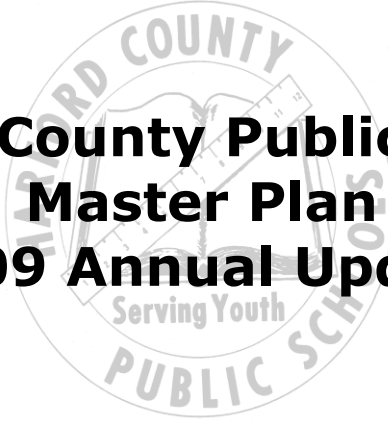


Bridge to Excellence

Harford County Public Schools Master Plan 2009 Annual Update



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

October 15, 2009
Draft*

Harford County Public Schools

102 S. Hickory Avenue
Bel Air, Maryland 21014-2988
410-838-7300
FAX 410-638-4051

Robert M. Tomback, Ph.D.
Superintendent of Schools

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. Our State Superintendent of Schools is known nationally for her leadership in public education.

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 sixth 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 is a community of learners where educating everyone takes everyone. We empower all students to contribute to a diverse, democratic, and change-oriented society. Our public schools, parents, public officials, businesses, community organizations, and citizens actively commit to educate all students to become caring, respectful, and responsible citizens.

Mission

The Mission of Harford County Public Schools is to foster a quality educational system that challenges students to develop knowledge and skills, and to inspire them to become life-long learners and good citizens.

Master Plan Goals

- 1) Ensure a safe, positive learning environment for students and staff in our schools.*
- 2) Accelerate student learning and eliminate the achievement gaps.*
- 3) Ensure the effective use of all resources focusing on the areas of technology, fiscal and budgetary management, and community partnerships.*
- 4) Understanding that all employees contribute to the learning environment, we will maintain a highly qualified workforce.*

Members of the Board of Education 2009-2010

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Leonard D. Wheeler, Ed.D., *Vice President*
Ruth R. Rich, *Past President*
John L. Smilko
Alysson L. Krchnavy
Don R. Osman
Kate E. Kidwell, *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 Senior Staff
- 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
- Departmental Citizen Advisory meetings
- Internet feedback

Harford County Public Schools Bridge to Excellence Master Plan

Acknowledgements

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 2009 Annual Update:

Darlene E. Amos

Executive Assistant, Office of Curriculum and Instruction

James Jewell

Director of Budget

Martha Barwick

Teacher Specialist, Educational Technology

Sharon Kachur

Coordinator of Math Interventions

Robert A. Benedetto

Chief of Security

Teri Kranefeld

Manager of Communications

Harve R. Bennett

Supervisor of Foreign Language and ESOL

Dina Kropkowski

Teacher Specialist, Educational Technology

James E. Boord, III

Supervisor of Music

Stephen C. Lentowski

Director of Student Services

Cornell Brown

Assistant Superintendent for Operations

Joseph P. Licata

Chief of Administration

Susan Brown

Coordinator of Intervention Programs

John M. Markowski

Assistant Superintendent for Business Services

Linda Chamberlin

Executive Director of Elementary Education

Frank Mezzanotte

Coordinator of Magnet Programs

Eric Clark

Grants Accountant

H. Andrew Moore, II

Director of Information and Technology

Eric S. Cromwell

Coordinator of Accelerated Learning Programs

Sarah S. Morris

Supervisor of Mathematics

Barbara S. DeRose

Program Specialist

Pamela K. Murphy

Senior Manager of Human Resources

Susan E. Garrett

Supervisor of Career Programs and Art

Jon O'Neal

Asst. Superintendent for Human Resources

Joyce E. Jablecki

Administrative Assistant, Office of Curriculum and Instructional Grants

Marilyn E. Owen

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

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

Acknowledgements

Bradley A. Palmer

Assistant Supervisor, Office of Compensatory
Education/Title I

Phillip E. Snyder

Assistant Supervisor, Office of Accountability

LaVerne Pitts

Supervisor of Business and Technology Education

Anne-Marie Spakowski

Director of Special Education

Roger L. Plunkett

Assistant Superintendent for Curriculum and Instruction

Mary Beth Stapleton

Grants Coordinator

Virginia Popiolek

Supervisor of Elementary and Middle P.E. and Health

Marian L. Stewart

Local Point of Contact, BTE Master Plan
Specialist, Office of Accountability

Cathy Price

Acting Supervisor of Equity and Cultural Proficiency

Jacqueline Tarbert

Coordinator of Professional Development

Jeannine Ravenscraft

Budget Analyst

George J. Toepfer

Supervisor of Social Studies

Andrew Renzulli

Supervisor of Science

David A. Volrath

Executive Director of Secondary Education

Steve Richards

Supervisor of Psychological Services and Pupil Personnel

Allyn A. Watson

Supervisor of Compensatory Education/Title I

Kristine Scarry

Coordinator of Reading Interventions

Thomas Webber

Assistant Supervisor, Office of Compensatory
Education/Title I

Leeann Schubert

School Improvement Coordinator

Cyd Wentzel

Supervisor of Guidance and Counseling

Michelle Shaivitz

Coordinator, Partnerships for Student Achievement

Dr. Carolyn M. Wood

Supervisor, Office of Accountability

Ginny L. Smith

Coordinator, Early Childhood

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

Essential Vocabulary

AP	Advanced Placement
AGB	Alternative Governance Board
AS	Achievement Series – Online program for district assessment development and district assessment reporting
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
CILT	Central Instructional Leadership Team
CIP	Capital Improvement Program
CLG	Core Learning Goals – The high school content standards that form the knowledge base for the Maryland High School Assessments
CLS	Classroom Learning System
COMAR	Code of Maryland Regulations
Content Standards	State Board-adopted standards that detail what students should know in the academic areas kindergarten through grade twelve
CSSRP	Comprehensive Secondary School Reform Program
CTE	Career and Technology Education
CWE	Cooperative Work Experience
ELL	English Language Learners
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

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

Essential Vocabulary

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
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
IEP	Individualized Education Plan
IF	Instructional Facilitator—school-based position with evaluative duties
ILA	Integrated Language Arts
ILT	Instructional Leadership Team—Principal, Assistant Principal(s), Instructional Facilitator, and Teacher Mentor
Instructional Technology	Software that supports the instructional program
ISTE	International Society for Technology in Education
LEA	Local Educational Agency—the Harford County Public School System
LEP	Limited English Proficient—Program to promote the development of the English language for students who primarily speak a foreign language

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

Essential Vocabulary

LRE	Least Restrictive Environment
LTDB	Longitudinal Test Database
MSA	Maryland School Assessment
MSAP	Maryland Student Assistance Program
MSDE	Maryland State Department of Education
NAGC	National Association for Gifted Children
NCLB	No Child Left Behind – Elementary and Secondary Education Act of 2002
OA	Office of Accountability
OECP	Office of Equity and Cultural Proficiency
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
PI	Programs & Initiatives
PLC	Professional Learning Community
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
Senior Staff	Superintendent of Schools, Assistant Superintendent for Human Resources, Assistant Superintendent for Operations, Assistant Superintendent for Business Services, Director of Information and Technology, Director of Public Information, Assistant Superintendent for Curriculum and Instruction, Director of Elementary Education, Director of Secondary Education, and General Counsel
SES	Socio-Economic Status – A measure of a student’s family concerning their financial ability to handle basic and other needs; measured primarily by free and reduced meal qualification

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

Essential Vocabulary

SIP	School Improvement Plan
SRI	Scholastic Reading Inventory
SIT	School Improvement Team
SWD	Students With Disabilities
SIP	School Improvement Plan
Visionary Panel	An MSDE-appointed panel of state-wide leaders who considered the vision of K-12 education in Maryland for the next ten years
VSC	Voluntary State Curriculum

Harford County Public Schools
BTE Master Plan
2009 Annual Update

PART I: The Content

Annual Review of Goals, Objectives, and Strategies



2009 Master Plan Annual Update

Part I: The Content

Due: October 15, 2009

Local School System Submitting This Report:

Harford County Public Schools

Address:

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

Local Point of Contact:

**Marian L. Stewart
Phone: 410-588-5364
Fax: 410-588-5369
E-Mail: marian.stewart@hcps.org**

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2009 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.



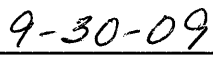
Signature (Local Superintendent of Schools)



Date



Signature (Local Point of Contact)



Date

Local Planning Team Members

Harford County Public School's BTE Master Planning Team

Name	Affiliation/Title with Local School System
Dr. Robert Tomback	Superintendent of Harford County Public Schools
Mr. Roger Plunkett	Asst. Superintendent of Curriculum & Instruction
Mr. Jon O'Neal	Asst. Superintendent for Human Resources
Mr. Cornell Brown	Asst. Superintendent for Operations
Mr. James Jewell	Director of Budget
Mr. Joe Licata	Chief of Administration
Mr. Drew Moore	Director of Information Technology
Mrs. Teri Kranefeld	Manager of Communications
Mr. Steve Lentowski	Director of Student Services
Ms. Pam Murphy	Senior Manager – Human Resources
Dr. Carolyn Wood	Supervisor of Research and Evaluation
Mr. Joe Schmitz	Principal, Fallston High School
Mrs. Marian Stewart	HCPS Point of Contact, BTE Master Plan
Mr. Warren Hamilton	HCPS Business Partner
Mrs. Deb Merlock	HCPS Parent Representative

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I.A Executive Summary

Introduction

The Harford County Public School (HCPS) System is dedicated to providing a quality instructional program to all students. The school system's mission is to foster a quality educational system that challenges students to develop knowledge and skills, and to inspire them to become life-long learners and good citizens. Four strategic system goals, aligned to the five goals and the corresponding performance indicators of the *No Child Left Behind Act of 2001*, support the mission and led to the development of strategies and programs identified in the original five-year Bridge to Excellence Master Plan, 2003-2008.

HCPS Master Plan Goals:

- Ensure a safe, positive learning environment for students and staff in our schools.
- Accelerate student learning and eliminate the achievement gaps.
- Ensure the effective use of all resources focusing on the areas of technology, fiscal and budgetary management, and community partnerships.
- Understanding that all employees contribute to the learning environment, we will maintain a highly qualified workforce.

It should be noted that it became apparent early in 2005 that the original HCPS five-year Master Plan was not the plan that would most benefit the system's strategic needs in this era of intense school improvement and system improvement initiatives. The primary benefit of the Master Plan to HCPS has been that it has demonstrated a longitudinal planning process, and it prompted the school system to want to improve upon a master plan process that was not meeting HCPS' strategic needs. With this in mind, the Board of Education decided to draft a five year strategic plan for the school system. Much of the work toward establishing the annual benchmarks for the HCPS Strategic Plan occurred during 2005-2007, and the plan became a living document in 2008. However last school year, 2008-2009, Harford County Public Schools was in a transition period with the sudden loss of our superintendent, Dr. Jackie Haas, and the subsequent search and acquisition of our current superintendent, Dr. Robert Tomback. Due to the loss of Dr. Haas, spring 2009 plans to revisit and refine the Strategic Plan were put on hold. Therefore, the 2009 HCPS Annual Review for the BTE Master Plan continues to address identified progress and challenges in regard to the above goals of the original master plan. It is prudent to state that guided by the leadership of Dr. Tomback and the oversight of the Board of Education, Harford County Public Schools' Strategic Plan will be revisited and refined in 2009-2010.

The following sections of the HCPS Executive Summary for the Bridge to Excellence Master Plan highlight the review of the current fiscal climate and demographic changes of the system, as well as a summary of the identified successes and challenges in our efforts to achieve the Master Plan goals.

Budget Narrative

Harford County Public Schools (HCPS) is a fiscally dependent school system with an actual enrollment of 38,610 students in FY 2009 and a projected enrollment of 38,351 in FY 2010. Enrollment has declined slightly since the 2004 high of 40,294 students. The student body will be served by a projected 5,355 FTE faculty and staff positions for FY 2010. Currently HCPS has 53 schools including 10 high schools,

9 middle schools, 32 elementary schools, an alternative education center, and a special needs school. The economic downturn in the past year has resulted in challenging fiscal times at the national, state and local levels of government. In FY 2009, Harford County Government requested that Harford County Public Schools reduce spending \$3.9 million from the \$210.9 in approved local funding. In cooperation with the County Government, HCPS developed a \$3.9 million spending reduction plan for FY 2009. This was accomplished by imposing a hiring freeze, reducing expenditures for travel, conferences, professional development, equipment, supplies and savings from lower than expected fuel prices.

The FY 2010 Current Expense Fund budget reflects a 1.3% increase from FY 2009. Additional federal funding from the American Recovery and Reinvestment Act (ARRA) has provided additional support for FY 2010 at a time when state funding decreased 3% and local funding remained flat. Stringent cost savings measures imposed in FY 2009 will allow HCPS to use \$4.6 million in fund balance as a resource for the FY 2010 Operating Budget.

Due to the tight economic forecast for FY 2010, development of the Unrestricted Operating Budget required innovative thinking in order to cover an additional \$9.0 million increase related to health insurance, retirement, utilities and other fixed 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. Reductions totaling over \$10.8 million were made across all areas of the budget to balance the FY 2010 Unrestricted Operating Budget. The FY 2010 Unrestricted Budget decreased \$1.8 million from FY 2009.

Although the Board and staff worked hard to preserve jobs and limit the impact of the current fiscal situation on student achievement, all of our schools, students and employees will feel the financial constraints faced by Harford County Public Schools in FY 2010. The FY 2010 budget does not include step or other wage adjustments. Existing funds have been reallocated to cover new expenses throughout the school system. Elementary positions have been reassigned to secondary and existing secondary positions have been redistributed to address the needs of the twelfth grade at Patterson Mill High School and the International Baccalaureate Program at Edgewood High School. In addition, other administrative, instructional and custodial positions have been reassigned based on system priorities. A portion of After School Intervention funding will cover the cost of implementing a High School Bridge Plan for High School Assessment remediation. Funding has been reduced for curriculum and staff development, along with funding for travel and conference expenditures. In FY 2010, \$1 million dollar increase in non-public placement expenditures will be covered by the American Recovery and Reinvestment Act, IDEA Funds (Restricted Funds).

Throughout the budget development process, the Board and staff have attempted to balance the ambitious vision of Harford County Public Schools with real financial constraints. While this balance is not easy, the Board of Education has developed a budget that will empower Harford County Public Schools to effectively and efficiently strive to carry out the educational mission to provide high quality educational services for all students every day.

Review of 2008-2009 Goal Progress: Identified Successes and Challenges

- Maryland School Assessments/High School Assessments

HCPS Successes:

1. No elementary school is currently in school improvement, although four schools have been identified for Local Attention.
2. Following the implementation and monitoring efforts of school improvement initiatives, the HCPS middle school that had failed to meet AYP the previous six years achieved all standards in 2009 and met AYP.
3. At least 90 percent of students at all three tested grade levels in 11 elementary schools scored Proficient or better in both reading and math. At least 90% of students scored Proficient or better in reading OR math in 12 additional elementary schools.
4. In the elementary and middle schools, the percent of special education students proficient in reading and mathematics increased as compared to 2008.
5. In the elementary and middle grades, the percent of students scoring at the Advanced level increased in both mathematics and reading in grades 3, 4, and 7. In those same grades, the percent of students who failed to meet the proficiency standards in mathematics declined at every grade level, and the percent failing to meet the proficiency standard in reading declined in grades 5, 6, 7, and 8. Overall, nearly nine out of every 10 elementary school students and three out of every four middle school students tested in mathematics scores at the Proficient or Advanced levels.
6. All students enrolled in the 12th grade during the 2008-09 school year met HSA requirements. Harford County Public Schools had 97% of the senior population meet the High School Assessment target by either passing all four tests or achieving the combined 1602 option. Only 2% of the seniors met the requirement through the Bridge Plan for Academic Validation and less than 1% received a waiver. Likewise, no students in Harford County Public Schools failed to graduate solely because of not meeting the High School Assessment requirement. Administrators, teachers, and students worked extremely hard to ensure student success.
7. In five high schools, more than 90% of eligible students received a high school diploma.
8. As of September 2009, of the 2,578 students eligible to graduate in 2010, 82.8% had taken and passed the English Test, 88.6% had taken and passed Biology, 94.8% had taken and passed Government, and 93.5% had taken and passed Algebra/Data Analysis. Overall, some 94.9% of last year's 11th graders and 90.7% of last year's 10th graders had met HSA requirements by year's end.
9. HSA English:
 - ◆ 86% of all high school students scored as proficient on the 2008 HSA. This was a significant increase from the 2007 percent proficient of 79%.
 - ◆ The percent proficient for 'All Students' has increased each year since 2006.
 - ◆ In all subgroups, except American Indian/Alaskan Native and LEP, gains were made in 2008 as compared to 2007.
 - ◆ Significant increases are noted in our African American, Hispanic, FARMS, and Special Education subgroups.
10. HSA Algebra:
 - ◆ About 93% of students scored as proficient on the 2008 administration of Algebra/Data Analysis.

- ◆ In all subgroups, except LEP, gains were made in 2008 as compared to 2007.
 - ◆ Significant increases occurred in the following subgroups:
 - American Indian/Alaskan native with a gain of 5.1%
 - Asian/Pacific Islander with a gain of 9.1%
 - African American with a gain of 19%
 - White with a gain of 9%
 - Hispanic with a gain of 16.7%
 - FARMS with a gain of 15.3%, and
 - Special Education with a gain of 19.1%
11. HCPS students continued to score above the state and the national averages on the Critical Reading and Mathematics sections of the SAT.
- ◆ The Harford County Critical Reading SAT average score increased by 2 points in 2009 to exceed the state average by 7 points and the national average by 6 points.
 - ◆ The Harford County Math SAT average score remained at 521 in 2009, exceeding the state average by 19 points and the national average by 6 points. Over the past five years, the Harford County average Math SAT score is unchanged compared to a 13-point decline for the state and 5 point drop nationally.
 - ◆ Overall there was little change in SAT participation and performance in 2009 although there was a 13% drop in SAT-takers. Still, more than half of all graduates took the SAT in 2009. The number of African American students taking the SAT dropped by 15% whereas the number of Asians increased by 28% in 2009. African Americans in Harford County outscored their peers in the state by an average of 15 points in Critical Reading and 20 points in Mathematics.

HCPS Challenges:

1. The school system is challenged to improve the performance of students with disabilities. In 2009, students with disabilities failed to meet AYP in mathematics (elementary level) and in reading (high school level).
2. Seven secondary schools have been identified for School Improvement, and four elementary and one middle school have been identified for Local Attention. Five of these schools, including a high school, a middle school, and three elementary schools are contained within the Edgewood Learning Community. In addition, three of the four elementary schools are Title I schools.
3. Two schools are currently in Restructuring Implementation, and require intensive assistance.
4. Compared to their performance in 2008, seven of the 12 schools failing to meet AYP requirements in 2009 had previously met those requirements. The school system is challenged to work with these schools to improve their performance in 2010.
5. Although the performance of special education students improved in 2009 in the elementary and middle schools, the rate at which special education students are demonstrating proficiency continues to lag considerably behind their non-special education peers. Moreover, that “standards gap” continues to increase from elementary school, where it ranges from 15 to 20 points, to high school, where it is more than 30 points. The school system is challenged to track the progress of students as they move from elementary to high school and provide the necessary academic intervention and support to assure they do not fall behind.

6. Upon entry into the 12th grade in September 2009, about one third of special education students have yet to pass HSA assessments for Biology and Algebra/Data Analysis, and about one in five still has to pass Government. Some 56% must still pass English 10.
7. Reduce the “standards gap” in performance for all students, particularly Special Education and African American students.
8. Increase the high school graduation rate, with special attention to Special Education students.
9. Decrease the number of students who drop out of high school, particularly African American students, whose dropout rate improved in 2009 compared to previous years but who still exceed students as a whole in their rate of dropping out of school.
10. Increase the overall attendance rate at the high school level which continues to be below the state target, especially for the African American, Special Education, and FARMS subgroups.

- Limited English Proficient Students

HCPS Successes:

1. The percent of LEP students at the elementary and middle levels who scored as proficient or better in both reading and mathematics in 2009 increased as compared to 2008.
2. The LEP population met both the AMAO I and AMAO II targets in 2009.
3. Based on AMAO 1 results for English Language Learners, 91.5% are progressing satisfactorily.
4. The LEP subgroup met the AYP targets in 2009 at all levels.

HCPS Challenges:

1. The LEP population continues to perform significantly below the county proficiency rate for all students on the reading and mathematics MSA, particularly in the middle school level.
2. The HCPS ESOL staff is continually attentive to promoting more instructional time for identified English language learners. The ratio of ESOL teachers working with LEP students continues to be one of the highest statewide (1 teacher: 40-45 students). The 8 itinerant staff is each assigned to anywhere from 3-7 schools. Acquiring funding for certified staff to decrease the ESOL teacher/LEP ratio remains a challenge.

- Adequate Yearly Progress

HCPS Successes:

1. HCPS is not a school system in improvement, nor has it ever been identified as a system in improvement.
2. No elementary school was designated as in ‘school improvement’ in 2009.
3. At the district level, all subgroups met the AYP targets at all levels in both reading and mathematics except for the special education subgroup who did not make AYP in elementary mathematics nor in high school reading.
4. The special education subgroup at the middle school level made AYP in both reading and mathematics in 2009 after having not made AYP in either area for the previous two years.

HCPS Challenges:

1. Three Title I schools were identified for Local Attention because of their failure to meet AYP. Two of the schools failed to meet the standard for multiple subgroups.

2. Prevent four elementary schools and one middle school from moving from local attention into school improvement.
 3. Assisting two high schools classified as Schools in Improvement Year 2 and an alternative school currently identified for Restructuring Implementation with planning to improve high school graduation rates.
 4. Providing continuing support to a middle school currently in Restructuring Implementation that successfully met AYP requirements in 2009.
 5. Assist three middle schools currently classified as Schools in Improvement to improve school performance.
 6. Meeting the AYP targets for the special education subgroup is especially challenging.
- Highly Qualified Teachers (HQT)

HCPS Successes:

1. The percentage of core academic subject classes taught by highly qualified teachers in HCPS was 91.9% in 2009 – the highest percentage since 2003.
2. HCPS is slowing closing the gap between the percentages of HQ teachers teaching core academic subject classes in low poverty schools as compared to high poverty schools. The percent of HQ teachers teaching these classes in high poverty schools has increased each year since 2005-06.
3. Title I schools have 100% of core academic subject classes taught by HQ teachers.

HCPS Challenges:

1. Fewer core academic subject classes are taught by experienced HQ teachers in high poverty schools as compared to low poverty schools. In 2008-09, 60.9% of classes at the two identified high poverty elementary schools were taught by experienced HQ teachers as compared to 83.1% of the classes at the identified low poverty elementary schools. Additionally, 59.1% of classes at the one identified high poverty secondary school were taught by experienced HQ teachers as compared to 83.0% of the classes at the identified low poverty secondary schools. In turn, there is a higher percentage of inexperienced HQ teachers teaching at high poverty schools than at low poverty schools.
2. HCPS continues to address the challenge of ensuring, to the extent possible, that all classes are taught by highly qualified teachers.

- Safe Schools

HCPS Successes:

1. No HCPS school has been identified as persistently dangerous.
2. No elementary schools were identified as having suspension rates exceeding the MSDE 2008-2009 identified limit of 12%.
3. No HCPS school had a truancy rate that exceeded state standards.
4. Content on bullying and harassment was updated and incorporated into the middle school and 9th grade Health classes.
5. All HCPS staff received training and/or review regarding the topics of discrimination, harassment, bullying, and bias.
6. HCPS students received information related to harassment policies and expectations at back-to-school orientation meetings.

7. In June of 2009, the BOE adopted a revised bullying and harassment policy that conforms with the MSDE model policy.

HCPS Challenges:

1. Additional funding will be needed to create in-school alternative settings to ensure FAPE compliance for students with disabilities.
2. Competing staff development priorities make it difficult to limit the amount of training time for behavior interventions.
3. Funding streams will need to be created to support and expand program costs associated with PBIS and Safe and Drug Free Schools.

- Specific Student Groups

HCPS Successes:

- High School Programs/Career & Tech Ed

1. HCPS completed the third full year of the Comprehensive Secondary School Reform program at the high school level and has refined the program for year four in 2009-10.
2. Magnet programs in HCPS are expanding. The Science and Math Academy magnet program completed its fifth year of implementation with its first graduating class in 2008. The International Baccalaureate, Biomedical Sciences, and Homeland Security and Emergency Preparedness programs are being implemented at designated high schools in 2009-2010, and the Agriculture and Natural Resource Program is approved and slated to open in the fall of 2010. Additionally, the Academy of Finance complete program is in its 11th year at a select high school.
3. Existing Career and Technology Education programs are being updated and/or new ones developed. Updated programs include Careers in Cosmetology, Automotive Technician, Graphic and Printing Communications, Finance and Accounting, Business Management, Administrative Service, Career Research and Development, and Food and Beverage Management (ProStart). New programs include Teacher Academy of Maryland and Marketing.

- Early Learning

1. The percentage of kindergarten students with previous pre-k experience who enter kindergarten 'fully ready' in the area of mathematical thinking has steadily increased each year since 2004-2005, reaching a high of 79% in 2008-09. The percentage of kindergarten students with previous pre-k experience who enter kindergarten 'fully ready' in the area of language and literacy reached 74% in 2008-09, also the highest in five years.
2. HCPS successfully completed the first year of implementation of the newly adopted math and reading curriculum in kindergarten.
3. The implementation of new reading and mathematics assessments at the kindergarten level is enabling the identification of children in need of specific services for intervention or enrichment.
4. Continued communication with local early childhood providers has assisted with school readiness data for stable and increasing data.

- Gifted and Talented

1. 81% of the elementary schools have implemented G&T Service Identification Committees and have established criteria to match students to services.
2. 95% of elementary schools use a collaborative teaching model to offer gifted and talented students consistent services.

HCPS Challenges:

- High School Programs/Career & Tech Ed
 1. Continue to strengthen programs in the alternative high school to address identified student needs and increase achievement.
 2. Providing access to CTE programs to more students across the county is an identified challenge.
- Early Learning
 1. Increasing numbers of children with diverse needs will entail an increase need for resources.
 2. As more children are identified for prekindergarten, a plan to increase classrooms should be addressed.
- Gifted and Talented/Advanced Placement
 1. While progress has been made, much work still remains in providing middle school gifted and talented students with consistent and rigorous services.
- Special Education
 1. Funding for intervention programs and special education needs continues to be a challenge.

- Cross-cutting Themes

HCPS Successes:

- Educational Technology
 1. Technology refresh program replaced 2542 computers.
 2. HCPS continues on-pace to place a mounted LCD projector in every classroom by the end of FY11 with the installation of 791.
 3. To increase student engagement, 294 interactive whiteboards and immediate feedback responders were implemented across 17 schools.
 4. Professional development targeted for technology integration was provided to compliment the interactive whiteboards.
 5. MSDE's Technology Literacy Assessment was given to all 7th grade students.
- Education That is Multicultural
 1. Over 300 students, comprised mostly of students from the at-risk and minority subgroups, participated in the 21st Century Community Centers program at five elementary schools.
 2. Approximately 700 students from at-risk populations (underachieving, lower socioeconomic, and minority males) were involved in the Boys il Men mentoring and afterschool program.
 3. A partnership was formed with a community organization to provide the Parent and Child Therapeutic Mentoring (PACT) Program. PACT will provide support through wrap around services, mentoring and therapy while addressing the needs of the parents in order to provide a more stable and flourishing environment for 40 identified high-risk students in four middle schools.
 4. ETM infusion goals, learning styles, multiple intelligences and differentiated instruction are included in all newly written or revised curriculums.
 5. A total of 252 new teachers completed the ETM course requirements in 2008-2009.
 6. Five technicians provided tutoring and other academic support to identified students at two elementary and one middle school.
 7. Five permanent substitutes provided coverage for teachers receiving staff development, meeting with parents, and IEP meetings.
 8. Parent outreach provided at the annual Title I Conference and *Forty Developmental Assets* was shared with parents.

9. Eighteen new administrators and instructional facilitators completed training in 2008-2009 on ETM Look Fors, ETM bylaws and protocols, Achievement Gaps, Sensitivity, and Discrimination/Harassment/Bullying.
10. A total of 155 new support staff (including bus drivers, food and nutrition workers, custodians, clerical and instructional employees) received training in cultural proficiency in 2008/2009.
11. A committee was established and a strategic plan developed to address the recommendations of the MSDE Task Force on the Achievement of African American Males.
12. Twenty-one teachers and administrators attended the state NAME (National Association for Multicultural Education) Conference focusing on strategies to eliminate the achievement gaps.
13. Ten students from each of the 18 secondary schools attended the Harford Equity Leadership Program (HELP) Conference. Students attended sessions on harassment/bullying, disabilities, gang awareness, language and goal setting and developed action plans for use in their individual schools.

HCPS Challenges:

➤ Educational Technology

1. Ubiquitous Access is restricted by limited computer lab access, amount of intervention programs consuming computer lab time, limited classroom space to setup additional workstations, limited budget, and limited support resources.
2. The current resources of two full time 10-month technology coordinators and 'after-hours' technology liaisons are not sufficient to successfully meet the goals of the Technology and Master plans.
3. Building curriculum that is strong with technology infused activities requires time and resources.
4. Access to teachers to allow for job embedded professional development remains a challenge.
5. Support (Hardware, training, etc.) to keep pace with the growing demand and implementation of technology .

➤ Education That is Multicultural

1. The hiring of new central office personnel has been frozen to meet budgetary constraints. Therefore, the fulltime position of Coordinator of Equity and Cultural Proficiency has been vacant since July 2008. Instead, the previous Supervisor of Equity and Cultural Diversity was hired part-time for the 2008/09 and start of the 2009/2010 school year. The lack of a full-time coordinator has negatively affected program implementation, support, and monitoring.
2. The fulltime Making Progress Program teacher specialist position was not filled for the 2008/09 school year. This cut appears to be permanent. The teacher specialist facilitated the Making Progress Program in two elementary schools and provided professional development and support to meet the needs of diverse students while eliminating the achievement gaps. This has made program oversight and evaluation very difficult.
3. Out-of-state conference attendance has been eliminated. The attendance at conferences such as the International National Association of Multicultural Education is vital to keep the Coordinator and ETM course instructors current on cultural proficiency initiatives and strategies. Also, those teaching the Dr. Ruby Payne *Framework for Understanding Poverty*

course must attend out of state training sessions to receive certification in presenting these materials.

- Local Goals and Indicators

HCPS Successes:

1. After a comprehensive process, the Harford County Board of Education has acquired a new superintendent for the school system.

HCPS Challenges:

1. HCPS is continuing its work to revisit and refine the BOE Strategic Plan in efforts to meet system needs and address the ESEA goals in accordance with the BTE in Public Schools Act of 2002.
2. Continue to plan for the impact of the Base Realignment and Closure Commission (BRAC) decisions.

I.B Finance Section

Introduction

The Master Plan Annual Updates provide insight into the work that the Harford County Public Schools 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 with analyzing questions, and revenue, expenditure and FTE statements. Together, these documents illustrate Harford County Public Schools' alignment of the annual budget with the Master Plan priorities.

In FY 2009, the finance structure created through the Bridge to Excellence Act was fully phased-in. For the 2009 Annual Update, the focus of the finance section includes all budgetary changes (retargeted funds, redistributed resources, and new funds) as opposed to only looking at uses of new funds. This change in focus is indicated in the Executive Summary and Current Year Variance Table.

Definitions of Key Terms

1. Original Approved Budget – budget as approved on July 1 of the fiscal year
2. Final Approved Budget – budget as approved on 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

Prior Year Variance Table—Analyzing Questions

Revenue Analysis

- Did actual FY 2009 revenue meet expectations as anticipated in the Master Plan Update for **2008**? If not, identify the changes and the impact any changes had on the **FY 2009** budget and on the system's progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.

HCPS Response:

Yes, FY 2009 revenue exceeded expectations by \$1,782,240. Medical Assistance Funding accounted for \$1,343,779 of the increase in revenue. The additional Medical Assistance funding was used to provide necessary services, such as physical therapy, occupational therapy and nursing services, to our special needs and medically fragile students. The additional services, provided with Medical Assistance funding, contribute to the accelerated student learning of our special needs students.*

*This response is a comparison of original budget to final budget. In FY09 Harford County Government (HCG) requested HCPS to "give back" 3.9 million dollars. Harford County Public Schools decreased FY09 expenditures by 3.9 million in order to return the fund to the local government. FY09 Budgeted Revenue was not reduced for the 3.9 million returned to the Harford County Government.

I.B Finance Section

Analysis of Actual Expenditures

- 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.

HCPS Response:

Local Goal One

All funds were spent as indicated under Local Goal One to *“Ensure a safe, positive learning environment for students and staff in our schools”*.

Local Goal Two

Actual spending under Local Goal Two to *“Accelerate student learning and eliminate the achievement gaps”*, exceeded planned expenditures by \$1,385,817. Additional spending for special needs and medically fragile students accounted for \$1,343,779 of this increase. Additional Medical Assistance funding allowed HCPS to provide physical therapy, occupational therapy and nursing services to our special needs and medically fragile students.

<u>Change in Expenditures:</u>		<u>Planned</u>	<u>Actual</u>	<u>Variance</u>	<u>Explanation</u>
Local Goal 2: Accelerate student learning and eliminate the achievement gaps.					
NCLB: Goal 1	Increase in Magnet & Special Programs	\$ 425,180	\$ 425,180	\$ -	
NCLB: Goal 1	After/Before School Intervention Programs	\$ 297,724	\$ 182,419	\$ (115,305)	Transportation charges were less than expected for the Before/After School Program.
NCLB: Goal 1	Intervention Funding	\$ 650,332	\$ 490,715	\$ (159,617)	Two positions were not filled.
NCLB: Goal 1	Summer School Program for Middle School Students	\$ 358,545	\$ 347,450	\$ (11,095)	Lower than expected participation at high school level.
NCLB: Goal 1	Decrease in Comprehensive School Reform	\$ (242,840)	\$ (242,840)	\$ -	
NCLB: Goal 1	Change in Title I Grants	\$ 109,999	\$ 217,971	\$ 107,972	Grant award higher than estimate. Additional funds were used for instructional salaries.
NCLB: Goal 1	Increase for Magnet Schools Grant	\$ 286,899	\$ 95,633	\$ (191,266)	Magnet Program spending was reduced for supplies and equipment.
NCLB: Goal 1	Transfer of Special Education positions from grants	\$ 322,331	\$ 322,331	\$ -	
NCLB: Goal 1	Change in Special Education Passthrough grants	\$ 116,197	\$ 116,197	\$ -	
NCLB: Goal 1	Increase in Special Education Discretionary grants	\$ 114,673	\$ 213,922	\$ 99,249	Increased funding used for instructional salaries.
NCLB: Goal 1	Decrease in miscellaneous state and federal grants	\$ (91,539)	\$ 220,561	\$ 312,100	Increased funding used for instructional salaries, supplies and equipment.
NCLB: Goal 1	Decrease in Medical Assistance	\$ (243,461)	\$ 1,100,318	\$ 1,343,779	See Narrative above.
NCLB: Goal 1	Increase of 2.0 positions to expand Autism Program	\$ 89,636	\$ 89,636	\$ -	
NCLB: Goal 1	Expand six special ed. teaching position to 11 months to support extended year services	\$ 62,373	\$ 62,373	\$ -	
Subtotal:		\$ 2,256,049	\$ 3,641,866	\$ 1,385,817	

Local Goal Three

Actual fiscal transactions occurred as originally budgeted under Local Goal Three to *“Ensure the effective use of all resources focusing on the areas of technology, fiscal and budgetary management, and community partnerships”*.

Local Goal Four

All funds were spent as indicated under Local Goal Four *“Understanding that all employees contribute to the learning environment, we will maintain a highly qualified workforce”*.

