/compact reviewed*
- *Fall 2012 Parent Conferences
Parent Involvement plan redistributed*
- *Fall 2012 Newsletters
HCPS Parent Involvement Plan is sent home in each school's newsletter*

4. School-Parent Compact

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

Title I Office utilizes a school/parent compact checklist to guide/ensure that Title I schools incorporate and meet all statutory requirements. The Title I Coordinator reviews all checklists and inform principals of any needed feedback. Based upon monitoring by the Title I Coordinator, if any changes need to be made to the school/parent compact, these changes will take place within the next two family involvement team meetings. School teams comprised of teachers/parents rewrite/revise compact on a yearly basis. Compacts are placed in every student's agenda book in English and Spanish. Parent friendly versions of the Parent/School compact were created during the 2011-2012 School Year with support from MSDE. Final versions of the parent friendly parent/school compact are now in place at each of the 5 Title I Schools.

- 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 LEA 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,

2012. 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.

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

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

Renee Villareal, Principal, Havre de Grace Elementary School

Patricia Mason, Principal, Magnolia Elementary School

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

Shanda Coley White, Family Liaison, Hall’s Cross Roads Elementary School

Kelly Wettig, Family Liaison, Havre de Grace Elementary School

Michael Phillips and Carinda Raftery, Family Liaisons, William Paca/Old Post Road

Barbara Haller, Family Liaison, Magnolia Elementary School

Nancy Beltz, Title I Teacher Specialist, George D. Lisby 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	84.94%
HXES	77.68%
WPES	76.02%
GLES	70.02%
HDES	69.53%

Title I schools then apply the funds to identified parent involvement needs. Uses of funds are identified in school improvement plan. Feedback is given to schools

if funds are not used in a timely way. The Title I Supervisor monitors the parent involvement expenses monthly.

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

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

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

c. Does the LEA reserve more than 1% of its total allocation for parent involvement? X Yes No

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

For the 2012-2013 School Year, HCPS will reserve 2% of its total Title I allocation for parent involvement. The additional funds will be distributed equitably to schools based upon poverty ranking just as the first 1% of parent involvement funds are distributed. The reason for the increase in total allocation for parent involvement is due to the request by Title I Principals and their parent teams to provide a larger designated fund to increase parent involvement participation at the school. The previous year's 1% allocation was typically expended within the first half year of the grant. The increase to 2% will allow schools more opportunities to provide parent involvement programs and activities throughout the entire school year. The attached Title I School Satisfaction Parent Survey Information (Appendix E.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. All schools are in complete support of the increase of parent involvement funds beyond the 1% as of July 15, 2012. 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.

***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 form 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.

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.

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 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.

- 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, 2012

- 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.2 – Private School Timeline for consultation and affirmation meeting)

- 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 with Title I funds and reported on the Title I allocation worksheet.

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.3 – Private School Signed Contract)

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. Public School System must only check one.**

	A.	Free Lunch
X	B.	Free and Reduced Lunch
	C.	Temporary Assistance for Needy Families (TANF)
	D.	Census Poor (Children ages 5-17 based on 2000 Census Data)
	E.	Children eligible to receive medical assistance under the Medicaid program
	F.	A composite of any of the above measures (explain): _____ A weighted process has been used as follows: _____ An unduplicated count has been verified.

PRIVATE SCHOOLS:

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

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

Table 7-2	METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)
<p>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:</p> <ol style="list-style-type: none"> 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. <p>CHECK the appropriate box below to indicate which method the school system is using to qualify attendance areas. The school system must qualify Title I schools by using percentages or other listed eligible methods.</p> <p><input type="checkbox"/> 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.</p> <p>X 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.</p> <p><input type="checkbox"/> 35% rule -- all schools <i>at or above 35%</i> 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.</p>	

- 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: 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. The SEA 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.)**

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, 2011 to complete this table along with the September 30, 2011 enrollment data.**
Beginning in SY 2007-2008 Pre-K should be included in these numbers.

<u>10,523</u> Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2011)	÷	<u>38,224</u> Total LEA Student Enrollment (September 30, 2011)	=	<u>27.5%</u> 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 (_____)	5,559	÷	17,517	31.7%

Middle (_____)	2,325	÷	8,605	27.0%
High (_____)	2,639	÷	12,102	21.8%

Table 7-5 CALCULATING THE MINIMUM ALLOCATION -- FOR SCHOOL SYSTEMS THAT THAT SERVE SCHOOLS BELOW 35% POVERTY (125% RULE)				
<u>\$4,512,272.00</u> Local Educational Agency Title I-A Allocation (Taken from Table 7-10) (Should match # on C-1-25)	÷	<u>10,523</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>\$ 428.80</u> Per Pupil Amount
Per-Pupil Amount \$ <u>428.80</u> X 1.25 = Minimum Per Pupil Allocation \$ <u>536.00</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.				

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

Table 7-6.1 CONTINUED ELIGIBILITY		
Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for <u>one additional</u> year 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 grandfather for one additional year. Schools must be served in rank order.		
Name of School(s)	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty
N/A	N/A	N/A

Table 7-6.2 ESEA WAIVER #13: HIGH SCHOOLS in PRIORITY STATUS	
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. The SEA 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.	
Name of Priority High School	MSDE ID Number
N/A	N/A

Table 7-7 TITLE I SKIPPED SCHOOLS
LEA must have prior approval from the Title I Director to skip schools. Request must be in writing annually.
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 2012-2013 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet <u>must</u> be submitted with the Attachment 7 submission.
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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 2012-2013 Allocation		\$ 4,513,014.00 (Taken from the C-1-25)	
Reser vatio ns	ACTIVITY	RESERVATION	DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved)

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

<p>LEA: _____</p>	<p>1 District-wide Title I Instructional Program(s) Reservation, 34CFR Sec. 200.64, and District-wide Professional Development <i>(Not to include required PD for low performing schools)</i> 34 CFR Sec.200.60, Sec. 9101(34) of ESEA</p>	<p>\$1,002,451.60</p>	<p>----- Regular Programs ----- Summer School -Salary \$350,000.00 Summer School - Fixed \$27,965.00 Jump Start Program – Salary \$30,000.00 Jump Start Program – Fixed \$2,397.00 ----- Contracted Services – Young Audiences of Maryland (YAMD) \$380,386.60 Contracted Services – PI Training \$8,000.00 Contracted Services – CFIP Training \$15,000.00 Contracted Services - PD Academies \$36,000.00 Contracted Services – New Teacher Training \$10,000.00 Contracted Services – Jump Start Buses \$15,000.00 Contracted Services – Extended Day Tutoring \$25,000.00 ----- Supply – Jump Start \$8,000.00 Supply – PI Trainings \$3,000.00 ----- Other – PI Training Refreshments \$1,500.00 ----- Staff Development ----- Central Support PD - Salary \$25,000.00 New Tch Training – Salary \$12,000.00 PD Academy – Salary \$30,000.00 Staff Development Salary– Fixed \$5,353.00 ----- Supplies - PD Academy \$12,000.00 Supplies - New Tchr Training \$750.00 ----- Other - New Tchr Training \$1,500.00 Other - PD Academy \$3,600.00 ----- <u>Providing Equitable PD Services to Private Schools</u> Total (Table 7-8, Line 1) <table border="1" style="display: inline-table;"><tr><td>\$1,002,451.60</td></tr></table> PD of Title I Teachers <table border="1" style="display: inline-table;"><tr><td>\$55,000.00</td></tr></table> Percentage <table style="display: inline-table;"><tr><td>5.5%</td></tr></table> Equitable Share (Table 7-9) <table border="1" style="display: inline-table;"><tr><td>\$55,277.18</td></tr></table> Amount of Dist PD for Private School Teachers (5.5% x \$55,277.18) <table border="1" style="display: inline-table;"><tr><td>\$3,040.24</td></tr></table></p>	\$1,002,451.60	\$55,000.00	5.5%	\$55,277.18	\$3,040.24
\$1,002,451.60								
\$55,000.00								
5.5%								
\$55,277.18								
\$3,040.24								

	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 expenditure)	\$90,395.50	- 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 (84.94%)</td><td>\$23,608.01</td></tr> <tr><td>HXES (77.68%)</td><td>\$17,294.20</td></tr> <tr><td>WPES (76.02%)</td><td>\$22,872.25</td></tr> <tr><td>GLS (70.02%)</td><td>\$13,725.29</td></tr> <tr><td>HDES (69.53%)</td><td>\$12,895.75</td></tr> </table>	MAES (84.94%)	\$23,608.01	HXES (77.68%)	\$17,294.20	WPES (76.02%)	\$22,872.25	GLS (70.02%)	\$13,725.29	HDES (69.53%)	\$12,895.75
	MAES (84.94%)	\$23,608.01												
	HXES (77.68%)	\$17,294.20												
WPES (76.02%)	\$22,872.25													
GLS (70.02%)	\$13,725.29													
HDES (69.53%)	\$12,895.75													
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 1 & 2 (Present this number in Table 7-10 LINE 2.)	\$1,092,847.10												

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.)	\$631,469.28	<table border="0"> <tr><td>Title I Supervisor (1.0)</td><td>\$102,914.24</td></tr> <tr><td>Title I Asst Sup. (1.0)</td><td>\$90,506.00</td></tr> <tr><td>Title I Coordinator (1.0)</td><td>\$91,411.22</td></tr> <tr><td>Title I Clerical (1.0)</td><td>\$44,353.76</td></tr> <tr><td colspan="2">Contracted Services (private school -admin. fee, use of copier, survey monkey)</td></tr> <tr><td colspan="2">\$31,646.63</td></tr> <tr><td colspan="2">Supplies</td></tr> <tr><td colspan="2">\$7,455.35</td></tr> <tr><td colspan="2">Other (conferences, journals, mileage, refreshments)</td></tr> <tr><td colspan="2">\$16,200.00</td></tr> <tr><td colspan="2">Equipment</td></tr> <tr><td colspan="2">\$0.00</td></tr> <tr><td colspan="2">Fixed Costs</td></tr> <tr><td colspan="2">\$111,613.92</td></tr> <tr><td colspan="2">Indirect Costs</td></tr> <tr><td colspan="2">\$135,368.16</td></tr> </table>	Title I Supervisor (1.0)	\$102,914.24	Title I Asst Sup. (1.0)	\$90,506.00	Title I Coordinator (1.0)	\$91,411.22	Title I Clerical (1.0)	\$44,353.76	Contracted Services (private school -admin. fee, use of copier, survey monkey)		\$31,646.63		Supplies		\$7,455.35		Other (conferences, journals, mileage, refreshments)		\$16,200.00		Equipment		\$0.00		Fixed Costs		\$111,613.92		Indirect Costs		\$135,368.16	
	Title I Supervisor (1.0)	\$102,914.24																																		
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\$111,613.92																																				
Indirect Costs																																				
\$135,368.16																																				

6	<p>Support for Priority Schools Not Receiving Title I 1003(g) SIG funds</p> <p>MSDE expects the LEA to use all, or a portion of, the amount of Title I dollars that was previously required as a set aside for SES and Parent Choice (20% of its total allocation) to provide between \$50,000 and \$2 million per school per year for the next three years in order to implement a model or interventions sufficiently addresses the needs of its priority schools and students. [ESEA Flexibility Plan: Principle 2.D.iii]</p> <p>If an LEA does not use the full 20% reservation for its priority schools, MSDE expects the LEA to use the remaining amount to support its Title I focus schools. Complete line item #7 of Table 7-8. [ESEA Flexibility Plan: Principle 2.E.iii]</p>	\$0.00	<p>20% of LEA allocation = _____</p> <p>List the Amount Per Priority School</p>
7	<p>Support for Focus Schools in LEAs Serving Priority Schools</p> <p>Note: This line item will only be completed by LEAs that meet the requirement of line item #6.</p>	\$0.00	List the Amount Per Focus School
8	<p>Support to Low Performing Title I Schools (priority, focus, and Title I schools that have not met all AMOs)</p> <p>a. Optional: An LEA with priority, focus or low performing Title I schools is highly encouraged to set aside district level Title I, Part A funds to support low performing 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>	\$75,593.00	<p>List the Amount per school and describe the interventions that will be implemented.</p> <p>William Paca / Old Post Road ES - \$75,593.00</p>
9	<p>Services to Neglected Children Sec. 1113(c)(3) (B)(C) of ESEA Must reserve funds if N & D programs exist.</p>	\$0.00	

	10	<p>Services for Homeless Children (must) Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3.</p> <p>Note: Please include a description of how the funds and service plan is coordinated with the McKinney Vento Homeless Education Act funds.</p>	\$6,000.00	<p>In consultation with HCPS Pupil Services Office and HCPS Title I Office services are coordinated for homeless children through communication of: 1) Identifying student needs; 2) Discussion of allowable expenses; and 3) Defining appropriate expenditures (McKinney Vento/Title I). HCPS Pupil Services Office allocates McKinney Vento funds for use of transportation expenses and supplies/materials for homeless children. HCPS Title I Office allocates Title I funds for:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">Educationally Relates Services</td> <td style="text-align: right;">\$ 1,500</td> </tr> <tr> <td style="padding-left: 20px;">Supplies and Materials</td> <td style="text-align: right;">\$3,000</td> </tr> <tr> <td style="padding-left: 20px;">School Uniforms</td> <td style="text-align: right;">\$ 1,500</td> </tr> </table>	Educationally Relates Services	\$ 1,500	Supplies and Materials	\$3,000	School Uniforms	\$ 1,500
Educationally Relates Services	\$ 1,500									
Supplies and Materials	\$3,000									
School Uniforms	\$ 1,500									
	11	<p>Total Reservations Not requiring Equitable Services, lines 5-11 (Use this number in Table 7-10 LINE 4.)</p>	\$713,062.28							
	12	<p>Total of Equitable and Non-Equitable Reservations minus Administration.</p> <p>(Present this number in Attachment 4-A System-wide Program and School System Support to Schools.)</p>	\$1,174,440.10	<p>Total Non-Equitable LINE 11 \$713,062.28</p> <p>Plus</p> <p>Equitable Reservations LINE 4 \$1,092,847.10</p> <p>Equals \$1,805,167.38</p> <p>Minus</p> <p>Administration – LINE 5 \$631,469.28</p> <p>Equal: \$1,174,440.10</p>						

BUDGET INFORMATION

Table 7-9				
COMPLETE the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1120(a) of NCLB and Sec 200.64 & 200.65 in 34CFR.) Monies calculated for equitable services to private school participants, their families, and their teachers.				
<u>District-wide Instructional Program(s) Reservation and District Professional Development</u>				
_____ 100 _____ 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.)	÷	_____ 1,813.50 _____ 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 numbers reported in the Title I Allocation Worksheet.)	=	_____ 0.0551419906 _____ Proportion of reservation
_____ 0.0551419906 _____ Proportion of reservation	x	_____ \$1,002,451.60 _____ reservation (Use # from Table 7-8, Line 1)	=	_____ \$55,277.18 _____ Proportional monies available for equitable services to private school participants
<u>Parental Involvement Reservation</u>				
_____ 100 _____ 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.)	÷	_____ 1,813.50 _____ 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 numbers reported in the Title I Allocation Worksheet.)	=	_____ 0.0551419906 _____ Proportion of reservation
_____ 0.0551419906 _____ Proportion of reservation	x	_____ \$90,395.50 _____ reservation (Use # from Table 7-8, Line 2)	=	_____ \$4,984.59 _____ 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 ADD to Table 7-10 LINE 3)			Total \$ _____ \$60,261.77 _____	

B. Budget Information

LEA: _____

Table 7-10			
BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)			
1	Total Title I Allocation (Use amount shown on C-1-25)	----	\$4,513,014.00
2	Total reservations requiring equitable services. (Present final figure in Table 7-8, LINE 4)	minus	\$1,092,847.10
3.	Equitable share Total reported in Table 7-9 (Present this number in Attachment 4-A Private School Equitable Share)	minus	\$60,261.77
4.	Total Reservations not requiring Equitable Services (Use number presented in Table 7-8 LINE 11.)	minus	\$713,062.28
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	\$2,646,842.85
6.	Total PPA Allocation (set aside for instructional services) for eligible private school children. This total comes from the Title I Allocation Worksheet.	----	\$140,733.08
7.	Total Nonpublic Cost equals line 6 plus line 3 (Present this number in Attachment 4-A Nonpublic Cost.)	----	\$200,994.85

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, 2011 - September 30, 2012). **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 2011-2012 allocation: \$ 3,967,786.00

2. The estimated amount of Title I funds the school system will carryover: \$ 522,483.80

3. **Explain why this Carryover may occur.**

Title I programs during the first 15 months of grant period came in at a lesser cost than originally estimated.

4. The estimated percentage of carryover Title I funds as of **September 30, 2012** 13.2% **(THIS IS A PROJECTION.)**

5. Within the past 3 years, has the system been granted a waiver? Yes No 2009 Year

LEAs with more than 15% projected carryover must contact their MSDE point of contact for further instructions.

III. BUDGET INFORMATION- SUBMIT THIS INFORMATION AFTER SECTION II

PROPOSED BUDGET FORM AND NARRATIVE FOR SY 2012-2013

1. **COMPLETE** a detailed BUDGET on the MSDE Title I, PART A proposed budget form (*C-1-25*). 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

HCPS Title 1 - Budget Narrative – FY ‘13

Category/Object	Item	Description/Calculation	Sub Total	Total
		SALARIES AND WAGES		
Administrative 02-16	Salary	1.0 Supervisor \$102,914.24 1.0 Assistant Supervisor 90,506.00 1.0 Coordinator 91,411.22 1.0 Clerical <u>44,353.76</u>	\$329,185.22	
	Fixed Costs	Total - \$111,613.92 Outcome Goal(s): 3.2 Strategies: 3.2.a (see HCPS Budget pages in Part 1 of 2009 update.)	\$111,613.92	\$440,799.14
Regular Programs 03-01	Salary	Central Support Personnel Salaries <ul style="list-style-type: none"> Support provide to William Paca / Old Post Road ES due to their status as a “FOCUS” school. 	\$70,000.00	
	Fixed Costs	1.0 Special Ed Mentor = \$70,000.00 Fixed = \$5,593.00 Outcome Goal(s): 3.2 Strategies: 3.2.a	\$5,593.00	\$75,593.00
	Salary	School-based Support Personnel (Expenses deducted after PPA school distribution) <u>MAES (84.94%)</u> Salary – 8.0 Positions = \$365,550.36 <u>Fixed = \$170,497.37</u> Total = \$536,047.73 <u>HCES (77.68%)</u> Salary – 4.5 Positions = \$247,758.84 <u>Fixed = \$101,176.31</u> Total = \$348,935.14 <u>WPES (76.02%)</u> Salary – 7.5 Positions = \$417,120.81 <u>Fixed = \$132,528.10</u> Total = \$549,648.92 <u>GLES (70.02%)</u> Salary – 4.0 Positions = \$233,780.79 <u>Fixed = \$75,733.66</u> Total = \$309,514.45 <u>HGES (69.53%)</u> Salary – 3.0 Positions = \$126,608.22 <u>Fixed = \$70,317.96</u> Total = \$196,926.18	\$1,390,819.02	
	Fixed	Total Fixed = \$550,253.40 Outcome Goal(s): 3.2 Strategies: 3.2.a (see HCPS budget pages in part 1 of 2009 update.)	\$550,253.40	\$1,941,072.42

2012-2013 Attachment 7
 Title I, Part A

Regular Programs 03-01	Salary Fixed Costs	Extended Supplemental Summer Program -Jump Start STEM Program (Central Support) <table border="0"> <tr> <td><u>Personnel</u></td> <td><u>Per Diem</u></td> <td><u>Days</u></td> <td><u>#</u></td> </tr> <tr> <td>Teachers</td> <td>\$152.17</td> <td>13</td> <td>15</td> </tr> </table> FICA - \$350,000 x 7.65% = \$2,295.00 W/C - \$350,000 x 0.34% = \$102.00 Outcome Goal(s): 2.1; 3.1 Strategies: 2.1a.3; 3.1d.3	<u>Personnel</u>	<u>Per Diem</u>	<u>Days</u>	<u>#</u>	Teachers	\$152.17	13	15	\$30,000 \$2,397	 \$32,397.00													
<u>Personnel</u>	<u>Per Diem</u>	<u>Days</u>	<u>#</u>																						
Teachers	\$152.17	13	15																						
	Salary Fixed	Summer School (2 Sites/5Schools) 20 days (Central Support) <table border="0"> <tr> <td><u>Personnel</u></td> <td><u>Per Diem</u></td> <td><u>Days</u></td> <td><u>#</u></td> </tr> <tr> <td>Teachers</td> <td>\$152.17 (estimate)</td> <td>20</td> <td>115</td> </tr> </table> FICA - \$350,000 x 7.65% = \$26,775.00 W/C - \$350,000 x 0.34% = \$1,190.00 Outcome Goal(s): 2.1 Strategies: 2.1a.3	<u>Personnel</u>	<u>Per Diem</u>	<u>Days</u>	<u>#</u>	Teachers	\$152.17 (estimate)	20	115	\$350,000.00 \$27,965	 \$377,965.00													
<u>Personnel</u>	<u>Per Diem</u>	<u>Days</u>	<u>#</u>																						
Teachers	\$152.17 (estimate)	20	115																						
	Salary Fixed Costs	Before/After School Interventions (School Allotment) (see School Budget Narratives). <table border="0"> <tr> <td><u>School</u></td> <td><u>Poverty</u></td> <td><u>Amount</u></td> </tr> <tr> <td>MAES</td> <td>(84.94%)</td> <td>\$45,008.46</td> </tr> <tr> <td>HCES</td> <td>(77.68%)</td> <td>\$55,000.00</td> </tr> <tr> <td>WPES</td> <td>(76.02%)</td> <td>\$16,000.00</td> </tr> <tr> <td>GLES</td> <td>(70.02%)</td> <td>\$7,070.00</td> </tr> <tr> <td>HGES</td> <td>(69.53%)</td> <td><u>\$10,082.96</u></td> </tr> <tr> <td>TOTAL</td> <td></td> <td>\$133,161.42</td> </tr> </table> Fixed Outcome Goal(s): 2.1; 3.1 Strategies: 2.1a.3; 3.1d.3	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(84.94%)	\$45,008.46	HCES	(77.68%)	\$55,000.00	WPES	(76.02%)	\$16,000.00	GLES	(70.02%)	\$7,070.00	HGES	(69.53%)	<u>\$10,082.96</u>	TOTAL		\$133,161.42	\$133,161.42 \$10,639.59	 \$143,801.01
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																							
MAES	(84.94%)	\$45,008.46																							
HCES	(77.68%)	\$55,000.00																							
WPES	(76.02%)	\$16,000.00																							
GLES	(70.02%)	\$7,070.00																							
HGES	(69.53%)	<u>\$10,082.96</u>																							
TOTAL		\$133,161.42																							
Staff Development 03-09	Salary Fixed	Regional Staff Development (Central Support) Regional Professional Development - \$25,000. New Teacher Training \$12,000. PD Academy \$30,000. Fixed Outcome Goal(s): 2.1; 2.2; 2.3; 4.3 Strategies: 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.13	\$67,000.00 \$5,353.00	 \$72,353.00																					
	Salary Fixed Costs	Support intervention training (SIPPS, Success Maker, I Station, Wilson) (School Allotment) (see School Budget Narratives). <table border="0"> <tr> <td><u>School</u></td> <td><u>Poverty</u></td> <td><u>Amount</u></td> </tr> <tr> <td>MAES</td> <td>(84.94%)</td> <td>\$13,320.00</td> </tr> <tr> <td>HCES</td> <td>(77.68%)</td> <td>\$4,000.00</td> </tr> <tr> <td>WPES</td> <td>(76.02%)</td> <td>\$21,372.00</td> </tr> <tr> <td>GLES</td> <td>(70.02%)</td> <td>\$10,000.00</td> </tr> <tr> <td>HGES</td> <td>(69.53%)</td> <td><u>\$44,195.00</u></td> </tr> <tr> <td>TOTAL</td> <td></td> <td>\$92,887.00</td> </tr> </table> Fixed Outcome Goal(s): 2.1; 2.2; 2.3; 4.3 Strategies: 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.13	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(84.94%)	\$13,320.00	HCES	(77.68%)	\$4,000.00	WPES	(76.02%)	\$21,372.00	GLES	(70.02%)	\$10,000.00	HGES	(69.53%)	<u>\$44,195.00</u>	TOTAL		\$92,887.00	\$92,887.00 \$7,421.67	 \$100,308.67
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																							
MAES	(84.94%)	\$13,320.00																							
HCES	(77.68%)	\$4,000.00																							
WPES	(76.02%)	\$21,372.00																							
GLES	(70.02%)	\$10,000.00																							
HGES	(69.53%)	<u>\$44,195.00</u>																							
TOTAL		\$92,887.00																							

2012-2013 Attachment 7
 Title I, Part A

		<p>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</p>		
		<p>Professional Development Academy (Central Office Support) – Continuation of two year “in additional to” professional development for teachers – All 5 Schools. (6 PD Academy Sessions x \$6,000 per session)</p> <p>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</p>	\$36,000.00	\$36,000.00
		<p>New Teacher Training Program – Supplemental professional development for all new Title I teachers. (Central Office Support) School Year 2012-2013, summer of 2013. – All 5 Schools.</p> <p>10 Sessions x \$1000.00 (trainer & facility)</p> <p>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</p>	\$10,000.00	\$10,000.00
		<p>Extended Day Tutoring – Continue limited services provided by 1 former SES provider – Educate Online (online supplemental tutorial program for students for all 5 Schools.) (Central Office Support)</p> <p>5 Schools x \$5,000</p> <p>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</p>	\$25,000.00	\$25,000.00
		TOTAL CONTRACTED SERVICES		\$571,948.23

		SUPPLIES																							
Administrative 02-16	Supplies	Central Office Supplies/Materials to support data collection/evaluation of student academic program in Reading/Math in 5 Title I schools . Outcome Goal(s): 2.1; 2.2; 2.3; 3.1 Strategies: 2.1a.4; 2.1b.26; 2.2a.2; 2.2a.10; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4; 3.1d.1	\$7,455.35	\$7,455.35																					
Regular Programs 04-01	Supplies	Parent Involvement Funds (Required Reservation 1% (plus an additional 1%) - Based on PPA). Other items to support Parent Involvement activities in 5 schools (School Allotment) (see School Budget Narratives). <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>(84.94%)</td> <td>\$21,108.01</td> </tr> <tr> <td>HCES</td> <td>(77.68%)</td> <td>\$7,000.00</td> </tr> <tr> <td>WPES</td> <td>(76.02%)</td> <td>\$5,275.00</td> </tr> <tr> <td>GLES</td> <td>(70.02%)</td> <td>\$6,925.29</td> </tr> <tr> <td>HGES</td> <td>(69.53%)</td> <td><u>\$5,500.00</u></td> </tr> <tr> <td colspan="2" style="text-align: center;">TOTAL</td> <td>\$45,808.30</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Parent resource rooms • 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	(84.94%)	\$21,108.01	HCES	(77.68%)	\$7,000.00	WPES	(76.02%)	\$5,275.00	GLES	(70.02%)	\$6,925.29	HGES	(69.53%)	<u>\$5,500.00</u>	TOTAL		\$45,808.30	\$45,808.30	\$45,808.30
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																							
MAES	(84.94%)	\$21,108.01																							
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TOTAL		\$45,808.30																							
		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>(84.94%)</td> <td>\$5,728.89</td> </tr> <tr> <td>HCES</td> <td>(77.68%)</td> <td>\$17,998.60</td> </tr> <tr> <td>WPES</td> <td>(76.02%)</td> <td>\$24,278.76</td> </tr> <tr> <td>GLES</td> <td>(70.02%)</td> <td>\$13,003.05</td> </tr> <tr> <td>HGES</td> <td>(69.53%)</td> <td><u>\$41,700.00</u></td> </tr> <tr> <td colspan="2" style="text-align: center;">TOTAL</td> <td>\$102,709.30</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Supplemental materials for 4 Block Reading, SIPPS, Math Initiatives, Classroom Learning Systems 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	(84.94%)	\$5,728.89	HCES	(77.68%)	\$17,998.60	WPES	(76.02%)	\$24,278.76	GLES	(70.02%)	\$13,003.05	HGES	(69.53%)	<u>\$41,700.00</u>	TOTAL		\$102,709.30	\$102,709.30	\$102,709.30
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																							
MAES	(84.94%)	\$5,728.89																							
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HGES	(69.53%)	<u>\$41,700.00</u>																							
TOTAL		\$102,709.30																							

		<p>Jump Start STEM program Support for Instructional Supplies and Materials (Central Office Support) – All 5 Schools</p> <p>Outcome Goal(s): 2.1; 4.3; 2.2; 2.3 Strategies: 2.1a.3; 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.15; 2.1b.16; 2.1b.26; 2.2a.2; 2.2a.10; 2.2b.1; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4; 4.3c.5; 4.3c.6; 4.3c.8</p>	\$8,000.00	\$8,000.00						
		<p>Parent Involvement Regional Training - (Books & Materials for 2 sessions) (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>	\$3,000.00	\$3,000.00						
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:</p> <p>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:</p> <table style="margin-left: 20px;"> <tr> <td>Educationally Related Services</td> <td style="text-align: right;">\$ 1,500</td> </tr> <tr> <td>Supplies and Materials</td> <td style="text-align: right;">\$3,000</td> </tr> <tr> <td>School Uniforms</td> <td style="text-align: right;">\$ 1,500</td> </tr> </table> <p>Outcome Goal(s): 1.1 Strategies: 1.1e.4</p>	Educationally Related Services	\$ 1,500	Supplies and Materials	\$3,000	School Uniforms	\$ 1,500	\$6,000.00	\$6,000.00
Educationally Related Services	\$ 1,500									
Supplies and Materials	\$3,000									
School Uniforms	\$ 1,500									
Staff Development 04-09	Supplies	<p>Professional Development Academy – Continuation of two year “in additional to” professional development for teachers – All 5 Schools. (6 PD Academy Sessions x \$2,000 per session – books & materials) (Central Office Support)</p> <p>Outcome Goal(s): 2.1; 4.3 Strategies: 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.13</p>	\$12,000.00	\$12,000.00						

		<p>New Teacher Training Program – Supplemental professional development for all new Title I teachers. School Year 2012-2013, summer of 2013. – All 5 Schools. (Central Office Support)</p> <p>10 Sessions x \$75.00 (books & materials)</p> <p>Outcome Goal(s): 2.1; 4.3 Strategies: 2.1a4; 2.1b.2; 2.1b.6; 2.1b.13</p>	\$750.00	\$750.00																					
		<p>Supplies and Materials to support Staff In-services and Staff Development (School Allotment) (see School Budget Narratives)</p> <table border="1"> <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>(84.94%)</td> <td>\$500.00</td> </tr> <tr> <td>HCES</td> <td>(77.68%)</td> <td>\$4,296.00</td> </tr> <tr> <td>WPES</td> <td>(76.02%)</td> <td>\$0.00</td> </tr> <tr> <td>GLES</td> <td>(70.02%)</td> <td>\$4,500.00</td> </tr> <tr> <td>HGES</td> <td>(69.53%)</td> <td><u>\$6,900.00</u></td> </tr> <tr> <td colspan="2">TOTAL</td> <td>\$16,196.00</td> </tr> </tbody> </table> <p>Outcome Goal(s): 2.1; 4.3 Strategies: 2.1a4; 2.1b.2; 2.1b.6; 2.1b.13</p>	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(84.94%)	\$500.00	HCES	(77.68%)	\$4,296.00	WPES	(76.02%)	\$0.00	GLES	(70.02%)	\$4,500.00	HGES	(69.53%)	<u>\$6,900.00</u>	TOTAL		\$16,196.00	\$16,196.00	\$16,196.00
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																							
MAES	(84.94%)	\$500.00																							
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TOTAL		\$16,196.00																							
TOTAL SUPPLIES				\$201,918.95																					
OTHER																									
Administrative 02-16	Other	<p>Central Office:</p> <ul style="list-style-type: none"> • Mileage for Personnel = \$3,000.00 • Refreshments for meetings & PD = \$1,200.00 (10 meetings x \$120.00=\$1,200.00) • Conferences = \$8,000.00 (4 Central Office Personnel x \$2000.00=\$8,000.00) • MSDE Title I Conference (2 Central Office Personnel x \$500.00=\$1,000.00) • Maryland Assessment Group Conference=\$3,000.00 (1 Central Office personnel + 6 Teacher Specialists) <p>Outcome Goal(s): 4.3 Strategies: 4.3c.5; 4.3c.7</p>	\$16,200.00	\$16,200.00																					
Regular Programs 05-01	Other	<p>Parent Involvement Regional Training - (2 Sessions x \$750) (Central Office Support)</p> <p>Outcome Goal(s): 2.1 Strategies: 2.1b.15; 2.1b.16</p>	\$1,500.00	\$1,500.00																					

		<p>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).</p> <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>(84.94%)</td> <td>\$2,500.00</td> </tr> <tr> <td>HCES</td> <td>(77.68%)</td> <td>\$10,294.20</td> </tr> <tr> <td>WPES</td> <td>(76.02%)</td> <td>\$17,597.25</td> </tr> <tr> <td>GLES</td> <td>(70.02%)</td> <td>\$6,800.00</td> </tr> <tr> <td>HGES</td> <td>(69.53%)</td> <td>\$7,395.75</td> </tr> <tr> <td>TOTAL</td> <td></td> <td>\$44,587.20</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Refreshments • Parent transportation to school activities (need based) • Parent admission to field trip events (need based) • Supplies for parent activities <p>Outcome Goal(s): 2.1 Strategies: 2.1b.15; 2.1b.16</p>	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(84.94%)	\$2,500.00	HCES	(77.68%)	\$10,294.20	WPES	(76.02%)	\$17,597.25	GLES	(70.02%)	\$6,800.00	HGES	(69.53%)	\$7,395.75	TOTAL		\$44,587.20	\$44,587.20	
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																							
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		<p>School-based Support of Instructional Programs/Activities (student, parent and community focus) (School Allotment) (see School Budget Narratives)</p> <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>(84.94%)</td> <td>\$5,000.00</td> </tr> <tr> <td>HCES</td> <td>(77.68%)</td> <td>\$9,000.00</td> </tr> <tr> <td>WPES</td> <td>(76.02%)</td> <td>\$6,048.00</td> </tr> <tr> <td>GLES</td> <td>(70.02%)</td> <td>\$0.00</td> </tr> <tr> <td>HGES</td> <td>(69.53%)</td> <td>\$17,500.00</td> </tr> <tr> <td>TOTAL</td> <td></td> <td>\$37,548.00</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Refreshments for instructional activities • Professional Travel • Institutes and conferences • Student incentives <p>Outcome Goal(s): 2.1 Strategies: 2.1b.15; 2.1b.16</p>	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(84.94%)	\$5,000.00	HCES	(77.68%)	\$9,000.00	WPES	(76.02%)	\$6,048.00	GLES	(70.02%)	\$0.00	HGES	(69.53%)	\$17,500.00	TOTAL		\$37,548.00	\$37,548.00	\$44,587.20
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																							
MAES	(84.94%)	\$5,000.00																							
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GLES	(70.02%)	\$0.00																							
HGES	(69.53%)	\$17,500.00																							
TOTAL		\$37,548.00																							
Staff Development 05-09	Other	<p>Support Professional Development (All 5 Schools - Central Office Support)</p> <ul style="list-style-type: none"> • New Teacher Summer Training food and refreshments = \$1,500.00 (3 day event; in addition to Harford County Public Schools New Teacher training; approximately 20 participants.) • PD Academy food and refreshments = \$3,600.00 (\$600.00 per session x 6 sessions = \$3,600.00) <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>	\$5,100.00	\$5,100.00																					

		Professional Development Funds to support professional development programs/activities (School Allotment) (see School Budget Narratives) <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>(84.94%)</td> <td>\$0.00</td> </tr> <tr> <td>HCES</td> <td>(77.68%)</td> <td>\$18,47.62</td> </tr> <tr> <td>WPES</td> <td>(76.02%)</td> <td>\$18,120.00</td> </tr> <tr> <td>GLES</td> <td>(70.02%)</td> <td>\$11,785.37</td> </tr> <tr> <td>HGES</td> <td>(69.53%)</td> <td><u>\$22,382.38</u></td> </tr> <tr> <td>TOTAL</td> <td></td> <td>\$70,759.37</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Conferences, professional travel • Refreshments for Professional Development sessions <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>	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(84.94%)	\$0.00	HCES	(77.68%)	\$18,47.62	WPES	(76.02%)	\$18,120.00	GLES	(70.02%)	\$11,785.37	HGES	(69.53%)	<u>\$22,382.38</u>	TOTAL		\$70,759.37	\$70,759.37	
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																							
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		TOTAL OTHER		\$70,759.37																					
		EQUIPMENT		\$175,694.57																					
Regular Programs 05-01	Equipment	Equipment Funds (School Allotment) (see School Budget Narratives) <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>(84.94%)</td> <td>\$0.00</td> </tr> <tr> <td>HCES</td> <td>(77.68%)</td> <td>\$0.00</td> </tr> <tr> <td>WPES</td> <td>(76.02%)</td> <td>\$0.00</td> </tr> <tr> <td>GLES</td> <td>(70.02%)</td> <td>\$5,000.00</td> </tr> <tr> <td>HGES</td> <td>(69.53%)</td> <td><u>\$0.00</u></td> </tr> <tr> <td>TOTAL</td> <td></td> <td>\$5,000.00</td> </tr> </tbody> </table> <p>Note: Reduced school-based allocations towards Equipment are due to the primary focus on technology in the Title I FY '12 carryover budget.</p> <p>Outcome Goal(s): 2.1; 3.1 Strategies: 2.1b.26; 3.1d1</p>	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(84.94%)	\$0.00	HCES	(77.68%)	\$0.00	WPES	(76.02%)	\$0.00	GLES	(70.02%)	\$5,000.00	HGES	(69.53%)	<u>\$0.00</u>	TOTAL		\$5,000.00	\$5,000.00	
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																							
MAES	(84.94%)	\$0.00																							
HCES	(77.68%)	\$0.00																							
WPES	(76.02%)	\$0.00																							
GLES	(70.02%)	\$5,000.00																							
HGES	(69.53%)	<u>\$0.00</u>																							
TOTAL		\$5,000.00																							
		TOTAL EQUIPMENT		\$5,000.00																					
				\$5,000.00																					

		STUDENT TRANSPORTATION																							
Student Transportation 209		Jump Start STEM Program (Central Support) Transportation Services <ul style="list-style-type: none"> • Bus Service=\$15,000 (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	\$15,000.00	\$15,000.00																					
Student Transportation 209		Student Transportation to Support School-based Initiatives (School Allotment) (see School Budget Narratives). <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>(84.94%)</td> <td>\$3,800.00</td> </tr> <tr> <td>HCES</td> <td>(77.68%)</td> <td>\$6,000.00</td> </tr> <tr> <td>WPES</td> <td>(76.02%)</td> <td>\$4,100.00</td> </tr> <tr> <td>GLES</td> <td>(70.02%)</td> <td>\$5,000.00</td> </tr> <tr> <td>HGES</td> <td>(69.53%)</td> <td><u>\$3,900.00</u></td> </tr> <tr> <td colspan="2" style="text-align: center;">TOTAL</td> <td>\$22,800.00</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Transportation to support SIPPS, Success Maker, I Station, other school-based programs (TBD by individual School Improvement Team) • Transportation for Language (Reading/Tutorial) Programs for ELL students • Transportation for Special Education After School Math Program (Wilson, Do the Math) 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	(84.94%)	\$3,800.00	HCES	(77.68%)	\$6,000.00	WPES	(76.02%)	\$4,100.00	GLES	(70.02%)	\$5,000.00	HGES	(69.53%)	<u>\$3,900.00</u>	TOTAL		\$22,800.00	\$22,800.00	\$22,800.00
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																							
MAES	(84.94%)	\$3,800.00																							
HCES	(77.68%)	\$6,000.00																							
WPES	(76.02%)	\$4,100.00																							
GLES	(70.02%)	\$5,000.00																							
HGES	(69.53%)	<u>\$3,900.00</u>																							
TOTAL		\$22,800.00																							
		TOTAL STUDENT TRANSPORTATION		\$37,800.00																					
		BUSINESS SUPPORT																							
Business Support	Indirect Costs	(\$4,512,272.00 x 3.0%) = \$135,368.16	\$135,368.16	\$135,368.16																					
		TOTAL BUSINESS SUPPORT		\$135,368.16																					
		PRIVATE SCHOOLS																							
Regular Programs	Transfer (Equitable share)	St. Margaret School – 16 Students (3 – HGES, 13– WPES) Total Students = 16 St. Joan of Arc School - 39 Students (3 – GLES, 10 – HXES, 2 - MAES, 15 – HGES, 9 – WPES) Total Students = 39 Trinity Lutheran - 41 Students (2 – GLES, 3 – HXES, 6 - MAES, 30 – WPES) Total Students = 41 Bethel Christian Academy- 4 Students (1 – HXES, 1- MAES, 2 - HGES) Total	\$21,636.01 \$53,436.17 \$59,716.94 \$5,943.96																						

2012-2013 Attachment 7
 Title I, Part A

		Students = 4		
		District-wide Instructional Program(s) Reservation (Equitable Share)	\$55,277.18	
		Parent Involvement (Equitable Share)	\$4,984.59	
		Outcome Goal(s): 2.1; 4.3; 2.2 Strategies: 2.1b.15; 1.1b.16; 2.2a.2; 4.3c.5		\$200,994.85
		TOTAL PRIVATE SCHOOLS		\$200,994.85
		GRAND TOTAL		\$4,513,014.00

IV. REQUIRED DOCUMENTATION

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

Title I Excel Worksheet
Title I Schools in SY 2011-2012 removed from Title I in SY 2012-2013
Highly Qualified Notifications
Parent Involvement
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

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

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

Attachment 4A & B: School Level “Spreadsheet” Budget Summary

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

Attachment 6A & B: Nonpublic School Information for ESEA Programs SY 2012-2013

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School
Allegany	Cash Valley ES	240003001338	A*		
	Flintstone ES	240003000014	A*		
Anne Arundel	Georgetown East ES	240006000073			F
	Marley ES	240006000093	A		
Baltimore City	Augusta Fells Savage Institute Of Visual Arts	240009001387		E	
	Baltimore Civitas	240009001666		C	
	Baltimore Freedom Academy	240009001560		C	
	Baltimore IT Academy	240009000174		E	
	Baltimore Rising Star Academy	240009001664		C	
	Booker T. Washington MS	240009000160		E	
	Calverton Elem/ MS	240009000164		E	
	Charles Carroll Barrister ES	240009000153	B		
	Cherry Hill ES/MS	240009000171		E	
	Coldstream Park ES	240009000178	B		
	Commodore John Rogers	240009000180		E	
	Dallas F. Nicholas Sr. Elementary				F
	Dr. Carter Godwin Woodson PreK	240009000167	B		
	Empowerment Academy	240009001558	A		

	Francis Scott Key ES/MS	240009000205			F
	Frederick Douglass High	240009000209		E	
	Garrison MS	240009000228		E	
	Glenmount ES/MS	240009000222			F
	Graceland Park/O'Donnell Heights ES	240009000224			F
	Hampstead Hill Academy	240009000234			F
	Hazelwood ES/MS	240009000241			F
	Highlandtown ES #215	240009000243			F
	Inner Harbor East Academy	240009001528	B		
	Langston Hughes ES	240009000266			F
	Margaret Brent ES	240009000276			F
	Mary Ann Winterling ES At Bentalou	240009000158	A**		
	Benjamin Franklin High School @ Masonville Cove	240009000157		E	
	Moravia Park	240009000282			F
	Northeast MS	240009000289			F
	Patapsco ES/MS	240009000296		C	
	Robert W. Coleman	240009000303			F
	Southwest Baltimore Charter School	240009001527			F
	Steuart Hill Academic Academy	240009000319		C	
	The Crossroads School	240009001291	B		
	Westport Academy	240009000331	B		
	William C. March MS	240051001568		E	
Baltimore County	Berkshire ES	240012000349	A*		
	Chadwick ES	240012000357	A*		
	Deer Park ES	240012000371	A		
	Dogwood ES	240012002945	A**		
	Featherbed Lane ES	240012000385			F
	Powhatan ES	240012000455	A*		
	Randallstown ES	240012000457	A		

2012-2013 Attachment 7
 Title I, Part A

	Riverview Elementary	240012000464			F
	Sandy Plains ES	240012000470			F
	Sussex Elementary	240012000482	B		
	Winfield ES	240012000498			F
Carroll	Robert Moton ES	240021000544			F
Charles	C. Paul Barnhart ES	240027000380			F
	Dr. Samuel A. Mudd ES	240027000585			F
	Mt Hope/Nanjemoy ES	240027001492			F
Dorchester	Choptank ES	240030000841			F
Garrett	Crellin ES	240036000665	A*		
Harford	William Paca/Old Post Road ES	240039000716			F
Howard	Bryant Woods ES	240042000720			F
	Guilford ES	240042000733			F
	Laurel Woods ES	240042000761			F
	Swansfield ES	240042000755			F
Kent	Kent County MS	240045000766			F
Montgomery	Brookhaven ES	240048000789			F
	Kemp Mill ES	240048000858			F
Prince George's	Adelphi ES	240051000965	A**		
	Andrew Jackson Academy	240051001683			F
	Benjamin Stoddert MS	240051001464		E	
	Carrollton ES	240051001000			F
	Charles Carroll MS	240051001004			F
	Concord ES	240051001013	A**		
	Drew Freeman MS	240051001034		E	
	G. James Gholson MS	240051001211		E	
	Gaywood ES	240051001041			F
	Lewisdale ES	240051001093	A**		
	Oxon Hill MS	240051001471		E	
	Robert Frost ES	240051001142	A**		
	Robert R. Gray ES	240051001183	B		
	Seat Pleasant ES	240051001155	A**		
	Thomas Johnson MS	240051001175		E	
	Thurgood Marshall MS	240051001465		E	
	William Wirt MS	240051001186			F
Somerset	Greenwood ES	240057001373	A*		

St. Mary's	George Washington Carver ES	240060001483			F
	Park Hall ES	240060001234			F
Talbot	Easton ES	240063001244			F
Washington	Eastern ES	240066000418			F
Wicomico	Prince Street School	240069001314			F
	West Salisbury Elementary	240069001322	A*		
Worcester	Buckingham ES	240072001325	A*		
	Pocomoke ES	240072001328	A**		
	Snow Hill ES	240072001332	A*		

Total # of Reward Schools: 30

Total # of Priority Schools: 21

Total # of Title I schools in the State: 412

Total # of Title I-participating high schools in the State with graduation rates less than 60%: 0

Key

<p><u>Reward School Criteria:</u></p> <p>A. Highest-performing school (See definition below)</p> <p>B. High-progress school (See definition below)</p> <p><u>Highest Performing Title I Reward Schools- A (4)</u></p> <ol style="list-style-type: none"> 1. Title I School making AYP or AMOs for the "all students" group and all subgroups 2. Highest absolute performance over 2 years for the " all students" group and for all subgroups 3. If applicable be among Title I high schools with graduation rates greater than 60% 4. Not have significant achievement gaps across subgroups that are not closing <p><u>Distinguished Highest Performing Title I Reward Schools - A*(10)</u></p> <ol style="list-style-type: none"> 1. Title I School making AYP or AMOs for the "all students" group and all subgroups 2. Highest absolute performance over 2 years for the " all students" group and for all subgroups 3. If applicable be among Title I high schools with graduation rates greater than 60% 4. Not have significant achievement gaps across subgroups that are not closing 5. Be among the top ten percent of Title I schools in the State in improving the performance of the "all students" group over 5 years or be among the Title I high schools in the state making the most progress in increasing graduation rates. <p><u>Superlative Highest Performing Title I Reward Schools -A**(8)</u></p> <ol style="list-style-type: none"> 1. Title I School making AYP or AMOs for the "all students" group and all subgroups 2. Highest absolute performance over 2 years for the " all students" group and for all subgroups 3. If applicable be among Title I high schools with graduation rates greater than 60% 4. Not have significant achievement gaps across subgroups that are not closing 5. Be among the top ten percent of Title I schools in the State in improving the performance of the "all students" group by at least 18 percentage points over 5 years or be among the Title I high schools in the state making the most progress in increasing graduation rates. 6. Have a FARMs rate of 50% or higher. 	<p><u>High Progress Title I Schools-B (8)</u></p> <ol style="list-style-type: none"> 1. Title I school among the top 10% of Title I schools in the State in improving the performance of the "all students" group over 5 years. 2. A Title I high school making the most progress in increasing graduation rates. 3. No significant achievement gaps across subgroups that are not closing. <p>Note: In Maryland, Increased gap closure by 18% points or more</p> <p><u>Priority School Criteria:</u></p> <p>C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group</p> <p>D-1. Title I-participating high school with graduation rate less than 60% over a number of years</p> <p>D-2. Title I-eligible high school with graduation rate less than 60% over a number of years</p> <p>E. Tier I or Tier II SIG school implementing a school intervention model</p> <p><u>Focus School Criteria:</u></p> <p>F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate</p> <p>G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate</p> <p>H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school</p>
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**Appendix
Table of Contents**

A – Highly Qualified

A.1 – Parents Right to Know Letter English and Spanish **Page 2**

- *A_1_Parents Right to Know Letter English and Spanish.pdf*

A.2 – HQ Process Document **Page 4**

- *A_2_Highly Qualified Process Document.pdf*

B – SCHOOLWIDE PROGRAMS

B.1 – Title I Selection Instruments Criteria **Page 10**

- *B_1_Title I Selection Criteria 2012-2013.pdf*

C – TARGETED ASSISTANCE SCHOOLS

N/A

D - PARENT INVOLVEMENT

D.1 – Title I Parent Involvement Documents

- *D_1_a_LEA_PI_Policy.pdf* **Page 16**
- *D_1_ab_Title1_PI_Procedure.pdf* **Page 19**
- *D_1_b_LEI_PI_Policy Spanish.pdf* **Page 27**
- *D_1_bb_Title1_PI_Procedure Spanish.pdf* **Page 30**
- *D_1_c_SAMPLE_LEA_PI Procedures Feedback Form 2012.pdf* **Page 39**
- *D_1_d_LEA PI Policy and Procedures Survey Writeup.pdf* **Page 40**
- *D_1_e_LEA_PI_Policy_Procedures Revised Parent_Friendly_Trifold.pdf* **Page 44**

D.2 – Title I Parent Involvement Process Document **Page 46**

- *D_2_Title_I_Parent_Involvement_Process_Document.pdf*

D.3 – Title I School Satisfaction Parent Survey Information **Page 54**

- *D_3_Title_I_School_Satisfaction_Parent_Survey_Information.pdf*

E - EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS

E.1 – Invitation to Private Schools to Join Title I **Page 55**

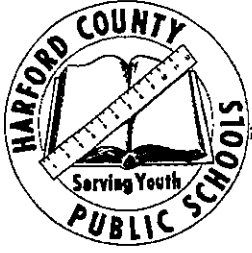
- *E_1_Invitation_to_Private_schools_to_join_TitleI.pdf*

E.2 – Private School Timeline for consultation and affirmation meetings **Page 61**

- *E_2_Private_Schools_Timeline and Affirmations.pdf*

E.3 – Private School Signed Contract **Page 67**

- *E_3_Private_School_Signed_Contract.pdf*



Harford County Public Schools

102 S. Hickory Avenue ♦ Bel Air, MD 21014 ♦ 410-838-7300 ♦ Fax 410-893-2478

Robert M. Tomback, Ph.D., Superintendent of Schools

August 27, 2012

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,

Robert M. Tomback, Ph.D.
Superintendent of Schools



Harford County Public Schools

102 S. Hickory Avenue • Bel Air, MD 21014 • 410-838-7300 • Fax 410-893-2478

Robert M. Tomback, Ph.D., Superintendent of Schools

27 de Agosto de 2012

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,

Robert M. Tomback, Ph.D.
Superintendente de escuelas

**Harford County Public Schools
Component 1 – Highly Qualified (HQ) 2011-2012**

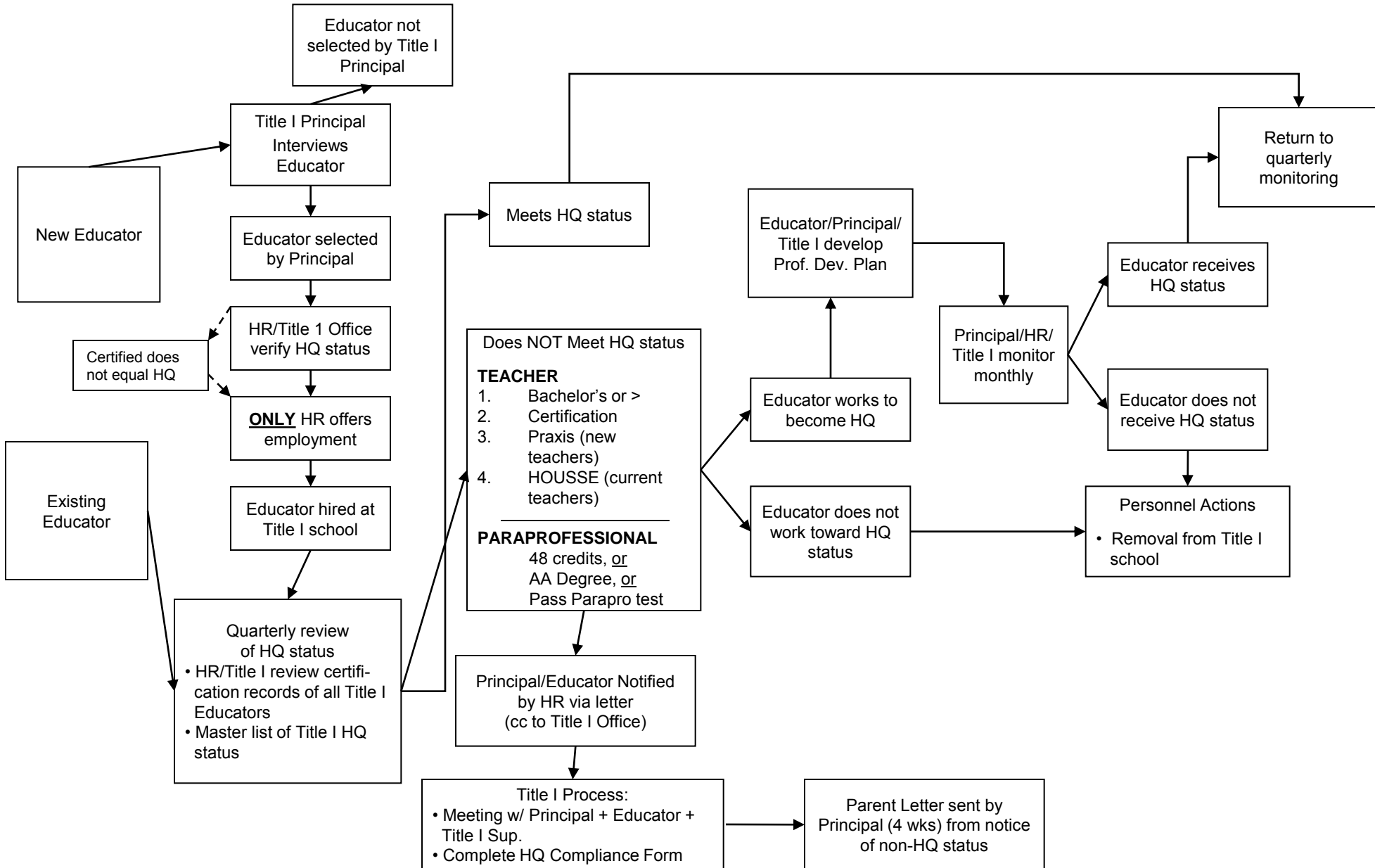
Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
1 New Hires	Initial Interview of potential New Title 1 Educator (teacher or paraprofessional)	Title 1 Principals	Principals will interview candidates supplied by the Office of Human Resources (HR) for any openings. If the principal chooses to hire the candidate, then Debbie Cannon and Brad Palmer will verify HQ status. If the principal does not want to hire the candidate, no further action is 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.	Beginning of the school year and 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 beginning of the year and at the end of each qrtr during the year. The purpose of each mtg is to review the teacher and paraprofessionals Master List of Title 1 HQ to verify and confirm the HQ status of all Title 1 educators. 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. Educators found to be HQ will be monitored next quarter. Grade/position assignments will also be reviewed quarterly to ensure that teachers are not moved to a non-HQ position.	Beginning of the year and quarterly 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. During the quarterly reviews, 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. 		

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 at the quarterly meetings 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>	

Flowchart for Maintaining Highly Qualified (HQ) Status of Title I Educators (Teachers and Paraprofessionals)



TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA*

- *Students meeting at least two criteria will be targeted for interventions.
- *Some students may be monitored due to lack of formal assessment data.

Kindergarten

Mathematics

Instrument	Criteria
1. SNAP	Student fails to meet minimum proficiency in three or more of the following subtests: forward number word sequence (1-10),finger patterns and spatial patterns, number identification (1-10), addition and subtraction (counting items)
2. Teacher Observation Class Profile for mathematics or grouping card teacher ranking.	Teacher indicates student is below grade level in math.
3. Pre-K Skills Checklist (Spring)	Student identifies less than 10 numbers up to 30.
4. Pre-K Skills Checklist (Spring)	Student identifies less than 3 of the 4 sets on the "Identification of Sets" subtest.
5. Pre-K Skills Checklist (Spring)	Student makes less than 2 of the 3 sets on the "Makes Set" subtest.

Reading

Instrument	Criteria
1. TPRI-(Phonemic Awareness)	Student scores less than 4 on Task 3 (Rhyming)
2. TPRI- (Graphophonemic Knowledge)	Student scores less than 8 on Task 7 (Letters to Sound Linking).
3. Pre-K Skills Checklist(Spring)	Student identifies less than 9 of 12 sight words
4. Teacher Observation Class Profile for reading or grouping card teacher ranking.	Teacher indicates student is below grade level.

TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA

- *Students meeting at least two criteria will be targeted for interventions.
- *Some students may be monitored due to lack of formal assessment data.

First Grade
Mathematics

Instrument	Criteria
1. Snap Assessment	Student fails to meet Kindergarten end-of-year proficiency rates on 3 or more of the following subtests: forward number word sequence (1-100), number identification (1-100), addition and subtraction, number patterns, backward number word sequence.
2. Math Unit Assessments	Student has a cumulative average of less than 70% on EDM Part A unit assessments.
3. Everyday Math Cumulative Strand Report	Student scores less than 50% on Number Relationships and Computation (NRC).
4. Teacher Observation Class Profile for mathematic or grouping card teacher ranking.	Teacher indicates student is below grade level.
5. Everyday Math diagnostic assessments for beginning, middle or end of the year.	Student scores less than 70%.

First Grade
Reading

Instrument	Criteria
1. TPRI	On End of Year Kindergarten Screening, student scores: <ul style="list-style-type: none"> • less than 8 on Screening 3 (graphophonemic knowledge, letter sound)
2. TPRI	On End of Year Kindergarten Screening, student scores: <ul style="list-style-type: none"> • Less than 6 on Screening 4 (phonemic awareness, blending onset rhymes and phonemes)
3. Running Record	Student scores below instructional level on appropriate first grade benchmark text
4. Harcourt Benchmark Assessment	Student scores less than 50%.
5. Teacher Observation Class Profile for reading or grouping card teacher ranking.	Teacher indicates student is below grade level.
6. QRI (Qualitative Reading Inventory)	Student scores below grade level on QRI assessment.
7. Harcourt Kindergarten sight word list	Student scores less than 80% .

TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA

*Students meeting at least two criteria will be targeted for interventions.

*Some students may be monitored due to lack of formal assessment data.

Second Grade
Mathematics

Instrument	Criteria
1. Everyday Math Cumulative Mathematics Strand Report	Student scores less than 50% on number relationships and computation (NRC).
2. Math Unit Assessments	Student has a cumulative average less than 70% on math part A unit assessments.
3. Teacher Observation Class Profile for Mathematics or grouping card teacher ranking.	Teacher indicates student is below grade level.
4. Everyday Math diagnostic assessments for beginning, middle, or end-of year	Student scores less than 70%.
6. Grade 2 Scholastic Math Inventory (SMI) Winter and Fall	Student scores “well below” on Winter or Spring Grade2 SMI assessment.

Second Grade
Reading

Instrument	Criteria
1. Running Record	Student scores below instructional level on appropriate second grade benchmark text.
2. QRI (Qualitative Reading Inventory)	Student scores below grade level on QRI assessment.
3. Harcourt Benchmark Assessments	Student scores less than 50%.
4. Teacher Observation Class Profile or grouping card teacher ranking.	Teacher indicates student is below grade level.
5. Harcourt first grade sight word list	Student scores less than 80%.

TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA

*Students meeting at least two criteria will be targeted for interventions.

*Some students may be monitored due to lack of formal assessment data.

Third Grade**Mathematics**

Instrument	Criteria
1. Everyday Math Cumulative Mathematics Strand Report	Student scores less 50% on number relationships and computation (NRC).
2. Math Unit Assessments	Student has a cumulative average less than 50% on math part A unit assessments.
3. Teacher Observation Class Profile for Mathematics or grouping card teacher ranking.	Teacher indicates student is below grade level.
4. Everyday Math diagnostic assessments for beginning, middle, or end-of year	Student scores less than 70%.
5. Grade 2 Scholastic Math Inventory (SMI)	Student scores “basic” or “well below” on the end of year Grade 2 SMI assessment.
6. Grade 3 Scholastic Math Inventory (SMI) Winter and Fall	Student scores “well below” on Winter or Spring Grade 3 SMI assessment.

Third Grade**Reading**

Instrument	Criteria
1. SRI	Student has a lexile score of less than 450 on the Grade 2 SRI.
2. Running Record	Student scores below instructional level on appropriate third grade benchmark text.
3. QRI (Qualitative Reading Inventory)	Student scores below grade level on QRI assessment.
4. Harcourt Benchmark Assessments	Student scores less than 50%.
5. Teacher Observation Class Profile for reading or grouping card teacher ranking.	Teacher indicates student is below grade level.
6. Harcourt second grade sight word list	Student scores less than 80%.

TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA

*Students meeting at least two criteria will be targeted for interventions.

*Some students may be monitored due to lack of formal assessment data.

Fourth Grade**Mathematics**

Instrument	Criteria
1. Maryland School Assessment	Student scores "Basic."
2. Maryland School Assessment (subtest scores)	Student with overall proficient score in MSA math scores basic on 3 of 5 math subtests.
3. Everyday Math Cumulative Mathematics Strand Report	Student scores less than 50% on number relationships and computation (NRC).
4. Math Unit Assessments	Student has a cumulative average less than 50% on math part A unit assessments
5. Teacher Observation Class Profile for Mathematics or grouping card teacher ranking.	Teacher indicates student is below grade level.
6 .Everyday Math diagnostic assessments for beginning, middle, or end-of year	Student scores less than 70%
5. Grade 3 Scholastic Math Inventory (SMI)	Student scores "basic" or "well below" on the end of year Grade 3 SMI assessment.
6. Grade 4 Scholastic Math Inventory (SMI) Winter and Fall	Student scores "well below" on Winter or Spring Grade 4 SMI assessment.

Fourth Grade**Reading**

Instrument	Criteria
1. Maryland School Assessment	Student scores "Basic."
2. Maryland School Assessment (subtest scores)	Student with overall proficient score in MSA reading scores basic on 2 of 3 reading subtests.
3. Running Record	Student scores below instructional level on end-of-third-grade running record.
4. Harcourt Benchmark Assessment	Student scores less than 50%.
5. QRI (Qualitative Reading Inventory)	Student scores below grade level on QRI assessment.
6. Teacher Observation Class Profile for reading or grouping card teacher ranking.	Teacher indicates student is below grade level.
7 .SRI	Student has a lexile score of less than 600 on the grade 3SRI.
6. Harcourt second grade sight word list	Student scores less than 80%.

TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA

*Students meeting at least two criteria will be targeted for interventions.

*Some students may be monitored due to lack of formal assessment data.

Fifth Grade
Mathematics

Instrument	Criteria
1. Maryland School Assessment	Student scores "Basic."
2. Maryland School Assessment (subtest scores)	Student with overall proficient score in MSA math scores basic on 3 of 5 math subtests.
3. Everyday Math Cumulative Mathematics Strand Report	Student scores less than 50% on number relationships and computation (NRC).
4. Math Unit Assessments	Student has a cumulative average less than 50% on math part A unit assessments.
5. Teacher Observation Class Profile for Mathematics or grouping card teacher ranking.	Teacher indicates student is below grade level.
6. Everyday Math diagnostic assessments for beginning, middle, or end-of year	Student scores less than 70%.
5. Grade 4 Scholastic Math Inventory (SMI)	Student scores "basic" or "well below" on the end of year Grade 4 SMI assessment.
6. Grade 5 Scholastic Math Inventory (SMI) Winter and Fall	Student scores "well below" on Winter or Spring Grade 5 SMI assessment.

Fifth Grade
Reading

Instrument	Criteria
1. Maryland School Assessment	Student scores "Basic."
2. Maryland School Assessment (subtest scores)	Student with overall proficient score in MSA reading scores basic on 2 of 3 reading subtests.
3. QRI (Qualitative Reading Inventory)	Student scores below grade level on QRI assessment.
4. Harcourt Benchmark Assessment	Student scores less than 50%.
5. SRI	Student has a lexile score of less than 750 on the grade 4 SRI.
6. Teacher Observation Class Profile for reading or grouping card teacher ranking.	Teacher indicates student is below grade level.
7. Harcourt second grade sight word list	Student scores less than 80%.

Note: If the above criteria for grades K-5 do not identify enough students to sustain the program, a decision will be made by the Title I office to adjust criteria or to use an alternative instrument.

POLICY TITLE: Parent/Community Involvement		
ADOPTION/EFFECTIVE DATE: 9/14/1992	MOST RECENTLY AMENDED: 6/8/2009	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Stakeholders		

I. Purpose

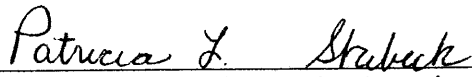
The purpose of this policy is to affirm the Board's commitment to establishing a strong and effective system of parent and community involvement in the educational environment and with the Harford County Public Schools (HCPS) and to establish standards and criteria related thereto.

II. Policy Statement

- A. HCPS supports a comprehensive and effective system of parent and community involvement in its schools, the educational environment and education, generally.
- B. HCPS will involve parents and family members of children and other appropriate members of the community in the educational environment and process relating to all students.
- C. HCPS and individual schools will inform and involve parents, the family of students and the community in student's learning and educational activities and all related decisions.
- D. HCPS will promote and encourage meaningful and effective partnerships among schools, parents, families and communities so as to increase involvement and participation by all in promoting social, emotional and educational growth of HCPS students.
- E. HCPS, in pursuing and implementing the above policy goals, will:
 - 1. Promote open and ongoing communication among home, school and community.
 - 2. Foster and support parenting skills.

3. Support, promote and encourage parent, family and community involvement in assisting student learning.
 4. Assist, promote and facilitate the volunteering by parents, families and community members in the schools.
 5. Facilitate, support and encourage parents, families and community members in participating as active partners in the educational process and in decision making at both the school and system level.
 6. Seek and utilize community resources so as to strengthen schools, families and student learning.
- F. HCPS hereby affirms its commitment to and compliance with the requirements of Title I and Title III of the No Child Left Behind Act of 2001, codified at 20 United States Code Section 6301, *et seq.* designated therein as Strengthening and Improvement of Elementary and Secondary Schools.

Board Approval Acknowledged By:



Patricia L. Skebeck, Interim Superintendent
Board of Education of Harford County

Policy Action Dates		
ACTION	DATE	ACTION DATE
Adopted	9/14/1992	
Amended	1/21/1998	
Amended	12/8/2003	
Amended	6/8/2009	

Responsibility for Policy Maintenance & References		
LAST EDITOR/DRAFTER NAME: Patrick P. Spicer, Esquire		JOB POSITION OF LAST EDITOR/DRAFTER: General Counsel
PERSON RESPONSIBLE: Patrick P. Spicer, Esquire		JOB POSITION OF PERSON RESPONSIBLE: General Counsel
DESIGNEE NAME: N/A		JOB POSITION OF DESIGNEE: N/A
REFERENCE 1 TYPE: Legal	REFERENCE 1 NO. Section 6301 et seq.	REFERENCE 1 DESCRIPTION: Strengthening and Improving of Elementary and Secondary Schools, 20 United States Code (USC)
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:
POLICY NUMBER PRIOR TO NOVEMBER 1, 2005: General Administration 02.09.135		

PROCEDURE

PROCEDURE TITLE: Title 1 Parent Involvement		
ADOPTION/EFFECTIVE DATE: 5/1/09	MOST RECENTLY AMENDED: 5/1/11	MOST RECENTLY REAFFIRMED: 5/1/11
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 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) 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 its 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) LAUNCH – Early childhood Reading Intervention
 - 6) Everyday Math – HCPS Math Core Curriculum
 - 7) Technology – Use of computer programs

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 1
 - b. Meet quarterly with non-public schools to monitor Title 1 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

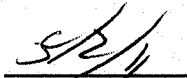
The Harford County Public Schools' Title I Parent Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by sign-in sheets, agendas, and written comments and evaluations.

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: 5/1/11

Procedure Number:

APPENDIX A

PROCEDURE

Harford County Public Schools

Procedure Action Dates		
ACTION DATE	ACTION DATE	ACTION DATE
Revised 5/1/11		

Responsibility for Procedure Maintenance & References		
LAST EDITOR/DRAFTER NAME: Palmer, Brad		JOB POSITION OF LAST EDITOR/DRAFTER: Acting Supervisor - HCPS Title I Office
PERSON RESPONSIBLE:		JOB POSITION OF PERSON RESPONSIBLE:
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:		

Revised: 5/1/11

Procedure Number:

Appendix

POLICY TITLE: Parent/Community Involvement		
ADOPTION/EFFECTIVE DATE: 9/14/1992	MOST RECENTLY AMENDED: 6/8/2009	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Stakeholders		

I. Purpose

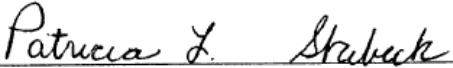
El propósito de esta póliza es para afirmar el compromiso que la Junta establece para un sistema sólido y eficaz de los padres y la comunidad en el ámbito educativo y con las Escuelas Públicas del Condado de Harford (HCPS) y establecer normas y criterios relacionados con ellas.