I.B Finance Section

1.1.A: Current Year Variance Table

Local School System: HARFORD COUNTY PUBLIC SCHOOLS

	FY 2009 Original Approved <u>Budget</u>	FY 2010 Original Approved <u>Budget</u>	<u>Change</u>	<u>% Change</u>	
Revenues:					
Local Appropriation	\$210,914,800	\$210,914,800	\$0	0.00%	
Other Local Revenue	\$3,019,354	\$3,182,566	\$163,212	5.41%	
State Revenue	\$211,541,416	\$205,764,940	(\$5,776,476)	-2.73%	
Federal Revenue					
ARRA Funds	\$0	\$7,950,909	\$7,950,909	100.00%	
Other Federal Funds	\$15,973,155	\$17,775,782	\$1,802,627	11.29%	
Other Resources/Transfers	<u>\$1,147,400</u>	<u>\$4,637,987</u>	<u>\$3,490,587</u>	<u>304.22%</u>	
Total Revenue	\$442,596,125	\$450,226,984	\$7,630,859	1.72%	
Change in Expenditures:				<u>Amount</u>	<u>FTE</u>
<u>Local Goal 1:</u> Ensure a safe, positive learning environment for students and staff in our schools.					
NCLB: Goal 4	Homeland Security Grant		145,000		
Subtotal:				145,000	0.0
<u>Local Goal 2:</u> Accelerate student learning and eliminate the achievement gaps.					
NCLB: Goal 1	Increase for International Baccalaureate Program		9,450		
NCLB: Goal 1	Increase for Alternative Education Program		65,000		
NCLB: Goal 1	Addition of Title I ARRA Funds		1,043,934		5.0
NCLB: Goal 1	Addition of Special Education ARRA Funds		4,614,902		31.0
NCLB: Goal 1	Increase in Medical Assistance		1,453,779		8.0
NCLB: Goal 1	School Improvement Funds		53,695		-1.0
NCLB: Goal 1	Decrease in Title I regular allocation of funds		(235,115)		-11.4
NCLB: Goal 1	Increase in Special Education discretionary funds		456,211		0.0
NCLB: Goal 1	Increase in Special Education Passthrough funds		298,286		-0.1
NCLB: Goal 1	Decrease in Title II		(52,936)		-2.0
NCLB: Goal 1	Decrease in Special Education Preschool Passthrough		(23,412)		-0.5
NCLB: Goal 1	Increase in Special Education Infant and Toddler funds		41,657		1.8
NCLB: Goal 1	Decrease in Least Restrictive Environment funds		(3,962)		-0.1
NCLB: Goal 1	Increase in Special Education Early Intervening funds		52,639		-3.0
NCLB: Goal 1	Decrease in Miscellaneous Grants		(145,758)		0.0
Subtotal:				7,628,370	27.7
<u>Local Goal 3:</u> Ensure the effective use of all resources focusing on the areas of technology, fiscal and budgetary management, and community partnerships.					
NCLB: Goal 3	Cost Saving Measures Implemented due to lack of new funding for FY 2010		(3,536,147)		-4.5
NCLB: Goal 3	Reversal of one time purchases FY 2009		(968,538)		
Subtotal:				(4,504,685)	(4.5)

I.B Finance Section

1.1.A: Current Year Variance Table; Page 2			
Local School System: HARFORD COUNTY PUBLIC SCHOOLS			
Local Goal 4:	Understanding that all employees contribute to the learning environment, we will maintain a highly qualified workforce.		
NCLB: Goal 3	Funding for rate increase on Health & Dental Insurance	4,441,261	
NCLB: Goal 3	Employee Turnover Savings	1,463,063)	
NCLB: Goal 3	State Fiscal Stabilization Funds ARRA	2,053,378	
Subtotal		5,031,576	0.0
Local goals and indicators			
NCLB:			
Subtotal:		0	0.0
Mandatory/Cost of Doing Business (Not captured elsewhere)*			
	Utility Increases	779,032	
	Salary for 5 new bus drivers & 5 new bus attendants	254,191	10.0
	Contracted Transportation Cost Increase	492,125	
	Fuel Price Reduction	(1,092,394)	
	Closing of Charter School	(708,327)	-10.0
	Increase in Operations & Maintenance of Plant	554,116	2.4
	Nonpublic Placements-tuition increases and decrease in state reimb. share	(738,428)	
	Decrease in Aging Schools funding	(177,917)	
Subtotal – Mandatory/Cost of Doing Business		(637,602)	2.4
Other * (list items separately. Total must not exceed 10% of Change in Total Revenue)			
		-31800	0
Total (must equal the Change in Total Revenue)		\$ 7,630,859	25.6
*Add additional lines where necessary			

Other*	Amount
Liability insurance	\$ (85,000)
Workers compensation increase	\$ 60,000
Renegotiated leases on print shop equipment	\$ 17,627
Health Services to cover expanding Summer Programs & Extended Year Services	\$ 16,261
Expiration of transportation incentive funding for Wm. S. James ES	\$ (50,000)
Elimination of advertising revenue associated with Harford Schools results in a like cut in expense allocation for Public Information Office	\$ (37,000)
Mandated CTE Testing	\$ 21,735
Redistricting Software Maintenance/Tech Support Fee and ESRI Licenses	\$ 18,500
Align summer swim expenses with projected income	\$ 3,420
Increase bids/ads for change in accounting method	\$ 10,000
Increase rental for Edgewood bus lot	\$ 12,000
Increase in indirect cost recovery on FY10 grants	\$ (19,343)
Total Other Cost	\$ (31,800)

I.B Finance Section

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

Local School System: HARFORD COUNTY PUBLIC SCHOOLS

	FY 2009 Original Budget	FY 2009 Final Budget			
	<u>7/1/2008</u>	<u>6/30/2009</u>	<u>Change</u>	<u>% Change</u>	
	(\$ in Thousands)				
Revenues:					
Local Appropriation	\$210,914,800	\$210,914,800	\$0	0.0%	
Other Local Revenue	\$3,019,354	\$2,987,141	(\$32,213)	0.0%	
State Revenue	\$211,541,416	\$212,232,092	\$690,676	0.2%	
Federal Revenue	\$15,973,155	\$17,096,932	\$1,123,777	0.3%	
Other					
Resources/Transfers	<u>\$1,147,400</u>	<u>\$1,147,400</u>	<u>\$0</u>	<u>0.0%</u>	
Total Revenue	\$442,596,125	\$444,378,365	\$1,782,240	0.4%	
Change in Expenditures:					
Local Goal 1:	Ensure a safe, positive learning environment for students and staff in our schools.		Planned	Actual	FTE
NCLB: Goal 1	Equipment & Supplies for Schools		\$ 510,000	\$ 510,000	
NCLB: Goal 4	Decrease in Security Area Initiative grant		\$ (275,000)	\$ (275,000)	
Subtotal:			\$ 235,000	\$ 235,000	
Local Goal 2:	Accelerate student learning and eliminate the achievement gaps.				
NCLB: Goal 1	Increase in Magnet & Special Programs		\$ 425,180	\$ 425,180	5.0
NCLB: Goal 1	After/Before School Intervention Programs		\$ 297,724	\$ 182,419	0.0
NCLB: Goal 1	Intervention Funding for Edgewood Middle		\$ 650,332	\$ 490,715	4.0
NCLB: Goal 1	Summer School Program for Middle School Students		\$ 358,545	\$ 347,450	0.0
NCLB: Goal 1	Decrease in Comprehensive School Reform		\$ (242,840)	\$ (242,840)	0.0
NCLB: Goal 1	Change in Title I Grants		\$ 109,999	\$ 217,971	0.0
NCLB: Goal 1	Increase for Magnet Schools Grant		\$ 286,899	\$ 95,633	0.0
NCLB: Goal 1	Transfer of Special Education positions from grants		\$ 322,331	\$ 322,331	4.0
NCLB: Goal 1	Change in Special Education Passthrough grants		\$ 116,197	\$ 116,197	-4.0
NCLB: Goal 1	Increase in Special Education Discretionary		\$ 114,673	\$ 213,922	0.0
NCLB: Goal 1	Decrease in miscellaneous state and federal		\$ (91,539)	\$ 220,561	0.0
NCLB: Goal 1	Decrease in Medical Assistance		\$ (243,461)	\$ 1,100,318	0.0
NCLB: Goal 1	Increase of 2.0 positions to expand Autism Program		\$ 89,636	\$ 89,636	2.0
NCLB: Goal 1	Expand six special education teaching position to 11 months to support extended year services		\$ 62,373	\$ 62,373	0.0
Subtotal:			\$ 2,256,049	\$ 3,641,866	11.0

I.B Finance Section

1.1.B: Prior Year Variance Table (Comparison of Prior Year Expenditures); page 2				
Local School System: HARFORD COUNTY PUBLIC SCHOOLS				
Local Goal 3:	Ensure the effective use of all resources focusing on the areas of technology, fiscal and budgetary management, and community partnerships.			
NCLB: Goal 4	Reversal of One Time Purchases FY 2008	\$ (1,634,999)	\$ (1,634,999)	0.0
NCLB: Goal 4	Establish Pilot Energy Program	\$ 106,862	\$ 106,862	1.0
Subtotal:		\$ (1,528,137)	\$ (1,528,137)	1.0
Local Goal 4:	Understanding that all employees contribute to the learning environment, we will maintain a highly qualified workforce.			
NCLB: Goal 3	Negotiated Wage and Salary Increases	\$ 6,336,701	\$ 6,336,701	0.0
NCLB: Goal 3	Decrease of 56 Regular Program Teaching Positions to fund Wage/Salary Increases	\$ (3,319,636)	\$ (3,319,636)	-56.0
Subtotal:		\$ 3,017,065	\$ 3,017,065	-56.0
Local Goals and Indicators				
Subtotal:				
Mandatory/Cost of Doing Business (Not captured elsewhere)*				
	Increases in Health and Dental Insurance Benefits	\$ 1,585,219	\$ 2,444,765	0.0
	Transportation	\$ 3,477,195	\$ 2,256,435	12.0
	Utilities	\$ 1,908,058	\$,424,957	0.0
	Nonpublic Special Education Placements	\$ 1,251,180	\$ 1,374,823	0.0
	Costs associated with opening a new school or newly renovated school	\$ 695,039	\$ 695,039	11.3
	Other items deemed necessary by the local board of education - Charter School Increase	\$ 66,470	\$ 66,470	-10.2
	Subtotal – Mandatory/Cost of Doing Business	\$ 8,983,161	\$ 8,262,489	13.1
	Other* (See Table Next Page) Total must not exceed 10% of Change in Total Revenue)	\$ 328,109	\$ 146,369	-1.0
	Total (must equal the Change in Total Revenue)	\$ 13,291,247	\$ 3,774,652	(31.9)

I.B Finance Section

*Harford County Public Schools Other - Support Schedule				
		Planned		Actual
1	Fiscal Services Over-time	(1,083)		(1,083)
2	Liability Insurance	(10,000)		(10,000)
3	meet high demand on system for network administration	(10,263)		(10,263)
4	Retirement	(644,603)		(644,603)
5	Safety & Security Contracted Services	81,924		81,924
6	On-line Backup Service	70,000		70,000
7	Workers Compensation	66,912		66,912
8	Office of Technology Software Maintenance	52,000		30,518
9	Redistricting <i>ArcView Software Application</i> for two new elementary schools	50,000		65,215
10	Lighting Supplies	50,000		2,027
11	Construction Contingency for Edgewood High School	50,000		0
12	Elementary Summer School	47,000		112,956
13	Algebra II Testing (2188 students @ \$21)	45,948		45,948
14	Planning & Construction Advertising	43,500		0
15	Office of Accountability Contracted Services	31,000		0
16	OTIS - Software Maintenance	30,291		30,291
17	OTIS - Staff Development	30,000		0
18	Property Insurance	24,000		0
19	OTIS Technicians Overtime	21,597		47,600
20	Waste Mgt. Contracted Services	20,000		60,275
21	Advanced Placement Instructional Training	20,000		20,000
22	Custodial Overtime for November 2008 General Election	18,358		18,358
23	Board of Education - Legal Fees	17,496		0
24	Heating & Ventilation	16,740		16,740
25	Interscholastic Athletics Officials	16,100		0
26	Johnson Controls Maintenance Contract	12,500		12,500
27	Contracted transportation Offsite Practice Locations	12,000		12,000
28	Board of Education - Institutes, Meetings & Conferences	11,500		0
29	Reform	10,400		10,400
30	General Liability Insurance (rate/market conditions)	10,000		0
31	FY 2009 Comprehensive Secondary School Reform	10,000		10,000
32	Safety & Security - Contracted Security Police Department	8,500		8,500
33	Home and Hospital	(100,000)		(56,138)
34	Summer School	20,191		20,191
35	Supplies Harford Glen Outdoor Education Center	39,720		39,720
36	Chesapeake Summer Center for the Arts	4,000		4,000
37	Interscholastic Athletics Supplies	7,381		7,381
38	BRAC Education System Study	50,000		0
39	Consulting Services related to Board of Education Strategic Plan	20,000		0
40	Increase Mileage Reimbursement Accounts	75,000		75,000
Total Other Expenses		\$ 328,109		\$ 146,369

I.B Finance Section

1.1: ATTACHMENT 1 - TOTAL REVENUE STATEMENT (Current Expense Fund)

Local School System: HARFORD COUNTY PUBLIC SCHOOLS

REVENUES Note: Do not include revenue for School Construction Fund, Debt Service Fund, or Food Service Fund.		Original Approved FY 09 Budget	Final FY 09 Actual Revenue	Original Approved FY 10 Budget
LOCAL APPROPRIATIONS	1.1.01.00	210,914,800		
OTHER REVENUE*	1.1.05.00			
STATE REVENUE				
Foundation	1.1.20.01	152,882,001	152,882,001	146,641,649
Economically Disadvantaged (Comp Ed & EEEP)	1.1.20.02	24,815,178	24,815,178	25,932,220
Special Education**	1.1.20.07	18,646,180	18,013,913	17,402,059
LEP	1.1.20.24	2,039,950	2,039,950	1,880,773
Transportation	1.1.20.39	10,815,135	10,815,135	10,815,530
Guaranteed Tax Base	1.1.20.25	-	-	-
Transportation	1.1.20.39	-	-	-
Governor's Teacher Salary Challenge	1.1.20.56	-	-	-
Other (specify)*** See attached				
Medical Assistance (State Portion)		625,000	955,938	1,565,000
Other		1,207,395	1,354,417	672,089
Other - Supplemental Grant		-	-	508,303
Other - MSDE Employees on Loan		510,577	431,188	347,317
TOTAL STATE REVENUE		211,541,416	211,307,720	205,764,940
FEDERAL REVENUE				
Title I-A - Local System Grants		-	-	-
Title I-A - School Improvement		4,000,000	4,240,647	5,087,513
Title I-B1 - Reading First		-	-	-
Title I-B3 - Even Start		-	-	-
Title I-C - Migrant Education		-	-	-
Title I-D - Neglected and Delinquent		-	-	-
Title I-F - Comprehensive School Reform		-	-	-
Title II-A - Teacher Quality		1,275,212	1,295,010	1,222,276
Title II-D - Education Technology		38,506	40,634	38,000
Title III-A - Language Acquisition		96,718	78,289	101,820
Title IV-A - Safe & Drug-Free Schools		106,575	113,264	104,368
Title IV-B - 21st Century Learning Centers		489,000	470,961	425,000
Title V-A - Innovative Education		39,999	41,582	-
Title VI-B2 - Rural & Low-Income Schools Prog.				
Title VIII - Impact Aid		350,000	278,693	380,330
Homeless Children and Youth		35,000	27,000	27,000
IDEA - Special Education		8,034,120	7,810,430	13,428,784
Perkins Career and Technology Education		324,317	304,917	329,683
Other (specify)*** See Attached				
Medical Assistance (Federal Portion)		661,008	1,077,972	1,764,787
State Fiscal Stabilization Fund		-	-	2,053,378
Other		522,700	765,791	763,752

I.B Finance Section

1.1: ATTACHMENT 1 - TOTAL REVENUE STATEMENT (Current Expense Fund); page 2

Local School System: HARFORD COUNTY PUBLIC SCHOOLS

TOTAL FEDERAL REVENUE	1.1.30.00	15,973,155	16,545,190	25,726,691
OTHER RESOURCES/TRANSFERS****	1.1.99.99	-	-	-
TOTAL REVENUE		441,448,725	438,379,784	445,588,997
PRIOR BALANCE AVAILABLE	1.1.40.00	1,147,400	1,147,400	4,637,987
TOTAL REVENUE, TRANSFERS AND FUND BALANCE		42,596,125	439,527,184	450,226,984

*Tuition, payments and fees, earnings on investments, rentals, gifts and other non-state, non-federal revenue sources.

**Should include state revenues from formula funding as well as non-public placement funding.

***Add lines as needed for all other fund sources in the Current Expense Fund.

****Nonrevenue and transfers.

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1.2: ATTACHMENT 2 - TOTAL EXPENDITURE STATEMENT (Current Expense Fund)

Local School System: HARFORD COUNTY PUBLIC SCHOOLS

TOTAL SUMMARY BY CATEGORY

Category				Original Approved* FY 09 Budget	Final FY 09 Actual Expenditures	Original Approved FY 10 Budget	FTE Staffing FY 10 Budget
201	Administration			12,422,530	11,316,662	11,777,463	123.20
202	Mid-level Administration			-	-	-	0.00
	Office of the Principal			19,842,942	19,385,409	19,492,368	281.50
	Administration & Supervision			7,091,720	6,468,638	6,626,809	73.50
203	Instructional Salaries			174,669,070	173,167,027	172,526,779	2,847.50
204	Textbooks & Instructional Supplies			8,775,179	8,824,372	8,489,060	0.00
205	Other Instructional Costs			5,223,116	4,882,348	4,225,288	0.00
206	Special Education			50,562,897	50,734,810	55,570,884	1,027.60
207	Student Personnel Services			1,669,272	1,614,399	1,656,112	20.00
208	Health Services			3,504,235	3,373,482	3,333,736	70.50
209	Student Transportation			29,921,966	27,345,138	28,879,448	193.00
210	Operation of Plant			30,773,851	29,069,510	31,632,074	332.80
211	Maintenance of Plant			11,713,493	10,663,679	11,824,711	126.00
212	Fixed Charges			85,096,325	85,142,846	93,121,555	0.00
213	Food Service			-	-	-	0.00
214	Community Services			525,729	428,816	520,473	1.00
215	Capital Outlay			803,800	728,966	550,224	0.00
	Undistributed Restricted Funds			-	-	-	0.00
TOTAL EXPENDITURES/FTE				442,596,125	433,146,102	450,226,984	5,096.60

* Does not reflect budget amendments approved by local jurisdictions during the fiscal year.

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I.B
Finance Section

1.3: ATTACHMENT 3 - TOTAL FULL-TIME EQUIVALENT STAFF STATEMENT		
Local School System: HARFORD COUNTY PUBLIC SCHOOLS		
POSITION TYPE	FY 09 Budget	FY 10 Budget
Superintendent, Deputy, Assc, Asst	6.00	6.00
Directors, Coord., Superv., Specialists	110.40	110.00
Principal	52.00	53.00
Vice Principal	89.00	97.00
Teachers	2811.80	2827.10
Therapists	67.50	68.80
Guidance Counselor	103.20	101.80
Librarian	63.10	62.70
Psychologist	31.70	31.70
PPW/SSW	9.00	9.00
Nurse	55.00	54.50
Other Professional Staff	35.50	39.50
Secretaries and Clerks	238.00	233.00
Bus Drivers	86.00	91.00
Paraprofessionals	487.10	482.50
Other Staff	1031.35	1082.25
TOTAL FTE STAFF	5276.65	5349.85
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I.C Data Section

Harford County Public Schools has prepared a separate Excel workbook containing the completed data tables which accompany this Part I submission of the 2009 Annual Update. Those data tables have also been inserted into the various sections of this document, where appropriate.

1.D Goal Progress

Guiding Question: Are the programs, practices and strategies implemented by the Harford County Public Schools achieving their intended effect of improving student performance and eliminating achievement gaps?

In this section, the Harford County Public Schools reports on the progress and challenges related to performance standards, additional State requirements, and local goals, as applicable. In responding to the analyzing prompts from the Maryland State Department of Education, HCPS is asked to:

- Address student performance in terms of grade band(s) and subgroup(s),
- Include professional development opportunities,
- Include changes or adjustments that will be made,
- Include timelines where appropriate, and
- Include corresponding resource allocations.

The alignment of resources with Master Plan priorities is denoted throughout this report. Resources have been allocated through a number of avenues: increases in revenues, redistributed funds, retargeted resources (a shift in focus), and/or the continuation of initiatives and programs. Throughout each section, all school systems are asked to share how the school system plans to allocate resources to support continued progress and overcome challenges.

I.D.i Maryland School Assessment/High School Assessments

No Child Left Behind Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

No Child Left Behind Indicator 1.1: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the state's assessment.

No Child Left Behind Indicator 1.2: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the state's assessment.

As required under No Child Left Behind (NCLB), Maryland has established continuous and substantial growth targets, or Annual Measurable Objectives (AMOs), for 100% of students to reach proficiency in reading/language arts and mathematics by 2013-2014.

NCLB requires that states test students in science at least once annually in grades 3-5, grades 6-9, and grades 10-12. Additionally, Maryland requires all students who entered ninth grade in or after 2005 to pass the High School Assessments (HSAs) or achieve a total score of 1602 across the HSAs in order to graduate.

I.D.i

Maryland School Assessment/High School Assessments

Local school systems are asked to provide data in the Annual Updates to indicate the progress of all students toward attaining academic proficiency consistent with the AMOs and HSA graduation requirement.

Reading and Mathematics

Within the reading and mathematics content areas, local school systems should address the performance of elementary and middle school students using Adequate Yearly Progress (AYP) proficiency data through 2009.

LSSs should address the performance of high school students using AYP proficiency data for English and Algebra/Data Analysis through 2008. Additionally, LSSs should address the performance of high school students using the HSA Assessment Results for English and Algebra/Data Analysis for 2008, and local data on juniors (rising seniors) who have not yet met the graduation requirement as of June, 30, 2009.

Science

Under NCLB, local school systems are required to administer annual science assessments at least once at the elementary level, once at the middle school level, and once at the high school level.

For the science content area, LSSs should address the performance of students in Grade 5 and students in Grade 8 using the Maryland School Assessment (MSA) data for 2008. Additionally, LSSs should address the performance of high school students using the HSA Assessment Results for biology for 2008, as well as local data on juniors (rising seniors) who have not yet met the graduation requirement as of June, 30, 2009.

Government

For the government content area, LSSs should address the performance of high school students using the HSA Assessment Results for government for 2008, as well as local data on juniors (rising seniors) who have not yet met the graduation requirement as of June, 30, 2009.

HCPS NOTE: The responses in this section are linked explicitly to the following Harford County Public Schools documents:

- **HCPS Special Education Initiatives; Intervention Programs; LRE and the IDEA (Appendix F)**
- **HCPS Programs & Initiatives (Appendix G)**
- **BTE Master Plan Goals & Strategies (Appendix H)**

Maryland School Assessment Reading

Based on the Examination of AYP Reading Proficiency Data for Elementary Schools (Table 2.1) and Middle Schools (Table 2.2):

Table 2.1: Maryland School Assessment - AYP Proficiency Data - Reading - Elementary												
Subgroup	2006			2007			2008			2009*		
	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested
All Students	7437	85.0%	8752	7417	85.7%	8651	7561	89.9%	8409	7506	89.8	8362
American Indian/Alaskan Native	49	86.0%	57	53	86.9%	61	36	90.0%	40	42	89.4	47
Asian/Pacific Islander	217	88.9%	244	232	91.3%	254	232	93.5%	248	259	93.5	277
African American	1066	71.4%	1493	1150	71.1%	1618	1295	79.7%	1625	1263	77.8	1624
White (Not of Hispanic Origin)	5885	88.0%	6684	5766	89.5%	6446	5752	92.6%	6209	5699	93.1	6123
Hispanic	220	80.3%	274	216	79.4%	272	246	86.0%	286	243	83.5	291
Free/Reduced Meals (FARMS)	1391	70.7%	1967	1371	71.6%	1914	1554	79.0%	1966	1628	78	2086
Special Education	901	61.8%	1459	926	62.9%	1472	981	72.1%	1360	1090	73.6	1481
Limited English Proficient (LEP)	76	64.4%	118	102	78.5%	130	114	78.1%	146	142	79.3	179

Table 2.2: Maryland School Assessment - AYP Proficiency Data - Reading - Middle												
Subgroup	2006			2007			2008			2009*		
	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested
All Students	7254	79.6%	9113	7103	80.0%	8883	7567	85.4%	8857	7628	86.9	8782
American Indian/Alaskan Native	30	71.4%	42	36	72.0%	50	40	80.0%	50	43	91.5	47
Asian/Pacific Islander	180	91.8%	196	181	90.0%	201	224	94.5%	237	237	92.6	256
African American	1026	60.7%	1691	1052	62.8%	1676	1232	73.3%	1680	1247	75.2	1658
White (Not of Hispanic Origin)	5836	84.2%	6930	5650	84.3%	6706	5848	88.6%	6604	5850	89.7	6520
Hispanic	181	71.5%	253	184	73.6%	250	223	78.0%	286	251	83.4	301
Free/Reduced Meals (FARMS)	1253	61.4%	2040	1155	61.3%	1883	1369	71.4%	1918	1472	74.6	1974
Special Education	681	48.2%	1412	670	48.8%	1372	698	55.0%	1269	885	60.5	1462
Limited English Proficient (LEP)	33	57.9%	57	38	52.8%	72	54	64.3%	84	69	67	103

*2009 data on Tables 2.1 and 2.2 are preliminary data as of August 25, 2009

1. Describe where progress is evident. In your response, identify progress in terms of grade band(s) and subgroup(s).

HCPS Response:

Elementary

- About 90% of all elementary students scored as proficient or advanced. Although this is the same as the 2008 percent proficient, it is well above the 2009 AMO of 76.5.
- The special education and LEP subgroups made slight gains in proficient from 2008 to 2009.

Maryland School Assessment Reading

Middle

- Nearly 87% of our middle school students scored as proficient or advanced. This is well above the 2009 AMO of 75.9.
- The percent proficient for 'All Students' has increased each year since 2005.
- Gains were made in the percent proficient for all subgroups except Asian/Pacific Islander in 2009 as compared to 2008.

2. Identify the practices, programs, or strategies to which you attribute the progress. Include a discussion of corresponding resource allocations.

HCPS Response:

- At the middle level, schools continued to use assessment data to identify student needs, monitor student progress, and align appropriate instructional strategies with identified student needs. (2.2a.2; 2.2b.3)
- At the middle school level, differentiated pacing guidelines were revised based on feedback from teachers and distributed at the beginning of the school year to support the use of instructionally appropriate texts and encourage an increase in the quantity of reading. (2.2a.8)
- At the middle and high school levels, teachers continued to use county designed midterms to diagnosis students' needs. (2.2a.2, 2.2a.10, 2.2b.3)
- In the summer of 2008, middle schools provided a four week summer school program in reading for identified students. Transportation was provided to increase attendance. (2.1a.3)
- Extended day programs were in place at all middle schools (2.1a.3)
- Corrective Reading was implemented in all middle schools in sixth grade for students performing significantly below grade level in reading. (2.1a.3)
- Implementation of the Fast Track reading intervention program in all middle schools (2.1a.3)
- Technical support was provided for intervention programs through the Coordinator of Reading Intervention. (2.1b.26)
- The READ 180 intervention program was implemented at the HCPS middle school that was identified for improvement and was involved in restructuring planning in 2007-08. (2.1a.3)
- The county intervention team visited identified schools to review and analyze data with school-based instructional leadership teams. (2.1b.26; PI-20)

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

Maryland School Assessment Reading

HCPS Response:

Elementary

- The overall percent proficient in reading from 2008 to 2009 remained the same.
- The following subgroups showed a slight, although not a significant, decline in percent proficient from 2008 to 2009: American Indian/Alaskan Native, African American, Hispanic, and FARMS.

4. 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.

HCPS Response:

The following strategies/practices/programs are in place and are intended to address identified challenges:

- Implementation of intervention reading programs for identified students (2.1a.3; 2.2b.3; PI-17; Appendix F)
- Monitor and support school improvement initiatives at schools identified as in need of assistance in reading performance (2.1a.9)
- Implementation of extended day and summer reading programs (2.1a.3)
- Utilize materials purchased to enhance emphasis on content literacy at the elementary level
- The SIPPS intervention program to be implemented in all Title I elementary schools and 17 other elementary schools (2.1a.3; PI-17)
- Continue regular professional development sessions with the elementary reading specialists (2.1b.2, 4.3c.8)
- Training to occur for the elementary intervention programs (2.1b.2)
- Adoption and training of the new Houghton Mifflin Harcourt *Storytown* reading program for general educators and special educators, grades 1-5 (2.2a.8)
- Training of the Writing Fundamentals Units of Study for general educators and special educators, grades 1-5
- Implementation of a new instructional framework for Elementary Integrated Language Arts that targets instruction specifically to students' needs and reading levels (2.1a.3)
- Adoption of Scantron pilot for electronic assessment (3.1c.10)
- Adoption of reading program and TPRI early reading assessment at the kindergarten level (2.1a.3)
- Revision of quarterly elementary benchmark reading assessments Grades 1-5 for implementation in fall 2010 (2.2a.10)
- Content-focused reading sessions for school-based instructional facilitators and mentor teachers (4.3c.8; 4.3c.9; 4.3c.10)
- At the E/M/H levels, continue to evaluate and analyze student assessment data to diagnose student needs and improve instruction. (2.2a.2; 2.2b.3)

Maryland School Assessment Mathematics

Based on the Examination of AYP Math Proficiency Data for Elementary Schools (Table 2.4) and Middle Schools (Table 2.5):

Table 2.4: Maryland School Assessment - AYP Proficiency Data - Math - Elementary												
Subgroup	2006			2007			2008			2009*		
	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested
All Students	7315	83.5%	8756	7388	85.4%	8653	7479	88.9%	8410	7432	88.9	8360
American Indian/Alaskan Native	48	84.2%	57	50	82.0%	61	35	87.5%	40	41	87.2	47
Asian/Pacific Islander	225	91.1%	247	244	96.1%	254	237	94.8%	250	269	97.1	277
African American	1039	69.6%	1492	1145	70.8%	1618	1265	77.8%	1625	1251	77.1	1622
White (Not of Hispanic Origin)	5781	86.5%	6687	5726	88.8%	6447	5697	91.8%	6208	5629	91.9	6123
Hispanic	222	81.3%	273	223	81.7%	273	245	85.4%	287	242	83.2	291
Free/Reduced Meals (FARMS)	1366	69.4%	1967	1378	72.0%	1915	1526	77.6%	1967	1612	77.3	2085
Special Education	822	56.4%	1458	881	59.8%	1473	905	66.5%	1361	1003	67.7	1481
Limited English Proficient (LEP)	86	71.1%	121	104	79.4%	131	121	81.8%	148	148	82.7	179

Table 2.5: Maryland School Assessment - AYP Proficiency Data - Math - Middle												
Subgroup	2006			2007			2008			2009*		
	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested
All Students	6004	65.9%	9112	6000	67.5%	8887	6383	72.1%	8849	6608	75.3	8779
American Indian/Alaskan Native	26	61.9%	42	29	58.0%	50	35	70.0%	50	35	72.9	48
Asian/Pacific Islander	175	89.3%	196	175	86.6%	202	218	91.6%	238	229	89.5	256
African American	683	40.3%	1693	737	44.0%	1676	851	50.8%	1675	960	57.9	1657
White (Not of Hispanic Origin)	4975	71.8%	6928	4903	73.1%	6708	5101	77.3%	6599	5177	79.4	6517
Hispanic	145	57.3%	253	156	62.2%	251	178	62.0%	287	207	68.8	301
Free/Reduced Meals (FARMS)	849	41.6%	2041	848	45.0%	1883	971	50.9%	1909	1116	56.6	1970
Special Education	457	32.4%	1412	470	34.3%	1372	464	36.6%	1269	628	43.1	1458
Limited English Proficient (LEP)	28	48.3%	58	36	49.3%	73	36	42.4%	85	58	56.3	103

*2009 data on Tables 2.1 and 2.2 are preliminary data as of August 25, 2009

1. Describe where progress is evident. In your response, identify progress in terms of grade band(s) and subgroup(s).

HCPS Response:

Elementary

- About 89% of all elementary students scored as proficient or advanced.
- In the four subgroups, American Indian/Alaskan Native, African American, White, Free/Reduced Meals, and Limited English Proficient, the difference between the 2008 and 2009 AYP Proficiency Data was less than one percent. The only subgroup with decreasing data greater than one percent was in the Hispanic subgroup, from 85.4% to 83.2%.

Maryland School Assessment Mathematics

Elementary (cont. from page 22)

- The largest increases occurred in the Asian/Pacific Islander subgroup, from 94.8% to 97.1%, followed by the Special Education subgroup, from 66.5% to 67.7%.

Middle

- Over 75% of our middle school students scored as proficient or advanced.
 - In all subgroups, except Asian/Pacific Islander, gains were made in the percent proficient. The decrease in the Asian/Pacific Islander subgroup was from 91.6% to 89.5% proficient, which shows that this group continues to perform well.
 - Increases occurred in the following subgroups:
 - Limited English Proficient with a gain of 13.9%,
 - African American with a gain of 7.1%
 - Hispanic with a gain of 6.8%
 - Special Education with a gain of 6.5%
 - Free/Reduced Meals with a gain of 5.7%
 - American Indian/Alaskan Native with a gain of 2.9%
 - Asian/Pacific Islander with a gain of 2.1%, and
 - White with a gain of 2.1%,
2. Identify the practices, programs, or strategies to which you attribute the progress. Include a discussion of corresponding resource allocations.

HCPS Response:

- Implementation of Math Recovery, Knowing Mathematics, and Ramp Up intervention mathematics programs for at-risk K-8 students (2.1a.3; PI-17)
- School-based mathematics intervention teachers or mathematics specialists at targeted elementary schools (2.1a.3; 2.1b.26)
- Monthly professional development for all mathematics intervention teachers and mathematics specialists.
- Professional development for the Math Recovery program is provided for all elementary math specialists (PI-17; 2.1b.2; 4.3c.8)
- System-wide professional development in mathematics for all first and second grade classroom teachers and special educators (2.1b.2; 4.3c.5)
- Third year of system-wide textbook adoption for elementary mathematics (K-5). (2.2a.8)
- Implementation of system-wide unit assessments for grades 1-5 (2.2a.2; 2.2a.10)
- Significant increase in the number of classroom teachers utilizing the county data collection system to record unit test data and analyze data to better meet the needs of students.
- Increase accountability in providing problem solving opportunities through open response questions.
- Increased opportunities for on-going classroom assessments through Recognizing Student Achievement options.
- In Title I schools, the family liaison, amid collaboration with the classroom teachers, provides families with strategies and resources to support mathematics learning in the home. (2.1b.16; PI-27)

Maryland School Assessment Mathematics

- Fifth year of system-wide textbook adoption for middle school mathematics (2.2a.8)
 - Implementation of system-wide mid-year and end-of-year assessments for grades 6-8 and algebra (2.2a.2; 2.2a.10)
 - Implementation of system-wide content pacing guidelines for grades 1- 8 (2.2a.8)
 - Year 3 of full day Kindergarten, doubling the amount of time for mathematics instruction (2.1b.14; PI-14)
 - Technical support of intervention programs through the Coordinator of Mathematics Intervention (2.1b.26; PI-20)
 - Instructional walkthroughs at middle and high schools (2.2a.3)
 - Professional development sessions for all middle school mathematics teachers and special educators (2.1b.2)
 - Professional development for all high school algebra teachers (2.1b.2)
 - Content-focused mathematics workshops for secondary special education teachers (4.3c.5)
 - Content-focused mathematics sessions for school-based instructional facilitators and mentors (4.3c.8; 4.3c.9; 4.3c.10)
 - Extended day programs at targeted elementary, middle, and high schools (2.1a.3)
 - Summer school mathematics at all middle school and regional elementary schools (2.1a.3)
 - Remediation classes for algebra mastery at targeted high schools (2.1a.3)
 - Continued collaboration between the itinerant ESOL staff and the mainstream classroom teachers (2.1b.8; PI-7)
 - Continue to include the ESOL staff in systemwide professional development in the area of mathematics. (4.3c.5; PI-7)
 - Direct support to teachers via LRE Math Interventionists at the elementary and secondary levels. (2.1b.26; Appendix F)
 - Continued support of elementary special educators in the use of Everyday Mathematics (2.1b.2; 4.3c.6)
 - Co-Teaching Seminars to enhance and refine co-teach instruction at all grade levels (4.3c.6)
 - New Teacher PLC to enhance the planning and implementation of effective mathematics practices including the use of alternate strategies (4.3c.2; PI-3)
3. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroup(s).

HCPS Response:

Elementary

- The Special Education, FARMS, and African American subgroups continue to score well below the Harford County proficiency percent.

Middle

- The LEP, Special Education, FARMS, Hispanic, and African American subgroups scored well below the Harford County proficiency percent.

Maryland School Assessment Mathematics

4. 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.

HCPS Response:

- Implementation of intervention mathematics programs for all at-risk students at all levels (2.1a.3; 2.2b.3; PI-17; PI-20; Appendix F)
 - Early identification of at-risk students
 - Time within the school day
 - Staffing and related professional development needs
 - Transportation for students beyond the school day
- Informational meetings and professional development for all stakeholders (4.3c.5; 4.3c.8; 4.3c.9; 4.3c.10; PI-2 through PI-5)
- Continue to utilize the resources of the Intervention Committee, including the Least Restrictive Environment teacher specialists, to support students in the least restrictive environment. (2.1b.26; Appendix F; PI-20)
- Develop and implement IEP goals and lesson plans/instructional strategies which align with the VSC (2.1b.6; 2.2a.12; PI-7)
- Continue to evaluate and analyze student assessment data to diagnose student needs and improve instruction. (2.2a.2; 2.2b.3)
- Continue to provide professional development opportunities to educators serving students with disabilities. (4.3c.6)
- Collaboration with content personnel to explore the implementation of additional Math supports targeted to diverse learners. (2.1a.3)
- Four middle schools in HCPS have mathematics coaches. Each mathematics coach receives at least twelve 6-hour blocks of training per year. (PI-22)

Maryland School Assessment Science

Based on the Examination of 2008 Maryland School Assessment Science Data for Grade 5 (Table 2.7) and Grade 8 (Table 2.8):

Table 2.7: Maryland School Assessment - Science - Elementary (Grade 5)*						
Subgroup	2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	2922	2156	73.8%			
African American	583	326	55.9%			
American Indian/Alaskan Native	15	12	80.0%			
Asian/Pacific Islander	84	70	83.3%			
Hispanic	104	63	60.6%			
White (Not of Hispanic Origin)	2136	1685	78.9%			
Free/Reduced Meals (FARMS)	685	360	52.6%			
Limited English Proficient (LEP)	36	12	33.3%			
Special Education	452	187	41.4%			

Table 2.8 Maryland School Assessment - Science - Middle (Grade 8)*						
Subgroup	2008			2009		
	# Tested	# Prof.	% Prof.			
All Students	3010	2170	72.1%			
African American	605	284	46.9%			
American Indian/Alaskan Native	15	11	73.3%			
Asian/Pacific Islander	75	64	85.3%			
Hispanic	99	56	56.6%			
White (Not of Hispanic Origin)	2216	1755	79.2%			
Free/Reduced Meals (FARMS)	634	317	50.0%			
Limited English Proficient (LEP)	21	4	19.0%			
Special Education	367	130	35.4%			

- 2009 Science data unavailable at time of report.

1. Describe your school system's results. In your response, identify the successes in terms of grade level(s) and subgroup(s).

HCPS Response:

- At grade 5, 73.8% of the student population met with proficiency as measured by the Science MSA (9.1% Advanced, 64.7% Proficient, 26.2% Basic).
 - In comparison to state wide percentages, Harford County students scored 9.7% points higher in the aggregate.
 - With the exception of the white subgroup, all other subgroups in grade 5 scored higher on average than did the same subgroups at the state level.
- At grade 8, 72.1% of the student population met with proficiency as measured by the Science MSA (4.1% Advanced, 68% Proficient, 27.9% Basic).
 - In comparison to state wide percentages, Harford County students have scored 10.6% points higher in the aggregate.

Maryland School Assessment Science

- With the exception of the white subgroup, all other subgroups in grade 8 scored higher on average than did the same subgroups at the state level.
2. Identify the practices, programs, or strategies that are designed to ensure progress. Include a discussion of corresponding resource allocations.

HCPS Response:

Grade 5

- Each elementary school has a Science Facilitator whose role is to serve as a liaison between the Office of Science and the school. Resources have been provided to support partial day professional development meetings throughout the 2009-2010 school year. A portion of this time will be dedicated to the ongoing reflection of MSA data and instructional practices associated with high quality science instruction. (2.2a.2, 4.3c.5)
- During the 2008-2009 school year, professional development was provided to all third grade teachers. This time was used to further enhance a teacher's comfort with science content and pedagogy. Professional development is slated to again be provided to an additional grade level during the 2009-2010 school year. (2.1b.2, 4.3c.5)
- Curriculum teams at the elementary level continue to work to ensure alignment between the VSC and HCPS Elementary Science Curriculum Guides. Additional attention is being given to the enhancement of our existing end of unit assessments. Each benchmark assessment is intended to provide teachers with standards-based data to support refinements to the teaching and learning process, as a proactive MSA measure. (2.2a.1, 2.2a.10)
- Throughout the 2008-2009 school year, professional development with regard to the "Indicators of High Quality Science Instruction" was provided to all elementary school Instructional Leadership Teams. This includes principals, instructional facilitators, assistant principals, and mentor teachers. Each team was engaged in a variety of learning opportunities designed to support their knowledge base and capacity as all engage in the observation and evaluation of teachers of science. Individualized support will continue be provided to schools during the 2009-2010 school year. (4.3c.10)

Grade 8

- The middle school science curriculum is currently undergoing final revisions. Revisions to each curriculum guide (6-8) are intended to ensure VSC alignment while modeling exemplary science instruction. Curriculum maps are also being developed as an alignment and communication tool, enhancing the manner in which core content is unpacked. Additionally, benchmark/end of unit assessments are being developed with program alignment in mind. Each benchmark assessment is intended to provide teachers with standards-based data to support refinements to the teaching and learning process, as a proactive MSA measure. Professional development will also be provided to middle school teachers focusing on the utilization of data to inform instruction. With regard to resources, curriculum and assessment teams have been fully funded to accomplish these goals which are intended to ensure progress. (2.2a.1, 2.2a.10)
- School-based Department Chairs will meet with Science Supervisory personnel for three full days throughout the 2009-2010 school year. A portion of this time will be dedicated to

Maryland School Assessment Science

ongoing reflection of MSA data and practices designed to enhance the impact of high quality science instruction. (2.2a.2, 4.3c.8)

- During the 2008-2009 school year, professional development was provided to all middle school teachers focusing on instructional technology. Additionally, high quality instructional tools and strategies were highlighted. Attention will continue to be given to these areas during the 2009-2010 school year to ensure progress. (4.3c.5)
- Throughout the 2008-2009 school year, professional development with regard to the “Indicators of High Quality Science Instruction” was provided to all secondary school Instructional Leadership Teams. This includes principals, instructional facilitators, assistant principals, and mentor teachers. Each team was engaged in a variety of learning opportunities designed to support their knowledge base and capacity as all engage in the observation and evaluation of science teachers. Individualized support will continue be provided to schools during the 2009-2010 school year. (4.3c.10)

3. Describe where challenges are evident. In your response, identify challenges in terms of grade level(s) and subgroup(s).