II. Policy Statement

- A. HCPS apoya un sistema integral y eficaz para los padres y la comunidad en sus escuelas, el ambiente educativo y la educación, en general.
- B. HCPS involucrará a los padres y familiares de los niños y otros miembros apropiados de la comunidad en el ámbito educativo y el proceso relativo a todos los estudiantes.
- C. Profesionales médicos y las escuelas individuales informar e involucrar a los padres, la familia de los estudiantes y la comunidad en el aprendizaje del estudiante y las actividades educativas y todas las decisiones relacionadas.
- D. HCPS promoverá y fomentará las asociaciones significativas y eficaces entre las escuelas, padres, familias y comunidades a fin de aumentar la implicación y participación de todos en la promoción del crecimiento social, emocional y educativo de los estudiantes HCPS.
- E. HCPS, en la búsqueda y aplicación de los objetivos de la póliza anterior, deberá:
 - 1. Promover una comunicación abierta y constante entre el hogar, escuela y comunidad.
 - 2. Adoptar y apoyar destrezas para los padres.

3. Apoyar, promover y fomentar los padres, la familia y la participación de la comunidad ayudando en el aprendizaje de los estudiantes.
 4. Ayudar, promover y facilitar el voluntariado de los padres, las familias y miembros de la comunidad en las escuelas.
 5. Facilitar, apoyar y alentar a los padres, las familias y miembros de la comunidad en participar como socios activos en el proceso educativo y en la toma de decisiones en la escuela como en el nivel del sistema.
 6. Recabar y utilizar recursos de la comunidad a fin de fortalecer las escuelas, las familias y el aprendizaje de los estudiantes.
- F. HCPS afirma su compromiso y el cumplimiento de los requisitos del Título I, Título III de Acto de que Ningun NiNo se queda atrás. (No Child Left Behind Act) de 2001, codificada en 20 Estados Unidos Código Sección 6301, et seq. que ellos designen como el fortalecimiento y mejoramiento de escuelas primarias y secundarias.

Board Approval Acknowledged By:



Patricia L. Skebeck, Interim Superintendent
Board of Education of Harford County

Policy Action Dates		
ACTION	DATE	
Adopted	9/14/1992	
Amended	1/21/1998	
Amended	12/8/2003	
Amended	6/8/2009	

Responsibility for Policy Maintenance & References		
LAST EDITOR/DRAFTER NAME: Patrick P. Spicer, Esquire		JOB POSITION OF LAST EDITOR/DRAFTER: General Counsel
PERSON RESPONSIBLE: Patrick P. Spicer, Esquire		JOB POSITION OF PERSON RESPONSIBLE: General Counsel
DESIGNEE NAME: N/A		JOB POSITION OF DESIGNEE: N/A
REFERENCE 1 TYPE: Legal	REFERENCE 1 NO. Section 6301 et seq.	REFERENCE 1 DESCRIPTION: Strengthening and Improving of Elementary and Secondary Schools, 20 United States Code (USC)
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:
POLICY NUMBER PRIOR TO NOVEMBER 1, 2005: General Administration .02.09.135		

NORMAS

Harford County Public Schools

TÍTULO DE LA NORMA: Participación de los Padres de Título I		
FECHA DE VIGENCIA/APROBACIÓN: 1/5/09	ENMIENDA MÁS RECIENTE: 1/5/11	REAFIRMACIÓN MÁS RECIENTE: 1/5/11
CATEGORÍA RESUMEN MANUAL DE LA NORMA/POLÍTICA: Accionistas		

I. **Objetivo**

El objetivo de esta norma es afirmar la Política de Participación de la Comunidad/los Padres de la Junta con un enfoque específico en la participación de los padres de Título I. Las Normas de Participación de los Padres de Título I se implementarán para establecer un sistema fuerte y eficaz de participación de los padres dentro de las escuelas de Título I, y para determinar normas y criterios al respecto. El distrito escolar se compromete a implementar los siguientes requisitos legales:

- A. El distrito escolar se ocupará de planificar y poner en marcha programas, actividades y normas para la participación de los padres en todas sus escuelas con programas de Título I, Parte A, en consonancia con el artículo 1118 de la Ley de Enseñanza Primaria y Secundaria (ESEA, por sus siglas en inglés).
- B. El distrito escolar incorporará el plan de amplia participación de los padres del distrito dentro de su plan de Organismos de Educación Local (LEA, por sus siglas en inglés), desarrollado en virtud del artículo 1112 de la ESEA.
- C. Para cumplir los requisitos de participación de los padres de Título I, Parte A, el distrito escolar y sus escuelas proporcionarán, en la medida de lo posible, todas las oportunidades para la participación de los padres con conocimientos limitados de inglés, padres con discapacidad y padres de niños migrantes, incluidos el suministro de información e informes escolares requeridos en virtud del artículo 1111 de la ESEA, mediante comunicación simple a fin de garantizar la conexión entre la escuela y los padres.
- D. Si el plan de LEA para el Título I, Parte A, desarrollado de acuerdo con el artículo 1112 de la ESEA, no es del todo satisfactorio para los padres de los niños y niñas participantes, el distrito escolar adjuntará al plan los comentarios de los padres antes de presentarlo ante el Departamento de Educación del Estado.
- E. El distrito escolar participará a los padres de los niños y niñas que asisten a las escuelas de Título I, Parte A en las decisiones sobre cómo se gastará el 1% de los fondos del Título I, Parte A destinado a la participación de los padres, y se asegurará de que no menos del 95% del 1% apartado se destine directamente a las escuelas.

II. **Alcance**

Esta norma se aplica a todas las escuelas identificadas en el Título I (condición de asistencia escolar en general o específica) dentro de las Escuelas Públicas del Condado de Harford (HCPS, por sus siglas en inglés).

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III. Definición(es)

El distrito escolar se regirá por la siguiente definición legal de participación de los padres, y espera que sus escuelas de Título I lleven a cabo programas, actividades y normas de conformidad con esta definición:

- A. **Participación de los Padres:** La participación de los padres consiste en la comunicación periódica, mutua y provechosa, involucrándose en el aprendizaje académico del estudiante y en otras actividades escolares, para asegurar que:
1. Los padres desempeñen un papel esencial en el aprendizaje de sus hijos.
 2. Se incentive a los padres a participar activamente en la educación de sus hijos dentro de la escuela.
 3. Los padres sean socios plenos en la educación de sus hijos y se participen, según corresponda, en la toma de decisiones y en las comisiones consultivas para ayudar en la educación de sus hijos.
 4. La realización de otras actividades, tales como las descritas en el artículo 1118 de la ESEA.

IV. Normas

A. **Descripción de cómo el distrito escolar implementará los componentes requeridos en el plan distrital de participación de los padres.**

1. El distrito escolar emitirá múltiples comunicados para difundir información a los padres, incluida la Información para Padres del condado y del estado. Se solicitará a los padres un aporte anual en el sitio Web de las HCPS (enlace Título I) relativo al Plan Maestro de las HCPS.
2. El distrito escolar invitará dos veces al año a los padres de Título I a desarrollar y revisar el Plan Maestro de las HCPS para asegurar el desarrollo conjunto de la política distrital de participación de los padres en virtud del artículo 1112 de la ESEA. Además, se invitará a los padres a colaborar en una revisión anual del Compacto Hogar/Escuela.
3. El distrito escolar invitará a los padres de Título I de cada escuela del distrito a formar parte del equipo de mejora escolar con el objetivo de desarrollar los planes de mejora escolar y las normas de participación de los padres, y también transmitirá a los padres el derecho a participar.
4. El distrito escolar proporcionará asistencia técnica y otro tipo de apoyo para ayudar a las escuelas de Título I, Parte A en la planificación y ejecución de actividades de participación efectivas de los padres para mejorar el rendimiento académico y escolar de los estudiantes.
5. La Oficina central de Título I del distrito escolar:
 - a. Mejorará la conciencia del plantel docente y del personal en cada escuela acerca de: 1) el modo de incentivar la participación de los padres de manera

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- que ellos se sientan socios en pie de igualdad con el éxito académico de sus hijos y 2) la importancia de la influencia de los padres en el éxito académico de sus hijos.
- b. Mejorará la sensibilidad del plantel docente y del personal en cada escuela acerca de la importancia de agilizar la comunicación entre el hogar y la escuela, asegurando, en la medida de lo posible, que la información enviada al hogar esté en un lenguaje y en una forma que los padres puedan entender.
 - c. Proporcionará los materiales y la capacitación necesarios para ayudar a los padres con los logros académicos de sus hijos.
 - d. Programará reuniones regulares con los padres en cada escuela a fin de fomentar la participación y convertirse en un participante activo en el proceso de aprendizaje de sus hijos.
 - e. Visitará con regularidad las escuelas para corroborar que las políticas y los planes se estén llevando a cabo.
 - f. Elaborará y difundirá un calendario a nivel distrital y escolar de actividades de Participación de los Padres.
6. El distrito escolar se encargará de coordinar e integrar las estrategias de participación de los padres de Título I, Parte A con los programas de Preparación Escolar apoyados por el Programa Pre-Jardín de Infantes, el Programa de Jardín de Infantes Jornada Completa, el Plan de Estudios del Estado de Maryland, los programas Pre-Jardín de Infantes para niños y niñas con discapacidades, y otros programas/actividades para incentivar y apoyar a los padres a participar en la educación de sus hijos.
7. El distrito escolar llevará a cabo, junto con la participación de los padres, un sistema de evaluación permanente del contenido y la eficacia de este plan de participación de los padres para mejorar la calidad de sus escuelas de Título I, Parte A. La evaluación incluirá la identificación de obstáculos para la mayor participación de los padres en las actividades de participación de padres (prestando especial atención a los padres que están económicamente en desventaja, que poseen alguna discapacidad o conocimientos limitados de inglés, o que cuentan con alfabetización limitada o con antecedentes de una minoría racial o étnica) y se realizará de la siguiente manera:
- a. Realizando anualmente una Encuesta Evaluadora Regional de Padres de Título I en cada escuela de Título I, la cual se compilará en la Oficina Central de Título I y en la Oficina de Contabilidad (Ver Apéndice A). Los datos de la encuesta se suministrarán a las escuelas para que los examinen y se darán a conocer en las comunidades escolares. A partir de los datos de la encuesta, se instituirán cambios.
 - b. Ayudando al crecimiento y desarrollo de los grupos de padres en cada escuela.
 - c. Suministrando a cada escuela copias de las Normas de Participación de los Padres de Título I y colocándolas en la página Web de cada escuela para que los padres las puedan ver.

8. El distrito escolar utilizará los resultados de la evaluación acerca de sus normas y actividades de participación de los padres para el diseño de estrategias para que la participación sea más eficaz, y para revisar, si es necesario (con participación de los padres), su política distrital de participación de los padres a fin de:
 - a. Hacer recomendaciones a cada escuela participante para integrar los cambios en sus planes de participación de los padres en los respectivos niveles escolares.
 - b. Suministrar sugerencias para incorporar la participación de los padres a medida que se relacionan con las mejoras escolares.

B. Construcción de la Capacidad de Participación

El distrito escolar trabajará en la construcción de la capacidad de las escuelas y los padres a fin de fortalecer la participación de los padres y garantizar su eficacia, y para apoyar el trabajo conjunto entre la escuela, los padres y la comunidad a fin de mejorar el rendimiento académico de los estudiantes mediante las siguientes actividades:

1. El distrito escolar, con la ayuda de las escuelas de Título I, Parte A, prestará asistencia a los padres de niños y niñas que reciben servicios del distrito escolar o de la escuela para desarrollar una mejor comprensión mediante talleres, conferencias y clases para padres. Las HCPS llevarán a cabo una reunión anual para padres de Título I a fin de suministrar información sobre:
 - a. Las normas del Estado acerca del contenido académico.
 - b. Las normas del Estado acerca del rendimiento académico de los estudiantes.
 - c. Las evaluaciones académicas, entre las que se incluyen las evaluaciones alternativas, tanto del Estado como locales.
 - d. Los requisitos del Título I, Parte A.
 - e. Cómo supervisar el progreso de sus hijos.
 - f. Cómo trabajar a la par de los educadores.
2. La Oficina central de Título I del distrito escolar proporciona asistencia, financiación y materiales para los padres en las siguientes áreas:
 - a. Talleres patrocinados por el Departamento de Educación del Estado de Maryland/la Ley que Ningún Niño se Quede Atrás (NCLB, según sus siglas en inglés).
 - b. Talleres/reuniones de datos/puntuación del Organismo Evaluador Escolar de Maryland (MSA, por sus siglas en inglés).
 - c. Capacitación sobre supervisión y evaluación del progreso de sus hijos.
 - d. El papel del Enlace Familiar de Título I.
 - e. Folletos sobre los Derechos de los Padres.
3. El distrito escolar, con la ayuda de sus escuelas, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar su rendimiento académico, tales como alfabetización y utilización de tecnologías, a fin de fomentar la participación de los padres. Se proporcionará apoyo en las siguientes áreas:
 - a. La Oficina central de Título I del distrito escolar proporciona financiación para materiales a fin de ayudar a los padres a trabajar con sus hijos en los siguientes programas:

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- 1) *SIPPS* (Instrucción sistemática en la conciencia de fonemas, fonética, palabras y la vista) – Intervención de lectura.
 - 2) *Success Maker* – Intervención de matemática.
 - 3) *I Station* – Intervención de lectura.
 - 4) *Harcourt* – Plan de estudios básico de lectura de las HCPS.
 - 5) *LAUNCH* – Intervención de lectura en la primera infancia.
 - 6) *Everyday Math* – Plan de estudios básico de matemática de las HCPS.
 - 7) *Technology* – Utilización de programas informáticos.
4. El distrito escolar instruirá a todo el personal de la escuela acerca de la forma de comunicarse y trabajar con los padres como si fueran pares y cómo coordinar los programas para padres entre los padres y las escuelas, de la siguiente manera:
- a. Coordinando los cursos para el personal en cada escuela.
 - b. Reuniéndose regularmente con el Equipo de Participación Familiar (FIT, por sus siglas en inglés) en cada escuela.
 - c. Reuniéndose con el Equipo de Mejora Escolar (SIT, por sus siglas en inglés) en cada escuela.
 - d. Reuniéndose con los Directivos y Docentes Facilitadores en cada escuela.
 - e. Reuniéndose con los Enlaces Familiares y los Docentes Especialistas de Título I en cada escuela.
 - f. Proporcionando información en las reuniones del equipo de mejora escolar acerca del desarrollo profesional del personal.
 - g. Proporcionando a los padres, en forma trimestral (o semestral), oportunidades para obtener información acerca de las reuniones de los Directivos, de Orientación de Nuevos Docentes, de Conferencia de Padres de Título I, etc.
 - h. Planificando y ejecutando la Capacitación Anual de Participación de los Padres para los padres y el personal que se celebrará todos los años en otoño.
5. El distrito escolar realizará las siguientes acciones a fin de garantizar que la información relacionada con los programas, reuniones y otras actividades relativas a la escuela o a los padres se envíe a los padres de los niños en un formato comprensible, entre los que se incluyen los formatos alternativos, si así lo solicitan, y, en la medida de lo posible, en un lenguaje que los padres puedan entender.
- a. La Oficina central de Título I del distrito escolar proporcionará a los padres los documentos relacionados con la escuela, en la medida de lo posible, en un lenguaje y forma que ellos puedan entender, mediante comunicados de prensa, boletines y calendarios sistemáticos.
 - b. La Oficina central de Título I del distrito escolar proporcionará a los padres la traducción de los documentos, en la medida de lo posible. Si es necesario, también enviará intérpretes a las reuniones.
 - c. La Oficina central de Título I del distrito escolar apoya los esfuerzos de la Oficina de Estudiantes de Lengua Inglesa (ELL, por sus siglas en inglés) en todo el condado.

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C. Componentes Discrecionales del Plan de Participación de los Padres de Título I de LEA

El distrito escolar, en consulta con los padres, puede optar por emprender la construcción de la capacidad de participación de los padres para que participen en la escuela y en el sistema escolar, y para que apoyen el rendimiento académico de sus hijos, mediante las siguientes actividades discrecionales, enumeradas en el artículo 1118 e) de la ESEA:

1. Dar participación a los padres en el desarrollo de la capacitación de los docentes, directivos y otros educadores para mejorar la eficacia de dicha capacitación.
2. Proporcionar a los padres la alfabetización necesaria a partir de los fondos del Título I, Parte A, si el distrito escolar ya ha agotado las otras fuentes razonablemente disponibles de fondos.
3. Pagar los gastos razonables y necesarios relacionados con las actividades de participación de los padres, entre los que se incluyen los costos de transporte y cuidado infantil, para que los padres puedan participar en las reuniones relacionadas con la escuela y en las sesiones de capacitación.
4. Brindar capacitación a los padres para fomentar la participación de otros padres.
5. Maximizar la participación de los padres en la educación de sus hijos organizando reuniones escolares en distintos horarios (por las noches, los fines de semana, durante el día) y lugares (en otro sitio dentro de la comunidad); o realizando reuniones en los hogares entre los docentes que trabajan directamente con los niños y niñas, y los padres que no pueden asistir a las reuniones en la escuela.
6. Adoptar y aplicar enfoques modelo para mejorar la participación de los padres.
 - a. Programa de Desarrollo Educativo General (GED, por sus siglas en inglés) para padres – en asociación con el *Harford Community College*.
7. Continuar un consejo asesor de padres a nivel distrital a fin de proporcionar asesoramiento sobre todas las cuestiones, entre las que se incluyen aquellas relacionadas con la participación de los padres en los programas de Título I, Parte A.
8. Desarrollar funciones apropiadas para organizaciones y empresas con base en la comunidad, entre las que se incluyen las organizaciones confesionales, en las actividades de participación de los padres.
 - a. Celebrar una reunión anual para transmitir los componentes del Título I.
 - b. Reunirse trimestralmente con escuelas no estatales para supervisar a las escuelas de Título I.
9. Proporcionar otro tipo de apoyo razonable para las actividades de participación de los padres en virtud del artículo 1118, si los padres lo solicitan.

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10. Mantener Centros de Recursos de Información para Padres (PIRCs, por sus siglas en inglés) en cada escuela de Título I con horarios de atención flexibles para que los padres puedan recurrir a ellos.

D. Aprobación

La Política de Participación de los Padres de Título I de las *Harford County Public Schools* ha sido desarrollada conjuntamente y de acuerdo con los padres de los niños y niñas que participan en los programas del Título I, Parte A, como se pone de manifiesto en las hojas de firmas, agendas, y evaluaciones y comentarios escritos.

Este plan fue aprobado inicialmente por las *Harford County Public Schools* el 1 de mayo de 2009 y revisado el 1 de mayo de 2011. Las *Harford County Public Schools* deben tener este documento disponible (en versión impresa o digital) para todos los padres de niños y niñas que participan en el Título I, Parte A antes del comienzo de cada año escolar.

Aprobado por:

Superintendente de Escuelas

Fecha

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APÉNDICE A

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Fechas de Acción de las Normas					
FECHA DE	ACCIÓN	FECHA DE	ACCIÓN	FECHA DE	ACCIÓN
Revisado	1/5/11				

Responsabilidad por el Mantenimiento y las Referencias de las Normas		
NOMBRE DEL ÚLTIMO EDITOR/ REDACTOR: Palmer, Brad		CARGO DEL ÚLTIMO EDITOR/REDACTOR: Supervisor a cargo - Oficina de Título I de las HCPS
PERSONA RESPONSABLE:		CARGO DE LA PERSONA RESPONSABLE:
NOMBRE DE LA PERSONA DESIGNADA:		CARGO DE LA PERSONA DESIGNADA:
TIPO DE REFERENCIA 1:	NÚMERO DE REFERENCIA 1	DESCRIPCIÓN DE REFERENCIA 1:
TIPO DE REFERENCIA 2:	NÚMERO DE REFERENCIA 2	DESCRIPCIÓN DE REFERENCIA 2:
TIPO DE REFERENCIA 3:	NÚMERO DE REFERENCIA 3	DESCRIPCIÓN DE REFERENCIA 3:
TIPO DE REFERENCIA 4:	NÚMERO DE REFERENCIA 4	DESCRIPCIÓN DE REFERENCIA 4:
TIPO DE REFERENCIA 5:	NÚMERO DE REFERENCIA 5	DESCRIPCIÓN DE REFERENCIA 5:
NÚMERO DE NORMA ANTERIOR AL 1 DE NOVIEMBRE DE 2005:		

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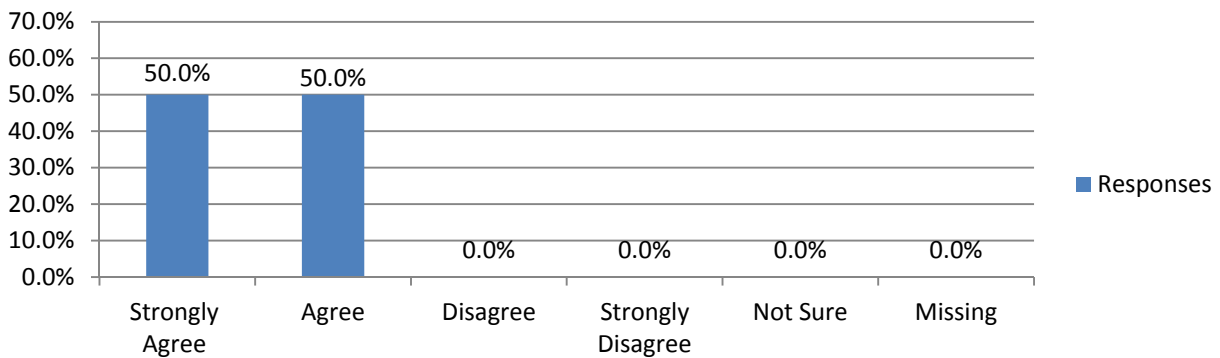
Harford County Public Schools Title I Parent Involvement Policy & Title I Parent Involvement Procedures Survey Results

During recent Family Involvement Team meetings the HCPS Parent Involvement Policy and the HCPS Title I Parent Involvement Procedures were reviewed. Each person attending the Family Involvement Team meeting was given the survey to fill out.

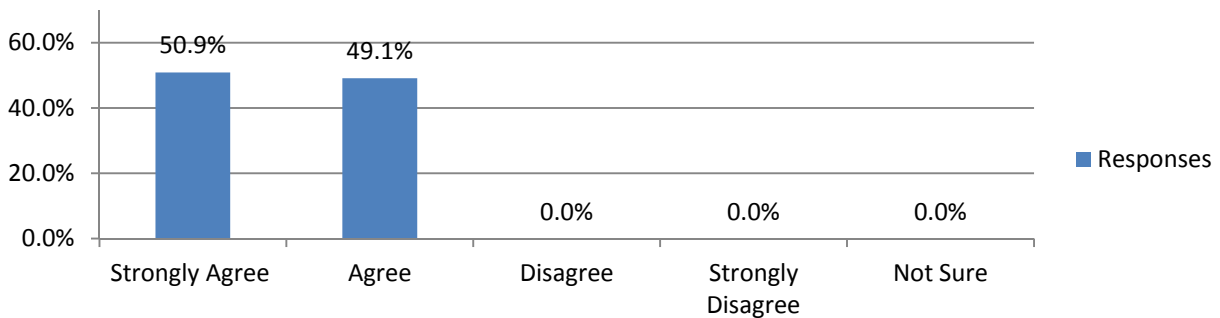
To date we have received 74 survey responses.

Overall the survey respondents felt that the current HCPS Parent Involvement Policy describes how HCPS involves parents, families, and community members in student’s learning and educational activities, (100 % strongly agreed or agreed). They felt the document describes how HCPS will promote and encourage meaningful effective partnerships (100%).

1. The “Title I Parent Involvement Policy” document describes how HCPS involves parents, families, and community members in student’s learning and educational activities.

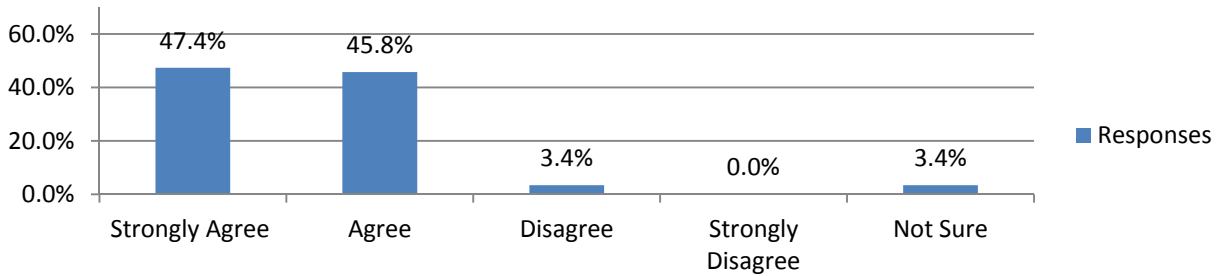


2. The “Title I Parent Involvement Policy” document describes how HCPS will promote and encourage meaningful effective partnerships

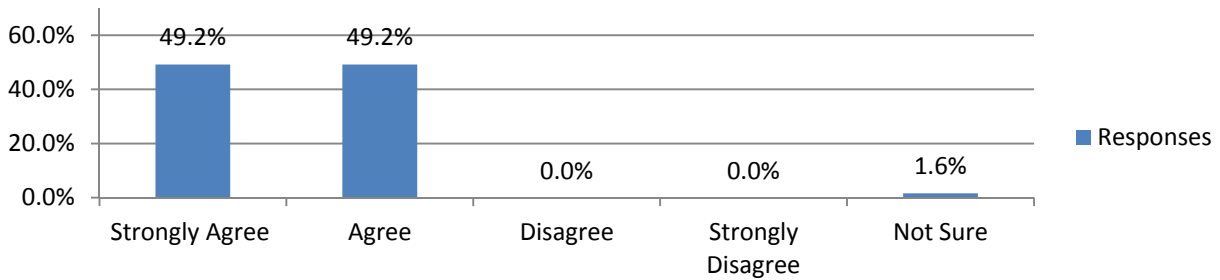


The survey respondents felt that the current HCPS Title I Parent Involvement Procedures met their needs as a Title I parent, (93.2% strongly agreed or agreed) and provided them with opportunities to participate in decision making within their child’s school, (98.4%). The survey respondents felt the HCPS Title I Parent Involvement Procedures provided for an effective system of parent involvement, (88.2%). They felt the document itself building the school and parent capacity for strong parental involvement, (91.5%).

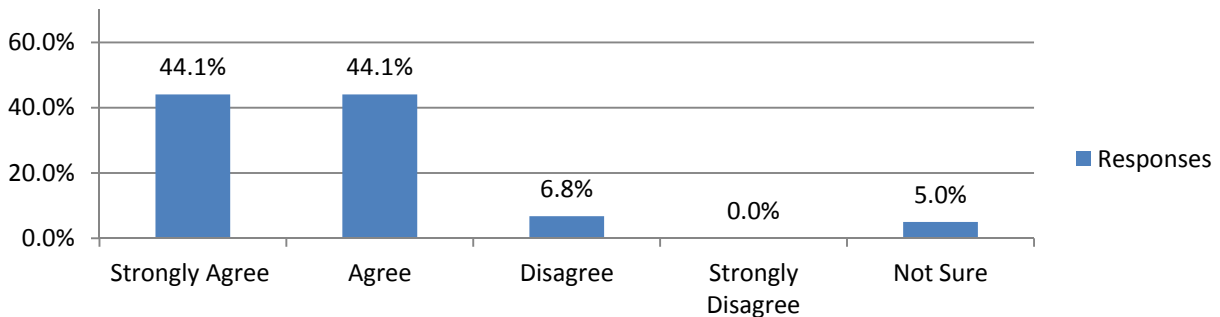
1. The “Title I Parent Involvement Procedures” document meets my needs as a Title I Parent.



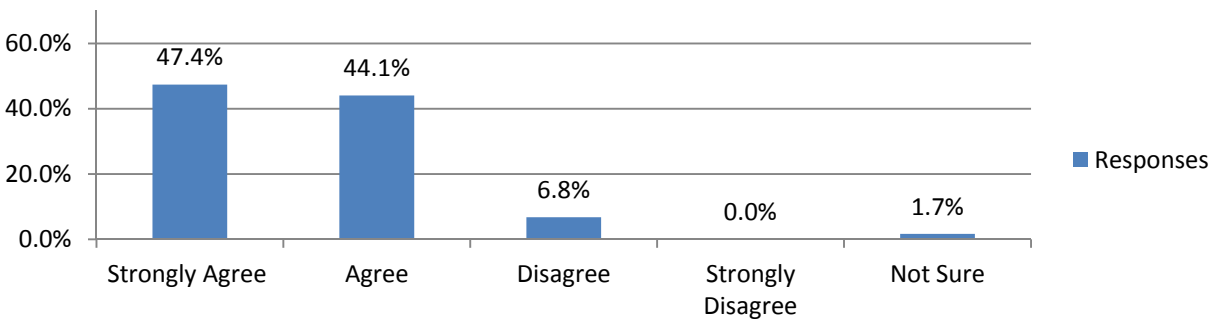
2. The “Title 1 Parent Involvement Procedures” document provides me with opportunities to participate in decision making within my child’s school.



3. The “Title 1 Parent Involvement Procedures” document provides for an effective system of parent involvement.



4. The "Title 1 Parent Involvement Procedures" document builds the school and parent capacity for Strong parental involvement.



The respondents were given the opportunity to provide input into making any changes to the **HCPS Parent Involvement Policy**, the main request was to make the policy itself easier to understand and more readable. (A full list of all comments can be found at the bottom of this page.)

The respondents were given the opportunity to provide input into making any changes to the **HCPS Title I Parent Involvement Procedures**, (A full list of all comments can be found at the bottom of this page.)

HCPS Parent Involvement Policy comment / suggestions:

- Remember to keep the language "parent friendly"
- I feel that more parents won't even take the time to read or understand what it even is or that they don't care about the education of these children.
- This document is not easy to read and understand. If is truly your goal to explain these policies and procedures to the typical Title 1 parent it must be rewritten! Please take out words such as Thereto, statutory requirements, statutory definition and streamline communication among others. What is the LEA plan? What is ESEA? The typical Title 1 parent will not admit that this reads like a college textbook.
- Almost did not provide an "agree" with statements 2 and 3 above. This document does not provide the "how" - that is contained more in the Procedure document.
- If I was able to have some of the things she works on in school other then homework
- We need more parents involved!

Title 1 Parent Involvement Procedures comments / suggestions:

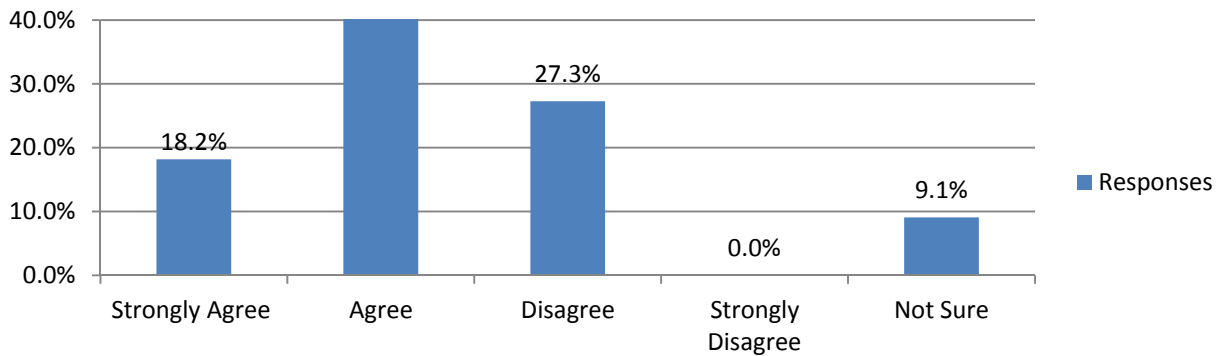
- The intention is good, but how many parents are included on the team of each school?
- Consider that although some parents want to be a big part of their child's education we do work long hours to support our families and can't go to all these meetings and assemblies etc. and it's pushed on the parents making us feel like if we can't do all these things it's being implied were not involved with our children enough and that is completely untrue, also some of us don't have computer access and have to go to the Library if possible. Please be considerate that we are not all stay at home mom's, I work two jobs and have a toddler and I always check the school folder and ask my child about her day so that I always know what's going on at school with my first grader and I do her homework and

read with her every day I don't need school to tell me how to be a part of my child's learning process or a meeting to tell me how she's doing, that's my child I know.

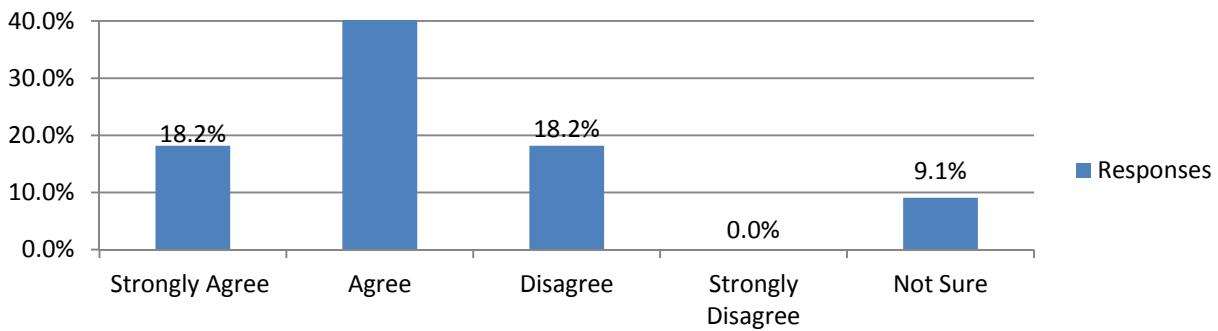
- I think that the Parent Involvement Procedure has a lot of information and is very helpful to parents and the Children. It's wonderful that you offer this type of help its very important for parents to be a part of their child's education and to communicate with teachers, staff, etc

Parent of Homeless Students

1. The "HCPS Parent Involvement Policy" document describes how HCPS involves parents, families, and community members in student's learning and educational activities.



2. The "HCPS Parent Involvement Policy" document describes how HCPS will promote and encourage meaningful effective partnerships



- Make all families aware that there is a bully form on line for the use of bullying purposes and explain what the form is used for and the protocol, which should come before using the form.
- This document tells what you want to do, not how you plan to do it. There should be paperwork mailed home for any after school activities with a price list, schedule, so parents can see what activity not only fits their budget but also their schedules. *(This comment was written 3 times)*
- Instead of surveys maybe a meeting with parents to discuss the HCPS get real views.
- Please help my son and I will continue to help.

Parent Involvement Procedure (continued)...

We will provide multiple communications of information to parents.

We will invite Title I parents twice per year to help revise the HCPS master plan (Goals of HCPS school system).

We will invite Title I parents to work with the school improvement team (A team that develops school Improvement plan)

We will provide help with effective parent involvement activities.

We will support parent involvement in Pre-K, Kindergarten and the Maryland State Curriculum (What students work on at each grade level).