HCPS Response:

- Although HCPS students on the whole perform above the state average on the 5th grade and 8th grade Science MSA, there are achievement gaps with historically underachieving subgroups. These subgroups include Limited English Proficient, Special Education, Free and Reduced Meals, African American, and Hispanic students. The most significant gap and resulting challenges exist with LEP and Special Education students (for both 5th and 8th grade).
- Identifying additional professional development time in order to enhance the capacity of teachers to effectively address student needs.
- Securing additional data streams necessary in order to effectively monitor the success of all students, particularly those within the identified gap subgroups.
- Performance data clearly indicates that the majority of HCPS students (5th and 8th grade) fall within the “proficient” category. An additional challenge is represented by the need to ensure that learning is accelerated in order to decrease the number of proficient students, as reflected by an increase in the percentage of “advanced” students.

4. 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.

HCPS Response:

- Middle school benchmark assessments are being developed with the goal of engaging select teachers in a 2009-2010 pilot. Standardized data will be generated and reported down to the sub-group level. Special attention will be given to the identified underachieving subgroups. (2.2a.10)
- Attention will continue to be targeted to ensure alignment between the taught and tested curriculum at both the elementary and middle school levels. (2.2a.1)
- Class sets of the science reference book, *ScienceSaurus*, will be purchased and utilized as a tool to support the instructional environment at grades four and five. (2.2a.8)

High School Assessments (HSA) English

Based on the Examination of AYP Proficiency Data for English (Table 2.3):

Table 2.3: Maryland School Assessment - AYP Proficiency Data - Reading - High (English II)												
Subgroup	2006			2007			2008			2009*		
	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Tested	# Prof.	% Prof.
All Students	1845	61.3%	3009	2273	79.4%	2863	2247	86.2%	2606			
American Indian/Alaskan Native	11	78.6%	14	15	88.2%	17	15	83.3%	18			
Asian/Pacific Islander	44	66.7%	66	83	80.7%	67	66	84.6%	78			
African American	216	43.4%	498	319	61.3%	520	308	71.1%	433			
White (Not of Hispanic Origin)	1536	65.1%	2360	1829	83.8%	2182	1816	89.5%	2028			
Hispanic	38	53.5%	71	43	70.5%	61	42	85.7%	49			
Free/Reduced Meals (FARMS)	164	38.2%	429	255	60.7%	420	253	72.1%	351			
Special Education	62	19.6%	316	122	40.0%	305	128	55.7%	230			
Limited English Proficient (LEP)	3	37.5%	8	4	33.3%	12	1	20.0%	5			

- 2009 High School English II data unavailable at the time of this report.

1. Describe where progress is evident. In your response, identify progress in terms of subgroups.

HCPS Response:

- 86% of all high school students scored as proficient on the 2008 HSA. This was a significant increase from the 2007 percent proficient of 79%.
- The percent proficient for 'All Students' has increased each year since 2006.
- In all subgroups, except American Indian/Alaskan Native and LEP, gains were made in 2008 as compared to 2007.
- Significant increases are noted in our African American, Hispanic, FARMS, and Special Education subgroups.

2. Identify the practices, programs, or strategies to which you attribute the progress. Include a discussion of corresponding resource allocations.

HCPS Response:

- At the high school level, schools continued to use assessment data to identify student needs, monitor student progress, and align appropriate instructional strategies with identified student needs. (2.2a.2; 2.2b.3)
- At the high school level, differentiated pacing guidelines were revised based on feedback from teachers and distributed at the beginning of the school year to support the use of instructionally appropriate texts and encourage an increase in the quantity of reading. (2.2a.8)
- At the high school level, teachers continued to use county designed midterms to diagnosis students' needs. (2.2a.2; 2.2a.10; 2.2b.3; PI-9)
- Purchase of the *Write Source* textbook in secondary language arts classes. (2.2a.8)

High School Assessments (HSA) English

- Collect county wide writing anchor papers for response to literature exemplars.
 - Continue ongoing efforts to increase the quantity of reading at all levels and in all disciplines supported by efforts to adopt award winning engaging young adult literature in English classes.
 - Intentional focus on content literacy as a county initiative for all secondary schools
3. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.

HCPS Response:

- The following subgroups showed a decline in percent proficient from 2007 to 2008: American Indian/Alaskan Native and LEP.
4. 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.

HCPS Response:

- The Office of World Languages will continue to promote the addition of during/beyond the school day intervention tutors for the benefit of providing ELLs additional content area support/encouragement/instruction. In one school community where AYP attainment continues to pose a hurdle, once a week ELL parental education is being offered in conjunction with twice a week beyond the school day tutorials being provided for the ELLs.
- The elementary and secondary schools continue to take increasing ownership of English Language Learners. The Office of World Languages uses Title III funding to provide either during the day or beyond the school day intervention tutors for ELLs, as well as providing outreach to the parents of these children. Additionally, the Office of World Languages offers 4 professional development modules for schools to take advantage.
- Harford County Public Schools has initiated a deliberate outreach educational program to ELL students in the two school communities whose schools did not reach AYP due to ELLs. In conjunction with this outreach, a parental outreach component will be offered as well, in order to further impact positively the cognitive learning concepts which are being instructionally delivered in the classrooms.

High School Assessments (HSA) English

Based on the Examination of 2008 High School Assessment (HSA) Results for English (Tables 3.1 and 3.2):

Table 3.1: HSA Test Participation and Status - English 2008							
Population: All 10th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	2627	78.9	2073	21.1	554	6.3	176
American Indian/Alaskan Native	9	77.8	7	22.2	2	10	1
African American	426	60.6	258	39.4	168	13.8	68
Asian/Pacific Islander	75	86.7	65	13.3	10	3.8	3
White (non-Hispanic)	2044	82.9	1695	17.1	349	4.5	96
Hispanic	73	65.8	48	34.2	25	9.9	8
Special Education	257	35.4	91	64.6	166	8.2	23
Limited English Proficient (LEP)	1	100	1	0	0	87.5	7
Free and Reduced Meals (FARMS)	389	59.4	231	40.6	158	15.3	70

Table 3.2: HSA English: Test Participation and Status – (as of May 31, 2008)							
Population: All 11th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	2588	86.5	2239	13.5	349	1	26
American Indian/Alaskan Native	18	83.3	15	16.7	3	5.3	1
African American	424	71.5	303	28.5	121	2.5	11
Asian/Pacific Islander	78	84.6	66	15.4	12	0	0
White (non-Hispanic)	2019	89.8	1813	10.2	206	0.6	13
Hispanic	49	85.7	42	14.3	7	2	1
Special Education	221	56.6	125	43.4	96	1.8	4
Limited English Proficient (LEP)	5	20	1	80	4	28.6	2
Free and Reduced Meals (FARMS)	344	72.7	250	27.3	94	3.9	14

1. Identify any additional challenges that are evident.

HCPS Response:

Based on the 2008 English HSA data chart 3.1, the following challenges are evident:

- 64% of special education students at grade 10 were not proficient on the 2008 English HSA
- 39% of African American students were not proficient
- 40 % of FARMS students were not proficient

Based on the 2008 data chart 3.2, the following challenges are evident:

- 43% special education students were not proficient

High School Assessments (HSA) English

2. Describe the interventions that the school system has in place to support students in passing the English HSA. How effective are they? What evidence do you have of their effectiveness? Include a discussion of corresponding resource allocations.

HCPS Response:

The following reading intervention programs are in place in all ten high schools (2.1a.3; PI-17):

Strategic Reading: This intervention program is for delayed readers in grade 9. *Strategic Reading* aims to give students reading two or more years below grade level an opportunity to accelerate their reading in an age-appropriate, motivational, and innovative classroom. *Strategic Reading* uses a balanced-literacy approach where students move through four timed components in a daily 90 minute instructional block. These components include: reading showcase, focus lessons, student team literature, and self-selected centers. These components allow students to practice a variety of skills and strategies in order to be successful when they enter their required English 1 class in the second semester.

Reading and Writing in Your Career: This course aims to give students reading two or more years below grade level and opportunity to accelerate their reading in an age-appropriate, motivational, and innovative classroom. Under this program, students take a daily 90 minute reading class designed to develop reading and fluency skills. By using daily mini-lessons on reading strategies; verbal modeling of reading and thinking skills; cooperative learning teams for text discussion; and extensive independent reading, this course assists students in improving overall reading comprehension and fluency.

Students are assessed in the fall and spring of the course using a standardized reading measurement such as the GATES or Scantron Performance Series test. For the 2007-2008 school year, 27% of the students enrolled in the reading course showed 1 or more years growth in reading and 21% of the students showed 2 or more years' growth in reading.

3. 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.

HCPS Response:

- Continue to monitor the program effectiveness for individual students and teachers' effectiveness in delivering the program. (2.2b.1)
- Advocate for additional secondary reading coaches in order to provide support and the clinical supervision model for teacher support.
- Form HCPS Task Force "Developing Cultural Proficiency to Eliminate the African-American Male Achievement Gap". Appoint a consultant for middle schools to assist in the analysis of student achievement data in efforts to narrow the focus and create a strategic plan for addressing identified teaching and learning needs. (2.1b.5a; PI-6)
- Continue to request funding to employ high school HSA intervention teachers to provide professional development to improve classroom instruction and to coordinate direct student intervention and remediation services. (2.1a.3)

High School Assessments (HSA)

Algebra/Data Analysis

Based on the Examination of AYP Proficiency Data for Algebra/Data Analysis (Table 2.6):

Table 2.6: Maryland School Assessment - AYP Proficiency Data - Math - High (Algebra/Data Analysis)												
Subgroup	2006			2007			2008			2009*		
	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Tested	# Prof.	% Prof.
All Students	2586	72.8%	3553	3080	81.4%	3785	2401	92.9%	2584			
American Indian/Alaskan Native	12	50.0%	24	17	77.3%	22	14	82.4%	17			
Asian/Pacific Islander	74	85.1%	87	93	86.9%	107	72	96.0%	75			
African American	376	52.4%	717	474	64.1%	739	355	83.1%	427			
White (Not of Hispanic Origin)	2066	78.3%	2637	2412	85.9%	2808	1915	94.9%	2017			
Hispanic	58	65.9%	88	84	77.1%	109	45	93.8%	48			
Free/Reduced Meals (FARMS)	352	57.4%	613	455	68.8%	661	292	84.1%	347			
Special Education	101	29.8%	339	264	53.3%	495	163	72.4%	225			
Limited English Proficient (LEP)	6	85.7%	7	12	75.0%	16	4	66.7%	6			

- 2009 data for Table 2.6 unavailable at time of report

1. Describe where progress is evident. In your response, identify progress in terms of subgroups.

HCPS Response:

- About 93% of students scored as proficient on the 2008 administration of Algebra/Data Analysis.
- In all subgroups, except Limited English Proficient, gains were made in 2008 as compared to 2007.
- The significant increases occurred in the following subgroups:
 - American Indian/Alaskan native with a gain of 5.1%
 - Asian/Pacific Islander with a gain of 9.1%
 - African American with a gain of 19%
 - White with a gain of 9%
 - Hispanic with a gain of 16.7%
 - Free/Reduced Meals with a gain of 15.3%, and
 - Special Education with a gain of 19.1%

2. Identify the practices, programs, or strategies to which you attribute the progress. Include a discussion of corresponding resource allocations.

HCPS Response:

- Technical support of intervention programs through the Coordinator of Mathematics Intervention (2.1b.26; PI-20)
- Instructional walkthroughs at middle and high schools (2.2a.3)

High School Assessments (HSA)

Algebra/Data Analysis

- Professional development sessions for all high school mathematics teachers and special educators (2.1b.2)
 - Professional development for all high school algebra teachers (2.1b.2)
 - Content-focused mathematics workshops for secondary special education teachers (4.3c.5)
 - Content-focused mathematics sessions for school-based instructional facilitators and mentors (4.3c.8; 4.3c.9; 4.3c.10)
 - Extended day programs at targeted high schools (2.1a.3)
 - Summer school mathematics at all high schools (2.1a.3)
 - Remediation classes for algebra mastery at targeted high schools (2.1a.3)
 - Continued collaboration between the itinerant ESOL staff and the mainstream classroom teachers (2.1b.8; PI-7)
 - Continue to include the ESOL staff in systemwide professional development in the area of mathematics. (4.3c.5; PI-7)
 - Direct support to teachers via LRE Math Interventionists at the elementary and secondary levels. (2.1b.26; Appendix F)
 - Co-Teaching Seminars to enhance and refine co-teach instruction at all grade levels (4.3c.6)
 - New Teacher PLC to enhance the planning and implementation of effective mathematics practices including the use of alternate strategies (4.3c.2; PI-3)
3. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.

HCPS Response:

10th Grade Students

- Not all at-risk students have taken the Algebra/Data Analysis HSA.
- The Limited English Proficient, Special Education, FARMS, and African American subgroups continue to score well below the Harford County proficiency percent.

11th Grade Students

- Not all at-risk students have taken the Algebra/Data Analysis HSA.
- The Limited English Proficient, Special Education, FARMS, and African American subgroups continue to score well below the Harford County proficiency percent.

4. 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.

HCPS Response:

- Implementation of intervention mathematics programs for all at-risk students at all levels (2.1a.3; 2.2b.3; PI-17; PI-20; Appendix F)
 - Early identification of at-risk students
 - Time within the school day
 - Staffing and related professional development needs
 - Transportation for students beyond the school day

High School Assessments (HSA)

Algebra/Data Analysis

- Identify at-risk students using past MSA scores, prior HAS administration data, mide-term and en-of-year examinations, course grades, attendance record, disciplinary records, and teacher recommendation (2.2a.2; 2.2b.3)
- Informational meetings and professional development for all stakeholders (4.3c.5; 4.3c.8; 4.3c.9; 4.3c.10; PI-2 through PI-5)
- Continue to utilize the resources of the Intervention Committee, including the Least Restrictive Environment teacher specialists, to support students in the least restrictive environment. (2.1b.26; Appendix F; PI-20)
- Continue to evaluate and analyze student assessment data to diagnose student needs and improve instruction. (2.2a.2; 2.2b.3)
- Continue to provide professional development opportunities to educators serving students with disabilities. (4.3c.6)
- Collaboration with content personnel to explore the implementation of additional Math supports targeted to diverse learners. (2.1a.3)

High School Assessments (HSA)

Algebra/Data Analysis

Based on the Examination of 2008 High School Assessment Results for Algebra/Data Analysis (Tables 3.3 and 3.4):

Table 3.3: HSA Test Participation and Status - Algebra/Data Analysis 2008							
Population: All 10th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	2669	90.2	2408	9.8	261	4.4	123
American Indian/Alaskan Native	8	87.5	7	12.5	1	20	2
African American	444	75	333	25	111	9.2	45
Asian/Pacific Islander	69	92.8	64	7.2	5	11.5	9
White (non-Hispanic)	2073	93.7	1943	6.3	130	2.9	62
Hispanic	75	81.3	61	18.7	14	6.3	5
Special Education	260	65.4	170	34.6	90	7.1	20
Limited English Proficient (LEP)	7	14.3	1	85.7	6	22.2	2
Free and Reduced Meals (FARMS)	425	78.4	333	21.6	92	7	32

Table 3.4: HSA Test Participation and Status - Algebra/Data Analysis 2008							
Population: All 11th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	2570	93.1	2392	6.9	178	0.9	24
American Indian/Alaskan Native	17	82.4	14	17.6	3	5.6	1
African American	420	83.8	352	16.2	68	3	13
Asian/Pacific Islander	75	96	72	4	3	0	0
White (non-Hispanic)	2010	95	1909	5	101	0.5	10
Hispanic	48	93.8	45	6.3	3	0	0
Special Education	218	72.9	159	27.1	59	3.1	7
Limited English Proficient (LEP)	6	66.7	4	33.3	2	14.3	1
Free and Reduced Meals (FARMS)	343	84.5	290	15.5	53	4.2	15

1. Identify any additional challenges that are evident.

HCPS Response:

As the percent of students who pass the Algebra/Data Analysis increases, each student who passes the assessment becomes an individual case. For some schools, all students reach that goal by Grade 10 and other schools have larger cohorts of students requiring special attention. Balancing resources and supporting individual student circumstances had become a challenge.

High School Assessments (HSA)

Algebra/Data Analysis

2. Describe the interventions that the school system has in place to support students in passing the Algebra/Data Analysis HSA. How effective are they? What evidence do you have of their effectiveness? Include a discussion of corresponding resource allocations.

HCPS Response:

The following interventions are in place to support students required to pass the HSA in order to graduate:

HCPS has implemented the following interventions for students who have not passed one or more of the High School Assessments: (2.1a.3)

Students who fail the course and fail the assessment:

- Repeat the course

Students who pass the course, but fail the assessment are assigned one or more of the following:

- Enroll in a remediation class
- Enroll in summer school
- Participate in study beyond the school day
- Complete independently, a learning packet designed to address student deficiencies
- Complete an online assistance course during or after-school under the supervision of school staff
- Meet and study with an advisor
- Participate in the Bridge Plan (for those students who meet all criteria as outlined by MSDE)

HCPS has also established summer school for identified at-risk incoming Grade 9 students.

The continuing improvement in the percent of students who pass the Algebra/Data Analysis HSA supports the effectiveness of the initiatives.

3. 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.

HCPS Response:

- Change 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.

High School Assessments (HSA)

Biology

Based on the Examination of 2008 High School Assessment Results for Biology (Tables 3.5 and 3.6):

Table 3.5: HSA Test Participation and Status - Biology 2008							
Population: All 10th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	2662	85.3	2271	14.7	391	4.9	138
American Indian/Alaskan Native	9	88.9	8	11.1	1	10	1
African American	444	64.2	285	35.8	159	9.8	48
Asian/Pacific Islander	72	94.4	68	5.6	4	8.9	7
White (non-Hispanic)	2064	89.5	1848	10.5	216	3.5	75
Hispanic	73	84.9	62	15.1	11	8.8	7
Special Education	249	58.6	146	41.4	103	11.1	31
Limited English Proficient (LEP)	2	100	2	0	0	77.8	7
Free and Reduced Meals (FARMS)	402	70.4	283	29.6	119	12.4	57

Table 3.6: HSA Test Participation and Status - Biology 2008							
Population: All 11th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	2579	90.4	2331	9.6	248	1.2	32
American Indian/Alaskan Native	18	72.2	13	27.8	5	5.3	1
African American	420	77.9	327	22.1	93	3.4	15
Asian/Pacific Islander	77	88.3	68	11.7	9	0	0
White (non-Hispanic)	2015	93.3	1880	6.7	135	0.7	15
Hispanic	49	87.8	43	12.2	6	2	1
Special Education	222	68.5	152	31.5	70	1.8	4
Limited English Proficient (LEP)	4	50	2	50	2	42.9	3
Free and Reduced Meals (FARMS)	340	79.7	271	20.3	69	5	18

1. Identify the challenges that are evident.

HCPS Response:

A clear achievement gap exists with both the African American and Special Education subgroups. This indicates a need and a challenge to further identify differentiated instructional strategies supporting the variety of needs presented by learners within the African American and Special Education subgroups. Additional challenges are in identifying additional professional development time in order to enhance the capacity of teachers to effectively address student needs as well as securing additional data streams necessary in order to effectively monitor the success of all students, particularly those within the identified gap subgroups.

High School Assessments (HSA)

Biology

2. Describe the interventions that the school system has in place to support students in passing the Biology HSA. How effective are they? What evidence do you have of their effectiveness? Include a discussion of corresponding resource allocations.

HCPS Response:

- Biology Revisited is a remediation program designed to support students who have not passed the Biology HSA. This during-the-day class is taught by a biology teacher. Students are afforded multiple opportunities to retake the HSA. Program effectiveness is based upon the relative degree of student success within the program as compared to HSA results. (2.1a.3)
 - For students with IEPs who are identified as at-risk of failing the Biology HSA due to identified learning disabilities, instruction takes place in a cooperative/collaborative classroom with a general educator and a special educator. Teachers monitor progress via a variety of assessment tools and conferences with students and parents are conducted as needed. (2.1a.3)
 - BRIDGE Plan courses of study are available for students meeting the BRIDGE requirements. Identified teachers from schools work closely with the Supervisor of Science, Intervention Coordinator, School-Based Administration, and the School Counselor to provide students with maximum opportunities to fulfill the BRIDGE requirements. Identified students also have the opportunity to participate in the Summer BRIDGE program sponsored by the Intervention Coordinator and the Coordinator for School Improvement. The Office of Special Education supported the Summer BRIDGE program utilizing MSDE discretionary grant funding. Funding supplemented professional development training, instructional resources, student transportation and salaries for instructional teams. Effectiveness is measured by students successfully completing the BRIDGE requirements. All twelfth grade students met the requirement and the Harford County Public Schools (HCPS) did not have one student fail to graduate in the 2008-2009 school year because of failure to meet the High School Assessment requirement.
3. 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.

HCPS Response:

- Biology Revisited teachers will assemble during the 2009-2010 school year to address the program and identify needed enhancements. Substitute teacher coverage will be provided to designated teachers. (4.3c.5)
- The Office of Science will collaborate with the Office of Special Education in a grant funded project designed to enhance the use of differentiated instructional strategies. Specifically, content enhancement routines will be embedded into the existing curriculum in order to better meet the needs of all students. Professional development time as well as team planning time will be provided via the grant. (2.1a.3)
-

High School Assessments (HSA)

Biology

- HCPS is slated to provide cooperative/collaborative teachers with professional development designed to support the co-teaching environment. (4.3c.3)
- The Biology curriculum is in its final editing stage. Attention continues to be given to ensure alignment with the core learning goals while integrating exemplary instructional strategies and tools. Curriculum maps are being developed as an alignment and communication tool, enhancing the manner in which core content is unpacked. (2.2a.1)
- A Biology assessment team has been established to develop pilot benchmark/end of unit assessments. Each benchmark assessment is intended to provide teachers with standards-based data to support refinements to the teaching and learning process, as a proactive HSA measure. Standardized data will be generated and reported down to the sub-group level. Special attention will be given to the identified underachieving sub-groups. As the pilot moves forward, professional development will be provided to teachers focusing on the utilization of data to inform instruction. Financial resources have been provided in order to fully support the development of benchmark assessments. (2.2a.10, 4.3c.5)
- School-based Department Chairs will meet with Science Supervisory personnel for three full days throughout the school year. A portion of this time will be dedicated to ongoing reflection of HSA data and practices designed to enhance the impact of high quality science instruction. Data associated with the Biology Revisited program will again be analyzed and correlations to HSA success identified. (2.2a.2, 4.3c.8)
- Throughout the 2008-2009 school year, professional development with regard to the “Indicators of High Quality Science Instruction” was provided to all secondary school Instructional Leadership Teams. This includes principals, instructional facilitators, assistant principals, and mentor teachers. Each team was engaged in a variety of learning opportunities designed to support their knowledge base and capacity as all engage in the observation and evaluation of science teachers. Individualized support will continue be provided to schools during the 2009-2010 school year. (4.3c.10)
- Middle schools have been provided with a resource of consultant/regional expert in the area of African-American Male learning. This consultant will assist schools in the analysis of student achievement data and other data streams to narrow the focus and create a strategic plan for addressing identified teaching and learning needs. HCPS is hopeful that this effort will result in improved achievement at the middle and high levels. (2.1b.5a; PI-6)

High School Assessments (HSA)

Government

Based on the Examination of 2008 High School Assessment Results for Government (Tables 3.7 – 3.8):

Table 3.7: HSA Test Participation and Status - Government 2008							
Population: All 10th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	2748	92.2	2533	7.8	215	2	55
American Indian/Alaskan Native	10	90	9	10	1	0	0
African American	478	79.3	379	20.7	99	3	15
Asian/Pacific Islander	76	96.1	73	3.9	3	3.8	3
White (non-Hispanic)	2106	95.1	2002	4.9	104	1.6	34
Hispanic	78	89.7	70	10.3	8	3.7	3
Special Education	273	70.3	192	29.7	81	2.5	7
Limited English Proficient (LEP)	5	80	4	20	1	44.4	4
Free and Reduced Meals (FARMS)	444	80.2	356	19.8	88	3.1	14

Table 3.8: HSA Test Participation and Status -Government 2008							
Population: All 11th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	2618	95.5	2499	4.5	119	1.3	35
American Indian/Alaskan Native	17	88.2	15	11.8	2	10.5	2
African American	437	88.8	388	11.2	49	2.5	11
Asian/Pacific Islander	79	91.1	72	8.9	7	1.3	1
White (non-Hispanic)	2036	97.2	1979	2.8	57	0.8	16
Hispanic	49	91.8	45	8.2	4	9.3	5
Special Education	221	81.4	180	18.6	41	1.8	4
Limited English Proficient (LEP)	5	40	2	60	3	28.6	2
Free and Reduced Meals (FARMS)	350	89.1	312	10.9	38	4.1	15

1. Identify the challenges that are evident.

HCPS Response:

The most obvious challenge that remains is to work with students to achieve 100% passage overall and in all subgroups. The lowest performing subgroups are African Americans and Special Education, though there is steady progress in moving all students towards passage of the High School Assessment in Government.

2. Describe the interventions that the school system has in place to support students in passing the Government HSA. How effective are they? What evidence do you have of their effectiveness? Include a discussion of corresponding resource allocations.

High School Assessments (HSA)

Government

HCPS Response:

Identified interventions designed to assist students in passing the High School Assessment in Government include:

- The Grade Nine Government Curriculum utilized by teachers was recently revised and will go into effect with the 2009-2010 school year. The revised guide incorporates the Voluntary State Curriculum (VSC) for American Government as its framework, includes revised Unit Assessments that test all VSC Standards and Indicators, and promotes the use of a differentiated textbook approach based on student ability and reading mastery. Effectiveness will be measured by student performance on county-wide benchmark assessments, overall county performance on High School Assessment, and through obtained teacher feedback.

Additionally, a team of government and special education teachers worked in June-July 2009 to adapt the revised curriculum using the Strategic Instruction Model (SIM). This grant funded professional development, led by a consultant trainer, adapted the revised curriculum to meet the needs of Special Education students in cooperative-collaborative classes. These adaptations will be piloted during the 2009-2010 school year and additional training will be provided to all Social Studies teachers teaching cooperative-collaborative classes. A subsequent evaluation of the success of these modifications will be done based on student performance on the High School Assessment in Government and teacher feedback.

- A county-wide Government Remediation Manual is available for teachers to use with students who have passed the Government course of study, but have not passed the High School Assessment. High Schools throughout Harford County have scheduled Government Remediation courses which are taught by certified Social Studies teachers. Remediation materials also include school-created review packets that use public release practice items as well as publisher produced review books [AMSCO, Barrons] purchased with Intervention funds. Students are provided the opportunity to take the October and January administrations of the High School Assessment in Government. Effectiveness is measured by student success in passing the High School Assessment which is demonstrated in Tables 3.7 and 3.8.
- BRIDGE Plan courses of study are available for students meeting the BRIDGE requirements. An identified teacher from the Social Studies department in each school works closely with the Supervisor of Social Studies, Intervention Coordinator, School-Based Administration, and the School Counselor to provide students with maximum opportunities to fulfill the BRIDGE requirements. Identified students also have the opportunity to participate in the Summer BRIDGE program sponsored by the Intervention Coordinator and the Coordinator for School Improvement. The Office of Special Education supported the Summer BRIDGE program utilizing MSDE discretionary grant funding. Funding supplemented professional development training, instructional resources, student transportation and salaries for instructional teams.

High School Assessments (HSA)

Government

Effectiveness is measured by students successfully completing the BRIDGE requirements. All twelfth grade students met the requirement and the Harford County Public Schools (HCPS) did not have one student fail to graduate in the 2008-2009 school year because of failure to meet the High School Assessment requirement.

3. 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.

HCPS Response:

The biggest change will be the revised Grade 9 curriculum. Approximately \$250,000 in resource support, in the form of textbooks and interactive wall charts, have been purchased and will be used in the 2009-2010 school year. Additionally, reviews of the success of the Remediation Course and BRIDGE Course are ongoing through the Office of Social Studies and the Intervention Coordinator. Changes to both interventions include greater direction to teachers and project monitors (BRIDGE) as to the completion of requirements and paperwork.

Further study of the purchase of a data warehouse system is underway which would provide more timely data information to promote collaborative examination on the part of teachers. This data would be generated by the county-wide benchmark assessments that have been pre-existing (Midterms and Final Exams) as well as the recently revised Unit Assessments included in the revised curriculum.

- Middle schools have been provided with a resource of consultant/regional expert in the area of African-American Male learning. This consultant will assist schools in the analysis of student achievement data and other data streams to narrow the focus and create a strategic plan for addressing identified teaching and learning needs. HCPS is hopeful that this effort will result in improved achievement at the middle and high levels. (2.1b.5a; PI-6)

High School Assessments (HSA)

HSA Graduation Requirement

Class of 2009

Based on the Examination of Data for 2009 Graduates Who Met the High School Assessment Graduation Requirement by Option and Bridge Projects Passed (Tables 3.9 and 3.10):

Table 3.9 2009 Graduates Who Met the High School Assessment (HSA) Graduation Requirement by Option													
	Enrolled	HSA Graduation Requirement Options								Total			
		Passing Scores on Four HSAs		1602 Option		Bridge Projects		Waivers		Met		Not Met	
	#	#	%	#	%	#	%	#	%	#	%	#	%
2008-2009	2541	2041	80.3	433	17	45	1.8	22	0.9	2541	100	0	0

Table 3.10 Bridge Projects Passed					
	Algebra/Data Analysis	Biology	English	Government	Total
	#	#	#	#	#
2008-2009	43	41	38	20	142

1. Describe your school system's results. In your response, please report on the implementation of the Bridge Plan for Academic Validation.

HCPS Response:

Harford County Public Schools had 97% of the senior population meeting the High School Assessment through passing the four tests or the combined 1602 option. Only 2% of the seniors met the requirement through the Bridge Plan for Academic Validation and less than 1% received a waiver. Likewise, no students in Harford County Public Schools failed to graduate solely because of not meeting the High School Assessment requirement. Administrators, teachers, and students worked extremely hard to ensure student success.

2. Identify the strategies to which you attribute the results. Include a discussion of corresponding resource allocations.

HCPS Response:

All high schools in Harford County receive additional funding to support remediation services for students. All high schools received \$20,000 to utilize over the course of the year. Patterson Mill High School was an exception, as they received \$10,000 to support remediation because they

High School Assessments (HSA)

HSA Graduation Requirement

did not have a senior class during the 2008-09 school year. Some schools utilized these funds to support a retired/rehired teacher to be the project monitor, as well as employ substitutes during the day. Additionally, every high school designated a contact person at the school to support the project monitors and be a liaison with Central Office.

Many lessons were learned from the scoring of the Bridge Plan projects. After the first couple of scoring sessions, teachers had a better understanding of expectations of both the student and the monitor regarding the implementation of the Bridge Plan. Through these lessons learned, information was shared with schools after each Local Review Panel to ensure student and teacher success.

3. Describe where challenges were evident.

HCPS Response:

In March 2008, LEAs were told that students would have to complete the Bridge Plan for Academic Validation projects independently. In September 2008, the message from MSDE was the Bridge Plan was an academic intervention, and project monitors could indeed assist students. This created some confusion for teachers and administrators regarding how much assistance to provide students working on the Bridge Plan projects.

Additionally, scoring projects was a bit confusing at first. No student samples were available for teachers to utilize during training, but after the first two Local Review Panels, the scorers seemed to have more clarity regarding how to score the projects, the scoring tools, and what was expected of students. By the end of the year, several teacher leaders in each content area emerged and the trainer of trainer model was utilized to train additional scorers. Moreover, the scoring tools had errors which affected the scoring process.

Class of 2010

Based on the Examination of Data for Juniors (Rising Seniors) Who Have Not Yet Met the High School Graduation Requirement as of June 30, 2009 (Table 3.11):

Table 3.11 Rising Seniors Who Have Not Yet Met the Graduation Requirement													
	Enrolled	Met		Not Yet Met								Total Not Met	
				Needing to Pass 4		Needing to Pass 3		Needing to Pass 2		Needing to Pass 1			
	#	#	%	#	%	#	%	#	%	#	%	#	%
2009-2010	2672	2488	93.1	51	1.9	54	2.0	50	1.9	29	1.1	184	6.9

High School Assessments (HSA)

HSA Graduation Requirement

1. Identify the challenges that persist.

HCPS Response:

Although teachers have a much clearer picture of assisting students, thanks in part to MSDE's support, there still seems to be some concern regarding how much assistance is acceptable. Professional development and the Bridge Plan Project Monitor Guide should alleviate this issue.

Scoring tools still seem to be inconsistent in terms of accuracy, which may create inconsistencies during scoring, as well as throughout the state.

At this time, there are no other challenges that persist.

2. Describe the changes or adjustments that will be made to support those juniors (rising seniors) who have not yet met the HSA graduation requirement in passing the High School Assessments. Include a discussion of corresponding resource allocations.

HCPS Response:

- Harford County Public Schools conducted a three-week summer school program for incoming seniors during the month of July 2009 to support students with the Bridge Plan for Academic Validation. During this time period:
 - 81 Students participated
 - 32 Students met the High School Assessment requirement through Bridge Plan
 - 279 Projects were scored
 - 208 Projects were accepted
 - 71 Projects were rejected
- For the 2009-10 school year, a Bridge Plan Project Monitor Resource Guide in all content areas has been created and will be distributed to Bridge Plan Monitors during a three-hour professional development session in early September. The guide contains lessons learned, Core Learning Goals, sample work, and resources to assist with the implementation of the Bridge Plan projects. Another professional development session will occur during February 2010.
- As for collection of data, a spreadsheet has been developed through the Office of Accountability to support Central Office and schools with tracking student performance. Additionally, collection protocols of the Bridge Plans from schools to and from Central Office have been created.
- All high schools will receive additional funding to support the implementation of Bridge Plan for the 2009-10 school year. These funds may be utilized during and after school to support student success.

I.D.ii

Limited English Proficient Students

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

No Child Left Behind Indicator 2.1: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

No Child Left Behind Indicator 2.2: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the state's assessment, as reported for performance indicator 1.1.

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 Yearly Progress (AYP). School systems are asked to analyze information on Annual Measurable Achievement Objectives (AMAOs):

- AMAO I is used to demonstrate the percentages of Limited English Proficient students progressing toward English proficiency. For making AMAO I progress, Maryland uses a composite score obtained from the LAS Links assessment. The composite score is derived from equally weighted sub scores from each of the four domains of listening, speaking, reading and writing. Students are considered to have made progress if their overall test score on the LAS Links composite is 15 scale score points higher than the composite score from the previous year test administration. In order to meet the target for AMAO I for school year 2008-2009, 56% of ELLs will make progress in learning English.
- AMAO II is used to demonstrate the percentages of Limited English Proficient students attaining English proficiency by the end of each school year. For calculating AMAO II, Maryland uses a composite score obtained from the LAS Links assessment. The composite score is derived from equally weighted sub scores from each of the four domains of listening, speaking, reading and writing. For the purpose of AMAO II (accountability), a composite cut score of 5 on the ELP assessment with a minimum cut score of 4 in each domain is used to determine proficiency level for each grade. The AMAO II target for school year 2008-2009 is 15% of ELLs will attain proficiency in English.
- AMAO III represents Adequate Yearly Progress of LSSs for the Limited English Proficient student subgroup.

Note: Where responses in this section are similar or linked to those provided under Section I.D.i or Attachment 10 (Title III, Part A), local school systems may reference with page numbers, or copy and paste as appropriate.

Limited English Proficient Students

No Child Left Behind requires that corrective actions are taken in 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.

A. Based on the Examination of AMAO I, AMAO II, and AMAO III Data (Tables 4.1- 4.3):

Table 4.1 System AMAO I, 2008-2009			
	N	Number Who Met Target	% (% = Number Who Met Target)
Total	307	281	91.53%

Table 4.2 System AMAO II, 2008-2009*			
	N	Number Who Met Target	%
Total	421	78	16.08%

NOTE: In order for a local school system to meet the System AMAO I, 2008-2009, **at least 56%** of students must make a 15 scale score point increase on the 2009 LAS administration as compared to last year's administration.

* Note (Table 4.2): In order for a local school system to meet the System AMAO II, 2008-2009, at least 15% of students must meet grade-specific targets for English Language Proficiency.

Limited English Proficient Students

Table 4.3: System AMAO III

AYP Status for Limited English Proficient (LEP) Students*						
	Reading			Math		
	Elementary	Middle	High	Elementary	Middle	High
2007	YES	YES	YES	YES	YES	YES
2008	YES	YES	YES	YES	YES	YES
2009	YES	YES	YES	YES	YES	YES

1. Describe where progress is evident.

HCPS Response:

The LEP subgroup aggregate for HCPS made AYP again in 2009 in both reading and mathematics. Based on AMAO 1 results for English Language Learners, 91.5% are progressing satisfactorily in Harford County Public Schools.

2. Identify the practices, programs, or strategies to which you attribute the progress of Limited English Proficient students towards attaining English proficiency.

HCPS Response:

The elementary and secondary schools continue to take increasing ownership of English Language Learners. The Office of World Languages uses Title III funding to provide either during the day or beyond the school day intervention tutors for ELLs, as well as providing outreach to the parents of these children. Additionally, the Office of World Languages offers 4 professional development modules for schools to take advantage. (2.1b.8; 2.1b.9; PI-7; PI-14)

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

HCPS Response:

The ESOL staffing/ELL student ratio in Harford County Public Schools is quite high, i.e., ranging from 40-45 students per teacher and the 8 of the 10 staff members are itinerant with each having a case load of 3 – 7 schools. This ratio impacts the amount of time during which push-in/pull-out ESOL instructional services can be accommodated. The resultant impact is demonstrated through individual ELL's language acquisition abilities in the domains of Listening, Speaking, Reading and Writing.

4. Describe the changes or adjustments that will be made to ensure sufficient progress of Limited English Proficient students towards attaining English proficiency. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.

HCPS Response:

The Office of World Languages will continue to promote the addition of during/beyond the

Limited English Proficient Students

school day intervention tutors for the benefit of providing ELLs additional content area support/encouragement/instruction. In one school community where AYP attainment continues to pose a hurdle, once a week ELL parental education is being offered in conjunction with twice a week beyond the school day tutorials being provided for the ELLs. (2.1b.9)

B. Describe the corrective action plan specifying action to be taken for not meeting AMAO I:

Local school systems not making AMAO I must provide an update on how the school system has revised the applicable components of the Master Plan to ensure progress of English Language Learners towards English proficiency. In the report, school systems should describe what challenges are evident and what changes or adjustments will be made so that the school system will meet AMAO I.

HCPS Response:

Harford County Public Schools achieved AMAO 1.

C. Describe the corrective action plan specifying action to be taken for not meeting AMAO II:

Local school systems not making AMAO II must provide an update on how the school system has revised the applicable components of the Master Plan to ensure progress of English Language Learners towards English attainment. In the report, school systems should describe what challenges are evident and what changes or adjustments will be made so that the school system will meet AMAO II.

HCPS Response:

Harford County Public Schools achieved AMAO II. However, the calculated percentage for AMAO II for this school system is significantly lower this year than before. The reason for this year's AMAO II percentage of 16.08% is a result of a change from a "4 or 5" overall student proficiency of all the subgroup LAS Links tested areas to a "4 or 5" in ALL of the assessed subgroups of the LAS Links assessment.

D. Describe the corrective action plan specifying action to be taken for not meeting AMAO III:

Local school systems not making AMAO III must provide an update on how the school system has revised the applicable components of the Master Plan to ensure progress of Limited English Proficient students toward attaining reading and math proficiency. In the report, school systems should describe what challenges are evident and what changes or adjustments will be made so that the school system will make Adequate Yearly Progress. You may refer to other sections of this update as appropriate.

HCPS Response:

Harford County Public Schools has initiated a deliberate outreach educational program to ELL students in the two school communities whose schools did not reach AYP due to ELLs. In conjunction with this outreach, a parental outreach component will be offered as well, in order to further impact positively the cognitive learning concepts which are being instructionally delivered in the classrooms. (2.1b.9)

I.D.iii

Adequate Yearly Progress

This section requires that school systems in any phase of school system improvement update progress in specific areas. Additionally, school systems must report the percentages of all schools making Adequate Yearly Progress, the percentages of Title I schools making Adequate Yearly Progress, Schools in Improvement and Title I Schools in Improvement.