We will conduct ongoing evaluation of the parent involvement policy and procedures.

We will use the findings to plan a more effective parent involvement policy and procedures.



Proud to be Title I

Parent Involvement Procedure (continued)...

Schools and parents will work to build knowledge to better help our students achieve.

HCPS will work cooperatively with parents and staff through workshops, conferences, and classes to discuss many topics.

Title I office will provide assistance, funding and materials for parents and staff related to understanding topics that effect our children in school.

The school district will work with parents and staff to provide materials and training in regards to specific programs designed to help students succeed in school.

The school district will work with parents and staff to communicate effectively and work as equal partners.

The school district will make sure that information sent to parents is in an understandable format.

To see the original documents

Go to hcps.org, click on Title I Schools under the Parents Tab

Scroll down to General Info



Proud to be Title I

Harford County Public Schools

Mission Statement:

The mission of Title I in Harford County Public Schools is to ensure academic achievement for at-risk students attending schools in high poverty areas.

We Believe In:

- ★ Implementing research-based instructional practice
- ★ Utilizing additional resources in instruction
- ★ Involving parents and community



Harford County Public Schools

A.A. Roberty Building
102 S. Hickory Avenue
Bel Air, MD 21014
Phone: 410-588-5278

Fax: 410-588-5349
www.HCPS.org



Harford County Public Schools Parent Involvement Policy

Purpose: To establish a strong commitment between communities, parents, and Harford County Public Schools (HCPS) in supporting the school environment.

HCPS will support an effective system of parent and community involvement in schools by involving parents, family members and communities.

HCPS will promote and help schools with meaningful effective partnerships among schools and parents.

HCPS will inform and involve parents in school activities.

HCPS will promote open and ongoing communication.

HCPS will support parent involvement in student learning.

HCPS will promote and assist volunteering in schools.

HCPS will encourage parents to participate in the decision making at the school and system level.

Harford County Public Schools Parent Involvement Procedure

Purpose: The Title I Parent Involvement procedure is completed to build a strong and effective system of parent involvement in HCPS.

The school district will plan activities for parent involvement with Title I schools.

The school district will provide opportunities for all parents to participate, such as parents with limited English and parents with disabilities.

The school district will submit any comments that are not satisfactory to the Maryland State Department of Education.

The school district will involve parents in the decision of how the one percent of funds set aside for parent involvement is spent.



Parent Involvement Procedure (continued)...

The Title I Office will work with staff at each school on how to involve parents as equal partners and the importance of communication between home and school.

The Title I Office will provide materials to parents, if needed, on how to help support their child in school.

The Title I Office will schedule meetings with parents, encouraging them to stay involved in their child's education.

The Title I Office will visit the schools often to make sure plans are being implemented.

The Title I Office will ensure that parental involvement activities are located on district-wide and school-wide calendars.

Harford County Public Schools

A.A. Roberty Building
102 S. Hickory Avenue
Bel Air, MD 21014
Phone: 410-588-5278
Fax: 410-588-5349

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**Harford County Public Schools
Action Plan for Component II – Parent Involvement 2012-2013**

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
Req. 1, 5, 6	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little, Coordinator of Title I	PI Policy and Procedures will be shared via LEA website. LEA will post PI Policy and Procedures on Website. LEA will utilize Title 1 District level parent involvement policy/plan requirements checklist .	August	
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little, Coordinator of Title I	LEA will send Policy and Procedure survey and cover letter to Schools.	August	
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little, Coordinator of Title I	Schools will send PI Cover Letter and Survey to all parents in newsletter . Schools will send evidence back to LEA.	September	
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little, Coordinator of Title I	Paper copies of PI Policy and Procedures will be available to parents in each Schools main office . 20 copies will be made centrally for each school's main office.	September	
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little, Coordinator of Title I	PI Policy and Procedures will be shared at Fall FIT meetings. Survey will be handed out. LEA will post parent involvement policy/procedure on district website .	October	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
Req. 1, 5, 6 (cont)	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little, Coordinator of Title I	LEA will review & write up Survey results of PI Policy & Procedures. LEA will determine if changes need to be made to PI Policy or Procedure.	December	
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little, Coordinator of Title I	LEA will share PI Policy and Procedure survey results with Director or Associate Superintendent.	March	
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little, Coordinator of Title I	Meet with Steve Richards to determine plan of action to reach all homeless students.	November	
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little, Coordinator of Title I	LEA will work with PPWs to distribute the Policy and Procedure survey and cover letter to Homeless Students.	January	
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little, Coordinator of Title I	LEA will review & write up Survey results of PI Policy for Homeless students.	March	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
Req 2	LEA Provides Technical Assistance	Jake Little, Coordinator of Title I	Coordinator of Parent Involvement attends FIT meetings.	Ongoing	
	LEA Provides Technical Assistance	Jake Little, Coordinator of Title I	LEA holds regular FL Meetings	Ongoing	
	LEA Provides Technical Assistance	Jake Little, Coordinator of Title I	LEA holds regular Principal / IF Meetings	Ongoing	
	LEA Provides Technical Assistance	Jake Little, Coordinator of Title I	LEA holds meetings with Director of Community Engagement	Ongoing	
	LEA Provides Technical Assistance	Jake Little, Coordinator of Title I	LEA coordinates Technical Assistance meetings with MSDE	Ongoing	
	LEA Provides Technical Assistance	Jake Little, Coordinator of Title I	LEA coordinates Central Parent Trainings during the Fall & Spring	Fall & Spring	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
Req 4	LEA coordinates parental involvement strategies.	Jake Little, Coordinator of Title I	LEA will develop a generic MOA to be used with various groups.	May	
	LEA coordinates parental involvement strategies.	Jake Little, Coordinator of Title I	LEA will develop partnership with Mountain Christian and with the Blessing in a Backpack National Organization.	May	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
Req 7	Distribution of Funds at LEA Level	Jake Little, Coordinator of Title I	LEA will distribute the Title I Satisfaction Survey (Question 39) and add the following questions to the survey.	April	
	Distribution of Funds at LEA Level	Jake Little, Coordinator of Title I	LEA will meet with FIT teams to discuss Distribution of Funds at LEA level. Survey will be distributed at FIT meeting.	April	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
Req 8		Jake Little, Coordinator of Title I	School Level Parent Involvement Plan is jointly developed with parents . Parent Feedback forms that parents are filling out at FIT Meetings concerning their review of the School Level Parent Involvement Plan are required .	March	
Req 9		Jake Little, Coordinator of Title I	The School Level Parent Involvement Plan is distributed to parents of Title I students. School must provide information to LEA concerning how the School Level PI Plan is distributed.	Fall	
Req 11		Jake Little, Coordinator of Title I	Parents of Title I Students are involved in the decisions regarding the spending of the parent involvement funds at the school level. SANE documentation or surveys from FIT meetings pertaining to parent input into spending of school-based parent involvement funds.	May	
Req 12		Jake Little, Coordinator of Title I	Records that all 2011-2012 Title I schools conducted an annual parent meeting . SANE documentation from back-to-school nights that parents conducted an annual parent meeting.	September Back To School Nights	
Req 13a		Jake Little, Coordinator of Title I	Provide assistance to parents in understanding the state's academic content standards and student achievement standards , State and local academic assessments , the requirements of Title I , and how to monitor a child's progress and work with educators to improve student achievement - State Curriculum Tri-Fold per grade level will be distributed at the first conference day at the end of 1st Marking period. -Schools need to provide the "Topic List" of things discussed with the accompanying sign-in sheet.	Fall	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
Req 13a		Jake Little, Coordinator of Title I	Develop additional slides for back-to-school power point presentation . Topics will include; State's Academic Content Standards, Student Academic Content Standards, State and Local Assessments, Requirements of Title I, Parent Monitoring of student progress (Edline 3,4,5 & Report Cards K,1,2)	August	
Req 13a		Jake Little, Coordinator of Title I	Coordinator of Parent Involvement attends FIT meetings and coordinates Professional Development on content specific standards for Reading and Math	Ongoing	
Req 13c		Jake Little, Coordinator of Title I	Coordinator will meet with MSDE to develop next steps for phase II of Educator training for Parent Involvement (power point will be developed and reviewed by Title I Central Parent Involvement Committee, (CPIC) , Parent reps from all 6 Title I Schools.	August	
Req 13e		Jake Little, Coordinator of Title I	LEA will meet with Supervisor of Foreign Language to determine the best way to reach parents in languages other than spanish. Language Line and / or interpreter network.	May	
Req 13f		Jake Little, Coordinator of Title I	LEA will monitor schools through mock program review to ensure requests by parents are met, accommodated, and there is adherence.	Sept.-Oct.	

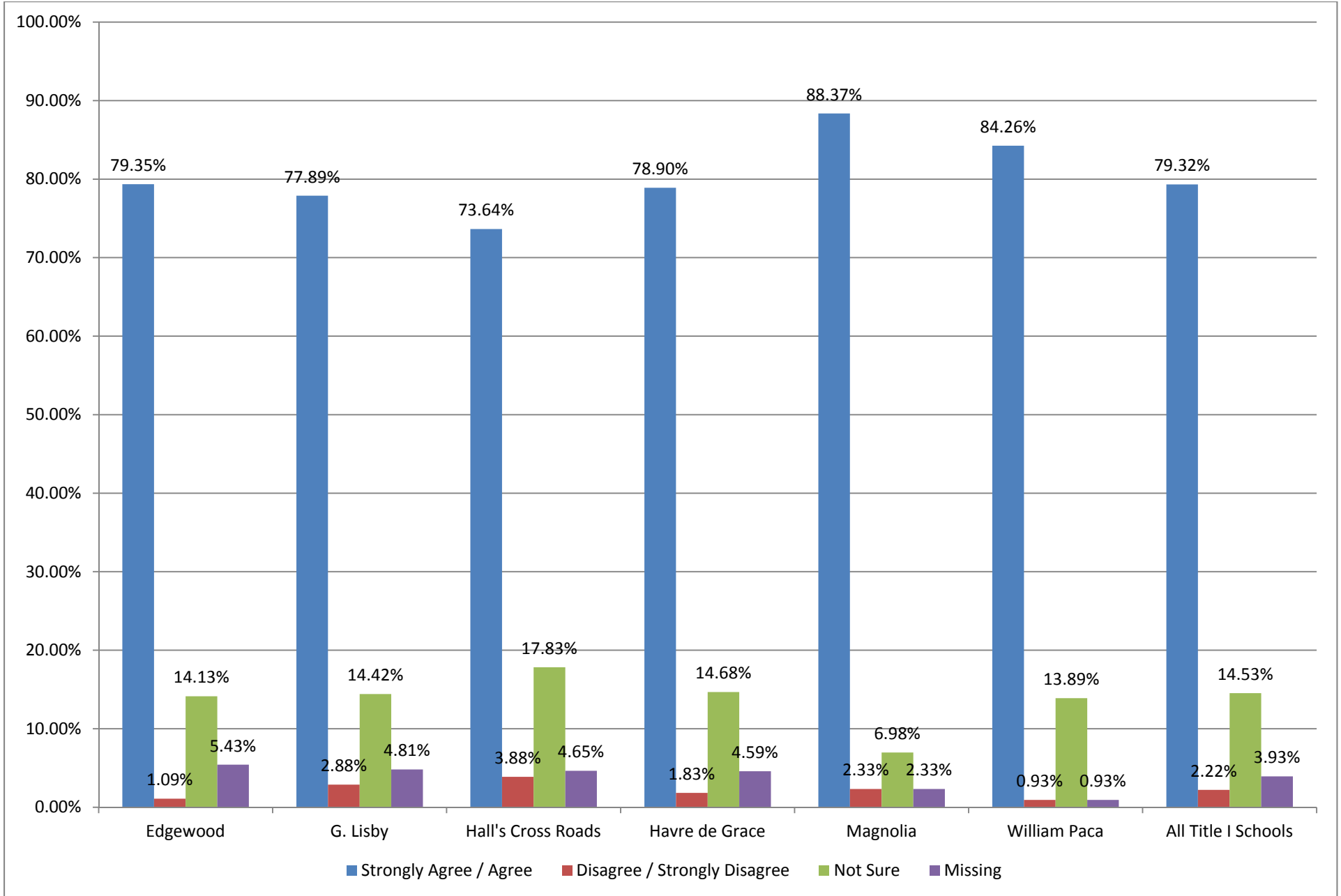
Req 14		Jake Little, Coordinator of Title I	LEA will coordinate MOU with Director of Student Services (Steve Richards) .	December	
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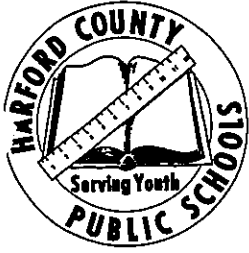
Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
Req 15a		Jake Little, Coordinator of Title I	Schools will ensure school-parent compacts are developed jointly with parent input. Parent Checklist Feedback forms that parents are filling out at FIT Meetings concerning their review of the School-Parent Compacts are required.	Sept.-Oct.	
Reg 15b		Jake Little, Coordinator of Title I	LEA will develop feedback sheet to be utilized by Title 1 teachers during parent-teacher conferences.	September	
Reg Q 5		Jake Little, Coordinator of Title I	LEA will include encouragement of literacy programs in the blank budget email which is sent to the Principals. LEA will encourage schools to use funds during the Family Liaison meetings .	April	
Reg Q 7		Jake Little, Coordinator of Title I	LEA will coordinate joint meeting between Family Liaisons and Teacher Specialists in order to use checklists to review District Level Policy, School Level Plan, and the School-Parent Compact .	October	

Reg Q 7		Jake Little, Coordinator of Title I	The Title I Central Parent Involvement Committee , (CPIC), Parent reps from all 6 Title I Schools will review the District Level Title I Parent Involvement Policy using the Title I District Level Parent Involvement Policy/Plan Requirements Checklist	November	
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100% of the Title 1 Parent Involvement funds (1% of Total Allocation) should be allocated directly to the Title 1 schools.

Parent / Guardian





Harford County Public Schools

102 S. Hickory Avenue ♦ Bel Air, MD 21014 ♦ 410-838-7300 ♦ Fax 410-893-2478

Robert M. Tomback, Ph.D., Superintendent of Schools

February 13, 2012

«School_Name»

Attn: School Principal

«Address»

«City» «State_» «Zip»

Dear Sir/Madam:

The Harford County Public School System will begin the process of developing grant funded activities for Title I, Part A: Improving Basic Programs; Title II, Part A: Preparing Training, and Recruiting High Quality Teachers; and Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement.

In order to offer your school the opportunity to consult with Harford County Public Schools, share information regarding the federal grant proposals, and discuss issues and specific needs of non-public school students and teachers, a meeting will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2013/School Year 2012-2013, please plan to attend the meeting or send a representative from your school.

Date: Wednesday, March 21, 2012
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 March 16, 2012. (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.

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.

Obviously, a communication 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 2012-2013 school year, the following elementary schools will be eligible for Title I funding:

Edgewood Elementary
 George D. Lisby at Hillsdale Elementary
 William Paca/Old Post Road Elementary

Havre de Grace Elementary
 Magnolia Elementary
 Hall's Cross Roads 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 2012-2013 Title I program, please complete and sign the attached information form (Attachment A) and return it to Thomas Webber no later than March 16, 2012.

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 Friday, March 16, 2012.

Sincerely,

Mary Beth Stapleton

Mary Beth Stapleton
 Coordinator of Grants

Thomas Webber

Thomas Webber
 Assistant Supervisor of Title I

Enclosures

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 ELIGIBLE STUDENTS BY GRADE RESIDING IN THESE ATTENDANCE AREAS:

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

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

2.

	Instrument Used to Determine Below Grade Level Performance	Average Grade Level Performance For All Students	Cut-off Score Indicating below Grade Level Performance
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
2012-2013 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 Wednesday, March 21, 2012.

_____ I am unable to attend the HCPS meeting on Wednesday, March 21, 2012. However, my school plans to participate in federal grants during the 2012-13 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.

_____ **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 2012-2013 school year.

Please return this form to:

Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 16th, indicates that your school does not want to participate in the federal grants program for the 2012-13 School Year.

Administrator's Name
(printed or typed)

Administrator's Signature

Date

Harford County Public Schools
 Component VIII: 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
Discuss Third Party Contract	Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Discuss upcoming year's contract. Review any changes.	August 2011		
Set up Consultation Calendar	Mrs. Virginia Behr, Principal, St. Joan of Arc School Mrs. Jane Dean, Principal, St. Margaret's School John Austin, Administrator, Trinity Lutheran School Millie Flosser, Administrator, Bethel Christian Academy Thomas Webber, Assistant Title I Assistant Supervisor	Contact private school officials to set up consultation calendar for upcoming school year	Summer 2012	1 st Week of July	Emailed 4 Private Schools to set up Affirmation Meetings.
Affirmation of Consultation Meeting / Summer Meeting	Mrs. Virginia Behr, Principal, St. Joan of Arc School Mrs. Jane Dean, Principal, St. Margaret's School John Austin, Administrator, Trinity Lutheran School Millie Flosser, Administrator, Bethel Christian 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	Summer 2012	various	7/16 – St. Joan 7/18 – Trinity Lutheran 8/3 - Bethel 8/23 – St. Margaret's

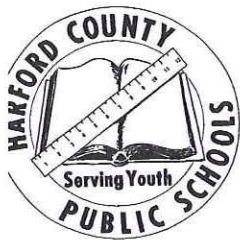
		<p>costs.</p> <ol style="list-style-type: none"> 6. Determine services for parents and teachers of participating students. 7. Inform private school officials of the HCPS Title I, Part A, complaint procedure. 8. Collect signed affirmation form private school officials. 9. Determine equitable services amount based on number of eligible students and per-pupil allocations. 10. Identify students to participate (serviced). 			
Review / Revise HCPS Title I generated annual progress rubric	Thomas Webber	Revise HCPS Title I generated annual progress rubric, used by third party vendor to create Initial Management Plan	Late August		
Meet with Third Party vendor to develop the management plan.	Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	<p>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:</p> <ol style="list-style-type: none"> A. Holding an Affirmation of Consultation meeting and follow-up monitoring throughout the school year. Minutes of the meetings will be kept to document attendees, such as non-public officials, classroom teachers, Catapult personnel and HCPS Title I personnel and will be distributed the same day as the meeting. B. Consulting with the HCPS Title I Office before proceeding with any changes to the program. C. A discussion of methods of quality control for products and general operational performance. D. A discussion of proposed lines of authority, coordination and communication among sub CONTRACTOR, (if applicable), field based staff (if any), and the management staff. E. An indication of time commitments of key personnel, by task or activity, and for the project as a whole, expressed in person days. A chart shall be included, which summarizes this information. F. A chart showing task and subtasks, deadlines, decision points, and deliverables over the duration of the contract. The expected ending date for each task and subtask, in calendar weeks from the implementation of the contract, shall be indicated. The 	Late September, 2012		

		<p>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	Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will identify which students for the 2012-2013 School Year will generate the funding for the 2013-2014 School Year. Title I will collaborate with each of the 4 private schools, to determine that exact number of students who will generate funds for the 2013 – 2014 School Year.	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 31, 2012	October 1, 2012		
Professional	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will submit a plan to develop a plan to provide	October 1,		

Development Activities Plan		Professional Development activities. This plan will be due to the HCPS Title I Office by October 1, 2012	2012		
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, 2012	October 1, 2012		
Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor	Identify students attending private schools in Harford County and other LEAs	October / November		
Fall Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Attending Quarterly meeting at Private Schools Monitor Student Progress, Receive updates on Parent Involvement, Professional Development, Management Plan, Review sample Correspondence between Private Schools and Families. Assess student progress and evaluate program compliance	Mid/Late October 2012		
RFP	Thomas Webber, Title I Assistant Supervisor	Start RFP process for third party contractor when applicable	October/ November		
Winter Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Attending Quarterly meeting at Private Schools Monitor Student Progress, Receive updates on Parent Involvement, Professional Development, Management Plan, Review sample Correspondence between Private Schools and Families. Assess student progress and evaluate program compliance Discuss poverty data results with private school officials and estimated instructional funds generated	Dec 2012 / Jan 2013		
Federal HCPS Programs Consultation meetings	Mary Beth Stapleton, HCPS Supervisor for Curriculum and Instructional Grants, Thomas Webber, Title I Assistant Supervisor	Invite eligible private schools to the federal programs informational meeting for upcoming school year	January 2013/ February 2013		

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 2013 / March 2013		
Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor	Exchange Funds for out of county students	February 2013 / March 2013		
Meet with New, Interested Private Schools	Thomas Webber, Title I Assistant Supervisor	Identify private schools that indicated intent to participate in the program for the upcoming year	March 2013 / April 2013		
Spring Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Attending Quarterly meeting at Private Schools Monitor Student Progress, Receive updates on Parent Involvement, Professional Development, Management Plan, Review sample Correspondence between Private Schools and Families. Assess student progress and evaluate program compliance	March 2013 /April 2013		
RFP	Thomas Webber, Title I Assistant Supervisor	Complete procurement process for contracting with third-party contractor when applicable	May 2013		
End of School year Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Attending Quarterly meeting at Private Schools Monitor Student Progress, Receive updates on Parent Involvement, Professional Development, Management Plan, Review sample Correspondence between Private Schools and Families. Assess student progress and evaluate program compliance	June 2013		
End of Year Evaluation	Ms. Lisa Kriss, Catapult Learning	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	Mid-July, 2013		

		<p>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>			
<p>HCPS Annual Evaluation Report</p>	<p>Thomas Webber</p>	<p>Title I Office will complete an annual evaluation of the Title I nonpublic program. Criteria for the annual evaluation will be established through the consultation process between HCPS and private school officials.</p> <p>The annual evaluation report will include results from:</p> <ul style="list-style-type: none"> • surveys of teachers and parents of participating students, • input from students receiving services; • quantitative and qualitative results from assessments administered by the CONTRACTOR, and • other indicators to determine the effectiveness of the Title I program in meeting student academic achievement standards. 	<p>Late July, 2013</p>		



**CONTRACT AGREEMENT
BETWEEN
THE HARFORD COUNTY PUBLIC SCHOOLS
AND
THIRD PARTY CONTRACTOR**

This agreement is entered into to specify the terms and conditions under which the Harford County Public Schools and third party provider – Catapult Learning, LLC will cooperate under the Title I, Part A Grant awarded to HCPS. THIS AGREEMENT, made this 27th day of August, 2012 by and between the **HARFORD COUNTY BOARD OF EDUCATION**, hereinafter referred to as the "BOARD", and the **Catapult Learning, LLC** hereinafter referred to as "CONTRACTOR".

The terms of this Agreement are intended to set forth the obligations of for CONTRACTOR working under Federal Title I mandates and requirements in the performance of this project.

This contract may be modified in the event of the reauthorization of ESEA during the performance period of the contract in the event the reauthorization results in changes in the ESEA which are material to this agreement.

I. STATEMENT OF AGREEMENT

A. AGREEMENT DOCUMENTS.

This agreement consists of the following documents:

1. Contract Agreement
2. Title I Educational Services for Eligible Non-Public School Students HCPS RFP -#12-SCZ-007 (Exhibit I)
3. Statement of Work (Exhibit II)
4. FY 2012 Fees and Payment Table (Exhibit III)
5. Affirmation of Consultation (Exhibit IV)
6. Complaint Procedures (Exhibit V)
7. Delivery of Service Calendar (Exhibit VI)

B. SCOPE OF WORK. The CONTRACTOR agrees to perform services as set forth in this agreement herein including all exhibits hereto. The CONTRACTOR shall outline technical descriptions of the Title I services it will provide in sufficient detail to enable the Board to determine that the Title I statutory and regulatory requirements will be met as required by Section 9306. In addition, CONTRACTOR must ensure that all contract requirements outlined therein are followed to ensure compliance with procurement rules as described in EDGAR, Section 80.36. CONTRACTOR shall furnish efficient business administration and shall use its best efforts to insure that such services being performed under this Agreement are completed in the best way and in the most expeditious and economical manner consistent with the BOARD'S best interests. CONTRACTOR shall provide all the necessary personnel and facilities to conduct the work of this agreement.

KEY PERSONNEL -The following person is considered to be essential to the work performed hereunder: Lisa Kriss, Regional Director

In the event that the Key Person becomes unable or unwilling to continue the project,



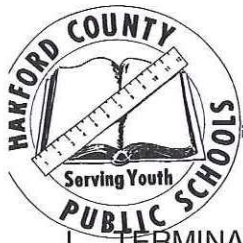
Harford County Public Schools

102 S. Hickory Avenue ♦ Bel Air, MD 21014 ♦ 410-838-7300 ♦ Fax 410-893-2478

Robert M. Tomback, Ph.D., Superintendent of Schools

CONTRACTOR shall notify HCPS in writing to propose an individual to replace such Key Person. Any replacement of a Key Person must be approved, in writing, by the Title I Department. In the event a mutually acceptable replacement is not available, HCPS shall have the option to terminate the project.

- C. CONTRACTOR. CONTRACTOR shall not subcontract for any of the services to be performed under this Agreement without the prior written consent of HCPS.
- D. EQUIPMENT. In accordance with the funding agency requirements, HCPS will be accountable for and hold title to all equipment purchased under this Agreement and will be responsible for employing it for the overall purpose of the project. CONTRACTOR agrees to maintain sufficient records to enable HCPS to fulfill its accountability to the Funding Agency. All materials and equipment purchased with Title I funds must remain under the control and ownership of the Title I Department and Harford County Public Schools (HCPS). HCPS will maintain control over equipment through a compliant inventory management system - Sec. 80.83 (c) of EDGAR. Elements of a complaint management system include:
1. Property records (description, serial number or other ID, title information, acquisition date, cost, percent of Federal participation, location, use and condition, and ultimate disposition)
 2. Control system to prevent loss, damage, theft (all must be investigated)
 3. Physical inventories (at least every two years)
 4. Adequate maintenance of equipment
 5. Disposition of equipment
- E. RIGHT TO AUDIT. The CONTRACTOR agrees that the work and records covered by this Agreement will be subject to review, at any time, by representatives of the BOARD. The CONTRACTOR agrees to comply with the requirements of OMB Circular A-133 as appropriate. The CONTRACTOR agrees to provide HCPS with copies of any of the independent auditors' reports presenting instances of noncompliance with federal laws and regulations that directly affect the performance or administration of this agreement. In cases of noncompliance CONTRACTOR will provide copies of responses to audit reports and plan for corrective action. The CONTRACTOR shall be responsible for any audit exceptions that may occur. HCPS, and any of their duly authorized representatives, shall have access to all records for audit purposes.
- F. EQUAL EMPLOYMENT OPPORTUNITY. During the performance of this Agreement, the CONTRACTOR agrees that he will comply with all applicable federal, state and local laws relating to discrimination in employment.
- G. INDEMNIFICATION. The CONTRACTOR agrees to indemnify and hold harmless the BOARD against any liability, claim, demand for personal injury or property damage, and other expenses or losses suffered or arising out of or caused by any negligent act or omission of the CONTRACTOR, servants, agents or employees incurred in the performance of the Agreement.
- H. PERIOD OF PERFORMANCE. This agreement shall begin on 8 / 27 / 12 and shall not extend beyond 6 / 15 / 13 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 15, 2013.

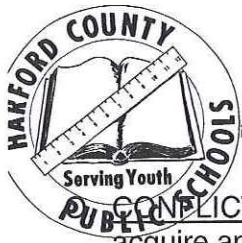


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- I. TERMINATION FOR CONVENIENCE. The BOARD may terminate this Agreement for convenience by giving written notice to the CONTRACTOR of such termination and specifying the effective date thereof, at least five (5) days before the effective date of such termination. If the Agreement is terminated by the BOARD as provided in this Section the CONTRACTOR will be paid on a pro-rata basis for work performed.
- J. TERMINATION FOR CAUSE. If through any cause, the CONTRACTOR shall fail to fulfill in a timely and proper manner his obligation under this Agreement, or if the CONTRACTOR shall violate any of the covenants, agreements, or stipulations of this Agreement, the BOARD shall thereupon have the right to terminate this Agreement by giving written notice to the CONTRACTOR of such termination and specifying the effective date thereof, at least five (5) days before the effective date of such termination. If the Agreement is terminated by the BOARD as provided in this Section the CONTRACTOR will be paid an amount based on the number of hours actually worked at the hourly rates set forth herein, or if no hourly rate is set forth, CONTRACTOR shall be paid on a pro-rata basis for work performed. Notwithstanding the above, the CONTRACTOR shall not be relieved of liability to the BOARD for damages sustained by the BOARD by virtue of any breach of the Agreement by the CONTRACTOR, and the BOARD may withhold any payments due the CONTRACTOR up to the full amount of the CONTRACTOR fee, until such a time as the exact amount of damages due the BOARD from the CONTRACTOR is determined by any Court of Competent Jurisdiction.
- K. MODIFICATIONS. Modifications to this Agreement may be made only in writing signed by authorized representatives by both parties.
- L. COMPLIANCE WITH LAWS. The CONTRACTOR provider will comply with all statutory and regulatory requirements under Title I, Part A. CONTRACTOR providers must meet all applicable federal, state, and local health, safety, and civil rights laws. The CONTRACTOR shall observe and comply with federal, state, county and local laws, ordinances and regulations that affect the work to be done herein, and shall indemnify and hold the BOARD harmless, and all of its officers, agents and servants against any claim or liability from or based on the violation of any such law, ordinance or regulation, whether by the CONTRACTOR or the CONTRACTOR agent. Notwithstanding the foregoing, in the event that the CONTRACTOR determines that a conflict exists between any applicable law, ordinance and/or regulation, the CONTRACTOR will so advise the BOARD and the BOARD shall decide which law, ordinance and/or regulation shall be followed.
- M. ASSIGNMENT. The CONTRACTOR shall not assign or transfer any interest in this Agreement without the prior written approval of the BOARD.
- N. INSURANCE. The CONTRACTOR shall carry workers' compensation insurance as prescribed by law which shall insure to the benefit of CONTRACTOR' s personnel, as well as comprehensive general liability and employee fidelity bond insurance in such amounts as the Board deems appropriate and shall provide to the BOARD a certificate evidencing the same.



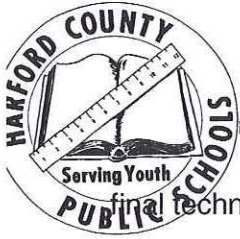
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CONFLICTS OF INTEREST. The CONTRACTOR covenants that it presently has no interest and shall not acquire any interest, direct or indirect, which would conflict in any manner or degree with the performance or services required to be performed under this Agreement. The CONTRACTOR further covenants that in the performance of this Agreement no person having any such interest shall be employed.

- P. **GOVERNING LAW.** This agreement is executed in the State of Maryland and shall be governed by Maryland law. The CONTRACTOR, by execution of this Agreement, consents to the jurisdiction of the Maryland state courts with respect to any dispute arising out of this agreement and further consents to venue in Harford County, Maryland.
- Q. **SUCCESSORS AND ASSIGNS.** This Agreement shall be binding and inure to the benefit of all successors and assigns of the parties hereto. Notwithstanding the foregoing, the CONTRACTOR shall not assign any right or obligation under this Agreement without the BOARD'S express written consent, which may be withheld in the BOARD'S sole and absolute discretion.
- R. **INDEPENDENT CONTRACTOR.** The CONTRACTOR shall perform this Agreement as an independent CONTRACTOR and shall not be considered an agent of the BOARD, nor shall any of the CONTRACTOR'S employees or agents be subagents of the BOARD.
- S. **PAYMENT AND CONSIDERATION TERMS.** The costs associated with this contract shall be expended in accordance with the budget as provided in the FY2012 Fees and Payment Table for Services to HCPS Title I Private School Students (Exhibit III). This is a cost-reimbursement type Subcontract Agreement. Serially numbered monthly invoices from CONTRACTOR shall be sent to the Title I Office for Harford County Public Schools, 102 South Hickory Street, Bel Air, MD 21014. Payment will be made monthly for services performed. The invoices shall contain sufficient detail, by line item budgeted, to enable review and approve them. Invoices that are for more than one type of service, for example, for services for private school students as well as parental involvement activities for their parents must break out the charges for instruction and parental involvement. HCPS has the authority under the GEPA to require documentation from the third party provider to support requested expenditures. Compensation shall be made by the BOARD to the CONTRACTOR. Payments shall be made upon receipt of proper invoices. Payment terms are net thirty (30) days after receipt of invoice.
- T. **INVOICING.** Invoices for payment shall include a complete description of the services rendered and date of services. Invoices submitted by third party providers must list on their invoice expenditures the instructional activities and administrative costs incurred. Within each category, the CONTRACTOR must provide details such as: name and salary of each teacher, the instructional materials purchased specific administrative costs, and fees. All invoices shall be submitted to the Title I Department for Harford County Public Schools by the 15th day of each month of service. All invoices shall be submitted to the Title I Office for Harford County Public Schools.
- U. **ENTIRE AGREEMENT.** This agreement, including the exhibits attached hereto, constitutes the entire agreement between the BOARD and the CONTRACTOR, and the parties shall not be bound by any prior negotiation, representations or promises, not contained herein.
- V. **REPORTING REQUIREMENTS.** CONTRACTOR shall render to HCPS technical progress reports and a



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Technical report on work performed under this Agreement as required by HCPS.


W. DEBARMENT SUSPENSION. CONTRACTOR hereby represents and certifies that neither it nor its principals is:

1. presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this transaction by any Federal department or agency;
2. have within a 3-year period preceding this subcontract been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining,
3. attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
4. are presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in (b) above; and
5. have within a 3-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause of default.

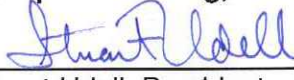
IN WITNESS WHEREOF, the parties have set their hands and seals hereto on the date written above.

Harford County Public Schools


Catapult Learning, LLC.



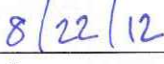
 Robert Tomback, PhD, Superintendent
 of Schools, Harford County Public
 Schools



 Stuart Udell, President – Catapult
 Learning, LLC.

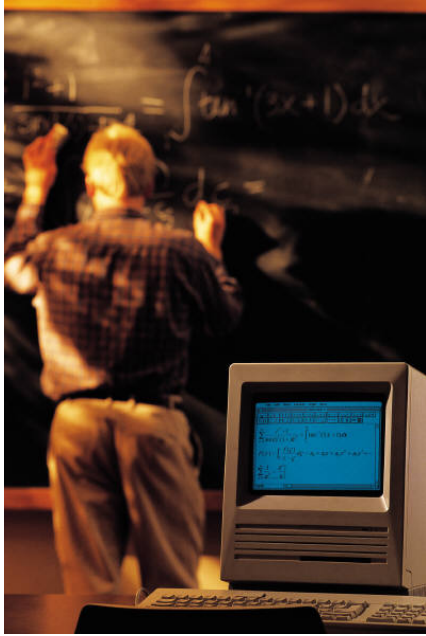
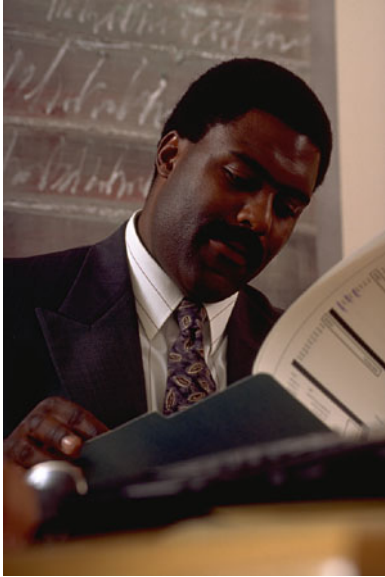


 Date



 Date

Attachment 8



Title II, Part A Preparing, Training and Recruiting High-Quality Teachers and Principals

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.

Race to the Top: In the fall of 2010, HCPS embraced Maryland's *Race to the Top (RTTT)* reform agenda. Also in 2010, the HCPS Board of Education (BOE) approved a Strategic Plan that aligns with Maryland's *RTTT* goals. Included in the HCPS BOE's plan is the goal "to hire and support skilled staff who are committed to increasing student achievement." The implementation of *RTTT* and the BOE plans will ensure that all HCPS students can meet high standards. To that end, HCPS commits to the following elements of the State's reform plan as described in the *American Recovery and Reinvestment Act (ARRA)*:

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

Educator Effectiveness Academies: In the summer of 2011, HCPS identified school based teams to participate in the Educator Effectiveness Academies. HCPS identified professional development days throughout the 2011-2012 school year to ensure classroom teachers receive intensive professional development on the implementation of the plans developed at the summer 2011 academies.

In the summer of 2012, the teams participated in a second educator effectiveness academy. The teams worked on reviewing final versions of Reading/English Language Arts and Mathematics Frameworks; developing knowledge of the Maryland STEM Standards of Practice and Frameworks; developing knowledge of the format, lessons and media resources in the Reading/English Language Arts and Mathematics; and developing knowledge of STEM unit components and resources. Staff members attending the academies with their principal agreed to plan and organize, in collaboration with the principal, professional development activities during the 2012-2013 school year that will assist all staff members in developing a working knowledge of the Maryland Common Core State Curriculum Framework. Members of the school team also agree to participate in on-line follow-up sessions.

New Teacher Induction: The Coordinator of Teacher Induction who has been charged with participating in the State's Induction Program Academies and sending HCPS mentors as allowable by the state; overseeing a comprehensive teacher induction program based on the model shared at the Teacher Induction Academies; supervising the continuation of the mentor teacher program; evaluating mentor teachers in collaboration with school administrators; collaborating with the Office of Education Services to assess school needs and to assign mentor teachers as appropriate; and serving as a liaison with MSDE. This position provides focused professional development for new teachers including, professional development orientation conference; three hour after school workshops throughout the year; opportunities to observe a model classroom and teacher; and job embedded professional development. The creation

of the new position, Coordinator of Teacher Induction, will enhance the work of the mentor teachers and will allow for additional supports provided for new teachers. Clerical support will also be provided for the Coordinator of Teacher Induction.

The Model Chairperson Initiative: HCPS implemented a Model Department Chair initiative. During the 2010-2011 and 2011-2012 school years, model department chairs in the core content areas were assigned to work with three principals and core content supervisors to provide supplementary content specific evaluative services. In addition to the high school assignment, the model department chairpersons collaborated with the Office of Professional Development in the development of programs to facilitate the preparation and transition of department chairpersons to their new role in the 2012 -2013 school year. Department Chairs in all high schools will experience increased roles and responsibilities working to ensure there are highly qualified teachers in core content areas in our secondary schools. In 2012-2013, the Model Department Chair initiative was expanded to include middle schools. Model department chairpersons were hired to provide content specific evaluative services and assistance to principals and will work with Office of Professional Development to facilitate the preparation and transition of middle school department chairs to their new role.

HCPS Teacher Evaluation Pilot: HCPS utilized the *Maryland Teacher and Principal Evaluation Guidebook* published by the Maryland State Department of Education (MSDE), as well as Charlotte Danielson’s *Framework for Teaching* to determine the 2012-13 Teacher Evaluation Pilot. The Pilot will occur over the course of School Year 2012-13. At the beginning of the year, a teacher participating in the Pilot will develop a Professional Development Plan (PDP). One component of the PDP is a teacher self-assessment of levels of performance using the *Framework for Teaching*. The teacher will reflect upon his/her *Framework for Teaching* self-assessment and identify one professional practice goal. In addition, the teacher will identify one student learning objective, to be accomplished over the school year. The student learning objective (SLO) measures student growth by establishing learning goals.

Table 8-1	IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS	
Performance Goal	Performance Indicators	Performance Targets
<p>Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.</p>	<p>3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA.</p>	<p>Percentage of Classes Taught by Highly Qualified Teachers State Aggregate*</p> <p>2002-2003 Baseline: 64.5 HCPS: 2002-2003 = Not Available</p> <p>2003-2004 Target: 65 HCPS: 2003-2004 = 80.1%</p> <p>2004-2005 Target: 75 HCPS: 2004-2005 = 88.9%</p> <p>2005-2006 and thereafter Target: 100 HCPS: 2004-2005 = 88.9%</p> <p>2005-2014 Target: 100 HCPS: 2005-2006 = 86.0% HCPS: 2006-2007 = 89.3% HCPS: 2007-2008 = 88.2% HCPS: 2008-2009 = 91.1% HCPS: 2009-2010 = 94.9% HCPS: 2010-2011 = 95.6% HCPS: 2011-2012 = 96.4%</p> <p>Percentage of Classes Taught by Highly Qualified Teachers in High Poverty Schools</p> <p>2002-2003 Baseline: 46.65 HCPS: 2002-2003 = Not Available</p> <p>2003-2004 Target: 48 HCPS: 2003-2004 = Not Available</p> <p>2004-2005 Target: 65 HCPS: 2004-2005 = 90.0%</p> <p>2005-thereafter Target: 100 2010-2011 = 91.6% 2011-2012 = 93.73%</p>

<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%</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%</p>
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***Note: MSDE will collect data. The local School system does not have to respond.**

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
1.1 Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances) [section 2123(a)(1)].		
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)]. *Note: Because the purpose of Title II-A is to increase	<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 prove 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	FUNDING FOR SERVICES: <ul style="list-style-type: none"> • 15 teachers @ an average of \$45,867 per teacher = \$688,000 • Fixed Costs – As required by law, fixed costs @ 41.787% per average teacher = \$287,500 <p style="text-align: center;"><u>Reducing Class Size: \$975,500</u></p> <p><u>ACTIVITY 1.2 TOTAL BUDGET: \$975,500</u></p>

<p>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 academic achievement produced by the efforts of the teacher or principal [section 2101(1)].</p>	<p>every student the opportunity to receive the individual attention necessary to assist him or her in being successful. Class size reduction efforts 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 9/1/12-6/30/14. • Recruitment of highly-qualified teachers – ongoing. 	
<p>1.3 Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades [section 2123(a)(7)].</p>		

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><u>Teacher Induction Training and Support</u> Prior to school year 2012-13 school year, HCPS hired over 160 new teachers. Although the school system makes every attempt to employ highly - qualified teachers, new teachers often lack the experience and classroom practice that prepares them to be master teachers. As noted in Part I under “Great Teachers and Leaders”, it is a priority that experienced teachers will provide training to new teachers on effective instructional strategies, methods and skills. Training will be held before school, after school and in the evenings. The professional development activities included in this program are selected to improve the knowledge base for teachers, provide initiatives to promote the retention of highly -qualified teachers and provide programs to improve the quality of the teaching force. The Maryland Teacher Professional Development Standards will provide the framework ensuring that the HCPS System’s</p>	<p>FUNDING FOR SERVICES: <i>(Standard HCPS teachers’ stipends for training, session attendance @ \$120 per 6 hr. day or \$20 per hour)</i></p> <p>Experienced Teachers’ Stipends for time spent in planning and facilitating new teacher training sessions. 64 master teachers and teacher mentors providing two 3 hour sessions = 64 x 6 hrs. @ \$20 per hour = \$7,680</p> <p>Fixed Costs: Fringe benefits for experienced teachers for training days. \$7,680 x 8% = \$614</p> <p>Teachers’ Stipends for two 3 hour sessions = 6 hrs. @ \$20 per hour =</p>

	<p>professional development program and activities appropriately address priorities and goals for improving student learning.</p> <p>TIMELINE AND TARGET DATES:</p> <ul style="list-style-type: none"> • New Teacher After School Training and support -9/2013– 6/2014 	<p>\$120 per teacher x 200 teachers = \$24,000</p> <p>Fixed Costs: \$24,000 x 8% = \$1,920</p> <p style="text-align: right;"><u>Teacher Induction Training and Support:</u> \$34,214</p>
<p>2.1 Continued</p>	<p><u>Advancement Via Individualized Determination (AVID):</u> Since 2010, HCPS has been providing the Advancement Via Individual Determination (AVID) program at Aberdeen Middle and Havre de Grace Middle, two schools on the School Improvement list during the 2011-2012 school year. AVID provides students with support for their college preparatory classes through tutors and training that focuses on study skills, writing, inquiry, collaborative work groups, and success for advanced classes, such as Algebra. AVID is a research based program that has been proven to work with “B, C, and D” basic and proficient students. In the fall of 2013, Aberdeen High and Havre de Grace High will begin the AVID program. High school teachers will attend AVID summer institute in the summer of 2012-2013 hosted by AVID national. Teachers will participate in follow-up workshops throughout the following school year to learn instructional skills that are focused on improving “the student in the middle” performance. Implementation of AVID is done with the assistance of AVID National. AVID National will work with HCPS on ensuring fidelity of implementation to the middle school model and will include AVID Certification oversight and monitoring.</p>	<p><u>Stipends</u> <i>AVID Summer Institute:</i></p> <ul style="list-style-type: none"> • 16 teachers x \$120/day = \$1,920 x 4 days = \$7,680 • Fixed Costs: Fringe Benefits for summer training 2013. \$7,680 x 8% = \$614 <p><u>Other</u> <i>AVID Summer Institute 2013:</i></p> <ul style="list-style-type: none"> • Registration fees for 16 teachers @ \$669/teacher = \$10,704 • Summer Institute Hotel = 8 rooms x \$225 = \$1,800 <p><u>Supplies and Materials</u></p> <ul style="list-style-type: none"> • Two libraries (one for each high school) to support AVID teachers = 1 x \$5,669 = \$5,669 <p style="text-align: right;"><u>AVID:</u> \$26,467</p> <p><u>ACTIVITY 2.1 TOTAL BUDGET:</u> <u>\$60,681</u></p>

<p>2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that:</p> <ul style="list-style-type: none"> • Involve collaborative groups of teachers and administrators; • Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency; • Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs; • Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and • Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a)(3)(B)]. 	<p><u>Conscious Classroom Management: Second and Third Year Teachers</u> According to USDE, within three years of teaching, almost 25% of teachers leave the profession. HCPS is committed to low attrition among new teachers and will provide training and support for second and third year teachers by offering Grace Dearborn’s Conscious Classroom Management workshops. The workshop will provide novice teachers practical skills in managing student behavior and engagement.</p> <p>TIMELINE AND TARGET DATES:</p> <ul style="list-style-type: none"> • Fall 2013 	<p><u>Stipends</u> 100 teachers x \$120/day = \$12,000</p> <p>Fixed Costs: \$12,000 x 8% = \$960</p> <p><u>Contracted Services</u> Grace Dearborn @ \$5,000</p> <p style="text-align: right;"><u>Conscious Classroom Mgmt.:</u> \$17,960</p>
	<p><u>NON PUBLIC SCHOOLS</u> Non-public schools will provide professional development sessions for non-public school staff members through in-service training, workshops, seminars, professional journals, and convention attendance. The sessions will assist staff members in updating and extending their skills and knowledge base. Sessions will assist staff members in knowing how to create an environment where students will be successful.</p>	<p style="text-align: right;"><u>Nonpublic Schools:</u> \$12,269</p> <p><u>ACTIVITY 2.2 TOTAL BUDGET:</u> <u>\$30,229</u></p>

Public School Costs	1,054,141
Nonpublic School Costs	12,269
Subtotal	1,066,410
Indirect Costs @ 2.21%	23,568
TOTAL TITLE II-A FUNDING AMOUNT	\$1,089,978

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 School (HCPS) system, home to more than 38,000 students, is privileged to employ and maintain qualified, motivated and successful teachers, focusing each day on connecting with every one of their students. Assessment of the current status of teacher capacity and quality for the HCPS system and for each elementary, middle and high school relative to the hiring, recruiting, and retaining of highly-qualified teachers occurs on a continuous basis. In 2011-2012, 96.4% of over 3,500 HCPS teachers were highly qualified, a 16% increase over the 2003-2004 school year. Of those classes not taught by Highly-Qualified Teachers, the two major reasons cited are that the Testing Requirements have not been met or the teacher holds a Conditional Certificate. System-wide strategies are in place to ensure highly qualified teachers in core academic subject areas are attracted and retained. Additionally, as principals determine a need for specific professional development for their instructional staff, the HCPS teacher calendar designates 5 teacher days for the implementation of targeted professional development at the school level.

Class size reduction: Use of Title II A funds to support class size reduction continues to ensure student achievement. Compelling evidence demonstrates that reducing class size, particularly for younger children, has a positive effect on student learning. Title II A funds allow for the creation of smaller class sizes and Highly Qualified teachers provide individualized instruction for young children in HCPS elementary schools with higher numbers of enrollment.

Recruitment: HCPS continues to see a steady increase in the number of applications for employment. In 2012, over 160 new teachers were hired. HCPS recently converted fully to an electronic web-based application process for all positions. Including current teachers and content specialists in "hard to staff" disciplines (math, chemistry, physics) has provided an immediate connection for prospective staff members. Utilizing the evaluation from job fairs, HR determines who the effective recruiters are and what job fairs produce a result sufficient to warrant the cost of returning in the future. HR works with 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 (e.g. Michigan, Illinois). Reshaping our recruitment and recruiter training efforts has allowed us to focus on recruiter selection and training. These changes have proven successful in determining the candidates to focus on during our recruitment efforts. As presented in the annual Recruitment and Retention Report to the HCPS BOE, the plan included the creation of a recruiter training program which focuses on identifying and targeting candidates (quality vs. quantity), assessment and evaluation of candidates, legal implications, promoting HCPS as an employer of choice and the logistics of a job fair (marketing and booth display).

Recruiters are now nominated by the appropriate Executive Director with returning recruiters and new recruiters attending separate training sessions which are focused on their specific needs.

Retention: The importance of recruiting and retaining a highly qualified and diverse workforce is illustrated in the HCPS BOE’s Strategic Plan: Goal 3: “To hire and support skilled staff who are committed to increasing student achievement.” With the introduction of *RTTT* New Teacher Induction Coordinator, this position is building quality HCPS professional development for new teachers including, professional development orientation conference; after school workshops throughout the year; opportunities to observe a model classroom and teacher; and job embedded professional development. The creation of the new position, Coordinator of Teacher Induction, is continuing to enhance the work of the mentor teachers and allowing for additional supports provided for new teachers. The New Teacher Induction Coordinator is working to implement best practices provided by the MSDE sponsored New Teacher Center. The following is a list of activities available system-wide designed to support new teachers:

- Teacher Mentors – work directly in schools to teach demonstration lessons, assist in daily and unit planning and organization, provide guidance in addressing classroom behavior management, guide the use of curricula and provide assistance on the many topics facing new teachers such as grading assessment and special education issues.
- Instructional Facilitators – engage in the informal and formal observation and evaluation process and guide the use of curricula and materials of instruction including supporting the small percentage of teachers who are Not Highly-Qualified in Core Content to pursue required certification.
- Content Supervisors – provide curriculum guides, contact specific professional development, and work with secondary Department Chairpersons to support teachers.
- Professional Development – offered at the beginning of the school year via HCPS Orientation Conference, technology workshops, specific curriculum content and the end of year June professional conference; evening professional development sessions including content specific teaching techniques and attendance at state-of-the-art conferences and trainings outside of Harford County.
- Professional learning communities and College Board training for new hires responsible for teaching AP courses.
- Throughout the school year, a Title I Saturday Professional Lab is offered to first and second year teachers.

In addition to the HCPS system-wide structure designed to support the retention of teachers, Harford County provides all professional development based on Maryland Teacher Professional Development Standards. Using the context for High-Quality Teacher Professional Development, HCPS leadership supports:

- The use of Professional Learning Communities.
- Leaders who are committed to high quality Professional Development and encourage teacher participation.
- Infusion of clear expectations of what teachers need to know in order to help students learn through performance appraisal and design/content of teacher professional development.

HCPS has institutionalized Professional Learning Communities (PLCs) in all schools and the district’s central office. The Instructional Leadership Team comprised of school administrators, instructional facilitators, and teacher mentors, engage in training sessions annually to focus on professional

learning communities, group effectiveness, change, research-based best practices, and job-embedded professional development. This training supports the cultivation of PLC's within the school community. Teachers have opportunities to engage in PLC's during faculty meetings, team planning periods, duty periods, and/or during the designated countywide professional development days. Professional learning communities consistently operate along five dimensions: (1) supportive and shared leadership, (2) shared values and vision, (3) collective learning and application of learning (formerly identified as collective creativity), (4) supportive conditions, and (5) shared personal practice.

Second year teachers who are surveyed consistently cite the support of the Teacher Mentors and assistance of Instructional Facilitators as reasons for choosing to return to HCPS. HCPS is committed to providing teachers with access to high-quality professional development opportunities designed to enhance teaching skills and to accelerate student learning.

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 2011-2012, 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 2012, both MES and HXES achieved 100% Highly-Qualified Teaching (HQT) staff. In addition to hiring only teachers with HQT status, staff has participated in intensive professional development with resources provided through Title I and the HCPS Central Office. Grade-level and special area teachers meet in Professional Learning Communities (PLC) to identify common goals and develop professional development plans to meet those goals. Professional Development Academy sessions were conducted throughout the year that provided teachers and paraprofessionals the opportunity to learn strategies that would impact student achievement. In addition, Title I staff provided professional development to School Improvement Team (SIT) members on creating quality School Improvement Plans and data assessment.

The ALT/CEO is also listed as a high poverty school and serves students who may have experienced a crisis or have not been successful in a traditional school environment. The ALT/CEO has been identified for restructuring because of graduation rates. As outlined in the Alternative Governance Board Plan, the ALT/CEO will continue to work toward achieving 100% highly qualified teacher status. As with all schools, the ALT/CEO strives to achieve 100% in highly qualified teacher. One challenge faced by the ALT/CEO is the transiency of the students. With such a large number of students moving in and out of the school, it is difficult to staff in September not knowing what needs will be later in the year.

To address the gap between high poverty schools and lower poverty schools with respect to the percentage of core academic classes taught by highly qualified teacher, the HCPS system is continuing its effort to employ only highly qualified teachers. Additionally, the supports offered new teachers, specifically in the form of new teacher induction sessions and consistent effective mentoring for all teachers, especially those non-tenured, prepares the non-highly qualified teacher to have a similar positive impact on student achievement as highly qualified teacher. As noted above, extra support is provided for teachers in high poverty schools so that all HCPS students have potential for improving achievement and reaching a high level of success. HCPS Title I schools have been improving in school performance and this is a reflection upon the direct intention to provide assistance through ensuring in-depth content knowledge and improved teaching skills of new and non-highly qualified teacher.

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.**

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 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.

- d) **The differences, if any, between the Title II-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title II-A services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title II-A services provided to public school children.)**

Professional development funds were made available to non-public school teachers based on the Title II, A formula determining professional development funds per public school student:

1. Total amount of Fiscal Year funds used for professional development in this proposal divided by the number of public K-12 students = \$ per public school student.
2. \$ Per public school student x the number of nonpublic K-12 students = \$nonpublic funds. Compare \$nonpublic funds to FY02 Eisenhower Funds that were available for nonpublic schools (\$12,269).
3. The greater of the two is the amount that will be made available for use by nonpublic teachers.

E. BUDGET INFORMATION AND NARRATIVE

1. **Provide a detailed budget on the MSDE Proposed Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in the Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at www.marvlandpublicschools.org.**

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.**

ATTACHED BUDGET NARRATIVE

F. ATTACHMENTS 4-A and B, 5-A and B, and 6-A

Be certain to complete all appropriate templates in Part II:

Attachment 4-A and 4-B: School Level Budget Summary

Attachment 5-A: Transferability of ESEA Funds


Attachment 5-B: Consolidation of ESEA Funds for Local Administration

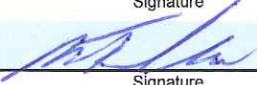
Attachment 6-A: Nonpublic School Information for ESEA Programs

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

ORIGINAL GRANT BUDGET	\$1,081,763	AMENDED BUDGET #		REQUEST DATE	10/24/12
GRANT NAME	Title II Part A Highly Effective Teachers	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	22423		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2012	TO	6/30/2014

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						23,393.00	23,393.00
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.	681,000.00						681,000.00
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						12,269.00	12,269.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	51,360.00	5,000.00	5,669.00	12,504.00			74,533.00
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				290,568.00			290,568.00
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	732,360.00	5,000.00	5,669.00	303,072.00	0.00	35,662.00	1,081,763.00

Finance Official Approval Eric Clark  10/24/2012 410-809-6055
Name Signature Date Telephone #

Supt./Agency Head Approval Robert M. Tomback, Ph.D.  10/24/2012 410-588-5204
Name Signature Date Telephone #

MSDE Grant Manager Approval _____
Name Signature Date Telephone #

FY 2013

Harford County Public Schools



A8.18

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

ORIGINAL GRANT BUDGET	\$8,215	AMENDED BUDGET #		REQUEST DATE	10/24/12
GRANT NAME	Title II Part A Highly Effective Teachers Rescission Restoration Funds	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	134594-01	RECIPIENT GRANT #	22423		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2012	6/30/2013	

FROM _____ TO _____

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						175.00	175.00
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.	7,000.00						7,000.00
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							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				1,040.00			1,040.00
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	7,000.00	0.00	0.00	1,040.00	0.00	175.00	8,215.00

Finance Official Approval	Eric Clark		10/24/2012	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Robert M. Tomback, Ph.D.		10/24/2012	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

2. BUDGET NARRATIVE

1.2: REDUCING CLASS SIZE

Category/Object	Line Item	Calculation	Cost	Total
		SALARY AND WAGES		
Regular Programs/ Salary & Wages	Teachers	15 teachers @ an average of \$45,867/teacher = \$688,000 MSDE Performance Goal 3	681,000	681,000
		Rescission Restoration Funds	7,000	7,000
		TOTAL SALARIES AND WAGES	688,000	688,000
		OTHER CHARGES		
Regular Programs/ Fixed Charges	Fixed Costs	As required by law, fixed costs @ 41.787% per teacher = \$287,500 MSDE Performance Goal 3	286,460	286,460
		Rescission Restoration Funds	1,040	1,040
		TOTAL OTHER CHARGES	287,500	287,500
TOTAL MSDE PERFORMANCE GOAL 3			\$975,500	\$975,500

ACTIVITY 2.1: TEACHER TRAINING ACTIVITIES

Category/Object	Line Item	Calculation	Cost	Total
		SALARY AND WAGES		
Instructional Staff Development/ Salaries & Wages	New Teacher Training	Experienced Teacher stipends: 64 teachers and mentors = 64 x 6 hrs. @ \$20/hr. = \$7,680	7,680	7,680
	New Teacher Training	New Teacher Stipends: 6 hrs. @ \$20 per hour = \$120 per teacher x 200 teachers = \$24,000	24,000	24,000
	AVID Summer Institute	16 teachers x \$120 day = \$1,920 x 4 days = \$7,680	7,680	7,680
		TOTAL SALARIES AND WAGES	39,360	39,360
		OTHER (Fixed) CHARGES		
	New Teacher Training	Fringe benefits for experienced teachers for training = \$7,680 x 8% = \$614 and new teacher stipends = \$24,000 x 8% = \$1,920 + 614 = \$2,534	2,534	2,534
	AVID Summer Institute	Fringe benefits for summer training = \$7,680 x 8% = \$614	614	614
		TOTAL FIXED CHARGES	3,148	3,148
		OTHER CHARGES		
Instructional Staff Development/ Other Charges	AVID Summer Institute	Conference registration fees for 16 teachers @ \$669 = \$10,704	10,704	10,704
Instructional Staff Development/ Other Charges	AVID Summer Institute	Summer Institute Hotel for 16 teachers = 8 rooms x \$225 = \$1,800	1,800	1,800
		TOTAL OTHER CHARGES	12,504	12,504
		SUPPLIES AND MATERIALS		
Instructional Staff Development/ Supplies & Materials	AVID Library	Two libraries (one for each high school) to support AVID teachers 1 x \$5,669 = \$5,669	5,669	5,669
		TOTAL SUPPLIES AND MATERIALS	5,669	5,669
ACTIVITY 2.1 Experienced Teacher Training Activities TOTAL BUDGET			\$60,681	\$60,681

ACTIVITY 2.2: CLASSROOM MANAGEMENT TRAINING

Category/Object	Line Item	Calculation	Cost	Total
		SALARY AND WAGES		
Instructional Staff Development/ Salaries & Wages	Classroom Management Training	100 teachers x \$120 day = \$12,000	12,000	12,000
		TOTAL SALARIES AND WAGES	12,000	12,000
		OTHER (Fixed) CHARGES		
	Classroom Management Training	Fringe benefits for classroom management training = \$12,000 x 8% = 960	960	960
		TOTAL FIXED CHARGES	960	960
		CONTRACTED SERVICES		
	Classroom Management Training	Grace Dearborn's Conscious Classroom Management Workshops @ \$5,000	5,000	5,000
		TOTAL CONTRACTED SERVICES	5,000	5,000
ACTIVITY 2.2 Classroom Management Training TOTAL BUDGET			\$17,960	\$17,960

NON-PUBLIC SCHOOL BUDGET

Category/Object	Line Item	Calculation	Cost	Total
		NON-PUBLIC SCHOOL PARTICIPATION		
Nonpublic Transfers	Nonpublic School Participation*	<i>John Carroll:</i> <ul style="list-style-type: none"> • Training/professional development activities • Convention attendance and workshop attendance • Professional development supplies and materials 	4,001	4,001
		<i>Mountain Christian:</i> <ul style="list-style-type: none"> • Training/professional development activities • Convention attendance and workshop attendance • Professional development supplies and materials 	1,416	1,416
		<i>Oak Grove:</i> <ul style="list-style-type: none"> • Training/professional development activities • Convention attendance and workshop attendance • Professional development supplies and materials 	441	441

		<i>St. Joan of Arc:</i> <ul style="list-style-type: none"> • Training/professional development activities • Convention attendance and workshop attendance • Professional development supplies and materials 	999	999
Nonpublic Transfers	Nonpublic School Participation*	<i>St. Margaret School:</i> <ul style="list-style-type: none"> • Training/professional development activities • Convention attendance and workshop attendance • Professional development supplies and materials 	3,420	3,420
		<i>Trinity Lutheran:</i> <ul style="list-style-type: none"> • Training/professional development activities • Convention attendance and workshop attendance • Professional development supplies and materials 	1,992	1,992
		TOTAL TRANSFERS NON-PUBLIC SCHOOL PARTICIPATION	\$12,269	\$12,269

BUSINESS SUPPORT

		BUSINESS SUPPORT		
Administrative Business Support Services/Transfers	Administrative Indirect Costs	2.21% of grant funds. Indirect cost for business support of grant. \$1,066,410 x .0221 = \$23,568	23,393	23,393
		Rescission Restoration Funds	175	175
		TOTAL BUSINESS SUPPORT	23,568	23,568
		Subtotal	1,081,763	1,081,763
		Rescission Restoration Funds	8,215	8,215
		TOTAL MSDE TITLE II, PART A GRANT FUNDING	\$1,089,978	\$1,089,978

**ATTACHMENT 6-A
NONPUBLIC SCHOOL INFORMATION
FOR ESEA PROGRAMS**

Fiscal Year 2013

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 Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
The John Carroll School 703 E. Churchville Road Bel Air, MD 21014	Private School			69			
	Public School						
	Neutral Site						
Mountain Christian School 1824 Mountain Road Joppa, MD 21085	Private School			28			
	Public School						
	Neutral Site						
Oak Grove Classical Christian School 2106 E. Churchville Road Bel Air, MD 21015	Private School			14			
	Public School						
	Neutral Site						

St. Joan of Arc 230 Law Street Aberdeen, MD 21001	Private School				20			
	Public School							
	Neutral Site							
St. Margaret Elementary 205 N. Hickory Avenue Bel Air, MD 21014	Private School				50			
	Public School							
	Neutral Site							
Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085	Private School				38			
	Public School							
	Neutral Site							



Harford County Public Schools

102 S. Hickory Avenue ♦ Bel Air, MD 21014 ♦ 410-838-7300 ♦ Fax 410-893-2478

Robert M. Tomback, Ph.D., Superintendent of Schools

February 13, 2012

«School_Name»

Attn: School Principal

«Address»

«City» «State_» «Zip»

Dear Sir/Madam:

The Harford County Public School System will begin the process of developing grant funded activities for Title I, Part A: Improving Basic Programs; Title II, Part A: Preparing Training, and Recruiting High Quality Teachers; and Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement.

In order to offer your school the opportunity to consult with Harford County Public Schools, share information regarding the federal grant proposals, and discuss issues and specific needs of non-public school students and teachers, a meeting will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2013/School Year 2012-2013, please plan to attend the meeting or send a representative from your school.

Date: Wednesday, March 21, 2012
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 March 16, 2012. (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.

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.

Obviously, a communication 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 2012-2013 school year, the following elementary schools will be eligible for Title I funding:

Edgewood Elementary	Havre de Grace Elementary
George D. Lisby at Hillsdale Elementary	Magnolia Elementary
William Paca/Old Post Road Elementary	Hall's Cross Roads 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 2012-2013 Title I program, please complete and sign the attached information form (Attachment A) and return it to Thomas Webber no later than March 16, 2012.

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 Friday, March 16, 2012.

Sincerely,

Mary Beth Stapleton

Mary Beth Stapleton
Coordinator of Grants

Thomas Webber

Thomas Webber
Assistant Supervisor of Title I

Enclosures

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 ELIGIBLE STUDENTS BY GRADE RESIDING IN THESE ATTENDANCE AREAS:

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

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

2.

	Instrument Used to Determine Below Grade Level Performance	Average Grade Level Performance For All Students	Cut-off Score Indicating below Grade Level Performance
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
2012-2013 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 Wednesday, March 21, 2012.

_____ I am unable to attend the HCPS meeting on Wednesday, March 21, 2012. However, my school plans to participate in federal grants during the 2012-13 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.

_____ **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 2012-2013 school year.

Please return this form to:

Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 16th, indicates that your school does not want to participate in the federal grants program for the 2012-13 School Year.

Administrator's Name
(printed or typed)

Administrator's Signature

Date

	School Name	Address	City	State	Zip	Note	Date Letter Mailed	Rec. return receipt	Accept	Accept/Unable to attend mtg	Decline	Title I Part A	Title II Part A	Title III Part A	Contact me when HCS applies for other grants
Private School	BelAir North Child Care and Montessori School	2529 Conowingo Road	Bel Air	MD	21015		2/13/2012	✓							
Church-Exempts	Bel Forest Christian Academy	603 Vale Road	Bel Air	MD	21014		2/13/2012	✓							
Church-Exempts	Bethel Christian Academy	21 North Earleton Road	Havre de Grace	MD	21078		2/13/2012	✓	1		✓				✓
Church-Exempts	Christ Our King Coop Nursery	10 Lexington Road	Bel Air	MD	21014		2/13/2012	✓							
Church-Exempts	Emmorton Baptist Academy	106 Plumtree Road	Bel Air	MD	21015		2/13/2012	✓							
Church-Exempts	First Presbyterian Preschool	224 North Main Street	Bel Air	MD	21014		2/13/2012	✓							
Church-Exempts	Good Shepherd Lutheran Preschool	1515 Emmorton Road	Bel Air	MD	21014		2/13/2012	✓							
Church-Exempts	Good Shepherd's Children's Center	622 Joppa Farm Road	Joppa	MD	21085		2/13/2012	✓							
Church-Exempts	Grace Baptist Christian Academy	1501 Stockton Road	Joppa	MD	21085		2/13/2012	✓			✓				
Church-Exempts	Grace Cooperative Nursery	110 West Bel Air Avenue	Aberdeen	MD	21001		2/13/2012	✓							
Church-Exempts	Harford Christian School	1736 Whiteford Road	Darlington	MD	21034		2/13/2012	✓							
Private School	Harford Day School	715 Moores Mill Road	Bel Air	MD	21014		2/13/2012	✓							
Private School	Harford Friends School	708 Highland Road	Street	MD	21154		2/13/2012	✓							
Church-Exempts	Harford Jewish Center Pre-School	8 North Earleton Road	Havre de Grace	MD	21078		2/13/2012	✓							
Church-Exempts	Helping Hands Child Development Academy	3237 Level Road	Churchville	MD	21028		2/13/2012	✓							
Church-Exempts	Hickory Child Development Center	2430 Conowingo Road	Bel Air	MD	21014		2/13/2012	✓							
Private School	John Carroll School, Inc., The	703 Churchville Road	Bel Air	MD	21014	Not Title I/for Mary Beth	2/13/2012	✓	1					✓	✓
Private School	Legacy High School	603 Vale Road	Bel Air	MD	21014	Not Title I/for Mary Beth	2/13/2012	✓							
Private School	Monarch Montessori School	6 Asbury Road	Churchville	MD	21028		2/13/2012	✓							
Church-Exempts	Mountain Christian School	1824 Mountain Road	Joppa	MD	21085		2/13/2012	✓	1			✓			✓
Church-Exempts	New Covenant Christian School	128 St. Mary's Church Road	Abingdon	MD	21009		2/13/2012	✓							
Private School	Oak Grove Classical Christian School	2106 East Churchville Road	Bel Air	MD	21015		2/13/2012	✓	1			✓			✓
Church-Exempts	St. Francis de Sales Preschool	1450 Abingdon Road	Abingdon	MD	21009		2/13/2012	✓							
Church-Exempts	St. Joan of Arc School	230 S. Law Street	Aberdeen	MD	21001		2/13/2012	✓			✓				✓
Church-Exempts	St. Margaret School	205 North Hickory Avenue	Bel Air	MD	21014		2/13/2012	✓	1		✓				✓
Church-Exempts	St. Matthew Cooperative Nursery	1200 Churchville Road	Bel Air	MD	21014		2/13/2012	✓							
Private School	The Children's Center of North Harford	708 Highland Road	Street	MD	21154		2/13/2012	✓							
Private School	The Highlands School	2409 Creswell Road	Bel Air	MD	21015		2/13/2012	✓			✓				✓
Church-Exempts	Tiny Tot School	21 Linwood Avenue	Bel Air	MD	21014		2/13/2012	✓							
Private School	Trinity Lutheran School	1100 Philadelphia Road	Joppa	MD	21085		2/13/2012	✓	1		✓				✓
Publicly Funded	Villa Maria School of Harford County	1370 Brass Mill Road	Belcamp	MD	21017		2/13/2012	✓							
Publicly Funded	The Arrow Center for Education Fair Meadows Campus	2416 Creswell Road	Bel Air	MD	21015	Not Title I/for Mary Beth	2/13/2012	✓						✓	✓
Publicly Funded	Villa Maria at Edgewood Middle School	2311 Willoughby Beach Road	Edgewood	MD	21041	Not Title I/for Mary Beth	2/13/2012	✓			✓				✓

Villa Maria at EDMS is not applicable for Title I because they are grades 6-8.