School System Improvement

This section must be completed **ONLY** by local school systems in improvement or corrective action.¹

Instructions:

1. Local school systems in corrective action must provide an update on how the school system has revised the applicable components of the Master Plan to execute the corrective actions taken by the State Board of Education. In the report, school systems should describe what challenges are evident and what changes or adjustments will be made so that the school system will exit corrective action status. You may refer to other sections of this update as appropriate.

HCPS Response:

HCPS is not a school system in improvement or corrective action.

School Improvement

No Child Left Behind Indicator 1.3: The percentage of Title I schools that make Adequate Yearly Progress.

Under No Child Left Behind, local school systems must review the progress of Title I schools primarily to determine (1) if each school has made adequate yearly progress toward meeting State standards by 2013-2014, and (2) if schools have narrowed the achievement gap. In conjunction with the local school system, the State must review the effectiveness of each school's actions and activities that are supported by Title I, Part A funds², including parental involvement and professional development.

¹ Section 13A.01.04.08 of the Code of Maryland Regulations.

² This information is included in Attachment 7 of Part II.

Adequate Yearly Progress

A. Based on the Examination of School-level AYP Data (Tables 5.1 and 5.2):

Table 5.1 Number and Percentage of All Schools Making Adequate Yearly Progress												
	Elementary			Middle			High*			Special Placement		
	Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP	
		#	%		#	%		#	%		#	%
2003	32	28	87.5	8	4	50	10	8	80	1	1	100
2004	32	32	100	8	7	87.5	10	9	90	1	1	100
2005	32	31	96.9	8	7	87.5	10	9	90	1	1	100
2006	32	30	93.8	8	7	87.5	10	9	90	1	1	100
2007	32	30	93.8	8	5	62.5	11	7	63.6	1	1	100
2008	32	29	90.6	9	3	33.3	11	10	90.9	1	1	100
2009	32	28	87.5	9	6	66.7						

Table 5.2 Number and Percentage of Title I Schools Making Adequate Yearly Progress												
	Elementary			Middle			High			Special Placement		
	Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP	
		#	%		#	%		#	%		#	%
2003	6	3	50	0			0			0		
2004	6	6	100	0			0			0		
2005	6	5	83.3	0			0			0		
2006	6	6	100	0			0			0		
2007	6	4	66.7	0			0			0		
2008	6	6	100	0			0			0		
2009	6	3	50	0			0			0		

- High School AYP data unavailable at the time of this report

1. Identify the challenges, including those specific to Title I schools, in ensuring that schools make Adequate Yearly Progress. Describe the changes or adjustments, and the corresponding resource allocations, which will be made to ensure sufficient progress. Include timelines where appropriate.

HCPS Response:

Three HCPS middle schools – Fallston Middle, North Harford Middle, and Havre de Grace Middle – did not make AYP in 2009 (Table 5.1). Of these three schools, Fallston Middle is designated in the Local Attention stage of the School Improvement process. However, North Harford and Havre de Grace middle schools are now designated as Year I schools in the School Improvement process due to two consecutive years not making AYP. Another middle school, Aberdeen Middle, did achieve Safe Harbor/AYP status in 2009 but remains in Year I for another year. Additionally, Edgewood Middle, having made AYP in 2009, remains in the Restructuring Implementation priority status of School Improvement.

Adequate Yearly Progress

1. HCPS Response continued:

Four HCPS elementary schools did not make AYP in 2009 (Table 5.1) and are therefore designated in need of Local Attention, although not in School Improvement. These schools are Deerfield, Edgewood, Magnolia, and William Paca elementary schools. Of these four schools, the latter three are Title I schools. None of HCPS elementary schools are in school improvement. None of the Title I schools are in school improvement.

The following schools have been identified as School Improvement schools for the 2009-2010 school year:

Elementary Schools:

- No HCPS elementary school is currently in school improvement
- No Title I school is currently in school improvement

Middle Schools:

- Edgewood Middle School (EMS) – Restructuring Implementation
- Aberdeen Middle School (AMS) – Year 1 (Safe Harbor)
- North Harford Middle School (NHMS) – Year 1
- Havre de Grace Middle School (HDMS) – Year 1

High Schools:

- 2009 AYP data for high schools was not available at the time of this report.
- The Alternative Education Program (AEP) will continue as a priority needs school in 2009-2010. The Alternative Education Program serves students in grades 6-12.

The following table (Table I.Diii-A) outlines the measures in place at the identified School Improvement schools for school year 2009-2010 in efforts to ensure sufficient progress in order to make AYP and exit the school improvement process.

Adequate Yearly Progress

HCPS School Improvement Measures 2009-2010

Table I.Diii-A

Priority Needs Schools	Timeline	Challenges	Resource Allocation	School Improvement Changes and Adjustments
- EMS - AEP	July 2009 – June 2010	• Continued financial support of Alternative Governance Plan during tight fiscal times • Continued growth for all subgroups while ensuring a focus on those subgroups not making AYP • Ensuring that school is fully staffed with highly qualified teachers (as noted in AGP)	• EMS – Math Coach to support interventions SY 2009-2010 • EMS – Continuation of 4th Assistant Principal, full time Instructional Facilitator and 2nd Mentor Teacher • AEP – transportation funds to support full day school on 5th day	• Work with all schools on setting sub-group targets that speak to meeting the AMO and not just AYP. This also includes reaching or exceeding the HCPS Target for sub-groups currently meeting the AMO • Conduct weekly ILT meetings to analyze student achievement data, identify students and staff needs, and plan professional development activities • Conduct monthly 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 • Train entire school staff to effectively implement the Classroom Focused Improvement Process (CFIP) in order to effectively monitor the achievement of all students and adjust instruction accordingly • Conduct ILT and Executive Director of Secondary Education meetings to monitor and support school improvement activities • Review and analyze student data Instructional Data Management System (INFORM) 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 • Implement the MSDE approved Alternative Governance Plan • Conduct quarterly meetings with the Alternative Governance Board and the HCPS Board of Education in order to share updates on ABP progress • Submit progress results to MSDE on a TBD basis • Work with all schools on setting sub-group targets that speak to meeting the AMO and not just AYP. This also includes reaching or exceeding the HCPS Target for sub-groups currently meeting the AMO

Adequate Yearly Progress

HCPS School Improvement Measures 2009-2010				
Table I.Diii-A continued				
Developing Needs Schools	Timeline	Challenges	Resource Allocation	School Improvement Changes and Adjustments
- AMS - NHMS - HDMS	July 2009 – June 2010	• Continued growth for all subgroups while ensuring a focus on those subgroups not making AYP	• AMS & HDMS - Math Coach to support interventions SY 2009-2010 • AMS, NHMS & HDMS - Boundless Learning professional development model to support co-teaching	• Conduct weekly ILT meetings to analyze student achievement data, identify students and staff needs, and plan professional development activities • Conduct monthly 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 • Train entire school staff to effectively implement the Classroom Focused Improvement Process (CFIP) in order to effectively monitor the achievement of all students and adjust instruction accordingly • Conduct ILT and Executive Director of Secondary Education meetings to monitor and support school improvement activities • Review and analyze student data Instructional Data Management System (INFORM) 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

1. HCPS Response continued:

The following tables outline the measures in place at the HCPS Title I schools that did not make AYP in 2009 in efforts to ensure sufficient progress.

Adequate Yearly Progress

TITLE I Schools				
Challenges Facing Schools Not Making AYP In 2009			Changes and Adjustments to Ensure Sufficient Progress	
<u>William Paca/Old Post Road Elementary School</u> • Overall size of school (avg. 1,000 students) • Two building campus ○ Primary building - open space ○ Intermediate building - lack of air conditioning ○ Massive master scheduling tasks ○ 50 classroom teachers ○ Five first year teachers ○ Two second year teachers ○ Four out of six special educators are non-tenured • Fluctuating student enrollment • Increase in average class size at grade 2 and 4 ○ Additional grade 2 and grade 4 teacher ○ 9 second grade classrooms ○ 7 fourth grade classrooms • 9 sections of Kindergarten went into 8 sections of 1st grade • 8 sections of 3rd grade went into 7 sections of 4th grade • Increase in number of students with special needs • A number of students continue to be chronic attendance concerns • Increase in behavior referrals • No active PTA • Poor parental involvement • FaRMS and SE subgroups did not make AYP in reading and mathematics in 2009			<u>William Paca/Old Post Road Elementary School</u> Additional Staff • Additional Math Specialist (Title I funded) • Two additional para-educators (Title I funded) • Behavior Specialist (grant funded) • Additional Family Liaison (Title I funded) • Parent Resource Room Common Planning/Co-teaching • Co-taught classrooms with special educators • Common Planning for special educators and classroom teachers Additional Grade level Data Meetings • Grade levels will meet three times per month to intentionally analyze student data Technology in classrooms • School is equipped with interactive white boards, Activ-votes, interactive slates, docu-cams, digital cameras, 15 laptop carts (Title I funded) Additional Interventions • Success Maker (Title I funded) Additional Behavior Intervention Strategies • Lunchroom incentives • “Student Of The Week” • Classroom competitions • School bus behavior incentives Intentional Staff Development • Focus on Reading and Math • See chart below	
William Paca/Old Post Road Elementary School Staff Development 2009-2010				
Date	Time Frame	Grade	Professional Development Topic	Funding Source
9/10/09	2 Hour rotations	K, 1 and 2	Behavior Management and Team Building	Title I Staff Development
9/24/09	2 hour rotations	3, 4, and 5	Incorporating CARS into Reading Instruction	Title I Staff Development
9/25/09	Early Dismissal	1 and 3	Building Number Sense	N/A
10/15/09	Early Dismissal	2 and 5	Building Number Sense	N/A
11/4/09	Early Dismissal	K and 5	Building Number Sense	N/A
11/11/09	2 Hour rotations	K, 1 and 2	Differentiating Reading Instruction and Working with Words	Title I Staff Development
11/12/09	2 hour rotations	3, 4, and 5	Differentiating Reading Instruction and Working with Words	Title I Staff Development
1/6/10	2 hour rotations	3, 4, and 5	Reading Strategies based on current assessment data	Title I Staff Development
1/7/10	2 Hour rotations	K, 1 and 2	Reading Strategies based on current assessment data	Title I Staff Development
1/15/10	Early Dismissal	1 and 5	Differentiating Mathematics Instruction	N/A
2/12/10	Early Dismissal	2 and 3	Differentiating Mathematics Instruction	N/A
3/19/10	Early Dismissal	K and 4	Using Mathematics data to drive instruction	N/A
4/16/10	Early Dismissal	3 and 5	Using Mathematics data to drive instruction	N/A
5/14/10	Early Dismissal	1 and 4	Using Mathematics data to drive instruction	N/A
May TBD	2 hour rotations	3, 4, and 5	Grouping Students for 10-11 school year	Title I Staff Development
May TBD	2 Hour rotations	K, 1 and 2	Grouping Students for 10-11 school year	Title I Staff Development

Adequate Yearly Progress

TITLE I Schools	
Challenges Facing Schools Not Making AYP In 2009	Changes and Adjustments to Ensure Sufficient Progress
<u>Edgewood Elementary School</u> • Increase of students in poverty • High transient population • Increase of average class size in all grades (K-5) • Difficulty and Complexity of scheduling Interventions during the school day ○ Reduction of three Para-educators who supported in-school Interventions • Increase in number of students with special needs ○ A change in the Pre-Kindergarten Program ▪ Two additional special education programs ▪ Reconfiguration of general ed. Pre-K to Co-Taught Pre-K ▪ Addition of an Early Learning Program (Specialized Early Intervention Program) • Limited experience of critical support staff ○ Title I Teacher Specialist-2nd year in position ○ Gifted/Talented Teacher-1st year in position ○ Reading Specialist-2nd year in position ○ Instructional Facilitator-1st year in position • Mentor-split between two schools ○ At Edgewood Elementary-.5 • Instructional Facilitator-split between Edgewood and William Paca/Old Post Road Elementary Schools ○ At Edgewood Elementary-.3 ▪ Due to 1st year in assignment, the Instructional Facilitator is required to attend mentor meetings as well as New Administrator meetings and New Instructional Facilitator meetings. In September 2009, she will be in her buildings only 66% of her duty days (this is split between 3 buildings) ▪ Limited time scheduled for Edgewood Elementary School (only 5 days in all of September 2009) • A number of students have chronic attendance concerns • Increase in office behavior referrals and suspensions • A constantly changing PTA Board ○ Average PTA Board Term-1 year • Limited Parent Involvement ○ Language and Communication Barriers	<u>Edgewood Elementary School</u> Additional Staff • Increase of Title I Teacher Specialist Time ○ From 2.5 days to 4 days a week Common Planning/Co-Teaching • Co-Taught Classrooms with Special Educators • Co-Taught Classrooms with Math and Reading Specialists • Common planning time for classroom teachers, special educators, and Math/Reading Specialists Grade Level Data Meetings • Grade Levels will meet twice a month with an intentional focus on Reading and math which will align with weekly Faculty Meetings and PLC work. Technology in Classrooms • Edgewood is equipped with Interactive whiteboards, Activ-votes, docu-cams, digital cameras and a 16 laptop computer cart(Title I Funded) Additional Interventions • Success Maker(Title I Funded) • Before and After School Programs(HCPS and Title I Funded) • ELL After School Sessions for Parents and Students(Title 4 Funded) Additional Behavior Intervention Strategies • School-Wide behavior Plan(PBIS) ○ Eagle Dollars and Feather Store • Lunchroom Incentives • Classroom Incentives • School Bus Behavior Incentives • Small group pull-out with Guidance Counselor for targeted students • Community Mentoring and Church Involvement • Behavior Intervention Manual purchased for all grade levels Intentional Staff Development • A focus for 2009-2010 staff development is reading and math. This year, we have been intentional in planning one Faculty Meeting a month to focus on reading strategies. A data meeting, that same month, will focus on reading strategies application, which will allow us to see the direct correlation between staff development content and student performance in reading through analyzing a variety of data sources.

Adequate Yearly Progress

TITLE I Schools	
Challenges Facing Schools Not Making AYP In 2009	Changes and Adjustments to Ensure Sufficient Progress
<u>Edgewood Elementary School continued.....</u> The following subgroups did not make AYP in 2009: Reading – Hispanic; FaRMS; SE: LEP Mathematics – FaRMS; SE	<u>Edgewood Elementary School continued.....</u> Intentional Staff Development Our PLC topic for this school year is <i>Communicating Mathematically</i>. The staff, Kindergarten through 5th grade, will participate in a yearlong book study. This year, we have been intentional in planning one PLC Meeting a month to focus on a discussion about a chapter read in <u>Introduction to Communication</u> by Susan O'Connell. A data meeting, that same month, will focus on what was learned and implemented from the chapter which will allow us to see the direct correlation between staff development content and student performance in math through analyzing a variety of data sources.

The following chart outlines the Intentional Staff Development activities to be held at Edgewood Elementary School during 2009-2010.

Edgewood Elementary School Staff Development 2009-2010				
Date	Time Frame	Grade Levels Participating	Professional Development Topic	Funding Source
September 10, 2009	Grade Level Data Meetings-Reading Focus (45 minutes)	K-5 Teacher Specialists Special Educators	Reading Professional Development application based on analysis of student data	Title I Professional Development
September 14, 2009	Faculty Meeting-Reading Focus (50 minutes)	K-5 Teacher Specialists Special Educators	Professional Development (Eagle U)	N/A
September 23, 2009	Grade Level Data Meetings-Math Focus (45 Minutes)	K-5 Teacher Specialists Special Educators	Math PLC application based on analysis of student data	Title I Professional Development
October 5, 2009	Faculty Meeting Math PLCs (50 minutes)	K-5 Teacher Specialists Special Educators	Professional Development- PLC Book Study (<i>Communicating Mathematically</i>)	Title I Professional Development
October 7, 2009	Grade Level Data Meetings-Math Focus (45 Minutes)	K-5 Teacher Specialists Special Educators	Math PLC application based on analysis of student data	Title I Professional Development
October 19, 2009	Faculty Meeting-Reading Focus (50 minutes)	K-5 Teacher Specialists Special Educators	Professional Development (Eagle U)	N/A
October 22, 2009	Grade Level Data Meetings-Reading Focus (45 minutes)	K-5 Teacher Specialists Special Educators	Reading Professional Development application based on analysis of student data	N/A
November 2, 2009	Faculty Meeting Math PLCs (50 minutes)	K-5 Teacher Specialists Special Educators	Professional Development- PLC Book Study (<i>Communicating Mathematically</i>)	Title I Professional Development
November 12, 2009	Grade Level Data Meetings-Math Focus (45 Minutes)	K-5 Teacher Specialists Special Educators	Math PLC application based on analysis of student data	Title I Professional Development

Adequate Yearly Progress

Edgewood Elementary School Staff Development 2009-2010				
Date	Time Frame	Grade Levels Participating	Professional Development Topic	Funding Source
November 16, 2009	Faculty Meeting-Reading Focus (50 minutes)	K-5 Teacher Specialists Special Educators	Professional Development (Eagle U)	Title I Professional Development
November 30, 2009	Faculty Meeting Math PLCs (50 minutes)	K-5 Teacher Specialists Special Educators	Professional Development- PLC Book Study <i>(Communicating Mathematically)</i>	Title I Professional Development
December 7, 2009	Faculty Meeting-Reading Focus (50 minutes)	K-5 Teacher Specialists Special Educators	Professional Development (Eagle U)	Title I Professional Development
December 10, 2009	Grade Level Data Meetings- Reading Focus (45 minutes)	K-5 Teacher Specialists Special Educators	Reading Professional Development application based on analysis of student data	N/A
December 17, 2009	Grade Level Data Meetings- Math Focus (45 Minutes)	K-5 Teacher Specialists Special Educators	Math PLC application based on analysis of student data	Title I Professional Development
January 7, 2009	Grade Level Data Meetings- Math Focus (45 Minutes)	K-5 Teacher Specialists Special Educators	Math PLC application based on analysis of student data	Title I Professional Development
January 11, 2009	Faculty Meeting Math PLCs (50 minutes)	K-5 Teacher Specialists Special Educators	Professional Development- PLC Book Study <i>(Communicating Mathematically)</i>	Title I Professional Development
January 21, 2009	Grade Level Data Meetings- Reading Focus (45 minutes)	K-5 Teacher Specialists Special Educators	Professional Development (Eagle U)	N/A
February 8, 2009	Faculty Meeting- Reading Focus (50 minutes)	K-5 Teacher Specialists Special Educators	Professional Development- PLC Book Study <i>(Communicating Mathematically)</i>	Title I Professional Development
February 11, 2009	Grade Level Data Meetings- Math Focus (45 Minutes)	K-5 Teacher Specialists Special Educators	Math PLC application based on analysis of student data	Title I Professional Development
February 25, 2009	Grade Level Data Meetings- Reading Focus (45 minutes)	K-5 Teacher Specialists Special Educators	Reading Professional Development application based on analysis of student data	N/A
March 4, 2009	Grade Level Data Meetings- Reading Focus (45 minutes)	K-5 Teacher Specialists Special Educators	Reading Professional Development application based on analysis of student data	N/A
March 8, 2009	Faculty Meeting-Reading Focus (50 minutes)	K-5 Teacher Specialists Special Educators	Professional Development (Eagle U)	Title I Professional Development
March 22, 2009	Faculty Meeting Math PLCs (50 minutes)	K-5 Teacher Specialists Special Educators	Professional Development- PLC Book Study <i>(Communicating Mathematically)</i>	Title I Professional Development
March 25, 2009	Grade Level Data Meetings- Math Focus (45 Minutes)	K-5 Teacher Specialists Special Educators	Math PLC application based on analysis of student data	Title I Professional Development
April 8, 2009	Grade Level Data Meetings- Reading Focus (45 minutes)	K-5 Teacher Specialists Special Educators	Reading Professional Development application based on analysis of student data	N/A
April 12, 2009	Faculty Meeting-Reading Focus (50 minutes)	K-5 Teacher Specialists Special Educators	Professional Development (Eagle U)	Title I Professional Development
April 19, 2009	Faculty Meeting Math PLCs (50 minutes)	K-5 Teacher Specialists Special Educators	Professional Development- PLC Book Study <i>(Communicating Mathematically)</i>	Title I Professional Development
May 13, 2009	Grade Level Data Meetings- Math Focus (45 Minutes)	K-5 Teacher Specialists Special Educators	Math PLC application based on analysis of student data	Title I Professional Development

Adequate Yearly Progress

TITLE I Schools	
Challenges Facing Schools Not Making AYP In 2009	Changes and Adjustments to Ensure Sufficient Progress
<u>Magnolia Elementary School</u> Magnolia Elementary School has identified the following three challenges: • Specific to Title 1 Schools: 84.6% of our students receive free or reduced meals; High rate of mobility- 33% of our students changed from the beginning to the end of the 2008-2009 school year; Historically, there has been a high rate of teacher turnover; 50% of our Special Education staff has changed from the 2008-2009 to the 2009-2010 school year. • Decreasing the number of Students scoring at the basic proficiency level as measured on MSA: Percentage of students scoring basic on the 2009 MSA – 3rd = 25.6% Math; 30.7% Reading 4th = 19.7% Math; 25% Reading 5th = 31% Math; 26.9% Reading • Narrowing the Achievement Gap: All of the sub groups that achieved AYP did so by falling within the confidence intervals or by using safe harbor.	<u>Magnolia Elementary School</u> • Increased technology resources: Interactive White Boards, additional computer lab, ActivSlates, Flip Cameras – Increased student engagement and attention (Title I ARRA funds: \$136,000) • Extended School Day for Identified Targeted Students- Utilize approved interventions as well as provide assistance with homework (County School Funds: \$16,000/Title I ARRA Funds: \$163,296) • Facilitate Grade Level Planning for reading instruction; Additional afterschool, paid opportunities for staff development in the teaching of reading (County School Funds: \$5,200; Title I 2010 Budget: \$34,650; Title I Carryover Budget: \$26,000; Paraeducator support) • Weekly Grade Level Data Meetings: Teachers will collect and analyze formative assessment data in the area of reading comprehension and determine next steps as it relates to student needs (Paraeducator Support) • Monthly Professional Development sessions both during the school day and afterschool focused on differentiation of instruction. (County School Funds: \$5,200; Title I 2010 Budget: \$34,650; Title I Carryover Budget: \$26,000) • Monthly Grade Level Data Meetings: Teachers will meet with the Title 1 teacher specialist to analyze student reading data, monitor students in our Quartiles, and plan appropriate instruction. • Professional Development of County Initiative Classroom Focused Instructional Process (CFIP) • Increased Communication with Parents: Our Community Collaboration Team, Instructional Strategy Team, Curriculum Alignment Team is following through with suggestions from our Family Involvement Team to increase the information available on our website and increase the number of Family Nights that provide ways to work with students for parents (Title I 2010 Budget: Family Involvement \$16,996) • Family Involvement Nights: • Reading, Math, Assessment, Technology (Title I 2010 Budget: Family Involvement \$16,996)

Adequate Yearly Progress

B. Based on the Examination of Schools in Improvement Data (Tables 5.3 and 5.4):

Table 5.3: Number of All Schools in Improvement												
	2005-2006 Level of Improvement					Exiting in 2005	2006-2007 Level of Improvement					Exiting in 2006
	(based on 2005 AYP)						(based on 2006 AYP)					
	Year 1	Year 2	CA	Restruct-uring Planning	Restruct-uring Implemen-tation		Year 1	Year 2	CA	Restruct-uring Planning	Restruct-uring Implemen-tation	
Elementary Schools			1						1			
Middle Schools	2	1							1			2
High Schools	2						1	1				
Special Placement Schools												
Total	4	1	1	0	0	0	1	1	2	0	0	2
	2007-2008 Level of Improvement					Exiting in 2007	2008-2009 Level of Improvement					Exiting in 2008
	(based on 2007 AYP)						(based on 2008 AYP)					
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restruct-uring Planning	Restruct-uring Implemen-tation		Year 1	Year 2	CA	Restruct-uring Planning	Restruct-uring Implemen-tation	
Elementary Schools						1						
Middle Schools				1			1				1	
High Schools	1	1	1				1	1		1		
Special Placement Schools												
Total	1	1	1	1	0	1	2	1	0	1	1	0
	2009-2010 Level of Improvement					Exiting in 2009						
	(based on 2009 AYP)											
	Developing Needs			Priority Needs								
	Year 1	Year 2	CA	Restruct-uring Planning	Restruct-uring Implemen-tation							
Elementary Schools												
Middle Schools	3				1							
High Schools												
Special Placement Schools												
Total	3	0	0	0	1	0						

Adequate Yearly Progress

Table 5.4: Number of Title I Schools in Improvement

	2005-2006 Level of Improvement					Exiting in 2005	2006-2007 Level of Improvement					Exiting in 2006
	(based on 2005 AYP)						(based on 2006 AYP)					
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	0	0	1	0	0	0	0	0	1	0	0	0
Middle Schools												
High Schools												
Special Placement Schools												
Total	0	0	1	0	0	0	0	0	1	0	0	0
	2007-2008 Level of Improvement					Exiting in 2007	2008-2009 Level of Improvement					Exiting in 2008
	(based on 2007 AYP)						(based on 2008 AYP)					
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	0	0	0	0	0	1	0	0	0	0	0	0
Middle Schools												
High Schools												
Special Placement Schools												
Total	0	0	0	0	0	1	0	0	0	0	0	0
	2009-2010 Level of Improvement					Exiting in 2009						
	(based on 2009 AYP)											
	Developing Needs			Priority Needs								
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation							
Elementary Schools	0	0	0	0	0	0						
Middle Schools												
High Schools												
Special Placement Schools												
Total	0	0	0	0	0	0						

- Describe the actions that the school system is taking to ensure that the No Child Left Behind and Title I requirements for schools identified for Developing Needs (Improvement-Year 1; Improvement-Year 2; and Corrective Action) and Priority Needs (Restructuring-Planning and Restructuring-Implementation) are being addressed.
 - Describe actions that the school system took during the 2008-2009 school year.
 - Describe the actions that the school system will take once school improvement status is determined for the 2009-2010 school year.

Adequate Yearly Progress

HCPS Response:

The following schools were identified as School Improvement schools for the 2008-09 SY:

Elementary Schools:

- No HCPS elementary school
- No HCPS Title I school

Middle Schools:

- Edgewood Middle School (EDMS) – Restructuring Implementation
- Aberdeen Middle School (ABMS) – Year 1

High Schools:

- Aberdeen High School (ABHS) – Year 2 (Safe Harbor)
- Edgewood High School (EDHS) – Year 1 (Safe Harbor)
- Alternative Education Program (AEP) – Restructuring Planning

The following table (Table I.Diii-B) displays the 2008-2009 actions for HCPS schools in improvement.

HCPS School Improvement Measures 2008-2009		
Table I.Diii-B		
School(s)	Timeline	School Improvement Measure
- EDMS - AEP - ABHS - EDHS - ABMS	July 2008 – June 2009	• Notify parents that the school has been identified for improvement including an explanation of what the identification means, the reason the school was identified, and explanation of what the school is doing to address the problem of low achievement, and an explanation of how they can become involved in addressing the academic issues that led to the identification • Use MSA data and other measures of school performance to develop the School Improvement Plan (SIP) • Provide parents and school staff the opportunity to participate in the development of the SIP • Submit SIP to the Executive Director of Secondary Education 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 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 • Conduct ILT and Executive Director of Secondary Education meetings to monitor and support school improvement activities • Participate in discussions to review and investigate middle school reform concepts/models

Adequate Yearly Progress

HCPS School Improvement Measures 2008-2009		
Table I.Diii-B continued		
School(s)	Timeline	School Improvement Measure
- EDMS - AEP - ABHS - EDHS - ABMS	July 2008 – June 2009	• Review and analyze student data Instructional Data Management System (INFORM) 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
- EDMS - ABHS - EDHS	July 2008	• Implement 4 week after school and extended year programs focused on the areas of reading and mathematics to support low performing students
- EDMS	August 2008 – June 2009	• Implement the MSDE approved Alternative Governance Plan • Conduct quarterly meetings with the Alternative Governance Board and the HCPS Board of Education in order to share updates on ABP progress • Submit progress results to MSDE on a TBD basis
- AEP	August 2008 – June 2009	• Conduct Teacher Capacity Needs Assessment • Establish Alternative Governance Board (AGB) to develop MSDE Alternative Governance Plan (ABP) • Conduct ABG meeting in order to identify Alternative Governance Model and develop ABP • Submit AGP to HCPS BOE and MSDE SBOE
- ABHS	August 2008 – June 2009	• Conduct Teacher Capacity Needs Assessment • Identify and document which of the following Corrective Action/s were implemented during the 2008-2009 school year. • Corrective Actions: ▪ Provide for all relevant staff, appropriate, scientifically research-based professional development, aligned with the Maryland Teacher Professional Development Standards, that is likely to improve the academic achievement of low-performing students; ▪ Institute a new curriculum grounded in scientifically based research, and provide appropriate professional development to support its implementation; ▪ Extend the length of the school year or school day; ▪ Replace school staff who are deemed relevant to the school not making adequate progress; ▪ Significantly decrease management authority at the school; ▪ Restructure the internal organization of the school; or ▪ Appoint one or more outside experts to advise the school on: ○ how to revise and strengthen the improvement plan it created while in school improvement status; and ○ how to address the specific issues underlying the school's continued inability to make AYP
- EDHS	August 2008 – June 2009	• Conduct Teacher Capacity Needs Assessment

Adequate Yearly Progress

HCPS Response:

The following table (Table I.Diii-C) displays the 2008-2009 actions for HCPS schools in improvement.

HCPS School Improvement Measures 2009-2010		
Table I.Diii.C		
Schools	Timeline	School Improvement Measure
- EDMS - AEP - ABMS - NHMS - HDMS	July 2009 – June 2010	• Notify parents that the school has been identified for improvement including an explanation of what the identification means, the reason the school was identified, and explanation of what the school is doing to address the problem of low achievement, and an explanation of how they can become involved in addressing the academic issues that led to the identification • Use MSA data and other measures of school performance to develop the School Improvement Plan (SIP) • Work with all schools on setting sub-group targets that speak to meeting the AMO and not just AYP. This also includes reaching or exceeding the HCPS Target for sub-groups currently meeting the AMO • Design the SIP to address: ○ 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 ○ Technical assistance ○ 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 or Secondary Education and the 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 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 • Train entire school staff to effectively implement the Classroom Focused Improvement Process (CFIP) in order to effectively monitor the achievement of all students and adjust instruction accordingly • Conduct ILT and Executive Director of Secondary Education meetings to monitor and support school improvement activities • Review and analyze student data Instructional Data Management System (INFORM and SCANTRON Achievement Series) 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.

Adequate Yearly Progress

HCPS School Improvement Measures 2009-2010		
Table I.D.iii.C continued		
School	Timeline	School Improvement Measure
- EDMS - ABMS	July 2009	• Implement 4 week after school and extended year programs focused on the areas of reading and mathematics to support low performing students with additional special educator support • Provide an extended learning opportunity through a field trip linked to the state curriculum
- EDMS - AEP	August 2009 – June 2010	• Implement the MSDE approved Alternative Governance Plan • Conduct quarterly meetings with the Alternative Governance Board and the HCPS Board of Education in order to share updates on ABP progress • Submit progress results to MSDE on a TBD basis • Complete MSDE Staffing report

I.D.iv Attendance Rates

Attendance rates are an additional measure used in Maryland's Adequate Yearly Progress (AYP) calculations.

Based on the Examination of the Attendance Data (Table 5.5):

Table 5.5: Attendance Rates								
Annual Measurable Objective (AMO):		94%	94%	94%	94%	94%	94%	94%
Subgroups by Level		2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Races	Elementary	95.6%	95.5%	95.7%	95.3%	96.2%	96.0%	95.9%
	Middle	94.0%	94.0%	94.5%	94.5%	95.2%	95.2%	95.2%
	High	92.8%	92.5%	92.8%	92.1%	93.2%	92.9%	92.8%
American Indian	Elementary	95.1%	95.2%	95.9%	95.2%	95.6%	95.6%	95.5%
	Middle	93.2%	92.8%	93.5%	93.2%	93.4%	93.6%	92.9%
	High	90.4%	91.4%	92.9%	92.2%	91.3%	91.1%	90.5%
Asian	Elementary	96.4%	96.4%	96.6%	96.4%	97.4%	97.1%	97.2%
	Middle	96.4%	96.2%	96.2%	96.5%	97.2%	97.4%	97.2%
	High	94.5%	94.0%	95.3%	94.6%	95.5%	95.4%	95.2%
African American	Elementary	95.1%	95.1%	95.5%	95.1%	95.9%	95.8%	95.7%
	Middle	93.1%	93.1%	93.5%	93.9%	94.3%	94.5%	95.1%
	High	91.5%	90.8%	91.6%	90.8%	91.4%	91.8%	91.4%
White	Elementary	95.7%	95.6%	95.7%	95.3%	96.3%	96.1%	95.9%
	Middle	94.2%	94.2%	94.7%	94.7%	95.5%	95.3%	95.2%
	High	93.0%	92.9%	93.0%	92.4%	93.6%	93.2%	93.2%
Hispanic	Elementary	95.2%	95.2%	95.3%	95.1%	95.7%	95.5%	95.5%
	Middle	92.4%	93.2%	93.8%	93.5%	94.7%	95.2%	95.2%
	High	90.4%	90.8%	91.0%	90.5%	91.7%	92.2%	91.8%
LEP	Elementary	96.3%	95.4%	96.1%	96.0%	96.5%	96.4%	96.4%
	Middle	94.5%	93.5%	94.3%	95.5%	95.6%	95.2%	95.3%
	High	94.0%	92.8%	93.6%	95.1%	94.4%	94.9%	94.1%
Special Ed	Elementary	94.7%	94.5%	94.8%	94.4%	95.4%	95.2%	95.0%
	Middle	91.7%	91.4%	92.3%	92.6%	93.4%	93.0%	93.9%
	High	90.1%	90.0%	90.2%	89.2%	90.6%	90.4%	90.5%
FARMS	Elementary	93.9%	94.0%	94.3%	93.9%	94.8%	94.6%	94.6%
	Middle	90.1%	90.6%	91.4%	92.0%	92.4%	92.7%	93.2%
	High	88.4%	87.9%	88.8%	87.8%	88.8%	88.9%	88.8%

1. Describe where progress in increasing attendance rates is evident. In your response, identify progress in terms of grade band(s) and subgroups.

HCPS Response:

Attendance rates in 2009 increased slightly at the middle school level for the African American, LEP, SE, and FARMS subgroups. Trends show that there has been a

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continuing increase over time in attendance at the middle school level for the African American, SE, and FARMS subgroups. At the high school level, attendance rates in 2009 improved slightly for the SE subgroup. At the elementary level, all races and all subgroups continue to exceed the AMO of 94%.

2. Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress.

HCPS Response:

One of the objectives of the school improvement planning process for the 2008-2009 school year was to develop and implement strategies to improve student attendance (2.1a.4-2.1a.5). The following questions were to be addressed by each school when analyzing school performance data as a part of this process:

- What trends in performance for all students and for sub-groups do you observe? Consider total score and sub-scores.
- What strategies were implemented to improve performance for all students? What impact did the strategies have?
- What strategies were implemented to improve performance for lower performing students/subgroups? What impact did the strategies have?
- What additional/new strategies could be/will be implemented to improve performance for all students?
- What does the review of the previous year's instructional practices data indicate?
- How were Maryland Professional Development Standards utilized?
- How were the Maryland Technology Standards utilized in the planning and delivery of instruction?
- How did the Instructional Leadership Team and the School Improvement Team plan to align professional development with the instructional practices strategies outlined for addressing student needs?
- Is there an alignment between the work of your PLC's, your professional development, and the strategies outlined in your school improvement plan?
- How will you review, study and update the School Improvement Plan on a quarterly basis?
- What process was used to monitor individual student progress?
- How was the Harford County Public Schools Board of Education Strategic Plan considered?

As a result of this planning process, each school listed those strategies in their school improvement plans geared toward meeting all NCLB/HCPS goals and indicators. In the individual school improvement plans, schools listed various strategies to address improved student attendance. These strategies varied from school to school. Some specific school examples that were implemented are: data monitoring of student attendance by teachers, the School Improvement Team (SIT), and the Instructional Leadership Team (ILT); the implementation of new attendance monitoring procedures; the establishment of an attendance committee; the use of the 'Alert Now' system to monitor attendance; and root cause analysis regarding attendance. This attention to the implementation of strategies and programs geared to improving attendance appears related to the progress.

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

HCPS Response:

Challenges remain evident at the high school level where the percent of student attendance for 'All Races' is below the standard of 94% set by the state. The subgroups at the high school level that fall below the state standard in attendance are the American Indian/Alaskan Native, African American, White, Hispanic, FARMS, and Special Education subgroups, with a particularly noticeable deficit in the FARMS subgroup where attendance is below 90%.

Although the attendance rate at the middle school level exceeds the state standard for 'All Races', the American Indian/Alaskan Native, FARMS, and Special Education subgroups have attendance rates slightly below the state standard.

4. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.

HCPS Response:

The Comprehensive Secondary School Reform Plan (CSSRP) contains a number of elements that directly or indirectly affect attendance at the high school level. Elements such as smaller learning communities, freshman academies, and career pathways will support improved attendance.
(PI-12)

As a part of the process of school improvement planning for the 2009-2010 school year, all school improvement planning teams were asked to develop school improvement plans indicating the strategies/actions to address meeting the NCLB requirements, including the established AMO regarding attendance. Schools set targets for attendance for all subgroups that were to meet or exceed the AMO. In addition to the continuation of the practices, programs, and strategies listed in item 2, some of the practices, programs, and strategies that are listed in the 09-10 school improvement action plans from the various schools to address these challenges are as follows:

- Initiating parent contacts to investigate absences
- Utilizing the services of the guidance counselor to provide intervention for identified students
- Providing diverse opportunities for students to be involved in both curricular and extra-curricular activities
- Implementing a mentoring program
- Increasing student participation in additional learning opportunities, such as Advanced Placement courses
- Exploring advocacy strategies for all students
- Use of Alert Now to monitor attendance
- Faculty pre-school meeting to discuss SST procedure

I.D.v Graduation Rates and Dropout Rates

NCLB Goal 5: All students will graduate from high school.

NCLB Indicator 5.1: The percentage of students who graduate each year with a regular diploma.

NCLB Indicator 5.2: The percentage of students who drop out of school.

Graduation rate is an additional measure used in Maryland's Adequate Yearly Progress (AYP) calculations.