Jablecki, Joyce

From: Jablecki, Joyce
Sent: Wednesday, March 21, 2012 12:06 PM
To: 'Arrow Center for Education (Kate Corbin)'; 'Highlands School (Julie McDowell)'; 'John Carroll School (Laura Lang)'; 'St. Joan of Arc (Kathy Ruth)'; 'St. Margaret School (Peggy Messaris)'; 'bbaker@highlandschool.net'; 'mball@johncarroll.org'; 'jhutcheson11705@comcast.net'; 'jtowery@stjoanarc.org'
Cc: Stapleton, Mary; Bennett, Harvey
Subject: Mandatory Nonpublic School Meeting - Title II, A and Title III Federal Grant Funding

Importance: High

Tracking: **Recipient** **Read**

'Arrow Center for Education (Kate Corbin)'
'Highlands-School (Julie McDowell)'^
'John Carroll School (Laura Lang)' - *yes*
'St. Joan of Arc (Kathy Ruth)'
'St. Margaret School (Peggy Messaris)'
'bbaker@highlandschool.net'
'mball@johncarroll.org'
'jhutcheson11705@comcast.net'
'jtowery@stjoanarc.org'
Stapleton, Mary Read: 3/21/2012 12:07 PM
Bennett, Harvey

All,

Another Nonpublic School meeting has been scheduled for Monday, April 23, 2012 from 10:00 – 11:00 a.m. It is mandatory for Nonpublic Schools to attend the grant meeting in order to receive federal grant funds. The meeting will be held at Harford County Public School's A.A. Roberty Building, 102 S. Hickory Avenue in Bel Air.

Please respond to this email confirming your attendance. If you have any questions, please feel free to contact us. Thank you.

Joyce E. Jablecki
Administrative Assistant to
Mary Beth Stapleton, Coordinator of Grants

Harford County Public Schools
A.A. Roberty Building
102 S. Hickory Avenue
Bel Air, MD 21014
Phone: 410-588-5263
Fax: 410-588-5370
www.HCPS.org

Jablecki, Joyce

From: Peggy Messaris <pmessaris@smsch.org>
Sent: Monday, April 16, 2012 8:51 AM
To: Jablecki, Joyce
Cc: 'Anna Shanahan'
Subject: Mandatory meeting

Joyce,
I have 3 IEP meeting scheduled for next Monday, April 23, starting at 10am. Anna Shanahan will be attending the Title meeting for St. Margaret.



Peggy A. Messaris
Elementary School Counselor
Saint Margaret School

Jablecki, Joyce

From: Corbin, Kate <Kate.Corbin@Arrow.org>
Sent: Friday, March 30, 2012 8:34 AM
To: Jablecki, Joyce
Subject: RE: Mandatory Nonpublic School Meeting - Title II, A and Title III Federal Grant Funding

Arrow will not be applying for federal grant funds.

Kate Corbin, M. Ed.

Principal

2416 Creswell Road Bel Air, MD 21015

410-734-0560 (phone)

410-734-0561 (fax)

www.arrow.org



This communication and any attachments are intended only for the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under applicable law. If you are not the intended recipient or agent responsible for delivering this message to the intended recipient, you are hereby notified that any review, disclosure, dissemination, distribution or copying of this communication or its contents is strictly prohibited. If you have received this communication in error or it was forwarded to you without the permission of Arrow Child & Family Ministries, please notify the sender immediately and destroy the original message and all copies. Thank you

From: Jablecki, Joyce [<mailto:Joyce.Jablecki@hcps.org>]
Sent: Friday, March 30, 2012 8:31 AM
To: Corbin, Kate; Highlands School (bbaker@highlandsschool.net); St. Margaret School (pmessar@smsch.org)
Cc: Stapleton, Mary; Bennett, Harvey; Webber, Thomas
Subject: FW: Mandatory Nonpublic School Meeting - Title II, A and Title III Federal Grant Funding
Importance: High

Good morning,

The below email regarding the mandatory Nonpublic School meeting was sent to you on March 21st. As of this morning, I have not received a response from you.

Please respond to me by email confirming your attendance. If you have any questions, please feel free to contact us. Thank you.

Joyce E. Jablecki

Administrative Assistant to

Mary Beth Stapleton, Coordinator of Grants

Harford County Public Schools

A.A. Roberty Building

102 S. Hickory Avenue

Bel Air, MD 21014

Phone: 410-588-5263

Fax: 410-588-5370

www.HCPS.org

Jablecki, Joyce

From: Jackie Hutcheson <jhutcheson11705@comcast.net>
Sent: Wednesday, March 21, 2012 8:17 PM
To: Jablecki, Joyce
Subject: Re: Mandatory Nonpublic School Meeting - Title II, A and Title III Federal Grant Funding
Attachments: image001.gif

Thank you for this notification. I will attend the meeting on April 23rd.
Thank you!

Dr. Jackie Hutcheson

From: "Joyce Jablecki" <Joyce.Jablecki@hcps.org>
To: "Arrow Center for Education (Kate Corbin)" <kate.corbin@arrow.org>, "Highlands School (Julie McDowell)" <jmcdowell@highlandsschool.net>, "John Carroll School (Laura Lang)" <llang@johncarroll.org>, "St. Joan of Arc (Kathy Ruth)" <kruth@stjoanarc.org>, "St. Margaret School (Peggy Messaris)" <pmessaris@smsch.org>, bbaker@highlandschool.net, mball@johncarroll.org, jhutcheson11705@comcast.net, jtowery@stjoanarc.org
Cc: "Mary Stapleton" <Mary.Stapleton@hcps.org>, "Harvey Bennett" <Harvey.Bennett@hcps.org>
Sent: Wednesday, March 21, 2012 12:06:06 PM
Subject: Mandatory Nonpublic School Meeting - Title II, A and Title III Federal Grant Funding

All,

Another Nonpublic School meeting has been scheduled for Monday, April 23, 2012 from 10:00 – 11:00 a.m. It is mandatory for Nonpublic Schools to attend the grant meeting in order to receive federal grant funds. The meeting will be held at Harford County Public School's A.A. Roberty Building, 102 S. Hickory Avenue in Bel Air.

Please respond to this email confirming your attendance. If you have any questions, please feel free to contact us. Thank you.

Joyce E. Jablecki

Administrative Assistant to

Mary Beth Stapleton, Coordinator of Grants

Harford County Public Schools

A.A. Roberty Building
102 S. Hickory Avenue
Bel Air, MD 21014
Phone: 410-588-5263
Fax: 410-588-5370
www.HCPS.org

Jablecki, Joyce

From: Kathy Ruth <kruth@stjoanarc.org>
Sent: Thursday, March 22, 2012 7:17 AM
To: Jablecki, Joyce
Subject: RE: Mandatory Nonpublic School Meeting - Title II, A and Title III Federal Grant Funding

Hi Joyce,
I'll be there. Also would you add my principal's email to your information for St. Joan of Arc. I will be retiring in June so she will be getting the information etc. jtowery@stjoanarc.org
Kathy

From: Jablecki, Joyce [<mailto:Joyce.Jablecki@hcps.org>]
Sent: Wednesday, March 21, 2012 12:06 PM
To: Arrow Center for Education (Kate Corbin); Highlands School (Julie McDowell); John Carroll School (Laura Lang); Kathy Ruth; St. Margaret School (Peggy Messaris); bbaker@highlandschool.net; mball@johncarroll.org; jhutcheson11705@comcast.net; Jane Towery
Cc: Stapleton, Mary; Bennett, Harvey
Subject: Mandatory Nonpublic School Meeting - Title II, A and Title III Federal Grant Funding
Importance: High

All,

Another Nonpublic School meeting has been scheduled for Monday, April 23, 2012 from 10:00 – 11:00 a.m. It is mandatory for Nonpublic Schools to attend the grant meeting in order to receive federal grant funds. The meeting will be held at Harford County Public School's A.A. Roberty Building, 102 S. Hickory Avenue in Bel Air.

Please respond to this email confirming your attendance. If you have any questions, please feel free to contact us. Thank you.

Joyce E. Jablecki
Administrative Assistant to
Mary Beth Stapleton, Coordinator of Grants

Harford County Public Schools

A.A. Roberty Building
102 S. Hickory Avenue
Bel Air, MD 21014
Phone: 410-588-5263
Fax: 410-588-5370
www.HCPS.org

FEDERAL EDUCATION PROGRAMS MEETING

March 21, 2012 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	Harve Bennett
11:00 a.m.	Open Agenda	All Participants
11:30 a.m.	Adjournment	

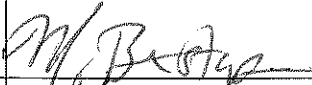


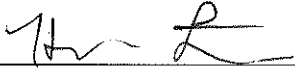

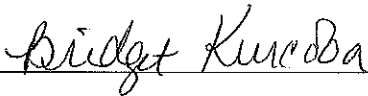
Non-Public School Meeting

Wednesday, March 21, 2012

10:00 – 11:30 a.m.

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

Printed Name:	School/Office:	Title:	Signature:
Mary Beth Stapleton	HCPS Central	Coordinator of Grants	
Harve Bennett	HCPS Central	Supervisor of Foreign Language/ESOL	
Thomas Webber	HCPS Central	Title 1 Assistant Supervisor	
Heather Flosser	Bethel Christian Academy	teacher	
	John Carroll School		
	Mountain Christian	Assistant Principal	
	Oak Grove Classical Christian School		
	St. Margaret School		
Bridget Kurcoba	Trinity Luthern School	School Counselor	

SIGN-IN SHEET

**Nonpublic Schools Meeting
April 23, 2012
10:00 - 11:00 a.m.**

Nonpublic School	Signature
1. Highlands School	
2. John Carroll School	<i>Maddy Bell</i>
3. Oak Grove Classical Christian School	<i>Laura Lane</i>
4. St. Joan of Arc School	<i>Debra Hester</i>
5. St. Margaret School	<i>Kathy Keith</i> <i>Orla Shanahan</i>

Harford County Public Schools

Title II-A Coordinator	Mary Beth Stapleton, Coordinator of Grants
Title III-A Coordinator	Harve Bennett, Supervisor of Foreign Language/ESOL
Title I Assistant Supervisor	Thomas Weber, Assistant Supervisor

Affirmation of Consultation

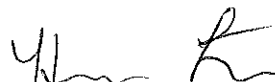
I am an administrator/representative of Bethel Christian Academy School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on March 21, 2012, the HCPS System and Bethel Christian Academy School engaged in consultation about the following federally funded programs for the 2012-2013 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

3-21-11

Date

(410) 939-4060/0174
Telephone Number

Affirmation of Consultation

I am an administrator/representative of The John Carroll School
School, a non-public school within attendance area boundaries of the Harford County Public
School (HCPS) System. I hereby affirm that in a meeting on March 21, 2012, the HCPS System
and John Carroll School engaged in
consultation about the following federally funded programs for the 2012-2013 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, John Carroll
School agrees to provide all information necessary to comply with
program requirements, including program plans along with the method of identifying students'
and teachers' needs, related to federally funded grant programs. Additionally, the school agrees
to provide documentation which will enable the HCPS System to distribute federal funds on
behalf of non-public school students and teachers. The school agrees to provide reports as
mandated by the programs in which participation occurs.

Jama E. Jay
Signature of Non-Public School Representative

April 23, 2012
Date

410 879-5053
Telephone Number

Affirmation of Consultation

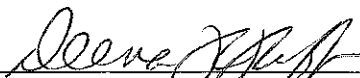
I am an administrator/representative of Mountain Christian School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on March 21, 2012, the HCPS System and Mountain Christian School engaged in consultation about the following federally funded programs for the 2012-2013 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Mountain Christian School 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

3/21/12
Date

410-877-7333
Telephone Number

Affirmation of Consultation

I am an administrator/representative of Oak Grove Classical Christian School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on March 21, 2012, the HCPS System and Oak Grove Classical Christian School School engaged in consultation about the following federally funded programs for the 2012-2013 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Oak Grove Classical Christian School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Deborah J Glasgow
Signature of Non-Public School Representative

4-23-12
Date

Telephone Number

Affirmation of Consultation

I am an administrator/representative of St. Joan of Arc
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 21, 2012, the HCPS System
and St. Joan of Arc School engaged in
consultation about the following federally funded programs for the 2012-2013 school year.
(Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, St. Joan of Arc
School agrees to provide all information necessary to comply with
program requirements, including program plans along with the method of identifying students'
and teachers' needs, related to federally funded grant programs. Additionally, the school agrees
to provide documentation which will enable the HCPS System to distribute federal funds on
behalf of non-public school students and teachers. The school agrees to provide reports as
mandated by the programs in which participation occurs.

Kathleen Ruth
Signature of Non-Public School Representative

4-23-2012
Date

410-272-1387
Telephone Number

Affirmation of Consultation

I am an administrator/representative of Saint Margaret School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on March 21, 2012, the HCPS System and Saint Margaret School engaged in consultation about the following federally funded programs for the 2012-2013 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, St. Margaret School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Anne Sanchez

Signature of Non-Public School Representative

4/23/12

Date

410-879-1113

Telephone Number

Affirmation of Consultation

I am an administrator/representative of Trinity Lutheran 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 21, 2012, the HCPS System and Trinity Lutheran School engaged in consultation about the following federally funded programs for the 2012-2013 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

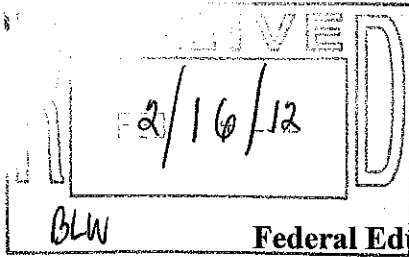
Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Trinity Lutheran School 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. Kuedba
Signature of Non-Public School Representative

3/21/12
Date

410-679-4000 ext. 180
Telephone Number



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2012-2013 School Year

Please type or print all information.

School: The Arrow Center for Education Fair Meadows Campus
Address: 2416 Creswell Road
Bel Air, MD 21015
Contact Person: Kate Corbin
Telephone Number: 410 734-0560 Fax Number: 410 734-0561
E-mail Address: keorbin@arrow-ora

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Wednesday, March 21, 2012.

I am unable to attend the HCPS meeting on Wednesday, March 21, 2012. However, my school plans to participate in federal grants during the 2012-13 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.

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 2012-2013 school year.

Please return this form to:

Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 16th, indicates that your school does not want to participate in the federal grants program for the 2012-13 School Year.

Kate Corbin
Administrator's Name
(printed or typed)

Kate Corbin
Administrator's Signature

2/14/12
Date



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2012-2013 School Year

Please type or print all information.

School: Bethel Christian Academy
Address: 21 N. Earlton Rd. Ext.
Havre de Grace, MD 21078
Contact Person: Mrs. Heather Flosser
Telephone Number: 410-939-0174
E-mail Address: chedshappy@aol.com

Check (✓) the appropriate line.

✓ Either I or a representative will attend the HCPS meeting on Wednesday, March 21, 2012.

I am unable to attend the HCPS meeting on Wednesday, March 21, 2012. However, my school plans to participate in federal grants during the 2012-13 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.

_____ **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 2012-2013 school year.

Please return this form to:

Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 16th, indicates that your school does not want to participate in the federal grants program for the 2012-13 School Year.

Mildred A. Flosser
Administrator's Name
(printed or typed)

Mildred A. Flosser
Administrator's Signature

2/24/2012
Date

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: Bethel Christian Academy

Address of School: 21 N. Earleton Rd. Ext.
Havre de Grace, MD 21078

Phone Number: (410) 939-

Principal/Director: Mrs. Millie Flosser

1. TITLE I ELIGIBLE STUDENTS BY GRADE RESIDING IN THESE ATTENDANCE AREAS:

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

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

2.

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

3. Needs of Students

Reading: Number _____

Math: Number _____

Both: Number 4

* No instrument was used to determine below grade level performance. This information is based on classroom performance. This is due to not having the materials with which to properly/formally test the students

4. Principal/Director:

Michael Flosser
Signature

3/5/2012
Date

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2012-2013 School Year

Please type or print all information.

School: Grace Cooperative Nursery
Address: 110 W Bel Air Av
Aberdeen MD 21001
Contact Person: Mary Ann Magee
Telephone Number: 410 272 8900 Fax Number: _____
E-mail Address: grace.cooperative.nursery@gmail.com

Check (✓) the appropriate line.

_____ Either I or a representative will attend the HCPS meeting on Wednesday, March 21, 2012.

_____ I am unable to attend the HCPS meeting on Wednesday, March 21, 2012. However, my school plans to participate in federal grants during the 2012-13 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.

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 2012-2013 school year.

Please return this form to:

Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 16th, indicates that your school does not want to participate in the federal grants program for the 2012-13 School Year.

Mary Ann Magee

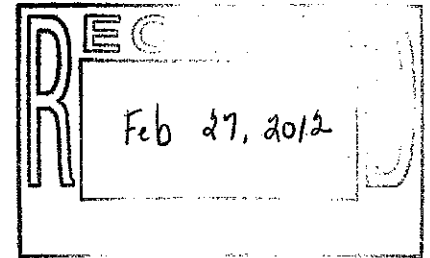
Administrator's Name
(printed or typed)

Mary Ann Magee

Administrator's Signature

3-9-12

Date



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2012-2013 School Year

Please type or print all information.

School: The Highlands School, Inc.
Address: 2409 Criswell Rd
Bel Air MD 21015
Contact Person: Beth Baker
Telephone Number: 410-836-1415 Fax Number: 443-412-1098
E-mail Address: bbaker@highlandsschool.net

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Wednesday, March 21, 2012.

X I am unable to attend the HCPS meeting on Wednesday, March 21, 2012. However, my school plans to participate in federal grants during the 2012-13 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.

_____ **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 2012-2013 school year.

Please return this form to:

Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 16th, indicates that your school does not want to participate in the federal grants program for the 2012-13 School Year.

BETH BAKER

Administrator's Name
(printed or typed)

Beth Baker

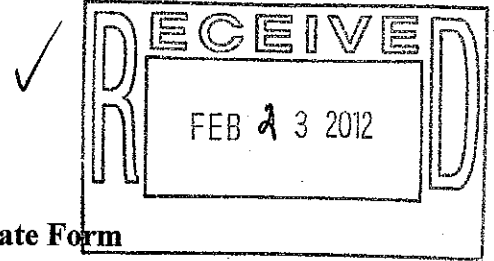
Administrator's Signature

2/27/12

Date

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2012-2013 School Year



Please type or print all information.

School: The John Carroll School

Address: 703 E. Churchville Rd.
Bel Air, MD 21014

Contact Person: Madelyn Ball

Telephone Number: 410-879-2480 Fax Number: 410-836-8514

E-mail Address: mball@johncarroll.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Wednesday, March 21, 2012.

I am unable to attend the HCPS meeting on Wednesday, March 21, 2012. However, my school plans to participate in federal grants during the 2012-13 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.

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 2012-2013 school year.

Please return this form to:

Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

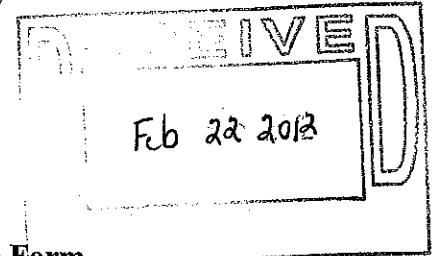
Failure to return this form by Friday, March 16th, indicates that your school does not want to participate in the federal grants program for the 2012-13 School Year.

Madelyn Ball
Administrator's Name
(printed or typed)

Madelyn Ball
Administrator's Signature

2/17/2012
Date

Attachment B



Harford County Public Schools
Federal Education Programs Intent to Participate Form
2012-2013 School Year

Please type or print all information.

School: Mountain Christian School

Address: 1824 Mountain Rd.

Joppa, MD 21085

Contact Person: Deena Ruff, AP

Telephone Number: 410-877-7333

Fax Number: 410-877-4151

E-mail Address: nwellington@mountaincs.org
druff@mountaincs.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Wednesday, March 21, 2012. I will be attending along with my AP, Deena Ruff.

I am unable to attend the HCPS meeting on Wednesday, March 21, 2012. However, my school plans to participate in federal grants during the 2012-13 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.

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 2012-2013 school year.

Please return this form to:

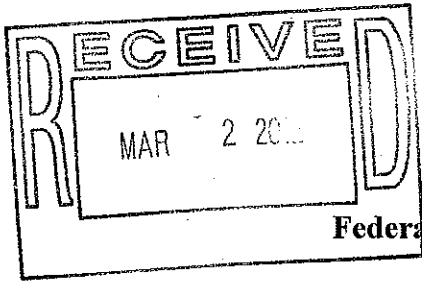
Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 16th, indicates that your school does not want to participate in the federal grants program for the 2012-13 School Year.

Abdine Wellington
Administrator's Name
(printed or typed)

Abdine Wellington
Administrator's Signature

2/15/12
Date



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2012-2013 School Year

Please type or print all information.

School: Oak Grove Classical Christian School
Address: 2106 E Churchville Rd
Bel Air MD 21015
Contact Person: Jacqueline J. Hutcheson
Telephone Number: (443-617-2126) Fax Number: office 410-838-1333
E-mail Address: jhutcheson11705@comcast.net

Check (✓) the appropriate line.

[X] Either I or a representative will attend the HCPS meeting on Wednesday, March 21, 2012.

[] I am unable to attend the HCPS meeting on Wednesday, March 21, 2012. However, my school plans to participate in federal grants during the 2012-13 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.

[X] 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.

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 2012-2013 school year.

Please return this form to:

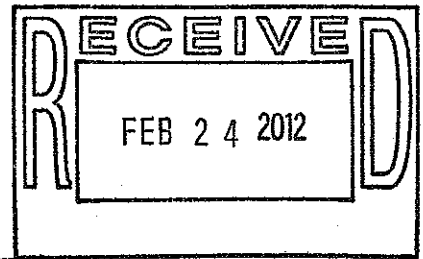
Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 16th, indicates that your school does not want to participate in the federal grants program for the 2012-13 School Year.

Jacqueline J. Hutcherson, PhD
Administrator's Name
(printed or typed)

Jacqueline J. Hutcherson PhD
Administrator's Signature

2/28/12
Date



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2012-2013 School Year

Please type or print all information.

School: St. Joan of Arc

Address: 230 Law Street
Aberdeen MD 21001

Contact Person: Dr. Jane Towery

Telephone Number: 410-272-1387 Fax Number: 410-272-1959

E-mail Address: JTowery@stjoanarc.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Wednesday, March 21, 2012.

I am unable to attend the HCPS meeting on Wednesday, March 21, 2012. However, my school plans to participate in federal grants during the 2012-13 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.

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 2012-2013 school year.

Please return this form to:

Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 16th, indicates that your school does not want to participate in the federal grants program for the 2012-13 School Year.

Dr. Jane Towery
Administrator's Name
(printed or typed)

Jane Towery
Administrator's Signature

2-21-2012
Date

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: St. Joan of Arc

Address of School: 230 Law Street
Aberdeen, MD 21001

Phone Number: 410-272-1387

Principal/Director: Dr. Jane Towery

1. TITLE I ELIGIBLE STUDENTS BY GRADE RESIDING IN THESE ATTENDANCE AREAS:

Title I Public Schools*	K	1	2	3	4	5	Total
Edgewood							
George D. Lisby Elementary School at Hillsdale			1	1	1		3
Hall's Cross Roads	4	3	3		1	3	11
Havre de Grace	6	5		2	2		15
Magnolia		1					1
William Paca/Old Post Road		2	4	1	2		9
Total	10	8	8	4	6	3	

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

2.

	Instrument Used to Determine Below Grade Level Performance	Average Grade Level Performance For All Students	Cut-off Score Indicating below Grade Level Performance
Kindergarten	Brigance-Stanford	80%	stanine 3 or below
Grade 1	Stanford 10	80%	stanine 3 or below
Grade 2	Stanford 10	80%	stanine 3 or below
Grade 3	Stanford 10	80%	stanine 3 or below
Grade 4	Stanford 10	80%	stanine 3 or below
Grade 5	Stanford 10	80%	stanine 3 or below

3. Needs of Students

Reading: Number 10

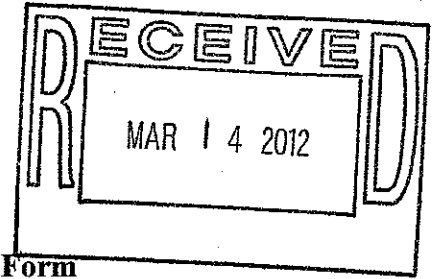
Math: Number 2

Both: Number 3

4. Principal/Director:

Kathleen Ruth
Signature

2-21-2012
Date



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2012-2013 School Year

Please type or print all information.

School: Saint Margaret Elementary School
Address: 205 N. Hickory Acc-
Bel Cur, MD 21014
Contact Person: PElagia Messaris
Telephone Number: 410-879-1113 ext 148 Fax Number: 410-838-8713
E-mail Address: pmessaris@smsch.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Wednesday, March 21, 2012.

I am unable to attend the HCPS meeting on Wednesday, March 21, 2012. However, my school plans to participate in federal grants during the 2012-13 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.

✓ **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 2012-2013 school year.

Please return this form to:

Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 16th, indicates that your school does not want to participate in the federal grants program for the 2012-13 School Year.

Peggy A Messaris
Administrator's Name
(printed or typed)


Administrator's Signature

2/16/12
Date

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: Saint Margaret Elementary School
Address of School: 205 N. Hickory Ave
Bel Air, MD 21014
Phone Number: 410-879-1113 ext. 148
Principal/Director: Mrs. Hobik / Mrs. Messaris

1. TITLE I ELIGIBLE STUDENTS BY GRADE RESIDING IN THESE ATTENDANCE AREAS:

Title I Public Schools*	K	1	2	3	4	5	Total
Edgewood	1						1
George D. Lisby Elementary School at Hillsdale							
Hall's Cross Roads							
Havre de Grace			1	1	1		3
Magnolia			1				
William Paca/Old Post Road	1	4	1	3	2	2	13
Total	2	4	2	4	3	2	17

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

2.

	Instrument Used to Determine Below Grade Level Performance	Average Grade Level Performance For All Students	Cut-off Score Indicating below Grade Level Performance
Kindergarten	Teacher input		
Grade 1	Teacher input - Stanford Survey		
Grade 2	Teacher input - Stanford Survey		
Grade 3	Teacher input - Stanford Survey	74 th percentile	
Grade 4	Stanford 10	82 nd percentile	
Grade 5	Stanford 10	80 th percentile	

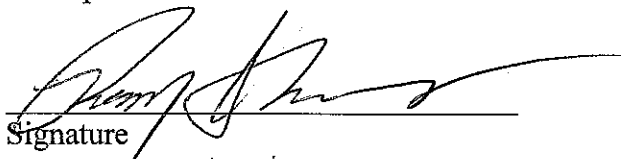
3. Needs of Students

Reading: Number _____

Math: Number 7

Both: Number _____

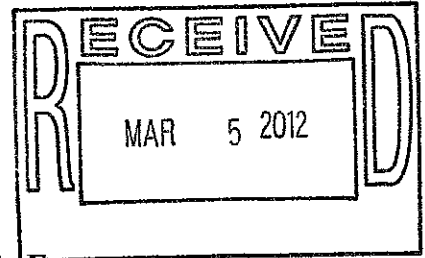
4. Principal/Director:



 Signature

3/12

 Date



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2012-2013 School Year

Please type or print all information.

School: Trinity Lutheran School
Address: 1100 Philadelphia Rd.
Joppa, MD 21085
Contact Person: Bridget Kurcoba or Patty Ree (ext. 119)
(ext. 180)
Telephone Number: 410-679-4000 Fax Number: 410-679-3472
E-mail Address: bkurcoba@tlsonline.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Wednesday, March 21, 2012.

I am unable to attend the HCPS meeting on Wednesday, March 21, 2012. However, my school plans to participate in federal grants during the 2012-13 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.

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 2012-2013 school year.

Please return this form to:

Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 16th, indicates that your school does not want to participate in the federal grants program for the 2012-13 School Year.

John Austin

Administrator's Name
(printed or typed)

John Austin
Administrator's Signature

2.29.12
Date

Attachment 10



Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement

SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

A. REQUIRED ACTIVITIES [Section 3115 (c)]: For all required activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 2013 Bridge to Excellence Master Plan, (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115(c)(1)]			
Authorized Activities	Descriptions Please address each item (a-d) in your activity descriptions. a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2013 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Cost
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)].	<p>Activity1: Requisition supplemental curricular materials to support the content area instruction for ELs based on individual school needs and requests.</p> <p>Timeline: August, 2012</p> <p>NCLB Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading, writing, and US government.</p>	<p>Funding for Service</p> <p><i>Supplies &Materials</i> Purchase sheltered English instructional texts for content areas (Reading, Writing, US Government) (Total \$3,000)</p>	

	<p>Purchase supplemental sheltered English instructional materials for the ESOL Center. Activity 2: Continue to provide supplemental <i>Rosetta Stone</i> educational software for English Learners. This will reflect 50 user licenses.</p> <p>Timeline: Daily access, September 2012 – September 2013</p> <p>Activity 3: Provide funds for registration fees for staff to attend the 2012 WIDA Academy in Baltimore, to increase their capacity knowledge in aligning effective classroom instruction and assessment practices.</p> <p>Timeline: October 3-5, 2012</p> <p>Activity 4: Design and provide 4 experiential learning opportunities for the high school ESOL Center students to support an enhanced understanding of Maryland Core Learning Goals 2: Biology-Concepts of Life Sciences; and Core Learning Goal 3: Social Studies-Government Standards.</p> <p>Timeline: 2012-2013 academic year</p> <ul style="list-style-type: none"> • Provide high school ELLs an opportunity to visit the National Aquarium to further their understanding of the diverse living organisms and their interactions with components of the biosphere. (Expectation 3.5) • Provide high school ELLs with an opportunity to sail aboard the Skipjack Martha Lewis and conduct experiments related to Chesapeake Bay 	<p><i>Supplies & Materials</i></p> <p><i>Rosetta Stone Internet Licensing</i> Individual user access to English language tutorials Rate: 50 licenses/\$100 per license (Total \$100 x 50 = \$5,000)</p> <p><i>WIDA Academy Registration Fee</i> Staff participation in 3-day academy Rate: \$400 per person, 4 staff members (Total \$400 x 4 = \$1,600)</p> <p>Subtotal Activity 1.2: \$9,600</p> <p><i>Transportation Fee</i> Rate: \$400 x 1 bus for roundtrip transportation between Harford Technical High School and Baltimore, MD. = \$400</p> <p>Rate: \$400 x 1 bus for roundtrip transportation between Harford Technical High School and Havre de</p>	
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	<p>conservation efforts. (Expectations 3.5)</p> <ul style="list-style-type: none"> • Provide high school ELLs an opportunity to visit Washington, D.C. to promote an improved understanding of this Federal government location and related sites of cultural significance. • Provide high school ELs an opportunity to visit Ellis Island to enhance their understanding of the history of immigration. 	<p>Grace = \$400 Rate: \$2,100 x 1 bus for roundtrip transportation between Harford Technical High School and Washington, D.C. =\$2,100 Rate: \$2,100 x 1 bus for roundtrip transportation between Harford Technical High School and New York City, NY = \$2,100</p> <p>Subtotal Activity 1.2: \$5,000</p> <p><i>Materials and Entrance Fees</i> Skipjack, "Martha Lewis" estimated at \$750 for 25 students; a 4 hour "Discovery Bay" studies of the upper Chesapeake Bay= \$750</p> <p>National Aquarium Total Experience Package at \$25 per student for 25 students=\$625</p> <p>New York Ferry and Ellis Island complex Rate: \$15 per student, 25 students (Total \$15 x 25 = \$375)</p> <p>Subtotal Activity 1.2: \$1,750</p> <p style="text-align: right;">TOTAL Activity 1.2 \$16,350</p>	
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A. REQUIRED ACTIVITIES [Section 3115(c)] continued

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	Public School Costs	Nonpublic Cost
<p>Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. High quality professional development shall apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher or the teacher's supervisor based on an assessment of needs of the teacher, supervisor, the students of the teacher, and any school system employing the teacher [section 3115(c)(2)(D)].</p>	<p>Please address each item (a-d) in your activity descriptions.</p> <p>a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2013 Master Plan d) services to nonpublic schools</p>		
<p>2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].</p>	<p>Activity 1: Provide comprehensive training for staff on the WIDA 2012 Amplification of the English Language Development Standards.</p> <p>Timeline: November 29, 2012</p>	<p><i>WIDA Consultant</i> Provide comprehensive training for staff on the WIDA 2012 Amplification of the English Language Development Standards. Rate: \$2,000 All Inclusive-6 hour Session (Total \$2,000 x 1 = \$2,000)</p> <p><i>Materials and Supplies</i></p> <ul style="list-style-type: none"> • Purchase copies of the 2012 Amplification of the English Language Development Standards. Rate: \$14/ea x 12 copies = \$168 + \$15/S/H = \$183 • Purchase WIDA ELD Standards Posters. Rate: \$3/ea x 11 copies = \$33 + \$6.50 S/H = \$39.50 	

		<ul style="list-style-type: none"> • Purchase WIDA ELL CAN DO Descriptors Booklets (set of 5) PreK-12. Rate: \$30/ea x 1 set = \$30 + \$6.50 S/H = \$36.50 <p>Subtotal Activity 2.1: \$2,259</p> <p style="text-align: right;">TOTAL Activity 2.1 \$2,259</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: Provide professional development activities for teachers of ELs, at Aberdeen Middle and Havre de Grace Middle, through four sequentially-developed training modules.</p> <p>Timeline: September 2012 – June 2013</p> <p>NCLB Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/writing and mathematics. (Page 45 and #2)</p> <ul style="list-style-type: none"> • Provide an overview of HCPS’s EL Program and Title III funding resources. • Increase teacher understanding of the language acquisition process. • Provide training in the use of strategies that work for ELs through curriculum integration. • Provide collaborative opportunities for teachers to integrate research-based lesson design models to meet the needs of ELs. 	<p>Funding for Service</p> <p><i>Salary and Wages</i> Teacher stipends compensated at \$120 per 6 hours Rate: \$20/hr, 30 teachers, 6 hours each (Total \$20 x 30 x 6 = \$3,600)</p> <p><i>Fixed Charges</i> Fringe benefits Rate: 8% of salary (\$3,600 x 8% = \$288)</p> <p>Subtotal Activity 2.2: \$3,888</p> <p><i>Materials and Supplies</i> Purchase Echevarria, Vogt, and Short textbook, “The SIOP Model” Rate: \$20 /ea, 10 copies + 10% shipping & handling (text \$20 x 10 = \$200) (S/H \$200 x 10% = \$20) (Total \$220)</p>	