Based on the Examination of Graduation and Dropout Rate Data (Tables 5.6 and 5.7):

Table 5.6: Percentage of Students Graduating From High School							
Annual Measurable Objective (AMO):	80.99%	80.99%	83.24%	83.24%	83.24%	85.50%	85.50%
Subgroup	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All students (Counts toward AYP)	85.21	86.71	88.99	87.22	87.18	86.76	86.73
African American	79.05	80.19	82.71	86.21	80.54	82.79	83.53
American Indian/Alaskan Native	76.92	63.64	77.78	91.67	87.50	100	85.00
Asian/Pacific Islander	85.14	93.15	92.31	92.77	89.23	92.42	95.12
Hispanic	86.76	77.97	84.85	84.93	77.33	81.93	81.69
White (Not of Hispanic Origin)	86.27	87.94	90.25	87.28	88.75	87.66	87.40
Free/Reduced Meals (FARMS)	62.69	72.22	72.52	72.66	69.57	72.94	71.09
Limited English Proficient (LEP)	42.86		66.67	85.71	100.00	100	
Special Education	74.85	78.86	75.25	75.97	50.00	68.44	65.00
Female	88.48	89.55	92.01	90.27	90.13	91.35	90.61
Male	82.01	83.95	86.18	84.14	84.27	82.27	83.03

Table 5.7: Percentage of Students Dropping Out of School							
State satisfactory standard:	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Subgroup	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All students	2.84	2.60	3.07	3.23	3.16	2.92	2.32
African American	4.06	3.67	3.69	4.27	4.02	4.52	3.09
American Indian/Alaskan Native	5.77	4.26	0.00	1.49	6.15	1.45	2.78
Asian/Pacific Islander	1.62	1.72	1.78	1.89	1.89	1.57	1.18
Hispanic	4.20	3.35	4.64	3.30	5.48	3.67	2.52
White (Not of Hispanic Origin)	2.59	2.38	2.94	3.02	2.88	2.49	2.13
Free/Reduced Meals (FARMS)	5.87	4.65	5.87	6.02	6.69	3.86	3.22
Limited English Proficient (LEP)	0.00	2.78	2.63	0.00	0.00	0	9.80
Special Education	4.64	3.73	5.79	5.99	7.22	5.17	0.36
Female	2.41	1.93	1.97	2.45	2.35	2.17	1.72
Male	3.25	3.23	4.12	3.99	3.96	3.64	2.91

NOTE: Because the Master Plan Updates are due to the county boards and the Maryland State Department of Education before some or all of the MSA and HSA data analysis are final, the 2008-2009 assessment data contained on these tables 5.6 and 5.7 is preliminary only. It does not reflect the full analysis necessary to ascertain AYP or students' progress toward achieving a diploma. The update will be amended to reflect final assessment data analysis when it is available.

I.D.v Graduation Rates and Dropout Rates

1. Describe where progress in moving toward the graduation/dropout target is evident. In your response, identify progress in terms of subgroups.

HCPS Response:

The graduation rate of 86.73% for the aggregate of All Students continues to meet the AMO. The dropout rate for All Students reached its lowest yet with only 2.32% of students having dropped out of school – this rate again meets the standard set by the state of 3.00%. The African American, Asian/Pacific Islander, Hispanic, White, FARMS, Special Education, Female, and Male subgroups achieved their lowest % of students dropping out of school since 2002-2003. The hugely significant improvement for the Special Education subgroup may be an anomaly; however this is a subgroup that has received increased attention in efforts to meet identified learning needs which may be a contributing factor in keeping SE students in school. The Hispanic and male subgroups met the state satisfactory standard for the first time.

2. Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress.

HCPS Response:

The following 2008-2009 practices, programs, and strategies appear related to the progress:

- Support the drop-out prevention efforts described in Programs and Initiatives.
- Evaluate the peer mentoring program and refine as indicated.
- Implement the revised credit and course requirements for graduation.
- Utilize the career pathways as a means for managing programs of study for freshmen, sophomores and juniors, and as a means for implementing the delivery of required courses in 2008-2009. Develop the necessary curricular components for implementing the delivery of required courses for Fall 2009.
- Prioritize and implement approved plans for the Secondary School Reform Initiative.
- Refine existing smaller learning communities and the ninth grade transition program.
- Enhance the online course program and increase student participation.
- Review and refine the Alt Ed Program as indicated.
- Identify and implement alternatives to suspensions based on appropriate data.
- Refine senior experiences with application to incoming freshman, sophomores, and juniors.
- Provide professional development as needed regarding *Maryland Career Development Framework, K-12*, career development and activities for students.
- Monitor and report the number of students participating in non- traditional CTE programs.
- Institutionalize the components of the CSSRP that affect juniors and readiness of those components that affect seniors in Fall 2009.

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Graduation Rates and Dropout Rates

- Offer coursework that supports student post-secondary activities.
- Provide annual career counseling and post-secondary educational planning opportunities for students using a 6-year planning tool.
- Utilize assessment data to evaluate programs, monitor student achievement, and provide intervention programs at the school and system level (2.2b.3)
- Implement the following intervention strategies/programs in high schools to address student needs as identified in the HSA-tested subjects: (PI-17)
 - Initiate HSA Online Courses, after-school tutorials, remediation courses, and summer school for those students who do not pass the HSA.
 - Implement *Strategic Reading* at all high schools for Grade 9 at-risk students.
 - Implement the *Corrective Reading* intervention at all high schools for 9th and 10th grade students who are significantly delayed in reading.
 - Implement *Reading and Writing in Your Career* for identified grade 10 students.
 - Continue full implementation of the *Cognitive Tutor Algebra* program for identified students at the high school level.
 - Secure funding, as possible, to employ high school HSA intervention teachers to provide professional development to improve classroom instruction and to coordinate direct student intervention and remediation services.
- Increase student participation in additional learning opportunities, such as Advanced Placement courses, Magnet programs, and cooperative/collaborative classes
- Additional practices, programs, and strategies geared toward ensuring that students have a successful high school experience that will culminate in high school graduation are those listed in individual school improvement plans. Some specific examples include:
 - Providing diverse opportunities for students to be involved in both curricular and extra-curricular activities
 - Implementing a mentoring program for all identified students and subgroups
 - Exploring advocacy strategies for all students
 - Provide a study skills class to afford students a greater opportunity to master reading in a more student-centered environment
 - Provide a.m. homeroom Help Program to provide additional academic support
 - Schedule meetings with school administration and parents/students concerning students who are at-risk for possible non-graduation
 - Develop graduation intervention strategies utilizing advisors, guidance referrals, and administrative counselors.
- Provide a consultant at the middle school level to assist identified schools in addressing the African-American Male achievement gap (PI-6)
- Continue efforts to provide early intervention to address identified needs of at-risk learners and to reduce the number of referrals for special education services. Such efforts include the incorporation of collaborative/cooperative teaching models, best practice instructional strategies, and research-based intervention programs to meet all identified student needs.
- Transitioning services, as mandated by IDEA 2004, have been enhanced to provide interventions to support dropouts and increase the graduation rates in HCPS.
- Implement the comprehensive professional development plan to address the state priorities and master plan goals.

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Graduation Rates and Dropout Rates

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

HCPS Response:

HCPS continues to work to increase the graduation rates for all subgroups. However the subgroups that did not meet the AMO in 2008-2009 are the African American, American Indian/Alaskan Native, Hispanic, FARMS, Special Education, and male subgroups. The greatest challenge continues to be to ensure that our FARMS and Special Education subgroups get the assistance that is needed to enable a higher percentage of them to meet graduation requirements.

As far as the dropout rate is concerned, HCPS's greatest challenges are with the African American, FARMS, and LEP subgroups. These subgroups did not meet the state satisfactory standard, although the dropout rate for African American and FARMS is at its lowest ever with the trend showing improvement in 2008-2009 as compared to prior years.

4. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.

HCPS Response:

The following 2009-2010 practices, programs, and strategies are in place to address the challenges and promote progress:

- Support the drop-out prevention initiatives as described in the HCPS Programs & Initiatives document. (PI-13)
- Implement during and extended-day learning opportunities for mentoring and youth development programs. (2.1b.24)
- Implement the revised credit and course requirements for graduation. (2.2e.2)
- Utilize the career pathways as a means for managing programs of study for grades 9-12 and as a means for implementing the delivery of required courses in 2009-2010. Develop the necessary curricular components for implementing the delivery of required courses for Fall 2010. (2.2e.3; 2.2f.2)
- Prioritize and implement approved plans for the Secondary School Reform Initiative. (2.2e.4, PI-12)
- Refine existing smaller learning communities and the ninth grade transition program. (2.2e.7)
- Enhance career and technology education programs. (2.2e.9)
- Enhance the online course program and increase student participation. (2.2d.1)
- Review and refine the Alternative Ed Program. (2.2e.11; PI-12)
- Enhance senior year offerings to promote student involvement and success. (2.2f.1)
- Monitor all curriculum for inclusion of the *Maryland Career Development Framework, K-12*. Provide professional development as needed regarding *Maryland Career Development Framework, K-12*, career development and activities for students. (2.2e.12; 2.2f.3)

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- Monitor and report the number of students participating in non- traditional CTE programs. (2.2f.4)
- Institutionalize the components of the CSSRP that affect juniors and readiness of those components that affect seniors in Fall 2010. (2.2f.5)
- Offer coursework that supports student post-secondary activities. (2.2f.6)
- Provide annual career counseling and post-secondary educational planning opportunities for students, grades 8-12, using a 6-year planning tool. (2.2f.7)
- Provide support (as possible) for schools choosing to implement the Advisory Career Development concept. (2.2f.9)
- Provide a comprehensive, year-round continuum of psychological services that are timely, relevant and outcome-driven. (1.1e.3)
- Provide comprehensive pupil personnel services to intervene and support at-risk students and their families. (1.1e.4)
- Identify and implement alternatives to suspensions based on appropriate data. (For more information on related strategies and programs, see 1.1e.6)
- Review and refine the Alt Ed Program as indicated including the implementation of the AGB recommendations for restructuring planning. (2.2e.11; PI-11; See also HCPS School Improvement tables in section I.D.iii - Adequate Yearly Progress)
- Continue the efforts of the Intervention Committee (2.1b.26; PI-19; Appendix F).
This team began its initial work in schools in 2005-2006 to provide technical support to schools based on identified student needs. In 2009-2010, the Intervention Committee will continue to work with school personnel to coordinate intervention assistance and strategies to meet student needs. As student needs are met, more students are likely to maintain the momentum toward completing graduation requirements.
- Continue to utilize assessment data to evaluate programs, monitor student achievement, and develop intervention programs at the school and system level (2.2a.2; 2.2b.3)
- Implement the following intervention/remediation strategies/programs in middle and high schools to address student needs as identified in the HSA-tested subjects: (2.1a.3; PI-16 – PI-18; Appendix F)
 - Initiate HSA Online Courses, after-school tutorials, remediation courses, and summer school for those students who do not pass the HSA.
 - Continue implementation of *Fast Track*, a reading intervention program for identified students in grades 6-8, at designated schools.
 - Implement the *Strategic Reading* program at all high schools for Grade 9 at-risk students.
 - Continue to implement the *Corrective Reading* intervention program at all high schools for 9th and 10th grade students who are significantly delayed in reading.
 - Implement the *Reading, Writing and Your Career* course at all high schools for grade 10 at-risk students.
 - Continue the *READ 180* program at designated middle schools.
 - Continue full implementation of the *Ramp Up* and *Cognitive Tutor Algebra* programs at all high schools.
 - Expand the implementation of the *Knowing Mathematics* remediation program in middle schools.

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Graduation Rates and Dropout Rates

- Pilot and/or continue to implement *Do the Math*, *First in Math*, *FASTTMath*, and *Success Maker* remediation programs in middle schools.
- Implement *Navigator* mathematics intervention program in all middle schools.
- Implement *Ramp Up to Algebra* in all high schools.
- Utilize funding to employ middle school mathematics intervention teachers at ABMS, EDMS, HDMS, and MAMS to provide professional development to improve classroom instruction and to coordinate and provide direct student intervention and remediation services.
- Request funding to employ high school HSA intervention teachers to provide professional development to improve classroom instruction and to coordinate direct student intervention and remediation services.
- Implement the *Strategic Intervention Instructional Model* in HSA biology and government co-taught classes at all high schools.
- Provide MSDE's *Bridge Plan* program to identified high school students who meet the criteria for participation
- Implement extended year program for students working on *Bridge Plan*.
- Increase student participation in additional learning opportunities, such as Advanced Placement courses and cooperative/collaborative classes.
- Middle schools have been provided with a resource of consultant/regional expert in the area of African-American Male learning. This consultant will assist schools in the analysis of student achievement data and other data streams to narrow the focus and create a strategic plan for addressing identified teaching and learning needs.
- Additional practices, programs, and strategies geared toward ensuring that students have a successful high school experience that will culminate in high school graduation are those listed in individual school improvement plans.
- Continue efforts to provide early intervention to address identified needs of at-risk learners and to reduce the number of referrals for special education services. Such efforts include the incorporation of collaborative/cooperative teaching models, best practice instructional strategies, and research-based intervention programs to meet all identified student needs.
- Transitioning services, as mandated by IDEA 2004, have been enhanced to provide interventions to support dropouts and increase the graduation rates in HCPS.
- Implement the comprehensive professional development plan to address the state priorities and master plan goals. (4.3c.1)

For additional information about HCPS special education initiatives and the Least Restrictive Environment, see Appendix F.

I.D.vi 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.³ In this section, each LSS should address the factors that prevent the district from attaining the 100% HQT Goal.

³ Section 2141(a) of the Elementary and Secondary Education Act.

Highly Qualified Staff

Based on the Examination of Core Academic Subject Classes Taught by Highly Qualified Teacher Data (Tables 6.1 - 6.3):

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			
School Year	% of Core Academic Subject Classes Taught by Highly Qualified Teachers	% of Core Academic Subject Classes Not Taught by Highly Qualified Teachers	School Year	Total Number of Core Academic Subject Classes in Title I Schools	Core Academic Subject Classes in Title I Schools Taught by Highly Qualified Teachers	% of Core Academic Subject Classes in Title I Schools taught by HQT
2003-2004	80.06	19.94	2008-2009	140	140	100
2004-2005	88.94	11.06				
2005-2006	89.3	10.7				
2006-2007	88.2	11.8				
2007-2008	88.17	11.83				
2008-2009	91.9	8.1				

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		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	NHQ Classes	All Classes
2005-2006	27	3.20	19	2.25	271	32.15	242	28.71	36	4.27	248	29.42	843	8261
2006-2007	0	0.00	4	0.01	149	29.45	97	19.17	148	29.25	108	21.43	506	4276
2007-2008	30	5.73	6	1.04	126	21.98	77	13.43	0	0	117	20.41	356	4269
2008-2009	12	3.2	1	0.3	138	37.3	39	10.5	98	26.5	82	22.2	370	4160

1. Describe where progress is evident.

HCPS Response:

- There was an overall increase in the percentage of core academic subject classes taught by HQ teachers in 2008-2009 (Table 6.1).
- Title I schools had 100% of core academic subject classes taught by HQT (Table 6.2).
- The numbers of classes not taught by HQT due to invalid grade level for certification, invalid subject for certification, and those teaching with conditional certificates were at an all-time low in 2008-2009 (Table 6.3).

Highly Qualified Staff

2. Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress. What evidence does the school system have that the strategies in place are having the intended effect?

HCPS Response:

HCPS implemented a pilot program to increase notification of teachers as to requirements needed to achieve HQ status.

3. Describe where challenges are evident.

HCPS Response:

- The percentage of NHQ teachers who did not meet the testing requirement increased significantly in 2008-2009 (Table 6.3).
- Budget constraints resulted in limited human resources available to implement and monitor systems. As a result, HCPS will need to identify and train current personnel in HQ requirements in order to monitor and implement system-wide initiatives.

4. Describe the changes or adjustments and the corresponding resource allocations that were made to ensure sufficient progress. Include timelines where appropriate.

HCPS Response:

The HR office has collaborated with the technology department to develop a web-based system which houses HQ data and certification requirements that is accessible to teachers and administrators. Our office is currently working with Senior Staff to develop strategies for system introduction/training to school-based personnel.

Additional strategies to be employed in FY10 include:

- Training program for principals to increase their understanding of HQ and how class scheduling effects HQ.
- Candidates selected for employment beginning in FY10 are required to provide documentation to determine HQ status prior to employment.

Highly Qualified Staff

Based on the Examination of the Equitable Distribution of Highly Qualified Teacher Data (Tables 6.4 - 6.5):

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	76.98	2299	5157	93.82
Secondary		58	50	71.89	2396	2156	89.88
2006-2007							
Elementary		30	24	80	545	514	94.31
Secondary		43	34	79.07	1761	1581	89.78
2007-2008							
Elementary		30	30	100	545	520	95.4
Secondary		43	36	83.72	1761	1598	90.74
2008-2009							
Elementary		50	50	100	482	462	95.9
Secondary		46	40	87.0	1733	1618	93.4

Table 6.5: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High and Low Poverty Schools By Level and Experience									
Core Academic Subject Classes									
School Year		High Poverty				Low Poverty			
		Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT		Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT	
		#	%	#	%	#	%	#	%
2008-2009	Elementary	30	60.9	20	39.1	401	83.1	71	16.9
	Secondary	27	59.1	19	40.9	1438	83.0	295	17.0

1. Describe where progress is evident.

HCPS Response:

- There has been an increase each year in the percentage of HQ teachers in the core academic subject classes in secondary high poverty schools.
- The elementary high poverty schools continue to have 100% of core academic subject classes taught by HQ teachers.

2. Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress. Your response must include examples of incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies that 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 the strategies in place are having the intended effect?

Highly Qualified Staff

HCPS Response:

HCPS implemented a pilot program to increase notification of teachers as to requirements needed to achieve HQ status. Additional strategies to be employed in FY10 include web-based system containing teacher specific information regarding HQ status and requirements needed to achieve HQ status. Training program for principals to increase their understanding of HQ and how class scheduling effects HQ. Candidates selected for employment beginning in FY10 were required to provide documentation to determine HQ status prior to achieve HQ status.

- Describe where challenges are evident. In your response, include teacher experience, minority status of students, and poverty status of students, where appropriate.

HCPS Response:

Budget constraints resulting in limited human resources available to implement needed monitoring systems. Need to identify and train current personnel in HQ requirements in order to monitor and implement system-wide initiatives.

- Describe the changes or adjustments and the corresponding resource allocations that were made to ensure sufficient progress. Include timelines where appropriate.

HCPS Response:

Collaborated with technology department to develop web-based system which houses HQ data that is accessible to teachers and administrators. Currently working with Senior Staff to develop strategies for system introduction/training to school-based personnel.

Based on the Examination of Highly Qualified Teacher Retention Data (Table 6.6):

Table 6.6: Attrition Rates												
Attrition Due To (Category):	Retirement			Resignation			Dismissal/Non-renewal			Leaves		
	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%
2006-2007	84	3160	2.66	181	3160	5.73	4	3160	0.1	40	3160	1.27
2007-2008	60	3170	1.89	150	3170	4.73	5	3170	0.15	30	3170	0.72
2008-2009	71	3132	2.26	120	3132	3.83	14	3132	0.45	37	3132	0.12

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

☐ Core Academic Subject area teachers

Highly Qualified Staff

1. Describe where progress is evident.

HCPS Response:

Slight increase in retirements, however significant decrease in resignations.

2. Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress. What evidence does the school system have that the strategies in place are having the intended effect?

HCPS Response:

Pilot program to increase notification of teachers as to requirements needed to achieve HQ status. Additional strategies to be employed in FY10 include web-based system containing teacher specific information regarding HQ status and requirements needed to achieve HQ status. Training program for principals to increase their understanding of HQ and how class scheduling effects HQ. Candidates selected for employment beginning in FY10 were required to provide documentation to determine HQ status prior to to achieve HQ status.

3. Describe where challenges are evident.

HCPS Response:

Budget constraints resulting in limited human resources available to implement needed monitoring systems. Due to budget constraints and hiring freeze unable to move forward with development/implementation of comprehensive retention program.

4. Describe the changes or adjustments and the corresponding resource allocations that were made to ensure sufficient progress. Include timelines where appropriate.

HCPS Response:

None

Highly Qualified Staff

- Describe how the school system identifies hard-to-staff schools and critical subject-area shortages.

HCPS Response:

State reports and test scores.

- Based on the Examination of Qualified Paraprofessional Data (Table 6.7):

Table 6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools			
	Total Number of Paraprofessionals Working in Title I Schools	Qualified Paraprofessionals Working in Title I Schools	
		#	%
2008-2009	165	165	100
2009-2010*	108	108	100

*As of July 1, 2009

1. Describe the strategies that the local school system will use to ensure that all paraprofessionals working in Title I schools continue to be qualified.

HCPS Response:

Review of applicants by certification department prior to hire.

High Quality Professional Development

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

Harford County Public Schools selected Option 2 in reporting on High Quality Professional Development.

Requirements for Reporting on Option 2 Activities

Harford County Public School's progress towards integrating the teacher professional development planning framework into school improvement planning is described in the following responses.

1. Has the district integrated the teacher professional development planning framework into school improvement planning guidance?

HCPS Response:

HCPS has incorporated the MSDE teacher professional development planning into the yearly School Improvement Plan document. A copy of the planning template is attached. (Appendix A) The intent of the column titled *Professional Development* was to provide a placeholder for ideas and thoughts related to the necessary professional development to support the identified strategy. The expectation for schools' use of the planning framework was to select one area of the '09-10 School Improvement Plan and use the planning steps and thinking process to fully develop a comprehensive plan for one target area. Schools were to use the actual professional development planning framework and to attach it as a part of the School Improvement Plan or to submit a plan as a separate document. The specific guidance questions have been highlighted.

Three professional development planning documents are included in the annual update. (Appendix B) These serve as a sampling of plans submitted on September 11, 2009. Looking for commonalities in the proficiency of using the planning framework it is noted that HCPS has the following challenges: (a) thinking through the intentional design of activities and ongoing evaluation is often limited and too general; (b) understanding of "job-embedded" professional development continues to revolve around meeting during teachers' planning time and doesn't get to the essence of being ongoing and relevant to the individual teacher within the context of daily work; and (c) evaluation is focused at the "effort" level and deep reflection to match impact to professional development action is not planned. Ongoing training, feedback and support will be provided to school teams throughout the 09-10 school year.

2. Has the district implemented a program to prepare principals, other school leaders, school improvement teams, and school-based professional development staff to use the teacher professional development planning framework?

HCPS Response:

The following table highlights the training activities held in the spring and summer of 2009.

Date	Participants	Duration	Topic	Format
March 2009	(choice attendance) - Principals 22/53 participated - Instructional Facilitators 18/22 participated - Content Supervisors 6/21 participated	45-minutes 2 sessions offered as a choice in a differentiated professional development for administrators	APPENDIX C Overview of the Professional Development Logic Model	Presentation Group brainstorm
May 2009	School Improvement Team Facilitators (teacher leaders) 56/56 participated	3-hours 2 sessions presented to elementary and secondary	Overview of the revised School Improvement Plan template including aligning professional development	Presentation Peer review of tentative plans using feedback form
June 2009	- Principals 51/52 - Assistant Principals 91/93 - Instructional Facilitators 22/22 - Content Supervisors 19/22 - Teacher Mentors 38/38 - School Improvement Team Facilitators (teacher leaders) 54/56	75-minutes 3 sessions presented differentiated by level	Update of the School Improvement Plan template	Presentation
July 2009	- Principals 49/52 - Assistant Principals 89/93 - Instructional Facilitators 20/22 - Content Supervisors 0/22 – training will take place Sept 09 - Teacher Mentors 38/38 - School Improvement Team Facilitators (teacher leaders) 52/56	3 ½ hours 4 opportunities for school personnel to attend. Recommended that people attend as school teams. (depending upon vacation schedules)	Appendix D 1,2,3 - Linking topics of focus in SIP and professional development - Various professional development structures - NSDC definition of professional development - Defining job-embedded PD	Presentation Jig-saw Brainstorming Sharing best practices Guided practice of beginning to link the big focus areas of SIP and the essential components of planning professional development

Date	Participants	Duration	Topic	Format
July 2009	See previous	See previous	• Ways to find time • Tips for evaluating PD • The logical thinking of planning PD • 6 steps of planning PD • Resources to support work of school teams	See previous

3. Has the district implemented plan to prepare district staff for reviewing and providing feedback on professional development plans?

HCPS Response:

SIP in HCPS are required to be submitted to Central Office on September 11, 2009. Plans will be reviewed on September 28 and 29, 2009 by a team that includes the Coordinator of School Improvement, Coordinator of Interventions, Teacher Specialist for Instructional Technology, Coordinator of Accelerated Programs, Supervisor of Physical Education and Health, a representative from Special Education, and Coordinator of Professional Development. These team members have participated in the ongoing professional development with other groups. Prior to beginning the review of SIP/PD plans and the feedback process, time will be devoted to building a consistent expectation for each of the components. The feedback will be captured using two feedback forms. (APPENDIX E-1 and E-2)

To ensure consistency the following process will be utilized during the review/feedback work –

- Feedback form will be reviewed to make sure that all team members understand the components
- One plan will be reviewed by all team members using the feedback form
- Strengths and Considerations for Improvement will be discussed and comments will be checked for consistency
- Plans will be read by two people
- Consistency will be checked periodically throughout the process

Following the review/feedback process, the team will create a summary of strengths and weaknesses of the professional development plans. Discussion will ensue that will include possible next steps for leadership professional development that could help to address the weak areas. It may be that one section of the planning framework requires additional attention, support, and specific professional development. At this time, the Professional Development Office is anticipating a need to address possible methods of evaluation as a need and has begun to plan accordingly for the 09-10 leadership professional development plans.

4. **How is the district monitoring implementation and impact of the school-based professional development activities? Has the district reviewed school improvement plans that address the new professional development planning requirements?**

HCPS Response:

HCPS decided to make the use of the MSDE Teacher Professional Development Framework a “no fault” year for the plans submitted for the 2009-2010 school year. Once teams received the original training during the summer of 2009, several schools contacted the Coordinator of Professional Development and Coordinator of School Improvement for assistance and input on initial plans. This allowed HCPS to provide onsite support for those teams that requested the service.

At this time, no plans have been reviewed. Plans are due to be submitted to Central Office by September 11, 2009 and will not be reviewed until September 28 and 29. Teams will receive written feedback on the professional development plans in October 2009. Central Office staff including the Assistant Superintendent of Curriculum and Instruction and the Executive Directors of Elementary and Secondary Schools, will visit with school leadership to review the SIP and connecting professional development plans throughout the fall. Suggestions and considerations for improvements to the plan will be shared but there is not an approval process for this school year.

Monitoring of the professional development plans will occur in the School Improvement update process. Schools will be expected to report on the progress of the professional development plan.

Several opportunities exist for school leadership to participate in professional development designed to support the use of the MSDE Teacher Professional Development Planning framework and Professional Development Evaluation Guide during the 2009-2010 year. HCPS has a quarterly cycle of professional development for leadership and will focus upon leadership topics and instructional topics across the sessions. Specific sessions on evaluating professional development will occur during the second and third quarters. Other areas that may surface as needs will be incorporated after considering the findings of the review/feedback process.

I.D.vii

Schools that are Safe, Drug-free, and Conducive to Learning

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. **Note:** Information associated with Safe Schools is also included in Part II, Additional Federal and State Reporting Requirements and Attachment 11: Title IV Part A, Safe and Drug-Free Schools and Communities.

Annually, local school systems are required to report incidents of bullying, harassment, or intimidation as mandated by the Safe Schools Reporting Act of 2005.⁴

A. Based on the Examination of Persistently Dangerous Schools Data (Table 7.1 – 7.5):

Table 7.1: Number of Persistently Dangerous Schools						
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
# of Schools	0	0	0	0	0	0

Table 7.2: Probationary Status Schools			
School*	9/30/2008 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
NA			

⁴ Section 7-424 of the Education Article of the Annotated Code.

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Table 7.3: Schools Meeting the 2½ Percent Criteria for the First Time

School*	9/30/2008 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
NA			

Table 7.4: Elementary Schools with Suspension Rates Exceeding Identified Limits

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
	Number With a Suspension Rate that Exceeded 18%	Number With a Suspension Rate that Exceeded 18%	Number With a Suspension Rate that Exceeded 16%	Number With a Suspension Rate that Exceeded 14%	Number With a Suspension Rate that Exceeded 12%
# of Schools	0	0	0	0	0

Table 7.5: Identified Schools That Have Not Implemented PBIS

School*	School year in which the suspension rate was exceeded	Provide reason for noncompliance	Provide a timeline for compliance
NA			

- Where first-time schools are identified, what steps are being taken by the school system to reverse this trend and prevent the identified school(s) from moving into probationary status?

HCPS Response:

Not applicable; No HCPS schools were identified as persistently dangerous.

- B. Based on the Examination of Data on Incidents of Bullying, Harassment, or Intimidation (Table 7.6):

Table 7.6 Incidents of Bullying, Harassment, or Intimidation

	2005-2006	2006-2007	2007-2008	2008-2009
Number of Incidents	99	18	38	38

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1. How would you characterize the prevalence of bullying, harassment, and intimidation in the schools in your system? If you have seen an increase or decrease in reports over the past three school years, explain those in terms of programs and/or procedures that you have implemented.

HCPS Response:

Table 7.7 shows that the total number of suspensions related to sexual harassment, harassment and bullying decreased 13 percent over the 2007-2008 rate. Suspensions due to harassment decreased 8 percent, while suspensions due to sexual harassment decreased over 14 percent from the previous year. Bullying offenses showed the largest decrease at 30 percent. However, such variability is likely due to the relatively low incidence of these offenses, the combined total of which constitute 3.5 percent of all suspensions.

2. What methods has your school system used to make staff, parents, and students aware of the Bullying, Harassment, and Intimidation Form?

HCPS Response:

On June 8, 2009, the Board of Education adopted a revised bullying and harassment policy that conforms with the MSDE model policy. The policy requires that schools shall inform staff and students about the availability of the Reporting Form for their use during opening-of-school meetings and then periodically throughout the school year.

- Schools shall inform students about the availability of the form and its use during orientation sessions in classes during the first week of school.
- Forms shall be included in the beginning of the year packet for students and their parents.
- A description about the availability of the form and its use shall be published in a school's student/parent handbook and in its Code of Conduct.
- A description about the availability of the form and its use shall be published on the local school system's main website which should include the capability for downloading the form.
- Forms shall be available in all schools in the main (front) office, counselor's office, media center, cafeteria, and health room.
- A student may request assistance from a staff member to complete the form at school if the student wishes.
- A secure box shall be placed in a location or locations selected by school administration so that a student may submit a completed form if he/she feels uncomfortable submitting the form in person. The box shall be emptied daily and the forms shall be submitted to school administration.

Also, PowerPoint presentations will be prepared and given to building administrators and department heads to use when annual training is provided to students and staff.

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- C. Based on the Examination of Suspension and Expulsion Data for Sexual Harassment, Harassment, and Bullying (Table 7.7):

Table 7.7: Number of Suspensions/Expulsions for Sexual Harassment, Harassment, and Bullying				
Offense	Sexual Harassment	Harassment	Bullying	TOTAL
2003-2004	98	89		187
2004-2005	101	75		176
2005-2006	88	2	13	173
2006-2007	56	80	20	156
2007-2008	84	89	20	193
2008-2009	72	82	14	168

1. Identify the system-wide strategies that are being used to prevent/reduce suspensions and expulsions for sexual harassment, harassment, and bullying.

HCPS Response:

Staff receive an initial training and annual review on discrimination, harassment, bullying, and bias. Yearly back-to-school student orientations are held where they receive information related to harassment policies and expectations.

New teachers and support staff must complete the course Education That Is Multicultural and The 20th Century Classroom within the first two years of employment.

Content on bullying and harassment was updated and incorporated into the middle school and 9th grade Health classes.

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D. Based on the Examination of Suspension Data (Tables 7.8 - 7.10):

Table 7.8: Number of Students Suspended - <u>In School</u> - by Race/Ethnicity and Gender (Unduplicated Count)															
School Year	Enrollment	African American		American Indian/Alaskan Native		Asian		Hispanic		White		Male		Female	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
2006-2007	1618	811	50.1	17	1.1	9	0.6	56	3.5	725	44.8	1158	71.6	460	28.4
2007-2008	1698	819	48.2	21	1.2	14	0.8	69	4.1	775	45.6	1211	71.3	487	28.7
2008-2009	1620	807	49.8	16	0.9	16	0.9	57	3.5	724	44.7	1127	69.6	493	30.4

Table 7.9: Number of Students Suspended - <u>Out of School</u> - by Race/Ethnicity and Gender (Unduplicated Count)															
School Year	Enrollment	African American		American Indian/Alaskan Native		Asian		Hispanic		White		Male		Female	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
2005-2006	3120	1212	39.1	23	0.7	32	1	87	2.8	1759	56.4	2261	72.5	859	27.5
2006-2007	3027	1163	38.4	29	1	29	1	92	3	1714	56.6	2146	70.9	881	29.1
2007-2008	2893	1212	41.9	28	1	17	0.6	83	2.9	1553	53.7	2044	70.7	849	29.3
2008-2009	2613	1109	42.4	28	1	23	0.9	77	2.9	1376	52.7	1867	71.5	746	28.5

Table 7.10: In-School and Out-of-School Suspensions by Most Common Offense Category						
	In-School Suspensions			Out-of-School Suspensions		
School Year	#1 Disrespect/ Insubordination	#2 Other	#3 Attendance	#1 Disrespect/ Insubordination	#2 Attacks/Threats/ Fighting	#3 Other
2007-2008	1,537	606	390	2,059	1,307	1,067
2008-2009	1,279	630	532	1,750	1,079	936

Schools that are Safe, Drug-free, and Conducive to Learning

Table 7.10(a): In-School and Out-of-School Suspensions by Most Common Offense Code

	In-School Suspensions			Out-of-School Suspensions		
School Year	#1 Classroom Disruption	#2 Refusal to Obey School Policies	#3 Disrespect	#1 Refusal to Obey School Policies	#2 Fighting	#3 Classroom Disruption
2007-2008	592	529	336	794	623	564
2008-2009	537	554	355	706	524	520

The Code of Maryland Regulations (COMAR) requires that each local school system provide a coordinated program of pupil services for all students (13A.05.05.01.A)^{5, 6, 7} and that the program of pupil services focus on the health, personal, interpersonal, academic, and career development of students (13A.05.05.01B).

1. Identify the system-wide strategies that are being used to prevent/reduce suspensions. If applicable, include the strategies that are being used to address the disproportionate suspensions among the race/ethnicity subgroups and between genders.

HCPS Response:

Special Education Academies are scheduled after hours on 9/8/09 (new administrators), 11/11/09 (third-year administrators and above) and 2/16/10 (all administrators). The sessions will provide professional development opportunities and incorporated into the sessions will be the topic of suspension of students with disabilities (SWD) and how it relates to the current CAP.

Four targeted schools will attend mandatory training for the development of their action plans and for technical assistance targeting specific issues to their schools.

- Monitor weekly data and provide for a system of review
- Monitor process document
- Monitor the use of proactive strategies and alternatives to suspension

All schools are provided with daily access to suspension reports and IEP manifestation meeting reports. Schools must complete quarterly self assessment of their data to monitor trends and procedural compliance.

⁵ COMAR 13A.05.05.03(A). The Pupil Personnel Program is a systematic approach to programs and services that use the resources of the home, school, and community to enhance the social adjustment of students.

⁶ COMAR 13A.05.05.13(E). Health services provided in school shall be coordinated with other health services within the community.

⁷ COMAR 13A.05.05.06B(12). "Special health needs" means temporary or long-term health problems arising from physical, emotional, or social factors or any combination of these.

Schools that are Safe, Drug-free, and Conducive to Learning

HCPS Response continued:

PBIS is in use in twelve elementary and secondary schools. Suspension data is analyzed annually to identify schools that would benefit from school-wide programs emphasizing positive behavior supports.

For SY 2009-2010 students will only be suspended to the Superintendent for chronic “Non-violent Discretionary Offenses” after the student services team (SST) has reviewed the case and reached consensus that long term suspension is warranted.

- The SST Summary and Student Improvement Plan (SIP) should be included with suspension documentation (parallels the manifestation summary and IEP).
- Extended suspensions may not be recommended to the Superintendent without the above documentation.

2. Describe the changes or adjustments that will be made, along with the related resource allocations, to ensure sufficient progress. Include timelines where appropriate.

HCPS Response:

- Regional Technical Assistance for special educators has been scheduled throughout the 2009-10 school year and provided by the OSE. Feedback on the comprehensive monitoring of special education files and indicators to the extent that it impacts manifestation determination decisions will be shared with groups. Modeling of effective case management and file reviews will be demonstrated.
- Four regional IEP Mentors will be hired by 9/30/09 to assist with technical and procedural questions as it relates to using the tool to complete forms. The mentors will each be responsible for 12-15 schools and assist with the implementation of the MD On-Line IEP program and appropriate process and procedures for implementing effective services to SWD, with a focus on the CAP and indicators.
- Additional administrators have been assigned to four identified schools to assist with special education service monitoring.
- Staff dedicated to implementing FAPE for SWD on suspension day 11 and beyond has been allocated to all high schools and two middle schools. (Effective October 18, 2009-June, 2010).
- Fifteen (15%) percent of federal Passthrough and ARRA Funds were redirected for the purpose of addressing Early Intervening Services related to the disproportionate suspension of SWD.

E. Based on the Examination of Programs and Services Coordinated with Community Mental Health Providers and Agencies to Support Students with Emotional and Behavioral Needs:

1. Describe how the local school system coordinates programs and services with community mental health providers and agencies that provide services for students with personal and/or interpersonal needs (i.e., emotional and/or social needs) in order for these students to progress in the general curriculum.

Schools that are Safe, Drug-free, and Conducive to Learning

HCPS Response:

School based mental health programs are in place in thirteen elementary and secondary schools.

HCPS has established MOU's with two mental health providers to provide intensive treatment and psychiatric rehabilitation to students who are utilizing or at risk of utilizing high end services for mental health and psychiatric problems. One of these programs, Teen Diversion, has been integrated into the Alternative Education Program to provide needed services to AEP students and those who are transitioning from residential placements.

For 2009-2010 HCPS has secured the Readiness Emergency Management grant which will fund a Mental Health First Aid training for staff to more effectively address students in emotional crisis and thus de-escalate situations that otherwise might require law enforcement intervention or disciplinary action. The Harford County Office on Mental Health has partnered with HCPS and Sheriff's Office to provide similar training to the School Resource Officers.

I.E
Addressing Specific Student Groups:
Career and Technology Education, Early Learning,
Gifted and Talented Programs, Special Education

The BTE Act requires LSSs to address in each annual update the performance of students enrolled in specific programs: Career and Technology Education, Early Learning, Gifted and Talented, and Special Education.

In responses to the previous questions, local school systems may have addressed these student groups. Use this space to report on progress toward outcomes and timelines established in the LSSs Master Plan and further elaborate on any revisions or adjustments pertinent to these student groups that the school system has made in its 2009 Master Plan Annual Update.

Addressing Specific Student Groups Career and Technology Education

1. Describe the school system's progress on the implementation and expansion of CTE Programs of Study within Career Clusters and the strategies for increasing CTE enrollees to become completers. Data points should include the number of enrollees, the number of concentrators and completers.

HCPS Response:

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 increasing the number of CTE enrollees who become completers is the implementation of new 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 new Maryland High School CTE Programs of Study, i.e., Academy of Finance, Careers in Cosmetology, IT Networking Academy (CISCO), 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, and Business Management. Some programs are in the process of being realigned: Printing Technologies, Food and Beverage Management (ProStart), and Career Research and Development. Future realignments on our Secondary Five-Year Planned Improvement Chart include: Academy of Health Professions, Interactive Media Production, Culinary Arts, Civil Engineering/Architecture, Database Academy, and Construction Trades. The adoption of these new CTE Programs of Study, which offer students additional industry certifications and postsecondary credit, is another HCPS strategy for increasing the number of CTE enrollees who become completers.

When looking at the 2008 HCPS enrollment/completion data for each of the Maryland's ten Career Clusters (see table below), it is evident that clusters that are comprised mostly of programs that are offered at Harford Technical High School (AMC, C&D, EANR, 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 new local graduation requirement that includes four credits in a Career Pathway will curtail 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	53	20	20
BMF	1605	169	28
C&D	181	72	70

MSDE Cluster	HCPS Enrollment	HCPS Concentrators	HCPS Completers
CSHT	1706	257	126
EANR	353	81	65
H&B	108	39	39
HRS	1172	307	87
IT	203	19	9
MET	112	33	33
TT	72	25	25
COOP	210	162	111
TOTAL	5775	1184	613

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?

HCPS Response:

The Harford County Public Schools has established the following priorities for its Career and Technology Education Programs. These are embedded into the county's Master Plan (as identified by goal/objective/strategy numbers) to ensure success for all students in CTE programs.

- A. All students will achieve high academic and technical skill standards as established by National, State, and local measures.
 - 2.1a.3 Identify and implement intervention and remediation programs for students based on appropriate data.
 - 2.1b.6 Develop and/or identify materials for use with special needs students.
 - 2.2a.1 Update curriculum and ensure alignment with state standards.
 - 2.2e.2 Implement the revised credit and course requirements for graduation.
 - 2.2e.5 Increase challenging academic offerings.
 - 2.2e.9 Enhance career and technology education programs.
- B. All students will be encouraged and given opportunity to participate in the full range of academic and Career and Technology Education Programs.
 - 2.1b.6 Develop and/or identify materials for use with special needs students.
 - 2.1b.11 Provide materials and supplies to facilitate the instruction of English Language Learners.
 - 2.2a.2 Evaluate and analyze student assessment data to improve instruction.
 - 2.2e.3 Utilize the career pathways as a means for managing programs of study for grades 9-12 and as a means for implementing the delivery of required courses in 2009-2010.
 - 2.2e.7 Refine existing smaller learning communities and the ninth grade transition program.
 - 2.2f.2 Utilize the career clusters as a means of managing programs of study for students and develop necessary curricular components for implementing the delivery of required courses for Fall 2010.
 - 3.1a.4 Allow students access to instructional resources that incorporate universal design.
 - 4.3c.6 Provide professional development to educators serving students with disabilities.

- C. Integrated/blended instruction will be used as the primary teaching method to promote the acquisition of strong academic and technical skills for all students in Career and Technology Education Programs.
 - 2.2a.1 Update curriculum and ensure alignment with state standards.
 - 3.3e.1 Continue to promote internal collaboration aimed at increasing partnerships to support student learning.
- D. Appropriate amounts and types of equipment and facilities will be provided to all students in Career and Technology Education Programs for state-of-the art training.
 - 1.3b.1 Seek state and local funding for the FY 2010 and FY 2011 Capital Improvements Program that includes projects to modernize and renovate facilities.
 - 2.2d.2 Continue to implement strategies for utilizing technology in all curriculums to support the MSDE Student Technology Literacy Standards.
 - 2.2e.9 Enhance career and technology education programs.
 - 3.1a.2 Integrate technology into all instruction, as appropriate, to support teaching and learning.
 - 3.1a.4 Allow students access to instructional resources that incorporate universal design.
 - 3.1b.1 Enable all teachers and media specialists to meet State-established standards for technology literacy.
- E. There will be an increase in the number of students who become dual completers (prepared to meet the University of Maryland Standards and the CTE Program).
 - 2.2e.12 Include *Career Development for Instruction in Grades PreK-12*, as per COMAR 13A.04.10.01.
 - 2.2f.7 Provide annual career counseling and post-secondary educational planning opportunities for students, grades 8-12, using a 6-year planning tool.
- F. Experience in all aspects of the industry will be provided through school based instruction and workplace experiences.
 - 2.2e.12 Include *Career Development for Instruction in Grades PreK-12*, as per COMAR 13A.04.10.01.
 - 2.2f.1 Enhance senior year offerings to promote student involvement and success.
 - 3.3d.4 Maintain informed citizen advisory committees.
- G. Non-traditional occupational preparation will be provided for all students.
 - 2.2f.4 Monitor and report the number of students participating in non-traditional CTE programs.
- H. Excellence in teaching and learning through comprehensive professional development will be promoted for all Career and Technology Education staff.
 - 2.2f.3 Provide professional development as needed regarding *Career Development for Instruction in Grades Pre-K – 12*, as per COMAR 13A.04.10.01.
 - 3.1b.1 Enable all teachers and media specialists to meet State-established standards for technology literacy.
 - 3.3e.2 Enhance teaching and learning by providing opportunities for educators to utilize linkages between today's business environment and the classroom.
 - 4.3b.1 Continue to increase partnerships with colleges and universities to develop customized certification programs.
 - 4.3c.5 Provide specialized /content specific professional development opportunities.
 - 4.3c.7 Provide opportunities for instructional personnel to attend and participate in professional development training, including webinars and conferences.

Addressing Specific Student Groups

Early Learning

A. Based on the examination of 2008-2009 MMSR Kindergarten Assessment Data (Tables 8.1 and 8.2):

See Tables 8.1 and 8.2 on next page.

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

HCPS Response:

Kindergarten has adopted new curriculum for language arts and mathematics system wide. Staff development has been provided for all kindergarten teachers and the curriculum is now fully implemented for one year. In the past year new assessments for kindergarten have been adopted to provide data for differentiating curriculum to meet the needs of children in kindergarten. Assessments are still in the staff development stage but will be fully implemented midyear 2009-10. Data is being gathered as staff development is occurring to provide benchmark data for system use. Once fully implemented, assessments will provide strong data to guide instruction for continued progress on the MMSR.

2. What are the school system's plans to work with other early childhood partners/programs (i.e., Preschool Special Education; Head Start; Child Care Programs) to ensure that children are entering school ready to learn?

HCPS Response:

The Office of Early Childhood continues to host three meetings a year with local child care providers to address articulations, instruction and curriculum needs and gaps. An MOU with Head Start has been signed and discussion of collaborative instruction is being discussed for spring 2010. The Office of Early Childhood also provides staff development to the preschool Special Educators on the new curriculum and the assessments that will be implemented.

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	2	2	1	2
2005-2006	80	69	67	53	77	80	90	80	16	26	28	42	20	19	8	18	4	5	5	5	3	1	2	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

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

B. Based on the examination of the 2008-2009 Public Prekindergarten Enrollment Data (Table 8:3)

Table 8.3: September 30 Prekindergarten Enrollment				
School Name	Half Day or Full Day	Total Number of Students Enrolled as of 9-30-08	Income Eligible Students	Students Enrolled Under Other Criteria
Abingdon	Half	40	29	11
Bakerfield	Half	39	31	8
Bel Air	Half	39	24	15
Church Creek	Half	40	31	9
Dublin	Half	34	17	17
Edgewood (Deerfield)	Half	40	31	9
	Half	39	31	8
Hall's Cross Roads	Half	35	28	7
Havre de Grace	Half	36	26	10
Homestead/Wakefield	Half	36	12	24
Joppatowne	Half	40	31	9
George Lisby@ Hillsdale	Half	34	23	11
Magnolia	Full	41	40	1
Meadowvale	Half	35	16	19
North Harford	Half	40	15	25
Prospect Mill	Half	40	29	11
Riverside	Half	40	26	14
Roye Williams	Half	40	34	6
William Paca/ Old Post Road	1 Half	81	79	2
	2 Full			
Wm. S. James	Half	40	13	27
	Total	809	566	243

1. Please verify the accuracy of the Public Prekindergarten enrollment data for school year 2008-2009.

HCPS Response:

The data on Table 8.3 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.6.02.

HCPS Response:

HCPS uses an application procedure for prekindergarten which asks for information about the family including income tax reporting information. The school system uses the Federal Income Eligibility Guidelines for Free and Reduced Lunch to automatically accept children into prekindergarten as a Tier 1 group. Tier 2 children are also ranked according to similar criteria to assess who the working poor may be and then move into higher incomes to allow additional children as space is available.

Addressing Specific Student Groups

Gifted and Talented Programs

1. List the goals, objectives, and strategies for the Gifted and Talented Program student identification and services along with the progress made in 2008-2009 toward meeting those goals, objectives, and strategies. Include supporting data as needed to document progress.

HCPS Response:

The goals and objectives for the G & T Program student identification and services are as follows:

Goal 1:

Elementary schools will implement G&T services for identified students as described in the G&T Handbook

Objectives for Goal 1:

- Each school will form a G&T Services Committee
- Committees will identify students for services using locally normed data
- G&T teachers will work collaboratively with classroom teachers to implement appropriate services for identified students.

Goal 1 progress and supporting data:

Each school was asked to complete the “Levels of Service Implementation Rubric” in June 2009. The percentages below are relative to elementary schools only.

- 95% of schools have a functioning committee that meets at least twice a year
- 100% use local data to identify students for services
- 95% of schools are using a collaborative teaching model to implement some G&T services.

Goal 2:

Provide training for elementary teachers in the implementation of services

Objectives for Goal 2:

- Organize locally created instructional materials on “HCPS Sharepoint”.
- Conduct facilitator training so G&T teachers can train classroom teachers in the use of Sharepoint resources.
- Work with the Office of Special Education to offer professional development in collaboration models.
- Provide additional professional development opportunities for “Junior Great Books” training.

Goal 2 progress and supporting data:

Since opening access to all teachers, there have been over 400,000 cumulative hits to the G&T Sharepoint site.

Addressing Specific Student Groups

Gifted and Talented Programs

Goal 3:

Improve communication with parents and the school community regarding the G&T program

Objective for Goal 3:

- Provide programmatic information to the public through a variety of forums (e.g. parent seminars, faculty presentations, web page updates, etc.)
- Develop expectation for Elementary G&T Teachers to share the progress of students receiving G&T services with parents.

Goal 3 progress and supporting data:

From August 2008-June 2009, 28 separate presentations were conducted across the county. These included 16 parent presentations and 12 faculty presentations. Along with these presentations, the G&T website was updated include a streaming video of the presentation for parents that cannot attend in person.

2. Identify the strategies, including resource allocations, which appear related to the 2008-2009 progress.

HCPS Response:

Despite a diminished budget, the Board of Education maintained its commitment to gifted education in the elementary school and in the high school magnet programs.

Item	FTE	Budgeted Amount (FY10)
Elementary Gifted and Talented Teachers (includes coordinator)	21.4	1,405,393.00
International Baccalaureate (IB) Staff	6	402,941
Agriculture/Natural Resource Coordinator	1	65,000
Science and Math Academy (SMA) Staff	10	741,821
TOTAL	38.4	2,615,155

Item	Budgeted Amount (FY10)
G&T Materials of Instruction	232,607
G&T Consultants	4,800
G&T Conference, Institutes, and Meetings	5,760
IB Transportation	177,500
IB Staff Development	21,875
IB Textbooks and Materials	33,491
SMA Transportation	177,500
SMA Textbooks and Materials	68,000
TOTAL	721,533

Addressing Specific Student Groups

Gifted and Talented Programs

3. Describe where challenges are evident in meeting the Gifted and Talented Program goals, objectives, and strategies.

HCPS Response:

As it is evident from the program descriptions above, the great void in Harford County's G&T Program remains to be in middle school. While the Citizens Advisory Committee for G&T was tasked with developing a policy for awarding middle school students with high school credit, this will do little to improve overall G&T services. Developing any programming is still contingent on the implementation of Middle School Reform. A date for this implementation is yet to be set.

In reviewing the elementary program demographics, it appears that fewer minority students are being identified for services. While this is only a one year trend, it does bear some scrutiny before the trend continues.

Group	SY 2009	SY 2010
Hispanic	2.9%	2.8%
African American	18.3%	15%
Asian/Pacific Islander	4.3%	4.7%
American Indian	.7%	.7%
White	73.8%	76.8%

4. Describe the changes or adjustments that will be made, along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.

HCPS Response:

No specific timeline currently exists for Middle School Reform. As such, major curricular or programmatic changes are doubtful. However, the Citizens Advisory Committee for G&T has been charged with determining what other high school courses can be offered at middle school. This may include Biology, World Languages, and Algebra II.

In reviewing a geographic distribution of G&T students receiving services, it appears that minority students in areas of high poverty are under identified. Staff development on Ruby Payne's book Removing the Mask: Giftedness in Poverty has been formulated. Additionally, Title I funds have been allocated to provide Center for Talented Youth programming to identified students.

Addressing Specific Student Subgroups

Special Education

The BTE Act requires that each updated Master Plan “shall include goals, objectives, and strategies” for the subgroup of special education. 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 Adequate Yearly Progress 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 2009 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 special education and general education, what specific strategies are in place that 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?

I.F
Cross-Cutting Themes
Educational Technology and Education That Is Multicultural

Use this space to report on progress toward outcomes and timelines established in the Master Plan and further elaborate on any revisions or adjustments pertinent to these cross-cutting themes that the school system has made to the Master Plan. This space should include information not previously addressed in earlier sections of this Update.

Cross-Cutting Themes

Educational Technology

In addition to including technology strategies across the Master Plan aligned to State and local technology plans, the local school system Master Plan Update should outline specifically how it will use all sources of funding in meeting No Child Left Behind Statutory Goals:

- Improve student academic achievement through the use of technology in elementary schools and secondary schools.
- To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.
- To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.

Based on data from the Maryland Technology Inventory, local data and data from any other relevant sources, address the following questions:

1. Describe the progress that was made in 2008-2009 toward meeting educational technology goals, including how the school system is addressing:
 - Student, teacher and school administrator technology literacy standards;
 - Results of student, teacher and school administrator technology literacy measurements;
 - Objectives of the *Maryland Educational Technology Plan for the New Millennium: 2007-2012*.

HCPS Response:

Progress is reflective of HCPS Technology Plan 2009-2013

Objective 1: Data indicates that HCPS continues to move toward meeting its goal in improving student learning through technology.

- Installed 326 classroom projectors
- Installed 374 whiteboards
- Computer refresh totaled 2542 units (desktops/laptops)
- Sharepoint site developed and shared for HCPS teacher access of whiteboard lessons
- Data on Infoweb migrated to SharePoint to allow for easier digital access for HCPS employees
- 2879 seventh graders participated in the **Maryland Measure of Student Technology Literacy**
 - 63% (1811) students met proficiency
 - 37% (1068) students below proficiency
- K-8 Technology Scope and Sequence created, shared with Curriculum Supervisors and elementary and middle school principals
- First - Eighth grade subject technology integration tools developed
- School requirement for School Improvement Plans to include technology plans with strategies that incorporate identifying ways to address teacher proficiency based upon Maryland Teacher Technology Inventory

Objective 2: HCPS was able to work this year to improve staff's knowledge and skills to integrate technology into instruction.

- Professional development opportunities were offered for newly hired teachers relating to technology integration on both the elementary and secondary level
- 1 and 3 credit MSDE Interactive Whiteboard courses were taken and by teachers who received Promethean boards
- Six hours of hands on training was provided to teachers receiving whiteboards
- A 3 credit Lesson Development with the Whiteboard course was developed and implemented
- Forty-eight administrators/curriculum supervisors/instructional facilitators received background training relating to the instructional value of interactive whiteboards
- One day Camp Promethean (whiteboard) was attended by 115 teachers offering the following sessions:
 - Transition to upgraded software (ActivInspire)
 - Advanced features
 - Powerless PowerPoint
 - Lesson Development
 - Maximizing Student Engagement
 - Special Needs adaptations
 - Flipchart Design
- Mentor teachers received training on MD Technology Teacher standards as well as technology integration for the elementary teacher and the secondary teacher
- Technology Plan overview session offered for Principals, Instructional Facilitators and Curriculum Supervisors
- HCPS Network Access and Safety overview session offered for Principals, Instructional Facilitators and Curriculum Supervisors
- Implemented home access to network drives and intranet sites via a VPN appliance for all instructional HCPS employees
- Introduced and utilized MOODLE (course management system) for MSDE whiteboard course
- Implemented the use of Atomic Learning to all HCPS community as a resource for online training modules
- 3011 teachers were asked to take the Maryland Teacher Technology Inventory, 1806 Teachers took the inventory
 - 92% (1659) teachers were identified as proficient
 - Of those 3011 teachers, 49 media specialist participated
 - 98% (48) media specialist were identified as proficient
- 165 administrators (Principals, Assistant Principals and Instructional Facilitators) were invited to participate of which 135 took the inventory
 - 73% (99) administrators were identified as proficient

Objective 3: HCPS worked to improve decision-making, productivity, and efficiency at all levels of the organization through the use of technology.

- SharePoint use was expanded to the school level allowing for greater sharing and communication among faculties
- Four elementary schools piloted Edline for the purpose of communication with parents and students as related to grades and instructional content
- Automated the management of the student boundary exception process through e-Forms and electronic work flow

- Geo-coded all HCPS students and matched to land parcels to project re-districting/attendance area scenarios
- Implemented an employee portal for access to benefits, demographics, W-2, pay and attendance/leave information

Objective 4: Data shows HCPS continues to improve equitable access to appropriate technologies among all stakeholders.

- Increased use of software and web based review decision making template
- Converted software and web based review decision making template to electronic format
- Continued participation with Harford County's private high-capacity fiber network project to establish high-bandwidth connectivity to all schools
- Implemented building-wide Wi-Fi in our newest highest school and an elementary school renovation
- Support various intervention programs across numerous curricular, Special Ed and Title I areas

Objective 5: HCPS continues to improve instructional uses of technology through research and evaluation.

- All HCPS schools completed the MD Online Technology Inventory
- School site visits performed by various members of the Office of Technology for the purpose of engaging in ongoing dialog in monitoring objectives of Technology Plans, collecting promising practices, and assisting in technical needs
- 300 teachers participated in the Net Day Speak Up Survey
- 584 parents participated in the Net Day Speak Up Survey
- 16 school leaders participated in the Net Day Speak Up Survey
- 1461 students participated in the Net Day Speak Up Survey
- Ten Technology Liaisons attended various breakout sessions at MICCA to gather knowledge in technology integration
- Two technology coordinators attended the NECC
- It's Elementary! Integrating Technology in the Primary Grades and Differentiating Instruction with Technology in K-5 Classrooms were bought and shared with ten Technology Liaisons producing research and discussion relating to elementary technology integration

2. Identify the key practices, programs, or strategies to which you attribute the progress. Include supporting data and evaluation results as appropriate.

HCPS Response:

- Staff development received at monthly Tech Liaison meetings provided a high return on investment as evidenced through school based staff development and monthly reporting tools
 - Technology Standards
 - Atomic Learning
 - Email basics
 - Office 2007
 - Kidspiration 3
- Continuous integration of whiteboard into daily instruction as evidenced in high attendance in summer camp and demand for interactive whiteboards
- HCPS participation in MD consortium provides timely support in implementation of MD Teacher Technology Inventory and MD Administrator Technology Inventory

- Collaboration with Office of Curriculum and Instruction yielded greater number of technology professional development workshops and sessions

3. Describe where challenges in making progress toward meeting educational technology goals are evident.

HCPS Response:

- Ubiquitous Access: success is restricted by limited access to computer labs, limited classroom space, limited budget, limited support resources, limited access to high speed connections
- Instructional technology resource staff: current practice of two full time 11-month technology coordinators is not adequate to serve all HCPS students, teachers and administrators
- Time and resources to build technology rich curriculum
- Timely coordination between the procurement, installation, and professional development of implemented technologies
- Access to teachers for job embedded professional development

4. Describe the plans for addressing those challenges and include a description of the adjustments that will be made to the Master Plan and local Technology Plan. Include timelines where appropriate.

HCPS Response:

- Ubiquitous Access:
 - Continue to seek funding for a 1:1 mobile environment
 - Budget and provide “at risk” schools a complete set of student-centered instructional learning environments
- Instructional Technology Resource Staff:
 - Continue to seek funding for 12 month positions and to hire additional staff
- Evaluate the effectiveness of instructional technology with checkpoints:
 - Complete, share and implement elementary grade level technology assessments checking for proficiency of grade level standards as outlined in K-8 Technology Scope and Sequence
 - Verify School Improvement Plans for technology strategies in conjunction with working with school technology liaison to address professional development needs of school
 - Continue to develop high-quality professional development hybrid and online resources to provide anytime, anywhere course opportunities and support for technology standards

Cross-Cutting Themes

Education That Is Multicultural

Discuss the progress toward meeting Education That Is Multicultural (ETM) goals as outlined in the Education That Is Multicultural regulation COMAR 13A.04.05 by responding to the following questions:

1. Identify the major ETM goals that were addressed by the school system during the 2008-2009 academic year. Describe the progress that was made toward meeting these goals, and the programs, practices, strategies, or initiatives that were implemented related to the goals. In your response be sure to address the following areas:
 - **Curriculum.** Explain how your curriculum 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.
 - **Instruction.** Identify how you ensure that students are not denied access to equally rigorous academic instruction on the basis of cultural background.
 - **Staff Development.** Include descriptions of ETM course and workshop offerings and disaggregated enrollment data for these staff development programs.
 - **Instructional Resources.** Explain your process for reviewing materials that avoid stereotyping, discrimination, bias and prejudice, as well as materials that reflect the diverse experiences relating to cultural groups and individuals.
 - **School Climate.** Explain how your school climate reflects the diversity of your community and encourages respect for different cultures.

HCPS Response:

HCPS had four goals in its original 2003-08 Master Plan. Education That is Multicultural has operational objectives in the following three of the four HCPS Master Plan goals:

- Ensure a safe, positive learning environment for students and staff in our schools.
- Accelerate student learning and eliminate the achievement gaps.
- Understanding that all employees contribute to the learning environment, we will maintain a highly qualified work force.

Before addressing the specific areas of curriculum, instruction, staff development, instructional resources, and school climate, it is important to summarize the Office of Equity and Cultural Proficiency, 21st Century Community Learning Centers, Boys il Men Mentoring and Afterschool Program, and Parent and Child Therapeutic Mentoring Program as they are responsive to all these areas. (1.1c1, 1.1d.1, 2.1b.4, 2.1b.5, 2.1b.25, 2.2a.5, 4.3b.1)

Office of Equity and Cultural Proficiency

The Office of Equity and Cultural Proficiency (OECF) assists HCPS in implementing the spirit and letter of the Education That Is Multicultural (ETM) Bylaw provisions related to curriculum, instruction, instructional materials, climate, and staff development with a focus on eliminating achievement gaps.

The OECF provides cultural proficiency professional development to all support and professional staff countywide and at the school level.

The OECF also assumes responsibilities related to:

- Supporting the revision and writing of curriculum infused with ETM and cultural proficiency goals
- Assisting the system with plans related to the disproportionate number of minority students in special education
- Assisting the system in addressing the issue of disproportionate numbers of minority students being referred and suspended
- Administering the Making Progress Program as an intervention to eliminate the achievement gaps
- Using disaggregated data in identifying achievement gaps, informing instruction and assisting the system in reaching the goal of improving achievement for all students with emphasis on eliminating the minority and lower socioeconomic achievement gaps
- Managing and implementing ETM components of Goals 1, 2, and 4 in the HCPS Master Plan
- Adhering to the goals and benchmarks of the HCPS Strategic Plan
- Consulting in development of policies related to ETM such as hate/bias and harassment, developing supporting materials, and analyzing hate/bias incident data
- Investigating equity complaints from students, parents, and staff as directed by the Superintendent and Executive Directors of Elementary and Secondary Education
- Completing Office of Civil Rights Compliance Reports and responding to formal OCR complaints
- Completing MSDE reports related to ETM
- Organizing the Harford Equity Leadership Program Conference in partnership with Harford Community College and monitoring implementation of action plans
- Providing resources for African American and Women's History Month Celebrations
- Disseminating information on annual Dr. Martin Luther King, Jr. Celebrations
- Serving as liaison to MSDE's ETMA (Education That Is Multicultural and Achievement) Network Committee
- Chairing OECF ETM Advisory Committee meetings
- Facilitating Superintendent's Ad Hoc Committee meetings and providing minutes and agendas
- Serving as HCPS Title IX Coordinator
- Delivering staff development to support the professional staff on topics such as Cultural Proficiency, Differentiated Instruction, Multicultural Education, Learning Styles, Multiple Intelligences, Impact of Socioeconomics on Achievement, and Framework for Understanding Poverty
- Providing follow-up training and support as schools implement differentiated instruction
- Providing annual new support staff training on Cultural Proficiency to include bus drivers, clerical, food service, custodians, and instructional assistants/technicians
- Developing and revising, as needed, required ETM course content
- Training ETM course instructors and coordinating course scheduling
- Remaining current on research related to multicultural education, minority achievement and cultural proficiency and sharing research with others
- Administering 21st Century Community Learning Centers Grant
- Assuming special assignments of the Superintendent and Assistant Superintendent for Curriculum and Instruction
- Facilitating HCPS involvement in the Inner County Outreach Parent and Child Therapeutic Mentoring (PACT) grant
- Participating on the HCPS Task Force "Developing Cultural Proficiency to Eliminate the African American Achievement Gap"

The OECF will provide each school with a copy of the ETM Protocols and encourage them to use it as an assessment tool of their progress towards increasing student achievement and adhering to the guidelines in the ETM Bylaw. It would be the expectation that school improvement teams would use this tool in their school evaluation and planning process. Harford County looks forward to the Protocols being revised by MSDE so that this is a more workable document for individual schools and systems.

21st Century Community Learning Centers

The Office of Equity and Cultural Proficiency provides oversight to the 21st Century Community Learning Centers Grant. Five schools – Halls Cross Roads, William Paca/Old Post Road, and George D. Lisby at Hillsdale Elementary Schools and Aberdeen and Edgewood Middle Schools utilize federal grant funds to

provide after school and summer programs. This grant originally was awarded in 2001 and provided an intervention strategy in eliminating the achievement gaps in these schools. The grant was renewed in 2008 and will be funded for another two years.

The following are components of the 21st Century Learning Centers program:

- 90-day after school programs per 180 day school year
- Summer programs – 30 days
- Academic instruction, games and activities in reading, math and science utilizing project-based curriculum materials designed to address individual learning styles and close the achievement gaps
- Enrichment activities designed to increase computer literacy skills, hands-on learning in robotics, science, math, chess, Jr. Achievement, drama, field trips, etc.
- Adult assistance in completing homework assignments
- Activities related to character education, team building, fairness and conflict resolution
- Supervised recreational activities – physical activities, arts, music, dance, drill instruction, karate and more
- Field trips within the community, guest speakers, and access to cultural events
- Safe bus transportation home from school programs
- Parent training utilizing HCPS, HCC and HCPL staffs
- YMCA support of recreational activities
- Strategies and information to reduce the use of drugs, alcohol and violence

Over 300 students participate in the program. Special recruitment efforts are made to include the most at-risk minority and lower socioeconomic students. Collection and analysis of achievement data assists in determining program success. (PI-28)

Boys il Men Mentoring and Afterschool Program

The Boys il Men Mentoring and Afterschool Program was provided at Edgewood Middle, Magnolia Middle, Aberdeen Middle, and Havre de Grace Middle Schools. Targeted students were underachieving, lower socioeconomic and minority males. Students were provided in-school mentoring, motivational activities, and limited tutoring. Students were also provided support in increasing academic achievement and attendance and decreasing referrals and suspensions. When students reached stated standards, they were permitted to participate in an after-school competitive sports program. The after-school program was a positive incentive for students to succeed during the school day. Approximately 700 students were involved in this program. (PI-19)

Parent and Child Therapeutic Mentoring (PACT) Program

HCPS is partnering with a community organization (Inner County Outreach) to provide the Parent And Child Therapeutic Mentoring (PACT) Program. PACT will provide support through wrap around services, mentoring and therapy while addressing the needs of the parents in order to provide a more stable and flourishing environment for children. The target population is high-risk students attending four middle schools where there are communities struggling with poverty, gangs, and juvenile risky behaviors. The goal of the program is to increase both school and home support, to improve student achievement, and to keep students from dropping out. Forty students have been identified and will be targeted for the 09/10 school year.

Curriculum

Curriculum guides are written/revised on five year cycles in HCPS. In the curriculum handbook, which includes guidelines, there are expectations listed regarding ETM. ETM infusion goals, learning styles, multiple intelligences and differentiated instruction are included in all newly written or revised curriculums. This has been a focus for at least ten years. Summer curriculum development for 2009 will include projects in 22 curriculum areas. More than 1,000 teachers are estimated to take part in the summer curriculum development. (2.2a.5)

Instruction

Making Progress Program

The Office of Equity and Cultural Proficiency administers the Making Progress Program. The program is an outgrowth of recommendations from the Study Circles which examined the HCPS minority achievement gaps. The focus of the program is to improve and enhance instruction with the goal of eliminating the achievement gaps. Five technicians provide tutoring and other academic support to identified students at Hall's Cross Roads Elementary, George D. Lisby Elementary at Hillsdale, and Edgewood Middle Schools. Classroom support to those students identified as performing below proficient on MSA, Holistic Reading, SRI, Running Records, and end of unit assessments improves student achievement. Five permanent substitutes also provide coverage for teachers receiving staff development, meeting with parents, and attending IEP meetings. These substitutes receive additional training in classroom management, ETM, and differentiated instruction so that learning continues seamlessly when the teacher is not present. (2.1b.25; PI-21)

Parent Outreach

In the various above mentioned programs, there are activities which are focused on parent outreach. The Office of Equity and Cultural Proficiency participated in the annual Title I Conference and shared the *Forty Developmental Assets* with parents. Parents were given separate parent and child check sheets to evaluate their child's forty developmental assets and were encouraged to focus on those assets which needed to be developed. (2.1b.15)

AP Class Enrollment

HCPS has carefully analyzed minority enrollment in AP classes. Over the last several years there has been a significant increase in African American enrollment in AP classes with an accompanying high success rate on AP exams. (2.2e.5)

Magnet Programs

For magnet programs such as the Science and Math Academy, International Baccalaureate, and Homeland Security, there is a blind application process so the cultural background of students is not considered in the application process. In all cases, the African American participation is commensurate or better than the total African American percentage population. (2.2e.13)

Elementary Gifted and Talented Programs

HCPS has developed a modified Slocum/Payne identification criteria for elementary gifted and talented programs. Teacher recommendations have been eliminated and increased emphasis placed on behavior indicators. This is an attempt to eliminate teacher bias in the identification process. (2.2b.4; PI-16)

Differentiated Instruction

HCPS provides various opportunities for employees to enhance their knowledge and skills regarding differentiating instruction to meet the needs of all learners. Working at the school level, employees

engage in job-embedded professional development activities with colleagues and administrators geared toward effective methods of differentiating instruction. It is expected that all teachers differentiate content, process, and product according to student needs, interest, and learning styles. HCPS offers continuing professional development credit courses regarding differentiating instruction such as *A Differentiated Classroom*; *Gifted Education: Theories, Strategies, and Resources*; *Learning Styles in the Classroom of the 21st Century*; and *Teaching Children with Special Needs*. In addition, many non-credit training sessions/workshops are offered to teachers by the Office of Special Education dealing with addressing various identified instructional needs of students with disabilities. The Coordinator of Accelerated Learning Programs and the Coordinator of Equity and Cultural Proficiency provide support in this area. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1; PI-6)

Staff Development

Education That Is Multicultural

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*. The following topics are addressed in the fifteen sessions:

- Education That Is Multicultural
- Differentiated Instruction
- Multiple Intelligences
- Culture and Bias Reduction
- Instructional Materials; Infusing ETM Curriculum
- Assessments
- Teaching Styles, Language and Communication
- Achievement Gap and Understanding Poverty
- Learning Styles
- Culture Awareness
- Learning Environment, Harassment
- Curriculum and Instruction
- Classroom Management
- Sharing and Evaluation

The focus of the course is the development of culturally proficient instructors and administrators. The current Education That is Multicultural course will be revised to include additional strategies to eliminate the achievement gap for African American males. These strategies will mirror those listed in the newly revised ETM course developed by the MSDE Education That is Multicultural and Achievement Network Committee. The Acting Coordinator of HCPS Office of Equity and Cultural Proficiency assisted in the MSDE course revisions. A total of 252 new teachers completed the ETM course requirement in 08/09. Weekly class journals and final course evaluations were reviewed and, in almost all cases, an increased knowledge and appreciation concerning cultural proficiency was noted. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1; PI-7)

Staff Development for New Administrators

The Office of Equity and Cultural Proficiency participates in the series of "Rookie Rallies" for new administrators. Participants are provided information on cultural proficiency strategies, ETM Bylaws, use of ETM Protocols, achievement gap data, ETM look fors in the classroom, the recommendations of the Task Force on the Achievement of African American Males, etc. A combination of new assistant principals and instructional facilitators totaling 18 completed this training in 2008/09. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1; PI-3)

Staff Development for New Support Staff

Throughout the year, cultural proficiency staff development was provided to new bus drivers, food and nutrition workers, custodians, clerical and instructional employees. In 2008/09, 155 staff members received this training. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1)

Framework for Understanding Poverty

Since 2002, the Office of Equity and Cultural Proficiency has implemented a professional development program with nine of the sixteen modules based on the work of Dr. Ruby Payne. This professional development program has been delivered to teaching staffs in 17 of the 53 schools and is available to other schools upon request.

A three-credit in-service course entitled *Framework for Understanding Poverty* is also offered to all HCPS staff. The course instructor is a certified trainer in the use of Dr. Payne's materials. Participants gain an understanding of the impact of poverty on student achievement and are provided informed teaching strategies. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1; PI-6)

Development of Strategic Plan to Address the Recommendations of the Task Force on the Achievement of African American Males

Under the direction of the Assistant Superintendent for Curriculum and Instruction and facilitation by the Office of Equity and Cultural Proficiency, a broad-based committee has been established to develop a strategic plan to address the recommendations of the MSDE Task Force on the Achievement of African American Males. All schools will be required to review achievement data and develop strategies to address the documented achievement gaps. The HCPS Minority Achievement Task Force met in June 2009 and developed a strategic plan which has an initial focus on data analysis and cultural proficiency staff development. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1; PI-6)

Conference Attendance

Twenty-one HCPS teachers and administrators traveled to Salisbury, MD to attend the state N.A.M.E. (National Association for Multicultural Education) Conference which focused on strategies to eliminate the achievement gaps. Those attending intend to share knowledge gained and implement strategies presented. Five staff members attended the NCEBC Convention *Moving the Agenda: A Blueprint for Educating Black Male Students* held in April/May 2009. All five attendees are members of the HCPS Minority Achievement Task Force and share information gained from this exceptional staff development experience. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1)

Instructional Resources

When ordering media center materials and classroom text series, it is expected that those resources are evaluated using an Instructional Materials Evaluation Check Sheet. Purchased materials are analyzed in the categories of Connection to Instructional Program, Objectivity/Bias, and Production and Publication. One session of the required ETM course is devoted to ETM infusion in the evaluation of instructional materials. Participants bring their actual textbooks into class and review them again using this rigorous evaluation check list. It is the expectation that students are using textbooks that are balanced and inclusionary. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1)

Cultural Proficiency and School Climate

A major goal for HCPS is ensuring a safe, positive learning environment for students and staff. As staff receives further training on cultural proficiency, they will provide a more inclusive, culturally sensitive school and classroom environment. By understanding their own culture, they will better be able to

reach out to students of varying cultures, building on student strengths and backgrounds. An inclusionary, positive climate is paramount to student learning and the all important building of relationships. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1)

Harassment and Discrimination Policies

HCPS reviewed its harassment and discrimination policies to determine their alignment with the new MSDE harassment/discrimination policy model document. All schools are provided trifold concerning harassment and discrimination issues and procedures for reporting. In the required ETM course and in all support staff trainings, harassment and discrimination policies and expectations are discussed. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1)

H.E.L.P. Conference

The Office of Equity and Cultural Proficiency and Harford Community College co-sponsor an annual Harford Equity Leadership Program (HELP) Conference for students representing all middle and high schools. The HELP Conference provides sessions/workshops on topics such as harassment/bullying, disabilities, gang awareness, language, and goal setting. In fall 2008, ten students from each of the 18 secondary schools attended the conference. Teams of students were expected to develop action plans for use in their individual schools. The overriding goal of the action plans is to provide a positive climate in each school. (1.1c.1, 1.1d.1)

2. Describe where challenges in meeting ETM goals are evident.

HCPS Response:

The Office of Equity and Cultural Proficiency has been adversely affected by difficult economic times.

- The hiring of new central office personnel has been frozen to meet budgetary constraints. Therefore, the fulltime position of Coordinator of Equity and Cultural Proficiency has been vacant since July 2008. Instead, the previous Supervisor of Equity and Cultural Diversity was hired part-time for the 2008/09 school year. The lack of a full-time coordinator has negatively affected program implementation, support, and monitoring. (1.1c.1, 1.1d.1, 2.1b.4, 2.1b.5, 2.1b.25, 4.3b.1)
- The fulltime Making Progress Program teacher specialist position was not filled for the 2008/09 school year. This cut appears to be permanent. The teacher specialist facilitated the Making Progress Program in two elementary schools and provided professional development and support to meet the needs of diverse students while eliminating the achievement gaps. This has made program oversight and evaluation very difficult. (2.1b.25, 4.3b.1)
- Out-of-state conference attendance has been eliminated. The attendance at conferences such as the International National Association of Multicultural Education is vital to keep the Coordinator and ETM course instructors current on cultural proficiency initiatives and strategies. Also, those teaching the Dr. Ruby Payne *Framework for Understanding Poverty* course must attend out of state training sessions to receive certification in presenting these materials. (2.1b.5, 4.3b.1)

3. Describe the changes, adjustments, or revisions that will be made to programs or strategies for 2009-2010 to address the identified challenges.

HCPS Response:

- The position of a fulltime Coordinator of Equity and Cultural Proficiency will be filled in November 2009. Support and transition training for this position will be provided. The new coordinator will be able to provide more oversight to the Making Progress Program and support to other initiatives related to ETM and achievement gap elimination. The coordinator will be more available to provide cultural proficiency staff development to the leadership and the schools. (1.1d.1, 2.1b.4, 2.1b5, 2.1b25, 4.3b.1)
- Through school improvement efforts, HCPS has formed an African-American Male Task Force to address the goals and objectives outlined in the MSDE Task Force Report. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1; PI-6)

I.G

Local Goals and Indicators

This section is intended to provide school systems with an opportunity to discuss the progress that they are making toward local goals that have not been addressed in the preceding sections.

HCPS Response:

Local goals and indicators have been addressed in the preceding sections.

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Appendices A-E

HCPS Professional Develop Option 2 - Artifacts

- **Appendix A** HCPS School Improvement: Planning Template
- **Appendix B-1** School Improvement Plan: HCPS Elementary School Sample
- **Appendix B-2** MD Teacher PD Planning Form: HCPS Middle School Sample
- **Appendix B-3** MD Teacher PD Planning Form: HCPS High School Sample
- **Appendix C** Leadership Training (Power Point Slides): Overview of the PD Logic Model
- **Appendix D-1** Leadership Training (Power Point Slides): School Improvement/PD Considerations
- **Appendix D-2** Leadership Training: NSDC's Definition of Professional Development
- **Appendix D-3** Leadership Training: Jigsaw Activity
- **Appendix E-1** HCPS School Improvement Plan Feedback Form – HCPS Goals 1 and 2
- **Appendix E-2** HCPS School Improvement Plan Feedback Form – PD Planning

APPENDIX A

Harford County Public Schools School Improvement Plan: 2009-2010



(School Name)

School Improvement Plans are created annually, reviewed quarterly and revised as needed. As part of the review and revision process, school improvement teams evaluate the implementation of strategies to determine the effect on student performance and classroom instruction.

School Improvement Teams are directed to complete this School Improvement Plan to guide activities during the 2009-2010 school year. The School Improvement Action Plan should be electronically submitted to the Executive Director of Elementary Education by close of day **September 11, 2009**.

Harford County Public Schools
(Elementary School Name)
VISION AND MISSION

A school defines its destination through its vision and mission. The school's destination falls under the umbrella of the system vision and mission. Schools can determine how effective a vision and mission is being implemented through data collection and by revisiting the following questions:

Question: Why do we exist?

Mission Statement:

Question: What kind of school do we want to become?

Vision Statement:

Needs Assessment – Who Are We?

Continuous school improvement planning begins with asking questions that can be answered with demographic data. Specifically – ***Who are the students? Who are the faculty and staff? Who is the community?*** It is important to understand how student and community populations have changed over time, as these changes are indicators of student needs for the future. Staff longevity within the system and plans for retirement might lead to establishing different types of school improvement plans, as would staff experiences, certification, and levels of education. Demographic changes can also help to explain results.

Significant changes in demographics, funding, staffing, and/or the school community that will affect the school in 2009-2010

<i>(School Name)</i>		
Changes in demographics, funding, staffing, and/or school community		
Type of Change	Describe the nature of the change, <i>if one has occurred</i>	Describe how the change is being addressed in the 2009-2010 School Improvement Plan
a. Increases or decreases in student enrollment or class size		
b. Increases or decreases in student demographics (FaRMS, English language learners, special education, 504, attendance, mobility, etc.)		
c. Staffing (transfers, levels of experience, new staff, reductions)		
d. School Community (business openings/closings, new housing, mobility, community initiatives)		
e. Student Attitudes/Perceptions/Discipline		

2008-09 SCHOOL IMPROVEMENT PLAN (SCHOOL NAME)

Quality planning supports the school and the Harford County Public School system vision and mission. A School Improvement Plan consisting of goals and operational objectives should be created to implement and achieve the vision and mission, eliminate the gaps and evaluate the continuous improvement of the school.