	<p>Activity 2: Provide professional development for classroom teachers through an MSDE approved 3-credit in-service course, “Instructing English Language Learners: Connecting Research to Classroom Practices” through the HCPS-scheduled course offering.</p> <p>NCLB Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/writing and mathematics. (Page 45 and #2)</p> <p>Timeline: Spring 2013</p> <ul style="list-style-type: none"> • Provide an overview of HCPS’s EL Program and Title III funding resources. • Increase teacher understanding of the language acquisition stages and process. • Provide training in the use of research-based strategies that work for ALL children, including ELs, through curriculum integration • Provide collaborative opportunities for teachers to integrate research-based lesson design models to meet the needs of ELs. 	<p>Purchase Eileen N. Whelan-Ariza textbook, “Not for ESOL Teachers” Rate: \$15 ea, 25 copies + 10% shipping (\$15 x 25 = \$375) (S/H \$375 x 10% = 37.50) (Total \$412.50)</p> <p>Purchase Marzano & Pickering, “Building Academic Vocabulary” textbook Rate: \$7 ea, 25 copies + 10% shipping (text \$7 x 25 = \$175) (S/H \$175 x 10% = \$17.50) (Total \$192.50)</p> <p>Subtotal Activity 2.2: \$825</p> <p style="text-align: right;">TOTAL Activity 2.2 \$4,713</p>	
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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 following 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) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2013 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Cost
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].	<p>Activity: Continue to provide the H.E.L.L.O summer camp (Helping English Language Learners Outreach), an authentic language experience summer camp offering for ELs to improve and enhance their understanding of the environment and to realize that they are becoming responsible stewards of their community.</p> <p>Timeline: June 17-21, 2013</p>	<p>Funding for Service <i>Salaries and Wages</i> Instructor stipend compensated at 75% of daily rate Rate: \$40/hr, 9 teachers, 5 days/8 hours daily (Total \$40 x 9 x 40 = \$14,400)</p> <p><i>Fixed Charges</i> Fringe Benefits Rate: 8% of salary (\$14,400 x 8% = \$1,152)</p> <p><i>Consultant Reimbursement Costs</i> -Harford County Parks & Recreation “Above & Beyond Low Ropes Course” Rate: \$400 All Inclusive Session</p>	

	<p><i>NCLB Goal 2:</i> 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. (Page 45 and #2)</p> <ul style="list-style-type: none"> • Enhance students' use of language in the areas of reading, listening, speaking, and written communication by maintaining a daily reflection journal. • Participate in the Nature Program at Harford Glen to learn about the geography and eco systems of the region as well as conservation efforts. • Visit the Harford Lanes Bowling Alley to experience available recreation and apply math computation skills. 	<p>(Total \$400 x 1 = \$400)</p> <p>-Susquehanna Beekeepers Association Rate: \$200 All Inclusive Session (Total \$200 x 1 = \$200)</p> <p>-Susquehannock Wildlife Association Rate: \$200 All Inclusive Session (Total \$200 x 1 = \$200)</p> <p><i>Stipends for Student Counselors</i> Student counselors compensated at \$7.25 hourly rate Rate: \$7.25/hrs, 9 counselors, 5 days/8 hours daily (Total \$7.25 x 9 x 40 = \$2,610)</p> <p>Subtotal Activity 3.1: \$18,962</p> <p><i>Materials and Supplies</i> Provide water shoes for each HELLO Camp participant Rate: \$5 ea, 50 participants (Total \$5 x 50 = \$250)</p> <p>Provide team identification scarves for each HELLO Camp participant Rate: \$4 ea, 50 participants (Total \$4 x 50 = \$200)</p> <p>Provide writing journals for each HELLO Camp participant Rate: \$5ea, 50 participants (Total \$5 x 50 = \$250)</p>	
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		<p><i>Refreshments</i> Daily snacks estimated @\$5/student, 50 students, 5 days (Total \$5 x 50 x 5 = \$1,250)</p> <p><i>Transportation Fee</i> Provide roundtrip bus pickup to/from Harford Glen and six school sites Rate: \$1,200/weekly/per bus, 2 buses (Total \$1,200 x 2 = \$2,400)</p> <p>Subtotal Activity 3.1: \$4,350</p> <p style="text-align: right;">TOTAL Activity 3.1 \$23,312</p>	
<p>3.2 Providing programs to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].</p>	<p>Activity 1: Provide translation/interpretation support to the parents of ELs as they choose to attend Back to School presentations at the beginning of the school year and Teacher Parent Conferences as requested.</p> <p>Timeline: September 2012-June 2013</p> <p>Objective: To promote and encourage parent attendance/ participation at school events.</p> <ul style="list-style-type: none"> • Offer the parents of ELs the opportunity to collaborate with their school community. 	<p>Funding for Service <i>Salary and Wages</i> Translation/interpretation stipends compensated @\$21/hr, 2 translators/interpreters, 1hr sessions, 20 sessions (Total \$21 x 2 x 1 x 20 = \$840)</p> <p><i>Fixed Charges</i> Fringe benefits calculated at 8% of salary. (\$840 x 8% = \$67)</p> <p>Subtotal Activity 3.2: \$907</p> <p style="text-align: right;">TOTAL Activity 3.2 \$907</p>	

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: Provide additional tutorial intervention services to English Learners.</p> <p>Timeline: September 2012-June 2013</p> <p>NCLB Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. (Page 45 and #2)</p> <ul style="list-style-type: none"> Provide extended day instruction in grade specific content areas with emphasis on language use. 	<p>Funding for Service</p> <p><i>Salary and Wages</i> Teacher stipend for tutorial services compensated at \$21/hr Rate: \$21/hr, 1,000 hourly sessions (Total \$21 x 1,000 = \$21,000)</p> <p><i>Fixed Charges</i> Fringe Benefits Rate: 8% of Salary (\$21,000 x 8% = \$1,680)</p> <p>Subtotal Activity 4.1: \$22,680</p> <p style="text-align: right;">TOTAL Activity 4.1 \$22,680</p>	

C. ADMINISTRATIVE EXPENSES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may not use more than 2% for the cost of administering this subpart.

5. Administrative Expenses		Public School Costs	Nonpublic Cost
6.1 Each eligible entity receiving funds under section 3114(a) for a fiscal year may use not more than 2 percent of such funds for the cost of administering this subpart [section 3115(b)].	Allowable administrative costs not more than 2%.	<p><i>Administrative costs:</i> Total Direct Costs times 1.96% \$7 x 2% = \$1,404</p> <p style="text-align: right;">TOTAL Activity 6.1 \$1,404</p>	
TOTAL ELL TITLE III-A (FUNDING) AMOUNT		\$71,625.00	

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.

D. 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) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2013 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Cost
1.1 Providing for family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children [section 3115(e)(1)(A)].	<p>Activity 1: Provide a selection of literary texts to EL families in attendance at the Family Welcome Center Quarterly Outreach Meetings</p> <p>Timeline: September 2012-June 2013</p> <p>NCLB Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. (Page 45 and #2)</p>	<p>Funding for Source <i>Materials and Supplies</i> Purchase literary texts to assist parents in becoming collaborative learning partners with their children. Estimated Rate: \$527 total</p> <p>Subtotal Activity 1.1: \$527</p> <p style="text-align: right;">TOTAL Activity 1.1 \$527</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>Activity 1: Provide transportation (to increase parent involvement) for family outreach to the Family Welcome Center from various school locations.</p> <p>Timeline: Twice/Semester, September 2012-June 2013</p>	<p>Funding for Service <i>Transportation Fee</i> Provide roundtrip bus transportation to/from various school sites to the Family Welcome Center Rate: \$400/ bus/4 trips/3 buses (Total \$400 x 4 x 3 = \$4,800)</p>	

	<p>NCLB Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. (Page 45 and #2)</p> <ul style="list-style-type: none"> • Provide English language instruction to families of English Language Learners. • Engage families in the education of their children by providing sessions to familiarize the families with the school system, assessments, and ways in which they can help their children at home. 	<p>Subtotal Activity 1.5: \$4,800</p> <p>TOTAL Activity 1.5 \$4,800</p>	
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E. ADMINISTRATIVE EXPENSES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may not use more than 2% for the cost of administering this subpart.

2. Administrative Expenses		Public School Costs	Nonpublic Cost
2.1 Each eligible entity receiving funds under section 3114(a) for a fiscal year may use not more than 2 percent of such funds for the cost of administering this subpart [section 3115(b)].	Allowable administrative costs not more than 2%.	<p><i>Administrative costs:</i> Total Direct Costs times 1.96% \$5,327 x 2% = \$107</p> <p>TOTAL Activity 2.1 \$107</p>	
TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT		\$5,434.00	

B. 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 9 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 in August 2012 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 2012-2013 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 2012 – 2013 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.

ATTACHED following the budget pages.

C. 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 www.marylandpublicschools.org.

ATTACHED – see following pages.

2. Provide a detailed budget narrative using the attached “Guidance for Completion of the Budget Narrative for Individual Grants” (pp. 11-13 of this guidance document). The accompanying budget narrative should (a) detail how the school system will use Title III-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title III-A program and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

ATTACHED – see following pages.

D. 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 – **SEE ATTACHED AFTER BUDGET PAGES**

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

ORIGINAL GRANT BUDGET	\$71,625	AMENDED BUDGET #		REQUEST DATE	08/13/12
GRANT NAME	English Language Acquisition LEP Portion	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	134217-02	RECIPIENT GRANT #	22873		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	6843	GRANT PERIOD	7/1/2012	TO	9/30/2014

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						1,404.00	1,404.00
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.	38,850.00	15,200.00	7,784.00				61,834.00
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.	3,600.00			1,600.00			5,200.00
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							
212 Fixed Charges				3,187.00			3,187.00
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	42,450.00	15,200.00	7,784.00	4,787.00	0.00	1,404.00	71,625.00

Finance Official Approval	Eric Clark		8/13/2012	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Robert Tomback		8/13/2012	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Category/Object	Line Item	Calculation	Amount	Inkind	Total
Activity 1.2					
Special Programs Contracted Services	Bus transportation service for 4 high school field trips for the high school ESOL Center.	\$400/trip x 2 = \$800 \$2,100/trip x 2 = \$4,200	5,000		5,000
Special Programs Contracted Services	Rosetta Stone Licensing to purchase 50 individual licenses for students/parents use.	\$100/ea x 50 = \$5,000	5,000		5,000

Total: 10,000

Activity 1.2

Instructional Staff Development	WIDA Academy Registration Fee, 3-days	\$400/ea x 4 = \$1,600	1,600		1,600
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Total: 1,600

Activity 1.2

Special Programs Supplies/Materials	Instructional support materials to support sheltered English language instruction in the core content area for individual school requests	\$3,000/total	3,000		3,000
Special Programs Supplies/Materials	ESOL Center Fieldtrip Entry fees for: National Aquarium Total Experience Package, Skipjack Martha Lewis Discovery Bay Program, New York Ferry and Ellis Island complex.	\$25/per x 25 = \$625 \$750/trip x 1 = \$750 \$15/per x 25 = \$375	1,750		1,750

Total: 4,750

Activity 2.1

Special Programs Contracted Services	WIDA Consultant to provide comprehensive training for staff on the WIDA 2012 Amplification of the English Language Development Standards.	\$2,000/All inclusive session	2,000		2,000
Special Programs Supplies/Materials	Purchase copies of the 2012 Amplification of the English Language Development Standards, WIDA ELD Standards Posters, and WIDA ELL CAN DO Descriptors Booklets.	\$14/ea x 12 + \$15 s/h = \$183 \$3/ea x 11 + \$6.50 s/h = \$39.50 \$30/ea x 1 + \$6.50 s/h = \$36.50	259		259

Total: 2,259

Activity 2.2

Special Programs Salaries & Wages	Provide professional development activities for teachers of Els at 2 middle school sites.	\$120/6 hr x 30 teachers = \$3,600	3,600		3,600
Fixed Charges	FICA	8% of \$3,600	288		288

Total: 3,888



Category/Object	Line Item	Calculation	Amount		Total
Activity 2.2					
Special Programs Supplies/Materials	Purchase textbooks: Echevarria, Vogt, and Short, "The SIOP Model", Eileen N. Whelan-Ariza "Not for ESOL Teachers", Marzano & Pickering, "Building Academic Vocabulary"	\$20/ea x 10 + 10% s/h=\$220.00 \$15/ea x 25 + 10% s/h=\$412.50 \$7/ea x 25 + 10% s/h=\$192.50	825		825
				Total:	825
Activity 3.1					
Special Programs Salaries & Wages	Student counselor stipend for the H.E.L.L.O summer camp	\$7.25/hr x 9 x 40 hrs = \$2,610	2,610		2,610
Special Programs Salaries & Wages	Instructor stipend for the H.E.L.L.O summer camp	\$40/hr x 9 x 40 hrs = \$14,400	14,400		14,400
Fixed Charges	FICA	8% of \$14,400	1,152		1,152
				Total:	18,162
Activity 3.1					
Special Programs Contracted Services	Bus transportation to/from the H.E.L.L.O summer camp	\$1,200/wk/per x 2 = \$2,400	2,400		2,400
Special Programs Contracted Services	Harford County Parks & Recreations "Low Ropes Course" Facilitators, Susquehanna Beekeepers Association Consultant, Suquehannock Wildlife Association Consultant	\$400/session x 1 = \$400 \$200/session x 2 = \$400	800		800
				Total:	3,200
Activity 3.1					
Special Programs Supplies/Materials	Provide items H.E.L.L.O camp: water shoes, team scarves, writing journals, daily snacks	\$5/ea x 50 = \$250 \$4/ea x 50 = \$200 \$5/ea x 50 = \$250 \$5/ea x 50 x 5 = \$1,250	1,950		1,950
				Total:	1,950
Activity 3.2					
Special Programs Salaries & Wages	Provide translation/interpretation services to parents of Els	\$21/hr x 2 x 20 hrs = \$840	840		840
Fixed Charges	FICA	8% of \$840	67		67
				Total:	907
Activity 4.1					
Special Programs Salaries & Wages	Provide tutorial services to Els	\$21/hr x 1,000 sessions=\$21,000	21,000		21,000
Fixed Charges	FICA	8% of \$21,000	1,680		1,680
				Total:	22,680
Activity 6.1					
Administration	Transfers	2% x \$70,221	1,404		1,404
				Total:	1,404
Title III ELL Total:					\$ 71,625

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

ORIGINAL GRANT BUDGET	\$5,434	AMENDED BUDGET #		REQUEST DATE	08/13/12
GRANT NAME	English Language Acquisition Immigrant Portion	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	134217-02	RECIPIENT GRANT #	22873		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	6843	GRANT PERIOD	7/1/2012	9/30/2014	

FROM _____ TO _____

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						107.00	107.00
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.		4,800.00	527.00				5,327.00
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	4,800.00	527.00	0.00	0.00	107.00	5,434.00

Finance Official Approval	Eric Clark		8/13/2012	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Robert Tomback		8/13/2012	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Activity 1.1					
Special Programs Supplies and Materials	Purchase literary text selections for families attending quarterly meeting at the Family Welcome Center to promote positive learning collaboration with their children	\$527/total	527		527

Total: 527

Activity 1.5

Special Programs Contracted Services	Bus transportation to/from various school sites to the quarterly meeting held at the Family Welcome Center	\$400/per bus x 3 x 4 meetings = \$4,800	4,800		4,800
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Total: 4,800

Activity 2.1

Administration	Transfers	2% x 5,327	107		107
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Total: 107

Title III Immigrant Total: 5,434

Title III ELL Total: 71,625

FY 2013 TITLE III GRAND TOTAL \$ 77,059

**ATTACHMENT 6-A
NONPUBLIC SCHOOL INFORMATION
FOR ESEA PROGRAMS**

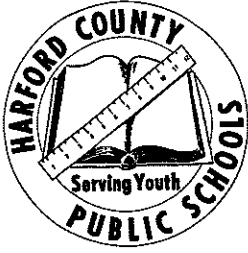
Fiscal Year 2013

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 Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
The John Carroll School 703 E. Churchville Road Bel Air, MD 21014	Private School						681 69
	Public School						
	Neutral Site						
Mountain Christian School 1824 Mountain Road Joppa, MD 21085	Private School						241 28
	Public School						
	Neutral Site						
Oak Grove Classical Christian School 2106 E. Churchville Road Bel Air, MD 21015	Private School						75 14
	Public School						
	Neutral Site						

St. Joan of Arc 230 Law Street Aberdeen, MD 21001	Private School					170	20	
	Public School							
	Neutral Site							
St. Margaret Elementary 205 N. Hickory Avenue Bel Air, MD 21014	Private School					582	50	
	Public School							
	Neutral Site							
Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085	Private School					339	38	
	Public School							
	Neutral Site							



Harford County Public Schools

102 S. Hickory Avenue ♦ Bel Air, MD 21014 ♦ 410-838-7300 ♦ Fax 410-893-2478

Robert M. Tomback, Ph.D., Superintendent of Schools

February 13, 2012

«School_Name»

Attn: School Principal

«Address»

«City» «State_» «Zip»

Dear Sir/Madam:

The Harford County Public School System will begin the process of developing grant funded activities for Title I, Part A: Improving Basic Programs; Title II, Part A: Preparing Training, and Recruiting High Quality Teachers; and Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement.

In order to offer your school the opportunity to consult with Harford County Public Schools, share information regarding the federal grant proposals, and discuss issues and specific needs of non-public school students and teachers, a meeting will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2013/School Year 2012-2013, please plan to attend the meeting or send a representative from your school.

Date: Wednesday, March 21, 2012
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 March 16, 2012. (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.

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.

Obviously, a communication 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 2012-2013 school year, the following elementary schools will be eligible for Title I funding:

Edgewood Elementary
George D. Lisby at Hillsdale Elementary
William Paca/Old Post Road Elementary

Havre de Grace Elementary
Magnolia Elementary
Hall's Cross Roads 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 2012-2013 Title I program, please complete and sign the attached information form (Attachment A) and return it to Thomas Webber no later than March 16, 2012.

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 Wiczynski 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 Friday, March 16, 2012.

Sincerely,

Mary Beth Stapleton

Mary Beth Stapleton
Coordinator of Grants

Thomas Webber

Thomas Webber
Assistant Supervisor of Title I

Enclosures

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 ELIGIBLE STUDENTS BY GRADE RESIDING IN THESE ATTENDANCE AREAS:

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

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

2.

	Instrument Used to Determine Below Grade Level Performance	Average Grade Level Performance For All Students	Cut-off Score Indicating below Grade Level Performance
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
2012-2013 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 Wednesday, March 21, 2012.

_____ I am unable to attend the HCPS meeting on Wednesday, March 21, 2012. However, my school plans to participate in federal grants during the 2012-13 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.

_____ **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 2012-2013 school year.

Please return this form to:

Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 16th, indicates that your school does not want to participate in the federal grants program for the 2012-13 School Year.

Administrator's Name
(printed or typed)

Administrator's Signature

Date

	School Name	Address	City	State	Zip	Note	Date Letter Mailed	Rec. return receipt	Accept	Accept/Unable to attend mtg	Decline	Title I Part A	Title II Part A	Title III Part A	Contact me when HCS applies for other grants
Private School	BelAir North Child Care and Montessori School	2529 Conowingo Road	Bel Air	MD	21015		2/13/2012	✓							
Church-Exempts	Bel Forest Christian Academy	603 Vale Road	Bel Air	MD	21014		2/13/2012	✓							
Church-Exempts	Bethel Christian Academy	21 North Earleton Road	Havre de Grace	MD	21078		2/13/2012	✓	1		✓				✓
Church-Exempts	Christ Our King Coop Nursery	10 Lexington Road	Bel Air	MD	21014		2/13/2012	✓							
Church-Exempts	Emmorton Baptist Academy	106 Plumtree Road	Bel Air	MD	21015		2/13/2012	✓							
Church-Exempts	First Presbyterian Preschool	224 North Main Street	Bel Air	MD	21014		2/13/2012	✓							
Church-Exempts	Good Shepherd Lutheran Preschool	1515 Emmorton Road	Bel Air	MD	21014		2/13/2012	✓							
Church-Exempts	Good Shepherd's Children's Center	622 Joppa Farm Road	Joppa	MD	21085		2/13/2012	✓							
Church-Exempts	Grace Baptist Christian Academy	1501 Stockton Road	Joppa	MD	21085		2/13/2012	✓			✓				
Church-Exempts	Grace Cooperative Nursery	110 West Bel Air Avenue	Aberdeen	MD	21001		2/13/2012	✓							
Church-Exempts	Harford Christian School	1736 Whiteford Road	Darlington	MD	21034		2/13/2012	✓							
Private School	Harford Day School	715 Moores Mill Road	Bel Air	MD	21014		2/13/2012	✓							
Private School	Harford Friends School	708 Highland Road	Street	MD	21154		2/13/2012	✓							
Church-Exempts	Harford Jewish Center Pre-School	8 North Earleton Road	Havre de Grace	MD	21078		2/13/2012	✓							
Church-Exempts	Helping Hands Child Development Academy	3237 Level Road	Churchville	MD	21028		2/13/2012	✓							
Church-Exempts	Hickory Child Development Center	2430 Conowingo Road	Bel Air	MD	21014		2/13/2012	✓							
Private School	John Carroll School, Inc., The	703 Churchville Road	Bel Air	MD	21014	Not Title I/for Mary Beth	2/13/2012	✓	1					✓	✓
Private School	Legacy High School	603 Vale Road	Bel Air	MD	21014	Not Title I/for Mary Beth	2/13/2012	✓							
Private School	Monarch Montessori School	6 Asbury Road	Churchville	MD	21028		2/13/2012	✓							
Church-Exempts	Mountain Christian School	1824 Mountain Road	Joppa	MD	21085		2/13/2012	✓	1			✓			✓
Church-Exempts	New Covenant Christian School	128 St. Mary's Church Road	Abingdon	MD	21009		2/13/2012	✓							
Private School	Oak Grove Classical Christian School	2106 East Churchville Road	Bel Air	MD	21015		2/13/2012	✓	1			✓			✓
Church-Exempts	St. Francis de Sales Preschool	1450 Abingdon Road	Abingdon	MD	21009		2/13/2012	✓							
Church-Exempts	St. Joan of Arc School	230 S. Law Street	Aberdeen	MD	21001		2/13/2012	✓			✓				✓
Church-Exempts	St. Margaret School	205 North Hickory Avenue	Bel Air	MD	21014		2/13/2012	✓	1		✓				✓
Church-Exempts	St. Matthew Cooperative Nursery	1200 Churchville Road	Bel Air	MD	21014		2/13/2012	✓							
Private School	The Children's Center of North Harford	708 Highland Road	Street	MD	21154		2/13/2012	✓							
Private School	The Highlands School	2409 Creswell Road	Bel Air	MD	21015		2/13/2012	✓			✓				✓
Church-Exempts	Tiny Tot School	21 Linwood Avenue	Bel Air	MD	21014		2/13/2012	✓							
Private School	Trinity Lutheran School	1100 Philadelphia Road	Joppa	MD	21085		2/13/2012	✓	1		✓				✓
Publicly Funded	Villa Maria School of Harford County	1370 Brass Mill Road	Belcamp	MD	21017		2/13/2012	✓							
Publicly Funded	The Arrow Center for Education Fair Meadows Campus	2416 Creswell Road	Bel Air	MD	21015	Not Title I/for Mary Beth	2/13/2012	✓						✓	✓
Publicly Funded	Villa Maria at Edgewood Middle School	2311 Willoughby Beach Road	Edgewood	MD	21041	Not Title I/for Mary Beth	2/13/2012	✓			✓				✓

Villa Maria at EDMS is not applicable for Title I because they are grades 6-8.

Jablecki, Joyce

From: Jablecki, Joyce
Sent: Wednesday, March 21, 2012 12:06 PM
To: 'Arrow Center for Education (Kate Corbin)'; 'Highlands School (Julie McDowell)'; 'John Carroll School (Laura Lang)'; 'St. Joan of Arc (Kathy Ruth)'; 'St. Margaret School (Peggy Messaris)'; 'bbaker@highlandschool.net'; 'mball@johncarroll.org'; 'jhutcheson11705@comcast.net'; 'jtowery@stjoanarc.org'
Cc: Stapleton, Mary; Bennett, Harvey
Subject: Mandatory Nonpublic School Meeting - Title II, A and Title III Federal Grant Funding

Importance: High

Tracking:

Recipient

Read

'Arrow Center for Education (Kate Corbin)'

'Highlands-School (Julie McDowell)'

'John Carroll School (Laura Lang)' - *yes*

'St. Joan of Arc (Kathy Ruth)'

'St. Margaret School (Peggy Messaris)'

'bbaker@highlandschool.net'

'mball@johncarroll.org'

'jhutcheson11705@comcast.net'

'jtowery@stjoanarc.org'

Stapleton, Mary

Read: 3/21/2012 12:07 PM

Bennett, Harvey

All,

Another Nonpublic School meeting has been scheduled for Monday, April 23, 2012 from 10:00 – 11:00 a.m. It is mandatory for Nonpublic Schools to attend the grant meeting in order to receive federal grant funds. The meeting will be held at Harford County Public School's A.A. Roberty Building, 102 S. Hickory Avenue in Bel Air.

Please respond to this email confirming your attendance. If you have any questions, please feel free to contact us. Thank you.

Joyce E. Jablecki

Administrative Assistant to

Mary Beth Stapleton, Coordinator of Grants

Harford County Public Schools

A.A. Roberty Building
102 S. Hickory Avenue
Bel Air, MD 21014
Phone: 410-588-5263
Fax: 410-588-5370
www.HCPS.org

Jablecki, Joyce

From: Peggy Messaris <pmessaris@smsch.org>
Sent: Monday, April 16, 2012 8:51 AM
To: Jablecki, Joyce
Cc: 'Anna Shanahan'
Subject: Mandatory meeting

Joyce,
I have 3 IEP meeting scheduled for next Monday, April 23, starting at 10am. Anna Shanahan will be attending the Title meeting for St. Margaret.



Peggy A. Messaris
Elementary School Counselor
Saint Margaret School

Jablecki, Joyce

From: Corbin, Kate <Kate.Corbin@Arrow.org>
Sent: Friday, March 30, 2012 8:34 AM
To: Jablecki, Joyce
Subject: RE: Mandatory Nonpublic School Meeting - Title II, A and Title III Federal Grant Funding

Arrow will not be applying for federal grant funds.

Kate Corbin, M. Ed.

Principal

2416 Creswell Road Bel Air, MD 21015

410-734-0560 (phone)

410-734-0561 (fax)

www.arrow.org



This communication and any attachments are intended only for the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under applicable law. If you are not the intended recipient or agent responsible for delivering this message to the intended recipient, you are hereby notified that any review, disclosure, dissemination, distribution or copying of this communication or its contents is strictly prohibited. If you have received this communication in error or it was forwarded to you without the permission of Arrow Child & Family Ministries, please notify the sender immediately and destroy the original message and all copies. Thank you

From: Jablecki, Joyce [<mailto:Joyce.Jablecki@hcps.org>]
Sent: Friday, March 30, 2012 8:31 AM
To: Corbin, Kate; Highlands School (bbaker@highlandsschool.net); St. Margaret School (pmessar@smsch.org)
Cc: Stapleton, Mary; Bennett, Harvey; Webber, Thomas
Subject: FW: Mandatory Nonpublic School Meeting - Title II, A and Title III Federal Grant Funding
Importance: High

Good morning,

The below email regarding the mandatory Nonpublic School meeting was sent to you on March 21st. As of this morning, I have not received a response from you.

Please respond to me by email confirming your attendance. If you have any questions, please feel free to contact us. Thank you.

Joyce E. Jablecki

Administrative Assistant to

Mary Beth Stapleton, Coordinator of Grants

Harford County Public Schools

A.A. Roberty Building

102 S. Hickory Avenue

Bel Air, MD 21014

Phone: 410-588-5263

Fax: 410-588-5370

www.HCPS.org

Jablecki, Joyce

From: Jackie Hutcheson <jhutcheson11705@comcast.net>
Sent: Wednesday, March 21, 2012 8:17 PM
To: Jablecki, Joyce
Subject: Re: Mandatory Nonpublic School Meeting - Title II, A and Title III Federal Grant Funding
Attachments: image001.gif

Thank you for this notification. I will attend the meeting on April 23rd.
Thank you!

Dr. Jackie Hutcheson

From: "Joyce Jablecki" <Joyce.Jablecki@hcps.org>
To: "Arrow Center for Education (Kate Corbin)" <kate.corbin@arrow.org>, "Highlands School (Julie McDowell)" <jmcdowell@highlandsschool.net>, "John Carroll School (Laura Lang)" <llang@johncarroll.org>, "St. Joan of Arc (Kathy Ruth)" <kruth@stjoanarc.org>, "St. Margaret School (Peggy Messaris)" <pmessaris@smsch.org>, bbaker@highlandschool.net, mball@johncarroll.org, jhutcheson11705@comcast.net, jtowery@stjoanarc.org
Cc: "Mary Stapleton" <Mary.Stapleton@hcps.org>, "Harvey Bennett" <Harvey.Bennett@hcps.org>
Sent: Wednesday, March 21, 2012 12:06:06 PM
Subject: Mandatory Nonpublic School Meeting - Title II, A and Title III Federal Grant Funding

All,

Another Nonpublic School meeting has been scheduled for Monday, April 23, 2012 from 10:00 – 11:00 a.m. It is mandatory for Nonpublic Schools to attend the grant meeting in order to receive federal grant funds. The meeting will be held at Harford County Public School's A.A. Roberty Building, 102 S. Hickory Avenue in Bel Air.

Please respond to this email confirming your attendance. If you have any questions, please feel free to contact us. Thank you.

Joyce E. Jablecki

Administrative Assistant to

Mary Beth Stapleton, Coordinator of Grants

Harford County Public Schools

A.A. Roberty Building
102 S. Hickory Avenue
Bel Air, MD 21014
Phone: 410-588-5263
Fax: 410-588-5370
www.HCPS.org

Jablecki, Joyce

From: Kathy Ruth <kruth@stjoanarc.org>
Sent: Thursday, March 22, 2012 7:17 AM
To: Jablecki, Joyce
Subject: RE: Mandatory Nonpublic School Meeting - Title II, A and Title III Federal Grant Funding

Hi Joyce,

I'll be there. Also would you add my principal's email to your information for St. Joan of Arc. I will be retiring in June so she will be getting the information etc. jtowery@stjoanarc.org

Kathy

From: Jablecki, Joyce [<mailto:Joyce.Jablecki@hcps.org>]
Sent: Wednesday, March 21, 2012 12:06 PM
To: Arrow Center for Education (Kate Corbin); Highlands School (Julie McDowell); John Carroll School (Laura Lang); Kathy Ruth; St. Margaret School (Peggy Messaris); bbaker@highlandschool.net; mball@johncarroll.org; jhutcheson11705@comcast.net; Jane Towery
Cc: Stapleton, Mary; Bennett, Harvey
Subject: Mandatory Nonpublic School Meeting - Title II, A and Title III Federal Grant Funding
Importance: High

All,

Another Nonpublic School meeting has been scheduled for Monday, April 23, 2012 from 10:00 – 11:00 a.m. It is mandatory for Nonpublic Schools to attend the grant meeting in order to receive federal grant funds. The meeting will be held at Harford County Public School's A.A. Roberty Building, 102 S. Hickory Avenue in Bel Air.

Please respond to this email confirming your attendance. If you have any questions, please feel free to contact us. Thank you.

Joyce E. Jablecki

Administrative Assistant to

Mary Beth Stapleton, Coordinator of Grants

Harford County Public Schools

A.A. Roberty Building
102 S. Hickory Avenue
Bel Air, MD 21014
Phone: 410-588-5263
Fax: 410-588-5370
www.HCPS.org

FEDERAL EDUCATION PROGRAMS MEETING

March 21, 2012 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	Harve Bennett
11:00 a.m.	Open Agenda	All Participants
11:30 a.m.	Adjournment	

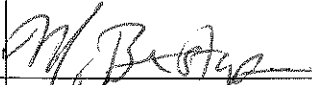


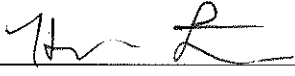

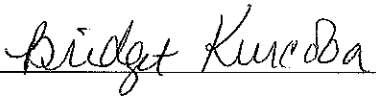
Non-Public School Meeting

Wednesday, March 21, 2012

10:00 – 11:30 a.m.

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

<i>Printed Name:</i>	<i>School/Office:</i>	<i>Title:</i>	<i>Signature:</i>
Mary Beth Stapleton	HCPS Central	Coordinator of Grants	
Harve Bennett	HCPS Central	Supervisor of Foreign Language/ESOL	
Thomas Webber	HCPS Central	Title 1 Assistant Supervisor	
Heather Flosser	Bethel Christian Academy	teacher	
	John Carroll School		
	Mountain Christian	Assistant Principal	
	Oak Grove Classical Christian School		
	St. Margaret School		
Bridget Kurcoba	Trinity Luthern School	School Counselor	

SIGN-IN SHEET

**Nonpublic Schools Meeting
April 23, 2012
10:00 - 11:00 a.m.**

Nonpublic School	Signature
1. Highlands School	
2. John Carroll School	<i>Maddy Bell</i>
3. Oak Grove Classical Christian School	<i>Laura Lane</i>
4. St. Joan of Arc School	<i>Debra Stash</i>
5. St. Margaret School	<i>Kathy Kait</i>
	<i>Orla Shanahan</i>

Harford County Public Schools

Title II-A Coordinator	Mary Beth Stapleton, Coordinator of Grants
Title III-A Coordinator	Harve Bennett, Supervisor of Foreign Language/ESOL
Title I Assistant Supervisor	Thomas Weber, Assistant Supervisor

Affirmation of Consultation

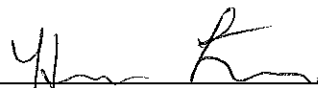
I am an administrator/representative of Bethel Christian Academy School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on March 21, 2012, the HCPS System and Bethel Christian Academy School engaged in consultation about the following federally funded programs for the 2012-2013 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

3-21-11

Date

(410) 939-4060/0174
Telephone Number

Affirmation of Consultation

I am an administrator/representative of The John Carroll School
School, a non-public school within attendance area boundaries of the Harford County Public
School (HCPS) System. I hereby affirm that in a meeting on March 21, 2012, the HCPS System
and John Carroll School engaged in
consultation about the following federally funded programs for the 2012-2013 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, John Carroll
School agrees to provide all information necessary to comply with
program requirements, including program plans along with the method of identifying students'
and teachers' needs, related to federally funded grant programs. Additionally, the school agrees
to provide documentation which will enable the HCPS System to distribute federal funds on
behalf of non-public school students and teachers. The school agrees to provide reports as
mandated by the programs in which participation occurs.

Jana E. Janz
Signature of Non-Public School Representative

April 23, 2012
Date

410 879-5053
Telephone Number

Affirmation of Consultation

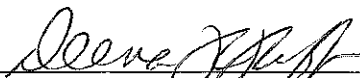
I am an administrator/representative of Mountain Christian School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on March 21, 2012, the HCPS System and Mountain Christian School engaged in consultation about the following federally funded programs for the 2012-2013 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Mountain Christian School 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

3/21/12
Date

410-877-7333
Telephone Number

Affirmation of Consultation

I am an administrator/representative of Oak Grove Classical Christian School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on March 21, 2012, the HCPS System and Oak Grove Classical Christian School School engaged in consultation about the following federally funded programs for the 2012-2013 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Oak Grove Classical Christian School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Deborah J Glasgow
Signature of Non-Public School Representative

4-23-12
Date

Telephone Number

Affirmation of Consultation

I am an administrator/representative of St. Joan of Arc
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 21, 2012, the HCPS System
and St. Joan of Arc School engaged in
consultation about the following federally funded programs for the 2012-2013 school year.
(Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, St. Joan of Arc
School agrees to provide all information necessary to comply with
program requirements, including program plans along with the method of identifying students'
and teachers' needs, related to federally funded grant programs. Additionally, the school agrees
to provide documentation which will enable the HCPS System to distribute federal funds on
behalf of non-public school students and teachers. The school agrees to provide reports as
mandated by the programs in which participation occurs.