The School Improvement Team is asked to consider the following questions when reviewing instructional practices data. These questions are intended to focus the discussions of the School Improvement Team and do not require written response statements:

- What trends in performance for all students and for sub-groups do you observe? Consider total score and sub-scores.
- What strategies were implemented to improve performance for all students? What impact did the strategies have?
- What strategies were implemented to improve performance for lower performing students/subgroups? What impact did the strategies have?
- What additional/new strategies could be/will be implemented to improve performance for all students?
- What does the review of the previous year's instructional practices data indicate?
- How were Maryland Professional Development Standards utilized?
- How were the Maryland Technology Standards utilized in the planning and delivery of instruction?
- How did the Instructional Leadership Team and the School Improvement Team plan to align professional development with the instructional practices strategies outlined for addressing student needs?
- Is there an alignment between the work of your PLC's, your professional development, and the strategies outlined in your school improvement plan?
- How will you review, study and update the School Improvement Plan on a quarterly basis?
- What process was used to monitor individual student progress?
- How was the Harford County Public Schools Board of Education Strategic Plan considered?

Complete the School Improvement Plan after reviewing the data and reflecting on the questions.

Goal # 1: All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas

Required Operational Objective 1: Increase student achievement in all areas and for all students as measured by an increase in formative and summative assessment scores

Required ILT/SIT Action 1: Develop a list of every student performing below proficiency, identify individual student strengths and challenges based on summative data sources, identify specific strategies to address the identified challenges, and strategically monitor student achievement

Methods for Measuring Progress - Benchmarks		Strategy	Implementation Plan	Personnel Responsible	Professional Development
Data to support changes in student behavior and skill	Data to support changes in teacher behavior and skill				

Baseline Data: New Strategy(ies):

Quarter 1 Data: Continuing Strategy(ies):

Quarter 2 Data:

Quarter 3 Data:

Quarter 4 Data:

ILT/SIT Action 2:

Methods for Measuring Progress - Benchmarks		Strategy	Implementation Plan	Personnel Responsible	Professional Development
Data to support changes in student behavior and skill	Data to support changes in teacher behavior and skill				

Baseline Data: New Strategy(ies):

Quarter 1 Data: Continuing Strategy(ies):

Quarter 2 Data:

Quarter 3 Data:

Quarter 4 Data:

Operational Objective 2:

ILT/SIT Action 1:

Methods for Measuring Progress - Benchmarks		Strategy	Implementation Plan	Personnel Responsible	Professional Development
Data to support changes in student behavior and skill	Data to support changes in teacher behavior and skill				

Baseline Data:	Baseline Data:	New Strategy(ies):
Quarter 1 Data:	Quarter 1 Data:	Continuing Strategy(ies):
Quarter 2 Data:	Quarter 2 Data:	
Quarter 3 Data:	Quarter 3 Data:	
Quarter 4 Data:	Quarter 4 Data:	

ILT/SIT Action 2:

Methods for Measuring Progress - Benchmarks

Data to support changes in student behavior and skill	Data to support changes in teacher behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development

Baseline Data:	Baseline Data:	New Strategy(ies):
Quarter 1 Data:	Quarter 1 Data:	Continuing Strategy(ies):
Quarter 2 Data:	Quarter 2 Data:	
Quarter 3 Data:	Quarter 3 Data:	
Quarter 4 Data:	Quarter 4 Data:	

Operational Objective 3:
ILT/SIT Action 1:

Methods for Measuring Progress - Benchmarks

Data to support changes in student behavior and skill	Data to support changes in teacher behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development

Baseline Data:	Baseline Data:	New Strategy(ies):
Quarter 1 Data:	Quarter 1 Data:	Continuing Strategy(ies):
Quarter 2 Data:	Quarter 2 Data:	
Quarter 3 Data:	Quarter 3 Data:	
Quarter 4 Data:	Quarter 4 Data:	

Goal # 2: Ensure that all students are educated in school environments that are safe, drug free, and conducive to learning

Operational Objective 1:

ILT/SIT Action 1:

Methods for Measuring Progress - Benchmarks

Data to support changes in student behavior and skill	Data to support changes in teacher behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development

Baseline Data: Baseline Data: New Strategy(ies):

Quarter 1 Data: Quarter 1 Data: Continuing Strategy(ies):
 Quarter 2 Data: Quarter 2 Data:
 Quarter 3 Data: Quarter 3 Data:
 Quarter 4 Data: Quarter 4 Data:

Operational Objective 2:

ILT/SIT Action 1:

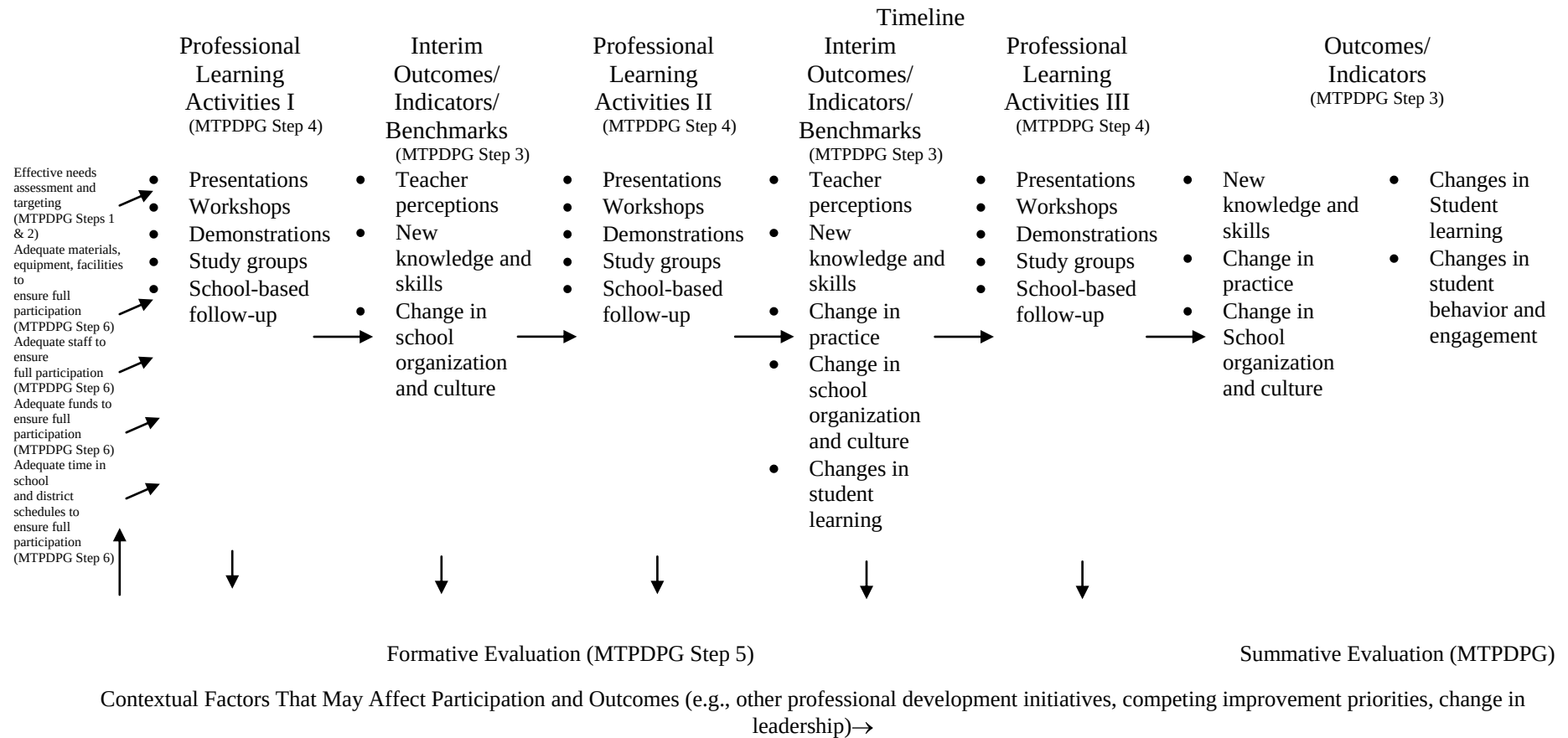
Methods for Measuring Progress - Benchmarks

Data to support changes in student behavior and skill	Data to support changes in teacher behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development

Baseline Data: Baseline Data: New Strategy(ies):

Quarter 1 Data: Quarter 1 Data: Continuing Strategy(ies):
 Quarter 2 Data: Quarter 2 Data:
 Quarter 3 Data: Quarter 3 Data:
 Quarter 4 Data: Quarter 4 Data:

Teacher Professional Development Logic Model



SCHOOL IMPROVEMENT PLANNING TIPS AND CONSIDERATIONS

Goals

- The SIP Goals have already been established by the Central Instructional Leadership Team and the Harford County Board of Education Strategic Plan and have been incorporated into the plan.
- The two required goals must be included within the SIP. However, schools may choose to add an additional goal if a strategic area of focus does not fit within the HCPS identified goals.

Operational Objectives and ILT/SIT Actions

- Operational objectives and ILT/SIT actions should be school specific and speak to the precise actions that need to occur in order for the school to address an area of focus related to the achievement of the overarching goal. Therefore, these objectives and actions should be anchored in the thorough analysis of school data completed within the needs assessment. Objectives should be written in a “SMART” format:

Specific and Strategic

- Is the objective specific to the school, teachers, and student population?
- What are the specific requirements and constraints of achieving the objective?
- What data supports the need for this objective?

Measurable

- How will we measure and demonstrate that the objective is met?
- What is the end target?
- What are the benchmarks?

Achievable

- Is the objective realistic yet challenging?
- Is this objective reasonable to achieve in the given time frame?

Realistic and Relevant

- Is the objective relevant and realistic?
- Is the objective stated positively?
- Does this objective fit with all other objectives within this goal and with the bigger picture of the SIP?

Time Sensitive

- Does the objective contain a start and an end date?

Methods for Measuring Progress

- The Methods for Measuring Progress allow the SIT to assess if a given objective/action is achieving the desired results. In essence, is what the SIT identified within the SIP working? When initially developed, the SIT should define a target for the given objective/action. HCPS targets have also been identified. For example, in June what will success look like? Success can be defined in multiple ways, but the SIT should have a clear definition of what success is and then identify clear data points to measure if the identified strategies are leading towards success.
- Data measures do not need to be identified for changes in both student and teacher behavior. The SIT should work to clearly identify yearly targets in order to define if measures are needed for teachers and/or students.
- Once the SIT determines the end target, and the measure(s) that will be used to monitor implementation (benchmark assessments, SRI, midterms, referral data, survey results, etc.), the team should note the baseline data - where are you now? This may then lead to the team setting incremental benchmark targets for the school year. If, for a given objective, baseline data does not currently exist, the SIT may choose to use Q1 data as the baseline.
- The Quarter 1 – Quarter 4 structure is provided as a suggestion. The expectation is that the SIT monitors the SIP on a regular and ongoing basis. This monitoring should occur a minimum of four times per year. However, a school may choose to adjust this monitoring “schedule” to best meet the individual needs of the school. However, it is the expectation that real time data is inserted into the SIP indicating progress towards achieving (or not achieving) the identified objectives. In some cases, if the data is too large to fit into the working SIP, the data may be tracked in a separate document.
- Identified data measures can be reflective of effort data (did we conduct the PD event, did we distribute the survey, etc.) or impact data (what was the increase in achievement on the midterm assessment for SWD’s, what was the % of decline of office referrals).

- It is not appropriate to include student level data (by name) within the SIP.

Strategies, Implementation Plan and Personnel Responsible

- Strategies *can* be categorized as new and continuing strategies *if* this helps the SIT to better monitor the successful implementation of the SIP.
- Strategies should support the objective and action and speak to the specific steps needed to be taken to achieve the desired result.
- Strategies may be managerial in nature (adjust Team B schedule to ensure that our special education students do not have lunch during the mathematics block) or pedagogical in nature (integrate *Tune Into Reading* into our before school math interventions program targeting....)
- Many times, an objective will require multiple strategies.
- Quite often, strategies will be adjusted, refined, eliminated or expanded upon. These changes are reflective of the careful monitoring of the SIP.
- The implementation plan should flesh out how the strategies will be rolled out within the school during the school year. This could include the format for implementation (via PLCs, math department meetings, faculty meetings, etc) as well as the timeline for implementation and monitoring.
- The personnel column should clearly identify who is responsible for implementing the identified strategies. In addition, the SIP should identify personnel responsible for collecting data, submitting data (and to whom the data is submitted), and those folks responsible for data analysis.

Professional Development

- For each identified objective/action, brainstorm the implications for professional development. This is simply an opportunity to jot down ideas for professional development needed to achieve the stated objective. Formal professional development planning does not need to be included within the SIP.
- When identifying professional development related to the objective, be sure to consider multiple professional development formats (i.e. face to face professional development sessions, PLCs, faculty meetings, etc.)

APPENDIX B-1

**Harford County Public Schools
School Improvement Plan:
2009-2010**



_____Elementary School

Goal # 1: All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas

Operational Objective 1: Increase student achievement in all areas and for all students as measured by an increase in formative and summative assessment scores. All 3rd, 4th, & 5th grade students in each subgroup will demonstrate increased proficiency in reading and math by meeting the AMO in reading (3rd - 72.73 ; 4th - 80.75; 5th – 76.14) on MSA in March of 2010.

ILT/SIT Action 1: Develop a list of every student performing below proficiency, identify individual student strengths and challenges based on summative data sources, identify specific strategies to address the identified challenges, and strategically monitor student achievement through weekly team data meetings.

**Methods for Measuring Progress -
Benchmarks**

Data to support changes in student behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development
Reading Baseline Data: <u>Kindergarten</u> : TPRI <u>1st Grade</u> : KPA <u>2nd & 3rd Grade</u> : RR <u>4th & 5th Grade</u> : Scantron	New Strategy(ies):			(NCLB Component 4)
Trimester 1 Data: <u>Kindergarten</u> : TPRI <u>1st & 2nd</u> : RR <u>3rd, 4th, & 5th</u> : Scantron I-Station Formative Assessments	Utilize Reading Quartile Reporting Table to track individual student progress for each reading skill and strategy taught. (NCLB Component 8)	~ Utilize grade level planning, early dismissal days, and before/after school planning time to provide grade level teams opportunities to analyze the effectiveness of instructional strategies.	~ Classroom teachers, ILT, Special Educators, Gifted and Talented Teacher, Title 1 Teacher Specialist	~ August Professional Development days. • Behavior Clinic • Behavior Resource Room • School wide Discipline Plan
Trimester 2 Data: <u>Kindergarten</u> : TPRI <u>1st & 2nd</u> : RR <u>3rd, 4th, & 5th</u> : Scantron I-Station Formative Assessments	Provide approved reading and math interventions for identified students who scored basic on MSA. (NCLB Component 9)	~ Identify students in Quartile 1 and 2 using Reading Quartile Reporting Table and Math Indicator Analysis Sheets. ~ Solicit parent and community support.	~ Identified [REDACTED] Elementary School Teachers, Staff, and Instructional Support.	~Data analysis/INFORM ~Formative assessments ~HCPS Integrated Language Arts Framework ~Everyday Math ~Management/Organizational Strategies ~Aligning Harcourt with the State Curriculum
Trimester 3 Data: <u>Kindergarten</u> : TPRI <u>1st & 2nd</u> : RR <u>3rd, 4th, & 5th</u> : Scantron & MSA I-Station				

Formative Assessments	Extended day format, Title 1 Summer School, and/or additional time in the school day will be utilized as determined by administrators and approved by parents. This could include interventions such as LAUNCH, SIPPS and Imagination Station. (NCLB Component 2)	~ Additional CSI planning time for grade level teams three times per week facilitated by administrators and specialists to develop multileveled CSI lessons. (NCLB Component 4) ~ Classroom teachers and paraeducators will collaborate and plan word work.	~Classroom Teachers, Administrators, Specialists, Paraeducators	~ Professional Development for Intervention Programs: * Success Maker (math) * Imagination Station (reading) * Additional After School Programs and Clubs
	~Classroom multilevel reading instruction for grades 1-5. (NCLB Component 9)	~Provide workshops/ family nights with parents and community to provide opportunities to dialogue about multilevel reading instruction. (NCLB Component 6) ~Grade level teams will develop additional common formative assessments using an analytic rubric. (NCLB Component 8)	~ Classroom Teachers, Special Educators, Gifted and Talented Teacher, Grade-level Facilitators	
Base Line Data: Collected in Late September Tardiness/Attendance Trimester 1 Data: Tardiness/Attendance Trimester 2 Data: Tardiness/Attendance	Implement “On Time by Nine” Attendance Incentive and communicate the purpose via school newsletter, Back to School Night and FIT meetings.	~Monitor and adjust the attendance incentive program to positively impact student achievement. (NCLB Component 2)	Family Involvement Team, Community Collaborations Team & Teachers	

Trimester 3 Data: Tardiness/Attendance	(NCLB Component 6) Continuing Strategy(ies): Use data from formative reading assessments to monitor student progress to glean instructional implications to differentiate instructional needs. (NCLB Component 8)	~SSR conferencing will be used to monitor individual student progress and determine whether reading skills/concepts taught need to be retaught, reinforced or extended during reading instruction. (NCLB Component 9)	Classroom Teacher, Reading Specialists	SSR Block ~ use of common expectations school wide

ILT/SIT Action 2: Provide parent and community supports to ensure that all [REDACTED] Elementary School students achieve at high levels.

Continuing Strategy(ies): Provide new families with new information and tour of the school. (NCLB Component 7)	~Coordinate tour schedule with parents. (NCLB Component 6)	~Family Liaison, Administrators & Administrative Assistants
Provide intervention orientation for all families. (NCLB Component 7)	~ Provide parents with resources to use at home for school readiness, reading, math, etc. (NCLB Component 6)	~Administrators, Teachers, Special Educators,
Inform parents of the highly qualified status of teachers. (NCLB Component 3)	~ Parent Right to Know letter sent to parents for any teacher not highly qualified.	~Administrators
Provide high quality professional development. (NCLB Component 4)	~ Participate in HCPS required professional/staff development.	Teachers, Administrators, Paraeducators

Provide Summer Camp for newly hired Title I teachers. (NCLB Component 5)	~Professional Development on teaching students living in high poverty areas.	~Instructional Facilitators in Title I Schools
Provide families of Magnolia students without a high school diploma the opportunity to earn their GED.(NCLB Component 10)	~In partnership with HCC, Title I families working to earn their GED will attend classes at Magnolia Elementary School in preparation for the GED assessment. Transportation, breakfast and daycare will be provided.	~Title I teacher specialist, HCC, Administration, Families, Supervisor of State Compensatory Education
~Collaborate with the Windsor Valley Community Center to provide students with a safe place to go after school. (NCLB Component 10)	~The Windsor Valley Community Center will provide students with homework support after school in the community	~Administrators, Windsor Valley Community Center

ILT/SIT Action 3: Increase student achievement for special education students in the content area of reading by at least 10% as measured by an increase in summative assessment scores on trimester assessments.

Methods for Measuring Progress - Benchmarks

Data to support changes in student behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development
Baseline Data: 3 rd : Fall Administration 2009 of Scantron Reading Assessment 4 th & 5 th : Spring 2009 Scantron Reading Assessment Trimester 1 Data: Scantron Reading Assessment	New Strategy(ies): ~ Teachers will utilize Scantron Suggested Learning objectives to scaffold lessons addressing the reading objectives for state curriculum standards 1, 2 and 3. (NCLB Component 8)	~As a result of analyzing Scantron data, teachers will develop formative assessments using Scantron resources to monitor student progress.	~Classroom teachers	(NCLB Component 4) ~Training on developing Scantron formative assessments and utilizing suggested learning objectives.

Trimester 2 Data: Scantron Reading Assessment	Teachers will use data from formative reading assessments to monitor student progress to glean instructional implications to differentiate instructional needs. (NCLB Component 9)	~Grade level teams will develop additional common formative assessments using an analytic rubric.	~Administration, SE teachers, SE teacher specialists	Training using the HCPS co-teaching handbook.
Trimester 3 Data: Scantron Reading Assessment	Provide new SE teachers with co-teaching professional development. (NCLB Component 5)	~Solicit support and suggestions from HCPS special education supervisor.	~ Classroom Teachers, Special Educators, Gifted and Talented Teacher, Grade-level Facilitators	
	Continuing Strategy(ies): ~Teachers will use Imagination Station data to monitor student progress. (NCLB Component 8)	~Analysis of the Imagination Station data reports in order to plan classroom instruction utilizing lesson seeds.	~Classroom teachers, Title I Teacher Specialist	
	~Family Information Nights (NCLB Component 6)	~All presentations will provide information on learning styles for all students. (i.e. MSA Night, Reading Night)	~ OLT, Assessment Team, Reading Specialists, Classroom Teachers, Special Educators, Math Specialist	

Operational Objective 2: Increase student achievement in all areas and for all students as measured by an increase in formative and summative assessment scores. All 3rd, 4th, & 5th grade students in each subgroup will demonstrate increased proficiency in math by meeting the AMO in math (3rd – 76.09 ; 4th - 75.95; 5th – 70.64) on MSA in March of 2010.

ILT/SIT Action 1: Develop a list of every student performing below proficiency, identify individual student strengths and challenges based on summative data sources, identify specific strategies to address the identified challenges, and strategically monitor student achievement through weekly team data meetings.

Methods for Measuring Progress - Benchmarks				
Data to support changes in student behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development
Math Baseline Data: <u>Kindergarten</u> : SNAP <u>1st, 2nd & 3rd</u> : EDM Cumulative Strands <u>4th & 5th</u> : Scantron 3 rd , 4 th , & 5 th Success Maker Trimester 1: <u>Kindergarten</u> : SNAP <u>1st & 2nd</u> : EDM Cumulative Strands <u>3rd, 4th & 5th</u> : Scantron 3 rd , 4 th , & 5 th Success Maker Trimester 2: <u>Kindergarten</u> : SNAP <u>1st & 2nd</u> : EDM Cumulative Strands <u>3rd, 4th & 5th</u> : Scantron 3 rd , 4 th , & 5 th Success Maker Trimester 3: <u>Kindergarten</u> : SNAP <u>1st & 2nd</u> : EDM Cumulative Strands <u>3rd, 4th & 5th</u> : Scantron & MSA 3 rd , 4 th , & 5 th Success Maker	New Strategy(ies): Regroup during math instruction for accelerated students. (NCLB Component 9) Extended day format, extended year, and/or additional time in the school day will be utilized as determined by administrators and approved by parents. This could include interventions such as Success Maker. (NCLB Component 2) Continuing Strategy(ies): Use Everyday Mathematics indicator analysis to monitor student progress and differentiate instruction to meet student needs. (NCLB Component 8)	Co-teaching and co-planning among the classroom teacher and the GT teacher and/or math specialist using M3 Project Curriculum Series. ~Identified students will be invited to participate in Success Maker after school math intervention. (NCLB Component 9) ~Teachers will submit pre-assessment data to the math specialist and use formative assessments, such as exit tickets, for secure math skills in each unit to plan and implement instruction. (NCLB Component 9)	Math Specialist, Classroom Teacher, GT Teacher Administration, After School Teachers, Math Specialist ~Classroom Teachers, Math Specialist	(NCLB Component 4) ~Data analysis/INFORM ~Formative assessments ~Everyday Math ~Management/Organizational Strategies

Goal # 2: Ensure that all students are educated in school environments that are safe, drug free, and conducive to learning

Operational Objective 1: Decrease the student behavior referral rate by 10% per quarter.

ILT/SIT Action 1: 100% of the teachers at Magnolia Elementary School will be informed of the behavior clinic, and will determine when to utilize this support as behavior management needs arise throughout the school year.

Methods for Measuring Progress - Benchmarks					
Data to support changes in student behavior and skill	Data to support changes in teacher behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development
Baseline Data: Referral data from 1 st quarter.	Baseline Data: Data gathered from teacher survey to determine the severity of the previously identified behavioral concerns within the school environment.	New Strategy(ies): Implement the behavior clinic to support teachers in managing behaviors. (NCLB Component 5)	~Identify consultant members to assist teachers. ~Identify processes and procedures for teachers to access consultants. ~Identify documentation requirements and expectations for follow up.	Intervention Specialist Guidance counselor Team consultants Administrators Teachers School Psychologist	(NCLB Component 4) Team Consultants articulation and observation of behavior clinic at Emmorton Elementary- August-September August Professional Development Days
Quarter 1 Data: Identify root causes in targeted behaviors revealed by the baseline data. (NCLB Component 1)	Quarter 1 Data: Positive movement on the teacher survey.		~Determine areas for professional development for classroom teachers.		Impact of poverty on student achievement and behavior
Quarter 2 Data: Decrease in referral rate	Quarter 2 Data: Positive movement on the teacher survey.				
Quarter 3 Data: Decrease in referral rate	Quarter 3 Data: Positive movement on the teacher survey.				
Quarter 4 Data: Decrease in referral rate	Quarter 4 Data: Positive movement on the teacher survey.	Inform parents about the purpose of the behavior clinic. (NCLB Component 6)	~Determine communication with family about program and individual student.	Professional Development Team	Book Study on <u>Do You Know Enough About Me to Teach Me?</u> By Stephen G. Peters

ILT/SIT Action 2: 100% of the teachers at Magnolia Elementary School will be informed of the Behavior Intervention Resource Room and the process for accessing this support as a proactive behavior management strategy for identified students as the need arises throughout the school year.

**Methods for Measuring Progress -
Benchmarks**

Data to support changes in student behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development
Baseline Data: Referral data from '08-'09 School Year	New Strategy(ies): Implement the learning lab to redirect inappropriate student behaviors providing a resource to assist students to be successful. (NCLB Component 2)	Identify intervention team members for the behavior resource room. ~Identify processes and procedures for accessing behavior resource room. ~Identify documentation procedures for students assigned to learning lab. ~Students will participate in a conference to ensure that expectations are clear and understood. ~Display behavior expectations in the classrooms, hallway, and special areas. ~Acknowledgement given to students at monthly Good News Assembly who consistently follow behavioral expectations. ~Evaluation of learning lab effectiveness i.e. survey of staff, parents	Intervention Specialist Guidance counselor Team consultants Administrators Teachers School Psychologist	
Quarter 1 Data: Identify root causes in targeted behaviors revealed by the baseline data. (NCLB Component 1)				
Quarter 2 Data: Decrease in referral rate by 10%				
Quarter 3 Data: Decrease in referral rate by 10%				
Quarter 4 Data: Decrease in referral rate by 10%				

	~Determine areas for professional development for classroom teachers .	Professional Development Team
Inform parents about the purpose of the learning lab. (NCLB Component 6)	~Determine communication with family--- about intervention room resource and student use.	
Develop school wide behavior management system. (NCLB Component 8)	~Design a school wide behavior management system that aligns the use of existing informal behavior referrals.	AdHoc Professional Development Team, Staff, Administrators
Continuing Strategy(ies):		
~Implementation of the Pony Pal mentoring program. (NCLB Component 9)	~ Pair students with specific behavioral, academic or emotional needs with a staff member.	Guidance Counselor, Volunteer MES Staff
~Collaborate with community agencies. (NCLB Component 6)	~Volunteer Deputy from local law enforcement to provide education on gang activity through the Gang Resistance Education and Training (G.R.E.A.T.) program.	Teachers Guidance Counselor Administrators

_____ **Elementary School** **Professional Development Calendar** **2009 - 2010**

<i>Professional Development Activity</i>	<i>Date Time</i>	<i>Audience</i>	<i>Presenter(s)</i>
SSR Instruction	8/26/09	Teachers	Julie Thomas
Behavior Management		Para-Educators	Stephanie Guzman
ILA Planning – 1 hour session	8/27/09	Teachers in Grades 1-5	Chrissy Douglas Debbie Freels Stephanie Guzman Sandy Lloyd Julie Thomas
<i>September</i>			
Classroom teachers will plan CSI instruction, three times per week in 45 minute sessions	9/ 8,10,11 15,17,18 22,24,29	Teachers in Grades 1 - 5	Chrissy Douglas Debbie Freels Stephanie Guzman Sandy Lloyd Julie Thomas
Administrative Faculty Meeting	9/8/09 7:40 a.m.	Teachers	Patty Mason Mark Warfield
ILA and/or Math PLC Meeting	9/15/09 7:40 a.m.	Teachers	Julie Thomas Stephanie Guzman Ellin Gerety Sandy Lloyd
Grade level teams will have a 45 minute Data Meeting		Grade level teams and assigned special educator	
Quality Improvement Team Meetings	9/22/09 7:40 a.m.	Teachers Para-ed's welcome	QIT leaders
ILA Planning	9/25/09 Rotating	Teachers in grades 1 - 5	Chrissy Douglas Debbie Freels Stephanie Guzman Sandy Lloyd Julie Thomas
Quality Improvement Team Meetings	7/29/09 7:40 a.m.	Teachers Para-ed's welcome	QIT leaders
<i>October</i>			

Classroom teachers will plan CSI instruction, three times per week in 45 minute sessions	10/6,7,8 13,14,20 21,22,23 27,28,29	Teachers in Grades 1 - 5	Chrissy Douglas Debbie Freels Stephanie Guzman Sandy Lloyd Julie Thomas
Administrative Faculty Meeting	10/6/09 7:40 a.m.	Teachers	Patty Mason Mark Warfield
ILA and/or Math PLC Meeting	10/13/09 7:40 a.m.	Teachers	Julie Thomas Stephanie Guzman Ellin Gerety
Grade level teams will have a 45 minute Data Meeting		Grade level teams and assigned special educator	Sandy Lloyd
ILA Planning	10/15/09 Rotating	Teachers in grades 1 - 5	Chrissy Douglas Debbie Freels Stephanie Guzman Sandy Lloyd Julie Thomas
Quality Improvement Team Meetings	10/20/09 7:40 a.m.	Teachers Para-ed's welcome	QIT leaders
Quality Improvement Team Meetings	10/27/09 7:40 a.m.	Teachers Para-ed's welcome	QIT leaders
<i>November</i>			
Classroom teachers will plan CSI instruction, three times per week in 45 minute sessions	11/3,10,12 13,17,19, 20,24	Teachers in Grades 1 - 5	Chrissy Douglas Debbie Freels Stephanie Guzman Sandy Lloyd Julie Thomas
Administrative Faculty Meeting	11/3/09 7:40 a.m.	Teachers	Patty Mason Mark Warfield
ILA and/or Math PLC Meeting	11/10/09 7:40 a.m.	Teachers	Julie Thomas Stephanie Guzman Ellin Gerety
Grade level teams will have a 45 minute Data Meeting		Grade level teams and assigned special educator	Sandy Lloyd
Quality Improvement Team Meetings	11/17/09 7:40 a.m.	Teachers Para-ed's welcome	QIT leaders
Quality Improvement Team Meetings	11/24/09 7:40 a.m.	Teachers Para-ed's welcome	QIT leaders

ILA Planning	11/25/09 Rotating	Teachers in grades 1 - 5	Chrissy Douglas Debbie Freels Stephanie Guzman Sandy Lloyd Julie Thomas
<i>December</i>			
Classroom teachers will plan CSI instruction, three times per week in 45 minute sessions	12/1,3,4 8,10,11,15 17,18,22,	Teachers in Grades 1 - 5	Chrissy Douglas Debbie Freels Stephanie Guzman Sandy Lloyd Julie Thomas
Administrative Faculty Meeting	12/1/09 7:40 a.m.	Teachers	Patty Mason Mark Warfield
ILA and/or Math PLC Meeting	12/8/09 7:40 a.m.	Teachers	Julie Thomas Stephanie Guzman Ellin Gerety
Grade level teams will have a 45 minute Data Meeting		Grade level teams and assigned special educator	Sandy Lloyd
Quality Improvement Team Meetings	12/15/09 7:40 a.m.	Teachers Para-ed's welcome	QIT leaders
Quality Improvement Team Meetings	12/22/09 7:40 a.m.	Teachers Para-ed's welcome	QIT leaders
ILA Planning	12/23/09 Rotating	Teachers in grades 1 - 5	Chrissy Douglas Debbie Freels Stephanie Guzman Sandy Lloyd Julie Thomas
<i>January</i>			
Classroom teachers will plan CSI instruction, three times per week in 45 minute sessions	1/5,7,8,12 14,21,22 26,28,29	Teachers in Grades 1 - 5	Chrissy Douglas Debbie Freels Stephanie Guzman Sandy Lloyd Julie Thomas
Administrative Faculty Meeting	1/5/09 7:40 a.m.	Teachers	Patty Mason Mark Warfield
ILA and/or Math PLC Meeting	1/12/09 7:40 a.m.	Teachers	Julie Thomas Stephanie Guzman Ellin Gerety
Grade level teams will have a 45 minute Data Meeting		Grade level teams and assigned special educator	Sandy Lloyd

ILA Planning	1/15/09 Rotating	Teachers in grades 1 - 5	Chrissy Douglas Debbie Freels Stephanie Guzman Sandy Lloyd Julie Thomas QIT leaders
Quality Improvement Team Meetings	1/26/09 7:40 a.m.	Teachers Para-ed's welcome	
<i>February</i>			
Classroom teachers will plan CSI instruction, three times per week in 45 minute sessions	2/2,4,5,9 11,16,18 19,23,25 26	Teachers in Grades 1 - 5	Chrissy Douglas Debbie Freels Stephanie Guzman Sandy Lloyd Julie Thomas
Administrative Faculty Meeting	2/2/09 7:40 a.m.	Teachers	Patty Mason Mark Warfield
ILA and/or Math PLC Meeting	2/9/09 7:40 a.m.	Teachers	Julie Thomas Stephanie Guzman Ellin Gerety
Grade level teams will have a 45 minute Data Meeting		Grade level teams and assigned special educator	Sandy Lloyd
ILA Planning	2/12/09 Rotating	Teachers in grades 1 - 5	Chrissy Douglas Debbie Freels Stephanie Guzman Sandy Lloyd Julie Thomas QIT leaders
Quality Improvement Team Meetings	2/16/09 7:40 a.m.	Teachers Para-ed's welcome	
Quality Improvement Team Meetings	2/23/09 7:40 a.m.	Teachers Para-ed's welcome	QIT leaders
<i>March</i>			
Classroom teachers will plan CSI instruction, three times per week in 45 minute sessions	3/2,4,5,9 11,12,16 18,23,25 26,30	Teachers in Grades 1 - 5	Chrissy Douglas Debbie Freels Stephanie Guzman Sandy Lloyd Julie Thomas
Administrative Faculty Meeting	3/2/09 7:40 a.m.	Teachers	Patty Mason Mark Warfield
ILA and/or Math PLC Meeting	3/9/09 7:40 a.m.	Teachers	Julie Thomas Stephanie Guzman Ellin Gerety

Grade level teams will have a 45 minute Data Meeting		Grade level teams and assigned special educator	Sandy Lloyd
Quality Improvement Team Meetings	3/16/09 7:40 a.m.	Teachers	QIT leaders
ILA Planning	3/19/09 Rotating	Para-ed's welcome Teachers in grades 1 - 5	Chrissy Douglas Debbie Freels Stephanie Guzman Sandy Lloyd Julie Thomas QIT leaders
Quality Improvement Team Meetings	3/30/09 7:40 a.m.	Teachers Para-ed's welcome	QIT leaders
<i>April</i>			
Classroom teachers will plan CSI instruction, three times per week in 45 minute sessions	4/8,9,13 15,16,20 22,23,27 29,30	Teachers in Grades 1 - 5	Chrissy Douglas Debbie Freels Stephanie Guzman Sandy Lloyd Julie Thomas Julie Thomas Stephanie Guzman Ellin Gerety Sandy Lloyd
ILA and/or Math PLC Meeting	4/13/09 7:40 a.m.	Teachers	Chrissy Douglas Debbie Freels Stephanie Guzman Sandy Lloyd Julie Thomas QIT leaders
Grade level teams will have a 45 minute Data Meeting		Grade level teams and assigned special educator	
ILA Planning	4/16/09 Rotating	Teachers in grades 1 - 5	Chrissy Douglas Debbie Freels Stephanie Guzman Sandy Lloyd Julie Thomas QIT leaders
Quality Improvement Team Meetings	4/20/09 7:40 a.m.	Teachers Para-ed's welcome	QIT leaders
Quality Improvement Team Meetings	4/27/09 7:40 a.m.	Teachers Para-ed's welcome	QIT leaders
<i>May</i>			
Classroom teachers will plan CSI instruction, three times per week in 45 minute sessions	5/4,6,7,11 13,18,20 21,25,27 28	Teachers in Grades 1 - 5	Chrissy Douglas Debbie Freels Stephanie Guzman Sandy Lloyd Julie Thomas Patty Mason Mark Warfield
Administrative Faculty Meeting	5/4/09 7:40 a.m.	Teachers	

ILA and/or Math PLC Meeting	5/11/09 7:40 a.m.	Teachers	Julie Thomas Stephanie Guzman Ellin Gerety
ILA Planning	5/14/09 Rotating	Teachers in grades 1 - 5	Chrissy Douglas Debbie Freels Stephanie Guzman Sandy Lloyd Julie Thomas Sandy Lloyd
Grade level teams will have a 45 minute Data Meeting		Grade level teams and assigned special educator	
Quality Improvement Team Meetings	5/18/09 7:40 a.m.	Teachers Para-ed's welcome	QIT leaders
Quality Improvement Team Meetings	5/25/09 7:40 a.m.	Teachers Para-ed's welcome	QIT leaders
<i>June</i>			
Administrative Faculty Meeting	6/1/09 7:40 a.m.	Teachers	Patty Mason Mark Warfield

Maryland Teacher Professional Development Planning Form

Planning Prompts Only

The planning form is available at www.marylandpublicschools.org and click on Maryland Teacher Professional Development link under the Highlights section.

Cover Page

Title of the activity or program: *Supported Planning for Differentiated Reading Instruction*

Beginning and end dates: *August 24, 2009 through June 2010*

Estimated costs (as they appear in the budget included in Section of the plan)

Direct costs: *Teacher Salary for After School Professional Development*

In-Kind Costs: *Materials directly related to Reading Differentiation*

Total Costs: *Teacher Salary and Professional Resources*

Budget source of code (for Direct Costs only)

Contact person(s): *Patricia Mason*

Position/Title: *Principal*

Telephone: *410-612-1553*

Email: *patricia.mason@hcps.org*

Fax: *410-612-1576*

Mailing address: *901 Trimble Road, Joppa, Maryland 21085*

Members of the planning team (list with contact information): *School Improvement Team*

Plan Summary

Use this space to provide a brief (not to exceed 200 words) description of the professional development. Note the intended outcomes of the professional development, who will participate (by grade level and subject area), and the kinds of professional learning activities that will take place.

Teachers in grades one through five is being provided an additional 30 minutes of supported planning three days per week to plan differentiated reading lessons for the students in their classes. There is a Facilitator and backup Facilitator assigned to each grade level that has the responsibility to plan, organize, and deliver the professional development. Our Facilitators are our Instructional Facilitator, Mentor Teacher, Reading Specialists and Title 1 Teacher Specialist. The focus of the three day a week professional development is to provide teachers the resources need, support during planning, and the opportunity to learn from each other focused on differentiated reading instruction and identified interventions for all students. It is an expectation that daily differentiated reading instruction will occur in every classroom in conjunction with interventions. The goal of this professional development is to increase teacher capacity to deliver high quality differentiated reading instruction aligned with interventions for all students everyday resulting in increased student achievement.