Kathleen Ruth
Signature of Non-Public School Representative

4-23-2012
Date

410-272-1387
Telephone Number

Affirmation of Consultation

I am an administrator/representative of Saint Margaret School School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on March 21, 2012, the HCPS System and Saint Margaret School engaged in consultation about the following federally funded programs for the 2012-2013 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, St. Margaret School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Anne Sanchez

Signature of Non-Public School Representative

4/23/12

Date

410-879-1113

Telephone Number

Affirmation of Consultation

I am an administrator/representative of Trinity Lutheran 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 21, 2012, the HCPS System and Trinity Lutheran School engaged in consultation about the following federally funded programs for the 2012-2013 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

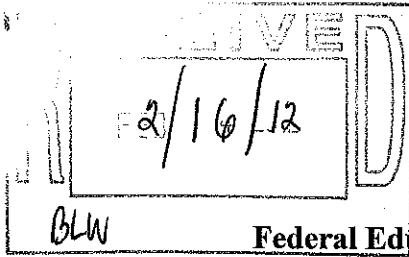
Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Trinity Lutheran School 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. Kuedba
Signature of Non-Public School Representative

3/21/12
Date

410-679-4000 ext. 180
Telephone Number



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2012-2013 School Year

Please type or print all information.

School: The Arrow Center for Education Fair Meadows Campus
Address: 2416 Creswell Road
Bel Air, MD 21015
Contact Person: Kate Corbin
Telephone Number: 410 734-0560 Fax Number: 410 734-0561
E-mail Address: keorbin@arrow-ora

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Wednesday, March 21, 2012.

I am unable to attend the HCPS meeting on Wednesday, March 21, 2012. However, my school plans to participate in federal grants during the 2012-13 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.

_____ **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 2012-2013 school year.

Please return this form to:

Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 16th, indicates that your school does not want to participate in the federal grants program for the 2012-13 School Year.

Kate Corbin
Administrator's Name
(printed or typed)

Kate Corbin
Administrator's Signature

2/14/12
Date



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2012-2013 School Year

Please type or print all information.

School: Bethel Christian Academy
Address: 21 N. Earlton Rd. Ext.
Havre de Grace, MD 21078
Contact Person: Mrs. Heather Flosser
Telephone Number: 410-939-0174
E-mail Address: chedshappy@aol.com

Check (✓) the appropriate line.

✓ Either I or a representative will attend the HCPS meeting on Wednesday, March 21, 2012.

I am unable to attend the HCPS meeting on Wednesday, March 21, 2012. However, my school plans to participate in federal grants during the 2012-13 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.

_____ **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 2012-2013 school year.

Please return this form to:

Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 16th, indicates that your school does not want to participate in the federal grants program for the 2012-13 School Year.

Mildred A. Flosser
Administrator's Name
(printed or typed)

Mildred A. Flosser
Administrator's Signature

2/24/2012
Date

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: Bethel Christian Academy

Address of School: 21 N. Earleton Rd. Ext.
Havre de Grace, MD 21078

Phone Number: (410) 939-

Principal/Director: Mrs. Millie Flosser

1. TITLE I ELIGIBLE STUDENTS BY GRADE RESIDING IN THESE ATTENDANCE AREAS:

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

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

2.

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

3. Needs of Students

Reading: Number _____

Math: Number _____

Both: Number 4

* No instrument was used to determine below grade level performance. This information is based on classroom performance. This is due to not having the materials with which to properly/formally test the students

4. Principal/Director:

Michael Flosser
Signature

3/5/2012
Date

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2012-2013 School Year

Please type or print all information.

School: Grace Cooperative Nursery
Address: 110 W Bel Air Av
Aberdeen MD 21001
Contact Person: Mary Ann Magee
Telephone Number: 410 272 8900 Fax Number: _____
E-mail Address: grace.cooperative.nursery@gmail.com

Check (✓) the appropriate line.

_____ Either I or a representative will attend the HCPS meeting on Wednesday, March 21, 2012.

_____ I am unable to attend the HCPS meeting on Wednesday, March 21, 2012. However, my school plans to participate in federal grants during the 2012-13 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.

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 2012-2013 school year.

Please return this form to:

Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 16th, indicates that your school does not want to participate in the federal grants program for the 2012-13 School Year.

Mary Ann Magee

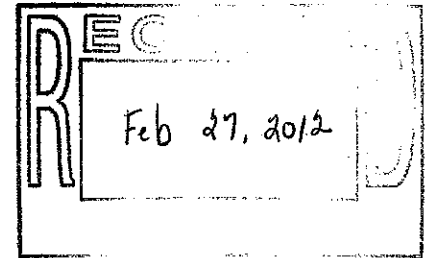
Administrator's Name
(printed or typed)

Mary Ann Magee

Administrator's Signature

3-9-12

Date



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2012-2013 School Year

Please type or print all information.

School: The Highlands School, Inc.
Address: 2409 Criswell Rd
Bel Air MD 21015
Contact Person: Beth Baker
Telephone Number: 410-836-1415 Fax Number: 443-412-1098
E-mail Address: bbaker@highlandsschool.net

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Wednesday, March 21, 2012.

X I am unable to attend the HCPS meeting on Wednesday, March 21, 2012. However, my school plans to participate in federal grants during the 2012-13 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.

_____ **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 2012-2013 school year.

Please return this form to:

Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 16th, indicates that your school does not want to participate in the federal grants program for the 2012-13 School Year.

BETH BAKER

Administrator's Name
(printed or typed)

Beth Baker

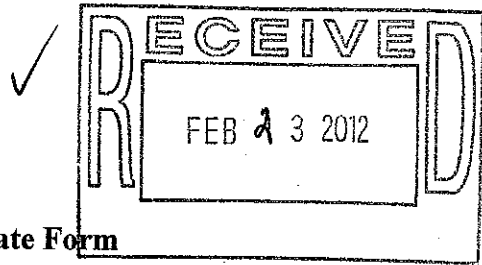
Administrator's Signature

2/27/12

Date

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2012-2013 School Year



Please type or print all information.

School: The John Carroll School

Address: 703 E. Churchville Rd.
Bel Air, MD 21014

Contact Person: Madelyn Ball

Telephone Number: 410-879-2480 Fax Number: 410-836-8514

E-mail Address: mball@johncarroll.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Wednesday, March 21, 2012.

I am unable to attend the HCPS meeting on Wednesday, March 21, 2012. However, my school plans to participate in federal grants during the 2012-13 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.

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 2012-2013 school year.

Please return this form to:

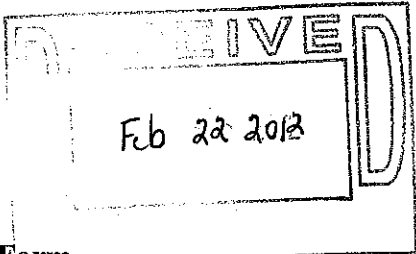
Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 16th, indicates that your school does not want to participate in the federal grants program for the 2012-13 School Year.

Madelyn Ball
Administrator's Name
(printed or typed)

Madelyn Ball
Administrator's Signature

2/17/2012
Date



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2012-2013 School Year

Please type or print all information.

School: Mountain Christian School

Address: 1824 Mountain Rd.

Joppa, MD 21085

Contact Person: Deena Ruff, AP

Telephone Number: 410-877-7333

Fax Number: 410-877-4151

E-mail Address: nwellington@mountaincs.org
druff@mountaincs.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Wednesday, March 21, 2012. I will be attending along with my AP, Deena Ruff.

I am unable to attend the HCPS meeting on Wednesday, March 21, 2012. However, my school plans to participate in federal grants during the 2012-13 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.

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 2012-2013 school year.

Please return this form to:

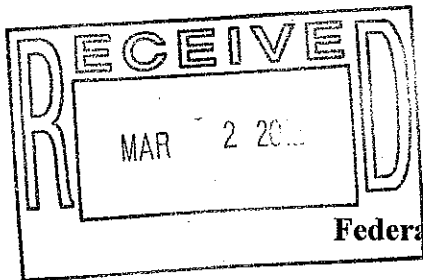
Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 16th, indicates that your school does not want to participate in the federal grants program for the 2012-13 School Year.

Abdine Wellington
Administrator's Name
(printed or typed)

Abdine Wellington
Administrator's Signature

2/15/12
Date



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2012-2013 School Year

Please type or print all information.

School: Oak Grove Classical Christian School

Address: 2106 E Churchville Rd
Bel Air MD 21015

Contact Person: Jacqueline J. Hutcheson

Telephone Number: (443-617-2126) Fax Number: office 410-838-1333

E-mail Address: jhutcheson11705@comcast.net

Check (✓) the appropriate line.

[X] Either I or a representative will attend the HCPS meeting on Wednesday, March 21, 2012.

[] I am unable to attend the HCPS meeting on Wednesday, March 21, 2012. However, my school plans to participate in federal grants during the 2012-13 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.

[X] 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.

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 2012-2013 school year.

Please return this form to:

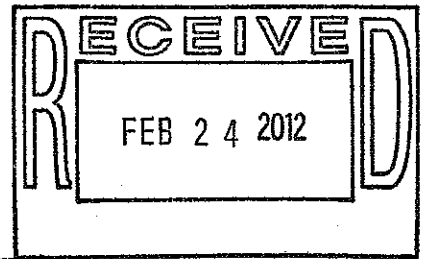
Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 16th, indicates that your school does not want to participate in the federal grants program for the 2012-13 School Year.

Jacqueline J. Hutcherson, PhD
Administrator's Name
(printed or typed)

Jacqueline J. Hutcherson PhD
Administrator's Signature

2/28/12
Date



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2012-2013 School Year

Please type or print all information.

School: St. Joan of Arc

Address: 230 Law Street
Aberdeen MD 21001

Contact Person: Dr. Jane Towery

Telephone Number: 410-272-1387 Fax Number: 410-272-1959

E-mail Address: JTowery@stjoanarc.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Wednesday, March 21, 2012.

I am unable to attend the HCPS meeting on Wednesday, March 21, 2012. However, my school plans to participate in federal grants during the 2012-13 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.

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 2012-2013 school year.

Please return this form to:

Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 16th, indicates that your school does not want to participate in the federal grants program for the 2012-13 School Year.

Dr. Jane Towery
Administrator's Name
(printed or typed)

Jane Towery
Administrator's Signature

2-21-2012
Date

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: St. Joan of Arc

Address of School: 230 Law Street
Aberdeen, MD 21001

Phone Number: 410-272-1387

Principal/Director: Dr. Jane Towery

1. TITLE I ELIGIBLE STUDENTS BY GRADE RESIDING IN THESE ATTENDANCE AREAS:

Title I Public Schools*	K	1	2	3	4	5	Total
Edgewood							
George D. Lisby Elementary School at Hillsdale			1	1	1		3
Hall's Cross Roads	4	3	3		1	3	11
Havre de Grace	6	5		2	2		15
Magnolia		1					1
William Paca/Old Post Road		2	4	1	2		9
Total	10	8	8	4	6	3	

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

2.

	Instrument Used to Determine Below Grade Level Performance	Average Grade Level Performance For All Students	Cut-off Score Indicating below Grade Level Performance
Kindergarten	Brigance-Stanford	80%	stanine 3 or below
Grade 1	Stanford 10	80%	stanine 3 or below
Grade 2	Stanford 10	80%	stanine 3 or below
Grade 3	Stanford 10	80%	stanine 3 or below
Grade 4	Stanford 10	80%	stanine 3 or below
Grade 5	Stanford 10	80%	stanine 3 or below

3. Needs of Students

Reading: Number 10

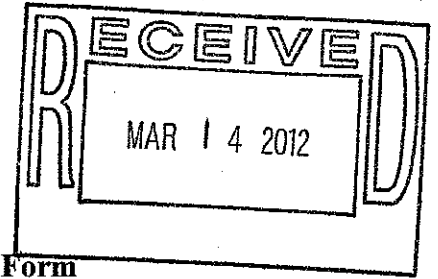
Math: Number 2

Both: Number 3

4. Principal/Director:

Kathleen Ruth
Signature

2-21-2012
Date



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2012-2013 School Year

Please type or print all information.

School: Saint Margaret Elementary School
Address: 205 N. Hickory Acc-
Bel Cur, MD 21014
Contact Person: PElagia Messaris
Telephone Number: 410-879-1113 ext 148 Fax Number: 410-838-8713
E-mail Address: pmessaris@smsch.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Wednesday, March 21, 2012.

I am unable to attend the HCPS meeting on Wednesday, March 21, 2012. However, my school plans to participate in federal grants during the 2012-13 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.

✓ **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 2012-2013 school year.

Please return this form to:

Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 16th, indicates that your school does not want to participate in the federal grants program for the 2012-13 School Year.

Peggy A Messaris

Administrator's Name
(printed or typed)



Administrator's Signature

2/16/12

Date

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: Saint Margaret Elementary School
Address of School: 205 N. Hickory Ave
Bel Air, MD 21014
Phone Number: 410-879-1113 ext. 148
Principal/Director: Mrs. Hobik / Mrs. Messaris

1. TITLE I ELIGIBLE STUDENTS BY GRADE RESIDING IN THESE ATTENDANCE AREAS:

Title I Public Schools*	K	1	2	3	4	5	Total
Edgewood	1						1
George D. Lisby Elementary School at Hillsdale							
Hall's Cross Roads							
Havre de Grace			1	1	1		3
Magnolia			1				
William Paca/Old Post Road	1	4	1	3	2	2	13
Total	2	4	2	4	3	2	17

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

2.

	Instrument Used to Determine Below Grade Level Performance	Average Grade Level Performance For All Students	Cut-off Score Indicating below Grade Level Performance
Kindergarten	Teacher input		
Grade 1	Teacher input - Stanford Survey		
Grade 2	Teacher input - Stanford Survey		
Grade 3	Teacher input - Stanford Survey	74 th percentile	
Grade 4	Stanford 10	82 nd percentile	
Grade 5	Stanford 10	80 th percentile	

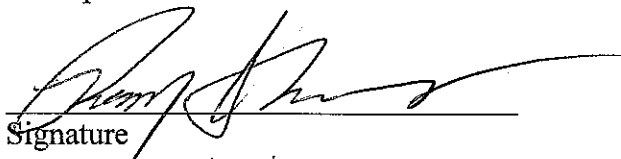
3. Needs of Students

Reading: Number _____

Math: Number 7

Both: Number _____

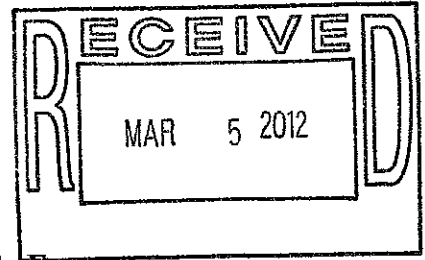
4. Principal/Director:



 Signature

3/12

 Date



Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2012-2013 School Year

Please type or print all information.

School: Trinity Lutheran School
Address: 1100 Philadelphia Rd.
Joppa, MD 21085
Contact Person: Bridget Kurcoba or Patty Ree (ext. 119)
(ext. 180)
Telephone Number: 410-679-4000 Fax Number: 410-679-3472
E-mail Address: bkurcoba@tlsonline.org

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Wednesday, March 21, 2012.

I am unable to attend the HCPS meeting on Wednesday, March 21, 2012. However, my school plans to participate in federal grants during the 2012-13 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.

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 2012-2013 school year.

Please return this form to:

Mrs. Barbara Wieczynski, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 16th, indicates that your school does not want to participate in the federal grants program for the 2012-13 School Year.

John Austin

Administrator's Name
(printed or typed)

John Austin
Administrator's Signature

2.29.12
Date

Attachment 12



Title I, Part D Prevention and Intervention Programs for Children And Youth Who Are Neglected, Delinquent, or At-Risk

Attachment 13



Fine Arts

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 art and music instruction each year of their schooling. Instrumental music and choral programs are available for students in grades 4 through 12. The high school students of HCPS 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 2011-2012 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the System’s Bridge to Excellence (BTE) Master Plan.

During the 2011-2012 school year, HCPS addressed the majority of the goals pertaining to fine arts outlined in the Bridge to Excellence Master Plan. Progress for each of FY 11’s objectives is listed below:

- a. Art** – The HCPS Art program continues to move forward, placing an emphasis on training for AP Art History and Art Studio as well as providing appropriate equipment and materials in the classroom. The 2011-2012 Fine Arts Grant helped to fund 12 sets of Scholastic Art to be placed in each of the 10 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 are becoming ever more popular and give students a different type of musical experience for our high school students. Teachers were able to have more personalized professional development due to the FAI Grant. New Music Technology Labs were added to the system at Fallston, Havre de Grace and Aberdeen High Schools with professional development taking place for all teachers presently involved and those who will become involved in the near future. Trumpet Day also continued this school year drawing more vendors and participants than previous years. Reference materials were purchased to continue the HCPS initiative on content literacy.
- c. Dance** – Two high schools continue to offer a dance program, Aberdeen High School and Edgewood High School with North Harford adding a new program. Costumes were purchased to enhance all three programs.

- d. **Drama** – The drama program continued to hold its annual drama clinic by contracting a professional acting troop. 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 2011-2012. It 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 for this this year remained the same as last year. Even with local budget cuts, funding has been maintained for the art program. Grant funding has made a dramatic impact on the county-wide art program. Additionally, over the past several years HCPS has been working on providing AP course offerings in Art History and Art Studio 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 2011-2012. The county-wide activities associated with the music program have been supported in the Master Plan through the strategies of maintaining funding and resources to support the HCPS Fine Arts Program and implementing music all-county events and festivals. The direction and focus afforded the music program through inclusion in the Master Plan has provided support for the program within the school system. The Superintendent’s Senior Staff and Board of Education (BOE) members are kept aware of music department activities through invitations to events and awards received by students, staff and the department as a whole. Even with recent budget cuts county support has remained steady. Also, the purchase of reference materials has been well received by teachers. Combined with the Content Literacy initiative, teachers are beginning to utilize materials to develop units that go beyond performance and contribute to total musicianship.
- c. **Dance** – The HCPS Master Plan has provided guidance for the dance program and a blueprint for measuring successes that were achieved in 2011-2012. The strategy of maintaining funding and resources to support the HCPS Fine Arts Program has helped the dance program focus on areas that can improve the level of students’ experience. Funding from the Fine Arts Initiative (FAI) grant has been allocated for two schools in the program and progress is being made in establishing a program that is well received by students, teachers and administration in the schools where it is located.
- d. **Drama** - The HCPS Master Plan has provided guidance for the drama program and a blueprint for measuring successes that were achieved in 2011-2012. The strategy of maintaining funding and resources to support the HCPS Fine Arts Program has helped the drama program focus on areas that can improve the level of students’ experience. The Drama Program held its annual Drama Festival 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 Art Program of the HCPS was very productive during 2011-2012, 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 not present in the past. 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 2011-2012. All of the goals were met as outlined in the Master Plan. One area that will continue to be a focus is work on the high school curriculum guide and the completion of a Music Technology II course that will complete a career pathway for students interested in music technology. The have been delayed once again do to a refocusing on Common Core Curricula. 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 the 2011-2012 school year have been completed. The priority of HCPS to maintain funding and resources to support the HCPS Fine Arts Program, as outlined in the Master Plan, has given the program visibility. The main challenge continues to be that Dance is under the direction of the Supervisor for FACS/Art and Career Programs. With the demands placed on the supervisor, little time exists to focus on the needs of the Dance Program. The continued cuts in the FAI grant are causing a slowdown of progress. No new sources of funds are available and those we rely on are becoming almost non-existent.
- d. Drama** – Drama Program goals for the 2011-2012 school year have been completed. The priority of HCPS to maintain funding and resources to support the HCPS Fine Arts Program has made it possible for the Drama Program to enhance its offerings to students through a county-wide Drama Festival. The main challenge continues to be that Drama is under the direction of the Supervisor for English/Language Arts. With the demands placed on the supervisor, little time exists to focus on the needs of the Drama Program. The continued cuts in the FAI grant are causing a slowdown of progress. No new sources of funds are available.

4. Describe the goals, objectives, and strategies that will be implemented during 2012-2013 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 in the 2012 Master Plan are aligned with transition to High-Quality Standards and Assessments (Section B), and Great Teachers and Great Leaders (Section D).

In the fall of 2011, HCPS BOE developed a new strategic plan. The following BOE goal and supporting objective support implementation of HCPS Fine Arts strategies.

<p>Board of Education: Goal 1: <i>To prepare every student for success in postsecondary education and a career.</i> Goal 3: <i>To hire and support skilled staff who are committed to increasing student achievement.</i></p>
<p>Supporting Objective:</p> <ul style="list-style-type: none"> ➤ Review and analyze available data to ascertain graduates' career and postsecondary educational success ➤ Provide all staff with professional development, resources, and services.
<p>Strategy 1: Music: During 2012-2013 school year, the music program funding will focus on maintaining the music program we have established. Cuts to the budget are requiring the 2013 grant to be spent on basic necessities such as substitute time to support programs instead of advancing the program as in past years.</p>
<p>Strategy 2: Music: The Music Program will continue the highly successful All County and Assessment Programs that have been part of the HCPS educational system since 1960, but because of a lack of funding to pay middle school teachers, the Middle School All County program will be discontinued.</p>
<p>Strategy 3: Art: During 2012-2013 school year, 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 to support art classroom activities.</p>
<p>Strategy 4: Drama: Drama productions in Harford County Public Schools have grown considerably over the past several years. During the 2011-2012 school year, HCPS will contract professional actors to assist teachers with program delivery and staff development. Funds will also be allocated to supplement in-kind funding for the purchase of scripts.</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	\$26,492	AMENDED BUDGET #		REQUEST DATE	08/13/12
GRANT NAME	Fine Arts Initiative	GRANT RECIPIENT NAME	HARFORD COUNTY PUBLIC SCHOOLS		
MSDE GRANT #		RECIPIENT GRANT #	24063		
REVENUE SOURCE	State	RECIPIENT AGENCY NAME	HARFORD COUNTY PUBLIC SCHOOLS		
FUND SOURCE CODE		GRANT PERIOD	7/1/2012	6/30/2013	
		FROM _____ TO _____			

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						693.00	693.00
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.	9,804.00		15,183.00				24,987.00
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				812.00			812.00
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	9,804.00	0.00	15,183.00	812.00	0.00	693.00	26,492.00

Finance Official Approval	<u>Eric Clark</u>		9/27/2012	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>Robert M. Tomback, Ph.D.</u>		9/27/2012	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

HCPS FINE ARTS INITIATIVE GRANT BUDGET NARRATIVE

ART/DANCE

Category/Object	Line Item	Calculation	Cost	Total
		SUPPLIES AND MATERIALS		
Special Programs Supplies and Materials	Supplies and materials of instruction to support Instructional Program	<ul style="list-style-type: none"> • (Art) 12 sets of <i>Scholastic Art</i> \$300 ea. for schools. $300 \times 12 = \mathbf{\\$3,600}$ • 2 document cameras @ \$500/each = \$1,000 • 2 digital cameras @ \$200/each = \$400 • 1 flip camera @ \$220/each = \$220 • 2 light tracers @ \$100/each = \$200 • 7 light boxes @ \$160/each = \$1,120 • 1 etching press/plates/stand = \$1,287 	3,600 1,000 400 220 200 1,120 1,287	7,827
		Total Supplies and Materials	7,827	7,827
		TRANSFERS		
Business Support	Indirect Costs	<ul style="list-style-type: none"> • Total Direct Charges times 2.69%. $\\$7,830 * .0269 = \mathbf{\\$210}$ 	210	210
		Total Transfers	210	210
		TOTAL ART/DANCE BUDGET	\$8,037	\$8,037

MUSIC

Category/Object	Line Item	Calculation	Cost	Total
SALARY AND WAGES				
Special Programs Salaries and Wages	Substitute time for high school All County Band, Orchestra and Chorus	<ul style="list-style-type: none"> 30 substitute days for High School All County Band, Orchestra and Chorus at \$90/day = \$2,700 	2,700	2,700
Special Programs Salaries and Wages	Substitute time for high school and middle school Assessments	<ul style="list-style-type: none"> 57 substitute days for high school and middle school assessments at \$90/day = \$5,130 	5,130	5,130
Special Programs Salaries and Wages	Custodial overtime for music activities	<ul style="list-style-type: none"> 42 hours custodial overtime to support musical activities at \$47/hour = \$1,974 	1,974	1,974
Total Salaries and Wages			9,804	9,804
SUPPLIES AND MATERIALS				
Special Programs Supplies and Materials	Materials to support music in secondary school classrooms	<ul style="list-style-type: none"> \$3,063 to purchase reference materials for all school to include new <i>Teaching Music through Performance</i> books and CDs as well as other texts. 53 schools x \$57.79 = \$3,063 	3,063	3,063
Total Supplies and Materials			3,063	3,063
OTHER CHARGES				
Other Charges	Fixed Costs	<ul style="list-style-type: none"> FICA and Worker's Comp @ 8.28%. \$9,804 * .0828 = \$812 	812	812
Total Other Charges			812	812
TRANSFERS				
Business Support	Indirect Costs	<ul style="list-style-type: none"> Total Direct Charges times 2.69%. \$13,679 * .0269 = \$368 	368	368
Total Transfers			368	368
TOTAL MUSIC BUDGET			\$14,047	\$14,047

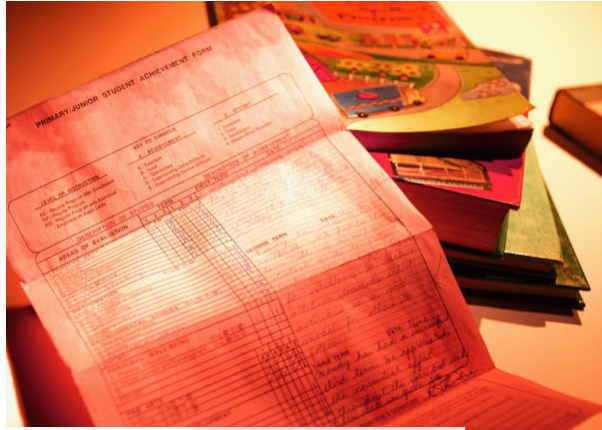
DRAMA

Category/Object	Line Item	Calculation	Cost	Total
		SUPPLIES AND MATERIALS		
Special Program Supplies and Materials	Materials for Drama Program support	<ul style="list-style-type: none"> • \$279.30 each for ten high schools to offset royalties costs for drama productions = \$2,793 • Purchase scripts to support drama productions = \$1,500 	2,793	4,293
		Total Supplies and Materials	4,293	4,293
		TRANSFERS		
Business Support	Indirect Costs	<ul style="list-style-type: none"> • Total Direct Charges times 2.69%. $\\$4,293 * .0269 = \mathbf{\\$115}$ 	115	115
		Total Transfers	115	115
		TOTAL DRAMA BUDGET	\$4,408	\$4,408

SUMMARY

Category/Object	Line Item	Calculation	Cost	Total
SALARY AND WAGES				
Special Programs Salaries and Wages	Substitute Days	Music: 87 days @ \$90 = \$7,830	7,830	7,830
Special Programs Salaries and Wages	Custodial overtime for music activities	Music: 42 hours@ \$47 = \$1,974	1,974	1,974
Total Salaries and Wages			9,804	9,804
SUPPLIES AND MATERIALS				
Special Programs Supplies and Materials	Materials for professional development and classroom instruct.	Materials of Instruction: Art - \$7,827 Music - \$3,063 Drama - \$4,293	7,827 3,063 4,293	15,183
Total Supplies and Materials			15,183	15,183
OTHER CHARGES – FIXED COSTS				
Special Programs Fixed Charges	<i>Fixed Costs</i>	<i>Total Salaries and Wages x 8.28% for fixed benefits.</i> Music - \$9,804 * .0828 = \$812 Art - \$0 Drama - \$0	812	812
Total Other Charge – Fixed Costs			812	812
TRANSFERS				
Business Support	Indirect Costs	Administrative costs figured at 2.69% total grant funds. Art - \$210 Music - \$368 Drama - \$115	210 368 115	693
Total Transfers			693	693
TOTAL HCPS FINE ARTS INITIATIVE GRANT BUDGET			\$26,492	\$26,492

Additional Federal and State Reporting Requirements



Victims of Violent Criminal Offenses (VVCOs) in Schools - SY 2011-12

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	1	0	0	0
Carjacking & attempted carjacking				
Armed carjacking & attempted armed carjacking				
Sexual offense & attempted sexual offense in the first degree				
Sexual offense & attempted sexual offense in the second degree				
Use of a handgun in the commission or attempted commission of a felony or other crime of violence				
Assault in the first degree				
Assault with intent to murder				
Assault with intent to rape				
Assault with intent to rob				
Assault with intent to commit a sexual offense in the first degree				
Assault with intent to commit a sexual offense in the second degree				
TOTAL	1	0	0	0

NOTE: Please read the attached guidance before completing the VVCOs in Schools Report.

**State Fiscal Stabilization Fund Program Requirements – Phase II
Achieving Equity in Teacher Distribution**

Summary

To enable State officials, parents, the Department of Education, local educators and other key stakeholders to measure States’ progress towards improving teacher effectiveness and achieving equity in the distribution of teachers and principals, States will need to collect, publish, and analyze basic information about how districts evaluate teacher and principal effectiveness and distribute their highly qualified and effective teachers among schools. The objective is to highlight inequities that result in low-income and minority students being taught by inexperienced, unqualified, out-of-field or ineffective teachers at higher rates than other students. Similarly, because principals play a critical role in teaching and learning, it is important to highlight inequities that result in low-income and minority students being taught in schools overseen by ineffective principals at higher rates than other students.

General Instructions:

- **Please update your school system web site to report required information.**
- **For this reporting year, use 2011-2012 data to update system web site.**

PART I: Teacher and Principal Evaluation Systems

Directions:

Include, **and update**, the following information **for descriptors (a)(1), (a)(2), and indicators (a)(4), (a)(5), (a)(7)** on the local school system's designated website.

Please provide your school system link on the line below:

URL: <http://www.hcps.org/BOE/Default.aspx?tab=4>

Citation	Description	Rationale
Descriptor (a)(1)	Describe, for each local education agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.	Teacher evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective teachers.

HCPS Response: Evaluation of teachers is based on established performance standards which include observation of instruction and criteria identified in Characteristics of a Competent Teacher. The evaluation process includes development of the individual's professional development goals. Key components of the observation instrument include instructional planning, lesson implementation, pupil involvement, management and organization, and professional characteristics. Indicators within these components are tied to state curriculum outcomes and student achievement. Teachers exhibiting weaknesses in any of the observation components are placed on assistance plans accordingly. This professional development allows administrators and supervisors to meet the identified needs of individual teachers directly connected to their instructional practices. Additionally, as principals determine a need for specific professional development for their instructional staffs, the HCPS teacher calendar designates 5 teacher days for the implementation of targeted professional development at the school level. Currently there is no performance pay or performance compensation for teachers other than the established salary scale. Promotional opportunities for teachers are advertised as needed and require 3 to 5 years of successful teaching experience in addition to job-specific qualifications. The teacher observation and evaluation process is used to determine retention and dismissal. During the 2012-2013 school year, in

order to comply with the Maryland Assembly legislation entitled Education Reform Act of 2010, a new teacher evaluation system will be piloted.

Citation	Description	Rationale
Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.	Principal evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective principals.

HCPS Response: The evaluation of principals is based on established performance criteria which include five key domains: Student Achievement; School/Workplace Culture; Environmental Management Skills; Parent and Community Relationships; and Leadership, Knowledge and Skills. The principal evaluation form has an overall domain for student achievement that includes specific indicators which are based on the ISLC Standards. Student achievement data are included in the School Improvement Plans, and AYP is used as a factor in the evaluation process. Performance goals are tied to student achievement data. Professional development is available for new principals. Additional professional development opportunities are provided per principal or director request relative to performance evaluations. HCPS provides performance adjustment increases for principals linked directly to the evaluation process. Past performance tied to evaluations is a factor when considering principal promotion. The evaluation process includes stipulations for retention and/or removal of any principal not meeting improvement plan requirements. During the 2012-2013 school year, in order to comply with the Maryland Education Reform Act of 2010, a new principal evaluation system will be piloted.

Citation	Description	Rationale
Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.	Ratings from teacher evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective teachers across districts.

Performance Rating or Level	Number of Teachers	Percentage of Teachers
Satisfactorily	1771	81.1%
Meeting Initial Expectations	275	12.6%
Causing Concern	75	3.4%
Performing Unsatisfactorily	62	2.8%
Total: 2,183		

Citation	Description	Rationale
Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.	To the extent information on the distribution of teacher performance ratings is readily accessible by school; State officials, parents and other key stakeholders can identify and address inequities in the distribution of effective teachers on an ongoing basis.

HCPS Response: The number and percentage of teachers rated at each performance rating or level are not currently publicly reported for each school in the HCPS.

Citation	Description	Rationale
Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level .	Ratings from principal evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective principals across districts.

Performance Rating or Level	Number of Principals	Percentage of Principals
Distinguished	26	48%
Highly Proficient	20	37%
Proficient	0	0
Unsuccessful	0	0
New – not yet rated	8	15%
	Total: 54	

PART II: Achievement Outcomes and Evaluation Systems

Directions:

- ✓ Check the appropriate response for questions 1 and 2 to report information for indicators **(a)(3)** and **(a)(6)**.

Citation	Description	Rationale
Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

1. Do your evaluation systems include student achievement outcomes or student growth? (Mark "Yes" or "No")
 - a. Yes, the systems used to evaluate the performance of **teachers** include student achievement outcomes or student growth as an evaluation criterion.
 - b. If Yes, please respond (check one):
 - Student achievement outcomes are included as an evaluation criterion.
 - Student growth is included as an evaluation criterion.
 - c. No, the systems used to evaluate the performance of teachers do not include student achievement outcomes or student growth as an evaluation criterion.

Citation	Description	Rationale
Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

2. Do the systems used to evaluate the performance of **principals** include student achievement outcomes or student growth as an evaluation criterion? (Mark "Yes" or "No")
 - a. Yes, the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion.
 - b. If Yes, please respond (check one):
 - Student achievement outcomes are included as an evaluation criterion.
 - Student growth is included as an evaluation criterion.
 - c. No, the systems used to evaluate the performance of principals do not include student achievement outcomes or student growth as an evaluation criterion.

TRANSFER OF EDUCATIONAL RECORDS
CHILDREN IN STATE-SUPERVISED CARE
CERTIFICATION STATEMENT
2012 MASTER PLAN UPDATE

Local School System: Harford County Public Schools

Point of Contact: Stephen Lentowski

Address: 102 S. Hickory Avenue

Bel Air, Maryland 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.

 7/20/12
Signature - Local Superintendent of Schools/Chief Executive Officer Date

Please complete certification statement and submit as part of your 2012 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
2012 Master Plan Update**

Local School System: Harford County Public Schools

Point of Contact: Stephen Lentowski

Address: 102 S. Hickory Avenue

Bel Air, Maryland 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 **Date**

Please complete certification statement and submit as part of your **2012 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: jmcginnis@msde.state.md.us