Section 1: Need

Briefly describe (1) the student learning needs that were identified, (2) the professional knowledge and skills that teachers need to master to effectively address the student learning needs, and (3) the research base and/or evidence from successful practice that indicates that the professional knowledge and skills are appropriate. Be sure to describe the data reviewed to identify the student learning needs.

As a School Improvement Team we analyzed the trends of our students' reading progress using both benchmark and summative assessment data. We learned that 46% of second grade students did not meet the end of year benchmark in reading and that 15% of our second grade students showed not growth as measured by the benchmark. Similarly, 65% of our third grade students and 53% of our fourth grade students failed to meet the benchmark reading assessment. 26% and 25% of our third and fourth grade students, respectively, failed to show any progress. On the Maryland State Assessment 30.7% of our fourth grade students scored below proficient and 25% of our fifth grade students were at the basic level. As a school, we need to address these reading deficiencies and work toward accelerating our students' reading progress.

In order to accelerate our students' reading progress, we determined that a focus on the Comprehension Strategy Instruction and Self Selected Reading components of our Integrated Language Arts would provide the opportunity to engage in school-embedded professional development to enhance the teachers' knowledge and skills. In addition, we determined that in order to provide students with the necessary individual intervention differentiated instruction needed to be incorporated into our professional development plan.

The current research on differentiated instruction and teacher efficacy indicate they are two key instructional factors that increase student achievement. Teachers' efficacy influences students' basic skills and mastery. The more certain teachers feel about their technical knowledge, the greater students' progress in reading (Teachers' Workplace: The Social Organization of Schools, Rosenholtz).

In the Rand Corporation's seminal research on school effectiveness, Berman and McLaughlin found that teacher efficacy was the single most consistent variable related to school success (Federal Program Supporting Educational Change: Factors Affecting Implementation and Continuation, Berman, P. and McLaughlin, M.W.) Additionally, the research on Differentiated instruction that in differentiated classrooms teachers provide specific ways for individual students to deepen their learning through attention to the students different learning modalities, different interests, and varying the instruction through pacing and complexity (The Differentiated Classroom, Carol Ann Tomlinson).

Section 2: Participants

Use the following matrix to indicate who will participate in the professional development. (Check all the apply)

Grade level:	☒ _X_PreK-2	☐ _X_Gr. 3-5	☐ _Gr. 6-8	☐ _Gr. 9-12	
Subject area:	☒ _X_English	☐ _Math	☐ _Science	☐ _Social Studies	☐ _Foreign Languages
	☐ _Fine Arts/Humanities	☐ _Special Education	☐ _English Language Learners		
	☐ _Health/P.E.	☐ _Career Prep	☐ _Other		

Which of the following are also expected to participate in the professional development?

☒_X_Principals/Other School Leaders ☒_X_Resource Teachers, Mentors, Coaches ☒_X_Paraprofessionals ☐_Other

Will the participants work as members of a group or team? ☒_X_YES ☐_NO

Estimated number of participants: Estimated number of participant groups or teams:

What strategies will be used to ensure that teaches and others who are the intended participants do, in fact, participate?

Para-Educators will provide instruction three times a week during the Word Work portion of our Integrated Language Arts format. As a partner in the classroom five days a week during the Word Work and Comprehension Strategy Instruction, Para-Educators are seen as another teacher in the classroom so that during the time the Para-Educators are in charge of the instruction; students will respect and respond appropriately. The coverage provided by the Para-Educators allows all teachers to participate and ensures that there is no loss of instructional time.

Section 3: Professional Development Outcomes and Indicators

Use this space to list the intended professional development outcomes and related indicators. There should be at least one indicator for each outcome, and the indicators should be observable and/or measurable. For each outcome and indicator(s), the plan should (1) explain how the outcome and indicator's address the need for the activity, (2) explain how the outcome and indicator(s) address school, district, or state improvement goals or priorities and (3) include an estimate of when the outcome and indicator(s) will be achieved and/or observable.

- 1) *At the conclusion of the three days of professional development, teachers in grades 1-5 will have a plan for teaching Comprehension Strategy Instruction for the next week.*
 - *Session one will focus on the teacher as a reader and the discussion will assist teachers in determining the big picture, main idea, or author's message of each selection to be read during the upcoming week.*
 - *Sessions two and three will focus on the different strategies, skills, and techniques the teacher will utilize for each lesson to support the different needs of their students. These sessions will also focus on how to increase student engagement through the infusion of these differentiated tasks. Additionally, teachers will be asked to reflect on how the sessions have increased their effectiveness as a teacher of reading.*

This professional development activity supports our school improvement goal of, ensuring all students achieve at high standards in the area of reading. As well as, addressing the need to accelerate our student reading progress as documented by our benchmark and summative assessment data.

- 2) *Teachers will successfully implement the lessons developed during the weekly professional development sessions.*
 - *Facilitators will observe Comprehension Strategy Instruction and provide peer feedback.*
 - *Lessons will have evidence of differentiated instruction*

Section 4: Professional Learning Activities and Follow-Up

Use this space to describe the learning activities and follow-up that will be included in the professional development and how they are expected to result in participants achieving the intended outcomes. This section of the plan should also describe (1) the strategies to ensure full participation in all of the activities, (2) the role that school principals and other school leaders will play and how they will be prepared for this role, and (3) how the professional development is related to other professional development in which the intended participants may be involved.

All teachers of grades one through five will participate in the professional development as a result of Para-Educator support. Three days a week during the Word Work portion of our Integrated Language Arts format Para-Educators will provide instruction in the classroom. As a partner in the classroom five days a week during the Word Work and Comprehension Strategy Instruction, Para-Educators are seen as another teacher in the classroom so that during the time the Para-Educators are in charge of the instruction; students will respect and respond appropriately. The coverage provided by the Para-Educators allows all teachers to participate and ensures that there is no loss of instructional time.

The school's Instructional Leadership Team has dedicated financial and human resources to ensure the success of this initiative. The Master schedule and use of Para-Educator support was organized to support the initiative. The school's Instructional Leadership Team has responsibility for providing the staff development, participating in the staff development and holding teachers accountable for the work they will be doing.

The five Quality Instruction Teams have developed goals that support this initiative. The Curriculum Alignment team in conjunction with the Instructional Strategy Team has developed lesson seeds and assessments focused on eight comprehension strategies.

Grade Level teams will also be provided the option of additional paid planning time before or after school to continue the team's work as they deem necessary. Agenda and minutes will be required at the conclusion of each session.

Section 5: Evaluation Plan

Use this space to describe the evaluation plan, including the key evaluation questions to be addressed and plans for collecting data on each of the outcomes and indicators included that plan. Be sure to indicate who will conduct the evaluation, when the evaluation report will be completed, and who will receive the report.

Grade level teams will meet weekly to review student results. Students will be divided into quartiles based on performance on formative assessments. Instruction will be differentiated based on the needs of the students. Team minutes will be shared with the Instructional Leadership Team each week. Teachers and administrators will know where each student is in relation to the standard at the conclusion of each week's planning. Grade level teams will also meet monthly with the Title 1 Teacher Specialist to review student performance data, determine instructional implications and adjust instruction.

Formative Assessments will be given every two weeks based on the comprehension instructions that has been delivered and will be used along with county benchmark assessments and teacher informal assessments to determine student progress. Again this information will be included in the weekly team minutes and monthly data meeting minutes and shared with the Instructional Leadership team.

Section 6: Budget

Use the template in the planning form to prepare the budget necessary to support the learning activities, follow-up and evaluation. Direct Costs are those costs for which you are requesting funding. In-Kind Costs are those which are available from other sources or which you are requesting funding. In-Kind Costs are those which are available from other sources or which may be included as part of matching requirement. Not every budget will include line items in each of the six categories and some budgets may not include In-Kind Costs. A sample budget is available at www.marylandpublicschools.org and click on Maryland Teacher Professional Development link under the Highlights section.

Budget Category		Direct Costs	In-Kind Costs
I.	Personnel		
	A. Staff (e.g., PD coordinator, principal, curriculum resource teacher)	\$26,000	
	B. Consultants (e.g., presenters, facilitators, evaluator)		
II.	Stipends/substitutes (for participants)		
III.	Travel		
	A. Personnel Travel = N/A		
	B. Consultant Travel = N/A		
IV.	Facilities, Equipment, Materials -	\$ 8,000	
V.	Communications		
VI.	Other Costs		
Total Costs		\$32, 000	

The total cost is an estimation based on the number of teams that may take advantage of the option to work before or after school and if any team identifies the need for additional resources.

APPENDIX B-2

Maryland Teacher Professional Development Planning Form

Planning Prompts Only

The planning form is available at www.marylandpublicschools.org and click on Maryland Teacher Professional Development link under the Highlights section.

Cover Page

Title of the activity or program: Using Collaborative Inquiry to Implement CFIP

Beginning and end dates: August 2009 to June 2010*

Estimated costs (as they appear in the budget included in Section of the plan)

Direct costs: None

In-Kind Costs: None

Total Costs: None

Budget source of code (for Direct Costs only): None

Contact person(s): Barbara Canavan

Position/Title: Principal, [REDACTED] Middle School

Telephone: 410-638-4150

Email: barbara.canavan@hcps.org

Fax: 410-638-4305

Mailing address: 1200 Moore's Mill Road, Bel Air, Maryland 21015

Members of the planning team (list with contact information):

Barbara Canavan, Principal, Phyllis VanWinkle, IF, Lisa Standish, Teacher Mentor

***It is the intention of the planning team to continue to plan professional development activities which will inculcate the concepts and processes of collaborative inquiry and CFIP into the culture of the school.**

Plan Summary

The purpose of the professional development is to re-think our understanding of how schools improve. Continuous and sustained professional development will enable instructional staff to focus on classroom by classroom improvement. This approach will allow content, vertical, and/or departmental teams to use data more effectively for classroom instructional improvement and student learning.

Professional learning activities will support the following intended outcomes. Instructional staff will:

- Establish a pervasive culture of data use and continuous improvement.
- Continue to create a collective commitment to, and responsibility for, the learning of every student.
- Continue to model a climate of empowerment throughout the staff so that all teachers will make a difference for every child with whom they have contact.
- Continue to establish the school as a true learning community where the improvement of teaching practice in response to student performance is a daily focus.

Professional learning activities will include but, based on teacher proficiency, not be limited to:

- Whole group introduction to **Using Collaborative Inquiry to Implement CFIP**.
- Small group instruction by grade level, interdisciplinary teams and departments to deepen the understanding of the basic tenets and purpose of CFIP.
- Small group instruction by grade level, interdisciplinary teams and departments to apply the basic tenets and purpose of CFIP.
- Small group instruction by grade level in the core areas to develop at least one summative assessment to be administered to all students for the purpose of reviewing and establishing benchmark data.
- Continue small group collaboration by interdisciplinary teams and departments to identify individual student strengths and needs.

Section 1: Need

1. Collaborative inquiry and CFIP will afford instructional staff the skills necessary to collect “real-time” data in order to participate in data-driven dialogues which address individual student needs for differentiation. Intentional and frequent collaboration will result in continuous high-quality instructional improvements. Note that the student learning needs identified are based on whole-class, as well as individual students’ strengths and needs, for differentiated instruction pertaining to both enrichment and intervention.
2. In order to attain the professional knowledge and skills necessary to effectively address students’ learning needs, teachers will:
 - a. Participate in frequent, continuous, and increasingly concrete and precise dialogues by school teams, informed by the use of a data analysis protocol.
 - b. Identify important learning problems by meeting regularly for the purpose of dialoguing in concrete and precise terms about instruction with a concentration on thoughtful, explicit examination of practices and their consequences.
 - c. Devise strategies to collect “real-time” data, including the frequent use of common assessments.
 - d. Analyze the data for the purpose of differentiating instruction.
 - e. Take action based on what is learned in order to improve individual student learning and achievement.
 - f. Collect data to see if action taken has influenced the identified problem.

Teachers must understand that the process is interactive and recursive and that it must occur in all grade level team meetings or in subject level departments.

3. The following research base and/or evidence indicate that the professional knowledge and skills outlined provide the foundation for successful practice:
 - a. Senge, P. (1990). *The fifth discipline*. New York: Doubleday.
 - b. Sparks, D. (2007). *Leading for results*. Thousand Oaks, CA: Corwin Press.
 - c. Collins, J. (2001). *Good to great*. New York: Harper Collins.
 - d. DuFour, R. and R. Eaker. (1998). *Professional learning communities at work: best practices for enhancing student achievement*. Bloomington, IN: ASCD.
 - e. Hickey, M. and R. Thomas, Center for Leadership in Education, Towson University.
 - f. Reeves, D. (2009). *Leading change in your school*. Alexandria, VA: ASCD.

Section 2: Participants

Use the following matrix to indicate who will participate in the professional development. (Check all the apply)

Grade level: ___PreK-2 ___Gr. 3-5 ☒ Gr. 6-8 ___Gr. 9-12

Subject area: ☒ English ☒ Math ☒ Science ☒ Social Studies ☒ Foreign Languages
 ☒ Fine Arts/Humanities ☒ Special Education ☒ English Language Learners
 ☒ Health/P.E. ☒ Career Prep
 ☒ Other (Technology Education, Computer Science, Family and Consumer Science)

Which of the following are also expected to participate in the professional development?

☒ Principals/Other School Leaders ☒ Resource Teachers, Mentors, Coaches ☒ Paraprofessionals ☒ Other

Will the participants work as members of a group or team? ☒ YES Participants will work both as members of a group and as a team.

Estimated number of participants: approx. 130 Estimated number of participant groups or teams: 4 - 130

What strategies will be used to ensure that teaches and others who are the intended participants do, in fact, participate?

Instructional and instructional support staff are required by contract to participate in all professional development activities. Make-up sessions are scheduled for staff members who are not in attendance for scheduled professional development.

Section 3: Professional Development Outcomes and Indicators

The outcomes and indicators have been developed to align with Harford County Public Schools Board of Education's vision, mission, and education goals. This plan also supports the operational objectives identified in the Central ILT Action Plan for 2009-2010 and the Maryland Teacher Professional Development Standards. The scaffolding of professional development fortifies the teaching of the VSC that aligns the Maryland Content Standards and the Maryland Assessment Program.

Outcome 1: Establish a pervasive culture of data use and continuous improvement.

Indicators:

1. Develop a school-wide schedule which is characteristically flexible, affording content, vertical, and/or departmental teams to use data more effectively for classroom instructional improvement and student learning.
2. Create and sustain a safe, orderly, and positive school climate which promotes collaboration and collegiality among stake-holders.
3. Participate in frequent, continuous, and increasingly concrete and precise dialogue by school teams, informed by the use of a data analysis protocol.
4. Meet regularly for the purpose of dialoguing in concrete and precise terms about instruction with a concentration on thoughtful, explicit examination of practices and their consequences.

Outcome 2: Continue to create a collective commitment to, and responsibility for, the learning of every student.

Indicators:

1. Maintain the integrity of interdisciplinary teams.
2. Maintain a fluid and fully inclusive school schedule for special needs students.
3. Identify two fifty-minute blocks for individual and interdisciplinary/departmental planning periods.
4. Provide time during the school day for content, grade-level, and departmental teams to implement CFIP.
5. Establish and maintain individual student portfolios for enrichment and intervention.
6. Agree about goals for student learning which pertain to essential curriculum, common formative and summative assessments and differentiated instruction.
7. Analyze and monitor student learning at least one hour every two weeks.
8. Analyze and monitor data on individual students and teachers in order to identify problems.
9. Identify resources to support sound instruction and best teaching practices.

Outcome 3: Continue to model a climate of empowerment throughout the staff so that all teachers will make a difference for every child with whom they have contact.

Indicators:

1. Develop a school-wide schedule which is characteristically flexible, affording content, vertical, and/or departmental teams to use data more effectively for classroom instructional improvement and student learning.
2. Create and sustain a safe, orderly, and positive school climate which promotes collaboration and collegiality among stake-holders.
3. Participate in frequent, continuous, and increasingly concrete and precise dialogue by school teams, informed by the use of a data analysis protocol.
4. Meet regularly for the purpose of dialoguing in concrete and precise terms about instruction with a concentration on thoughtful, explicit examination of practices and their consequences.
5. Maintain the integrity of interdisciplinary teams.
6. Maintain a fluid and fully inclusive school schedule for special needs students.
7. Identify two fifty-minute blocks for individual and interdisciplinary/departmental planning periods.
8. Provide time during the school day for content, grade-level, and departmental teams to implement CFIP.
9. Establish and maintain individual student portfolios for enrichment and intervention.
10. Create and maintain a climate of multi-level leadership and decision making.

Outcome 4: Continue to establish the school as a true learning community where the improvement of teaching practice in response to student performance is a daily focus.

Indicators:

1. Meet regularly and focus on student learning.
2. Focus on results.
3. Develop shared knowledge of essential curriculum and best teaching practices.
4. Develop frequent common formative and summative assessments.
5. Monitor individual student proficiency on every essential skill.
6. Provide opportunities for intervention and enrichment.
7. Provide multiple opportunities to demonstrate learning.
8. Create a professional environment whose supportive conditions generate collective learning and the application thereof.

Section 4: Professional Learning Activities and Follow-Up

Professional learning activities will include but, based on teacher proficiency, not be limited to:

- Whole group introduction to **Using Collaborative Inquiry to Implement CFIP**.
- Small group instruction by grade level, interdisciplinary teams and departments to deepen the understanding of the basic tenets and purpose of CFIP.
- Small group instruction by grade level, interdisciplinary teams and departments to apply the basic tenets and purpose of CFIP.
- Small group instruction by grade level in the core areas to develop at least one summative assessment to be administered to all students for the purpose of reviewing and establishing benchmark data.
- Continue small group collaboration by interdisciplinary teams and departments to identify individual student strengths and needs.

Follow-up: Members of the ILT and the SIT will meet and collaborate with instructional staff at least twice per month to solicit input and monitor the achievement of the intended outcomes.

1. **Strategies to ensure full participation:**

Instructional and instructional support staff are required by contract to participate in all professional development activities. Make-up sessions are scheduled for staff members who are not in attendance for scheduled professional development.

2. **Role of school leaders:**

Members of the ILT and SIT will develop a deep understanding of collaborative inquiry and CFIP in order to lead the instructional staff in applying the protocol to daily and long-term planning for instruction.

3. **Relation to other professional development:**

The emphasis for the 2009-2010 academic year is to build a foundation for the comprehensive, sustained use of CFIP to improve individual student achievement. Professional development activities pertaining to the observation/evaluation process, middle school reform, integrating technology, and creating benchmark assessments will complement and fortify **Using Collaborative Inquiry to Implement CFIP**.

Section 5: Evaluation Plan

The **evaluation** will be conducted by the ILT. A pre- and post- assessment will be distributed, collected, and compiled by the teacher mentor. Results will be shared with the appropriate school-based and central office staff. The pre-assessment will be given on or before September 30, 2009, and the post- assessment will be given on or before April 23, 2010. Pre- and post assessments will solicit input regarding data analysis as it pertains to student achievement. The evaluation report will be completed by May 1, 2010. The end of year evaluation will consolidate information in a variety of ways to include but not be limited to observations, observation and evaluation conferences, interactive dialogue, walkthroughs, Scantron, and brief constructed response formats pertinent to scheduling, use of PLC time, student portfolios, teacher-created assessments, school climate, and empowerment. Please note that, as a part of the evaluation process, teachers will be required to provide brief constructed written responses to questions regarding CFIP.

Section 6: Budget

Budget Category		Direct Costs	In-Kind Costs
I.	Personnel		
	A. Staff (e.g., PD coordinator, principal, curriculum resource teacher)	None	None
	B. Consultants (e.g., presenters, facilitators, evaluator)	None	None
II.	Stipends/substitutes (for participants)	None	None
III.	Travel		
	A. Personnel Travel	None	None
	B. Consultant Travel	None	None
IV.	Facilities, Equipment, Materials	None	None
V.	Communications	None	None
VI.	Other Costs	None	None
Total Costs		None	None

APPENDIX B-3

Maryland Teacher Professional Development Planning Form

Planning Prompts Only

The planning form is available at www.marylandpublicschools.org and click on Maryland Teacher Professional Development link under the Highlights section.

Cover Page

Title of the activity or program: JHS Professional Development Program

Beginning and end dates: August 2009 – June 2010

Estimated costs (as they appear in the budget included in Section of the plan)

Direct costs:

In-Kind Costs:

Total Costs:

Budget source of code (for Direct Costs only)

Contact person(s): Theresa Reilly

Position/Title: Instructional Facilitator

Telephone: 410-612-1510

Email: Theresa.reilly@hcps.org

Fax:

Mailing address:

Members of the planning team (list with contact information): Macon Tucker, Joe Harbert, Jennifer Jackson, Gregory Komondor, Heather Moorefield, Megan Passo, Michael Harris, Rebecca Hranj, Albert Johnson, Jackie Smith, Jennifer Yukna, Denise Jackson, Vernon Crider, Cheryl Oricchio, Sarah Neal, Chris Wilson, Leah Skica (JHS SIT)

Plan Summary

Use this space to provide a brief (not to exceed 200 words) description of the professional development. Note the intended outcomes of the professional development, who will participate (by grade level and subject area), and the kinds of professional learning activities that will take place.

Our professional development this year will have two primary areas of focus. Though we have been working in professional learning communities for several years, the success of these groups has varied tremendously. With the county CFIP initiative, we plan to revisit structured ways to build collaboration within content areas by providing teachers with various protocols. Tied to this area of focus is our plan to give teachers specific tools for the analysis of data, an area in which we struggle.

Our second focus area also deals with instruction. We plan to provide teachers with a variety of strategies they can use in their classrooms in order to help students to make meaning of text. We plan to revisit BDA strategies and to provide teachers with a variety of ways in which they can make difficult text accessible to their students. Again, all teachers will participate. We will use their content area PLCs to identify particular needs and will use the expertise on our staff to provide teachers with a menu of sessions from which they can choose.

Section 1: Need

Briefly describe (1) the student learning needs that were identified, (2) the professional knowledge and skills that teachers need to master to effectively address the student learning needs, and (3) the research base and/or evidence from successful practice that indicates that the professional knowledge and skills are appropriate. Be sure to describe the data reviewed to identify the student learning needs.

An analysis of our HSA data indicates that many students, in particular our special education students, are performing at a minimal level in reading. Given the reading that is a significant part of every assessment, we want to engage all teachers in a “back to basics” approach in terms of reading strategies. By including special educators in content area PLCs, we hope to provide all teachers with ways in which they may make modifications and accommodations without simply reading text to students.

An analysis of our HSA data and course grades indicates that there is often a “disconnect” between students’ performance in class and their performance on the HSA. As teachers work in their content area PLCs, we plan to emphasize the importance of formative assessment. Teachers will be provided with a number of ways in which to informally assess students, the tools to analyze their data, and then the opportunity to collaborate with their colleagues in order to plan their next steps. This “disconnect” is especially obvious in cooperative collaborative classes. By including special educators in content area PLCs, we expect that they will work with general educators to support students while still holding them to the standards of each curriculum.

Section 2: Participants

Use the following matrix to indicate who will participate in the professional development. (Check all the apply)

Grade level: ___ PreK-2 ___ Gr. 3-5 ___ Gr. 6-8 X Gr. 9-12

Subject area: X English X Math X Science X Social Studies X Foreign Languages
 X Fine Arts/Humanities X Special Education X English Language Learners
 X Health/P.E. X Career Prep ___ Other

Which of the following are also expected to participate in the professional development?

X Principals/Other School Leaders X Resource Teachers, Mentors, Coaches X Paraprofessionals ___ Other

Will the participants work as members of a group or team? X YES ___ NO

Estimated number of participants: ___ 100 ___ estimated number of participant groups or teams: ___ 27 ___

What strategies will be used to ensure that teaches and others who are the intended participants do, in fact, participate?

Attendance will be taken at sessions. As teachers work in their small groups, they will complete a summary sheet which identifies the work completed in that particular session. Members of the Instructional Leadership Team will collaborate with content PLCs on a rotating basis.

Section 3: Professional Development Outcomes and Indicators

Use this space to list the intended professional development outcomes and related indicators. There should be at least one indicator for each outcome, and the indicators should be observable and/or measurable. For each outcome and indicator(s), the plan should (1) explain how the outcome and indicator's address the need for the activity, (2) explain how the outcome and indicator(s) address school, district, or state improvement goals or priorities and (3) include an estimate of when the outcome and indicator(s) will be achieved and/or observable.

Outcome: Teachers will meet regularly in content area PLCs to discuss strategies, analyze data, and make necessary instructional accommodations.

Indicator: Content area PLCs will submit work session minutes to the ILT for review and feedback. (beginning in September 2009)

Indicator: Informal and formal observation data will be collected to determine the degree to which teachers are collaborating on instruction. (beginning in October 2009)

Indicator: PLC worksheets will be used as a part of observation and evaluation conferences. (second semester 2009-2010 school year)

Outcome: Teachers will use BDA strategies in all curricular areas.

Indicator: Informal and formal observation data will be collected to determine the degree to which teachers are using BDA strategies in their classrooms. (beginning in the second quarter of 2009-2010 school year)

Section 4: Professional Learning Activities and Follow-Up

Use this space to describe the learning activities and follow-up that will be included in the professional development and how they are expected to result in participants achieving the intended outcomes. This section of the plan should also describe (1) the strategies to ensure full participation in all of the activities, (2) the role that school principals and other school leaders will play and how they will be prepared for this role, and (3) how the professional development is related to other professional development in which the intended participants may be involved.

In virtually all of our professional development activities, teachers are divided into groups. Our faculty is a professional and conscientious group and it has been our experience that the vast majority take professional development seriously and are attentive in sessions. Administrators are scheduled into sessions in order to monitor and encourage participation, but this is rarely an issue. As we work on the various pieces of our professional development plan, we will use informal and formal observations to gauge the degree to which teachers are implementing the various strategies which are being shared and to identify needs for further professional development. Our professional development plan fits nicely with the Classroom Focused Improvement Process which is being shared at the county level. This process will give teachers an opportunity to collaborate and to identify their own needs as a result of analyzing the needs of their students.

Section 5: Evaluation Plan

Use this space to describe the evaluation plan, including the key evaluation questions to be addressed and plans for collecting data on each of the outcomes and indicators included that plan. Be sure to indicate who will conduct the evaluation, when the evaluation report will be completed, and who will receive the report.

Our evaluation focuses on two key questions:

- Are teachers using their content area PLCs to collaborate and to analyze data from their classrooms and to make modifications to instruction?
- Are teachers using BDA strategies to make text accessible to students?

We will ask teachers to complete a self-reflection at various points during the year and to work in their content area PLCs to determine their needs as a group so that we may customize professional development. We will collect data through informal and formal observations in order to determine further professional development needs.

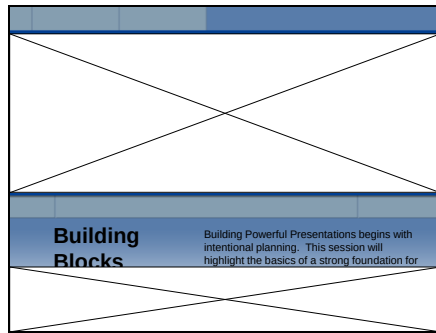
Section 6: Budget

Use the template in the planning form to prepare the budget necessary to support the learning activities, follow-up and evaluation. Direct Costs are those costs for which you are requesting funding. In-Kind Costs are those which are available from other sources or which you are requesting funding. In-Kind Costs are those which are available from other sources or which may be included as part of matching requirement. Not every budget will include line items in each of the six categories and some budgets may not include In-Kind Costs. A sample budget is available at www.marylandpublicschools.org and click on Maryland Teacher Professional Development link under the Highlights section.

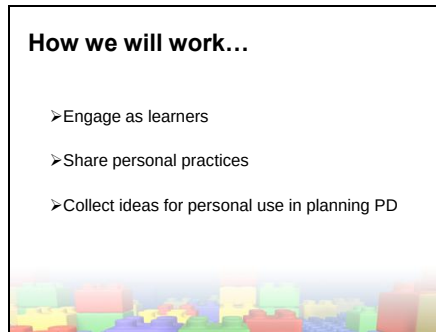
Budget Category	Direct Costs	In-Kind Costs
I. Personnel		
A. Staff (e.g., PD coordinator, principal, curriculum resource teacher)		
B. Consultants (e.g., presenters, facilitators, evaluator)		
II. Stipends/substitutes (for participants)		
III. Travel		
A. Personnel Travel		
B. Consultant Travel		
IV. Facilities, Equipment, Materials		
V. Communications		
VI. Other Costs		

APPENDIX C

Slide 1

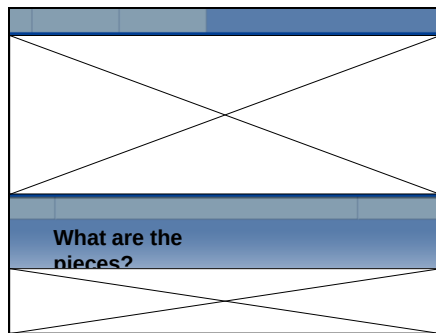


Slide 2



Participants will be able to
Explain best practices in planning and
presenting effective PD
Connect characteristics of conditions
for learning to working with adult
learners

Slide 3

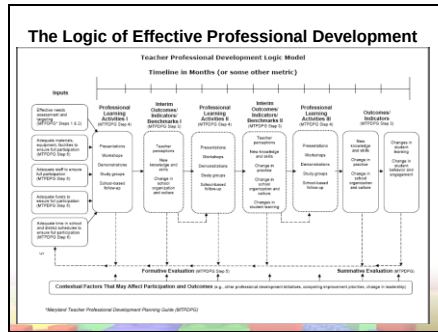


Brainstorm the critical pieces of
creating a PD plan – sticky notes –
organize in a logical manner – add wikki
sticks as appropriate to show the on-
going nature of PD

You may want to think about using a
structure like:

- Before/during/after
- Content/context/process

Slide 4



Ongoing
Big Picture
Recursive

Slide 5



Take a few minutes to dip into the resources I have on planning PD.

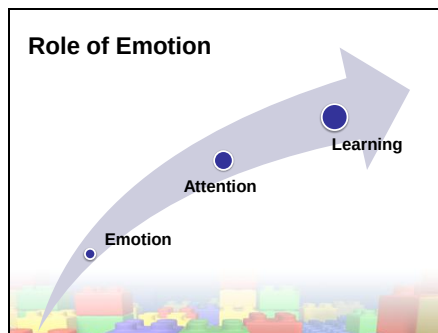
- MSDE planning guide
- MSDE PD Standards

Skim and scan for ideas that jump off the page.

What are those ideas

- that are New
- that you have forgotten but want to Renew
- that you always use but want to make sure to Reuse again

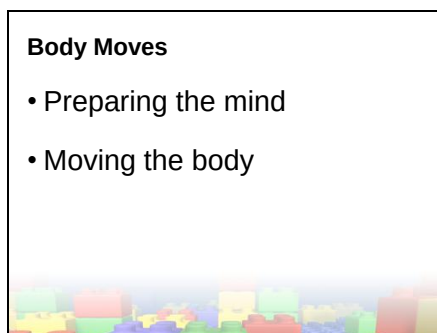
Slide 6



Preparing PD is key but we all know that even the best plans can go awry in the implementation stage

I want to leave you with one idea – the role of emotion in learning – learning can't occur if the emotions block the attention

Slide 7



Preparing PD is key but we all know that even the best plans can go awry in the implementation stage

I want to leave you with one idea – the role of emotion in learning – learning can't occur if the emotions block the attention

Preparing the mind

Novelty

Patterns & repetition

Safe risk

Fun

Calming

Slide 8

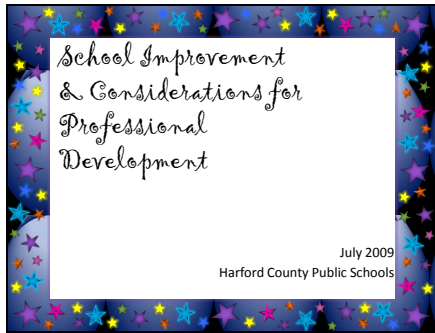


I am leaving you with this optical illusion.

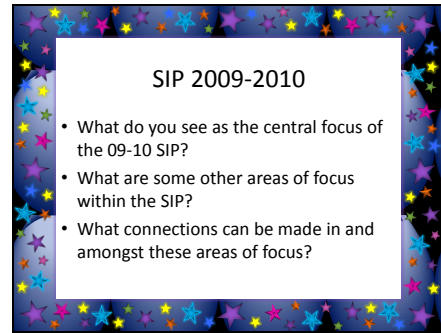
I feel that teaching is the mirror to learning and when the two go hand-in-hand powerful things happen for both the members of the equation.

APPENDIX D-1

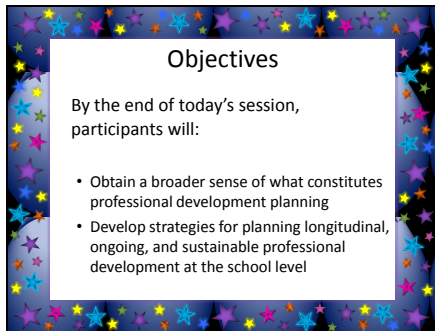
Slide 1



Slide 4



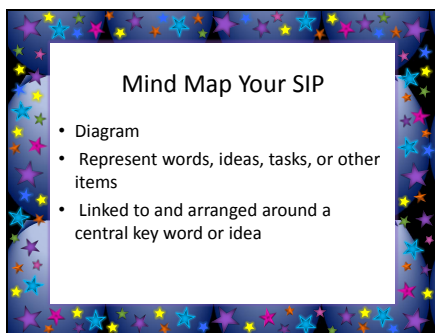
Slide 2



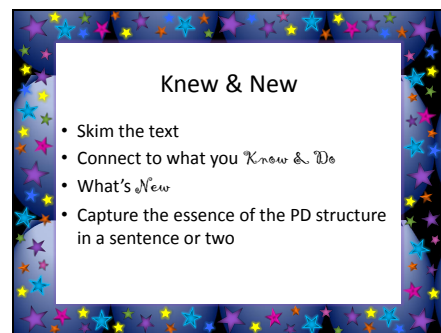
Slide 5



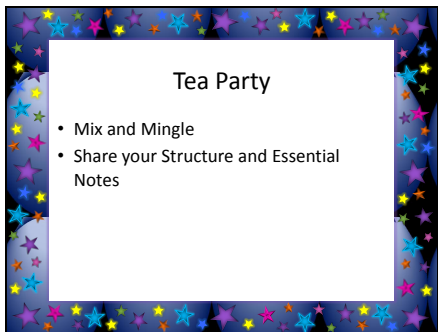
Slide 3



Slide 6



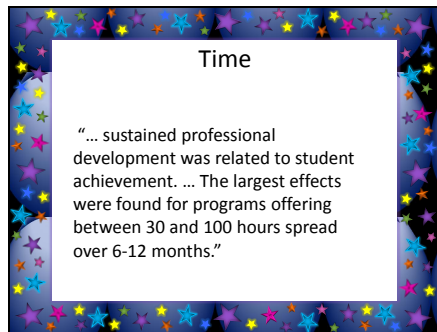
Slide 7

A presentation slide with a dark blue background and a border of colorful stars. The title "Tea Party" is centered at the top. Below it, there is a bulleted list with two items: "Mix and Mingle" and "Share your Structure and Essential Notes".

Tea Party

- Mix and Mingle
- Share your Structure and Essential Notes

Slide 10

A presentation slide with a dark blue background and a border of colorful stars. The title "Time" is centered at the top. Below it, there is a quote in italics: "... sustained professional development was related to student achievement. ... The largest effects were found for programs offering between 30 and 100 hours spread over 6-12 months."

Time

"... sustained professional development was related to student achievement. ... The largest effects were found for programs offering between 30 and 100 hours spread over 6-12 months."

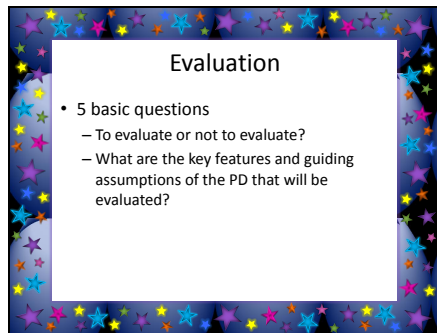
Slide 8

A presentation slide with a dark blue background and a border of colorful stars. The title "Key Words" is centered at the top. Below it, the text "A New Definition of Professional Development" is centered.

Key Words

A New Definition of Professional Development

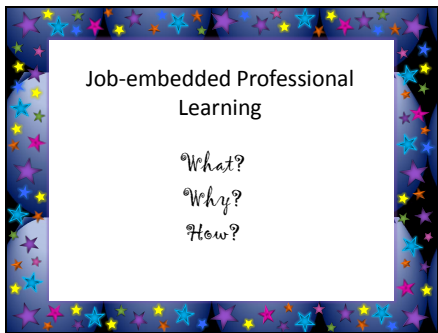
Slide 11

A presentation slide with a dark blue background and a border of colorful stars. The title "Evaluation" is centered at the top. Below it, there is a bulleted list with two items: "5 basic questions" and "To evaluate or not to evaluate?".

Evaluation

- 5 basic questions
 - To evaluate or not to evaluate?
 - What are the key features and guiding assumptions of the PD that will be evaluated?

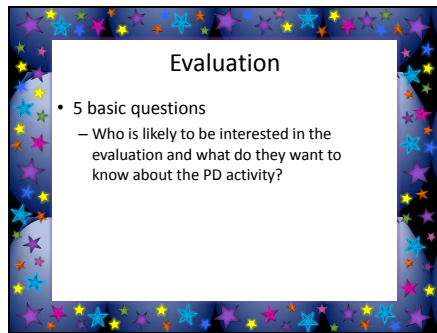
Slide 9

A presentation slide with a dark blue background and a border of colorful stars. The title "Job-embedded Professional Learning" is centered at the top. Below it, the words "What?", "Why?", and "How?" are listed vertically in a cursive font.

Job-embedded Professional Learning

What?
Why?
How?

Slide 12

A presentation slide with a dark blue background and a border of colorful stars. The title "Evaluation" is centered at the top. Below it, there is a bulleted list with two items: "5 basic questions" and "Who is likely to be interested in the evaluation and what do they want to know about the PD activity?".

Evaluation

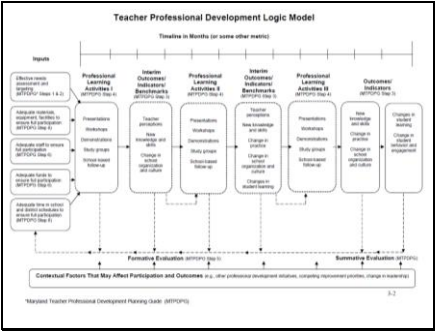
- 5 basic questions
 - Who is likely to be interested in the evaluation and what do they want to know about the PD activity?

Slide 13

Evaluation

- 5 basic questions
 - What resources are available to support the evaluation?
 - Who will work on the evaluation?

Slide 16



Slide 14

Evaluation

Thomas Gusky's
5 levels of Evaluation

Slide 17

Appendix 1
Maryland Teacher Professional Development Planning Form
The planning form is available at www.mde.state.md.us/teachinglearning

General Page

Use the following information to complete the planning form. The form is designed to be completed by the teacher and the principal. The form is designed to be completed by the teacher and the principal. The form is designed to be completed by the teacher and the principal.

Section 1: General Information

Section 2: Professional Development

Section 3: Evaluation

Slide 15

Planning Form & HCPS Expectations

- Select one big picture professional development theme for the year and flesh out
- Selected theme does not have to reflect entire staff
- [Logic Model](#) – Big Picture
- [Planning Form](#) - Details

Slide 18

Planning Form & HCPS Expectations

- Attach the completed planning form to your 09-10 SIP (September 11, 2009)
- PD Planning Form to be:
 - Completed by Principal and/or IF
 - Reviewed with your SIT
- Feedback will be sent concurrently with the SIP

APPENDIX D-2

NSDC's Definition of Professional Development

Working with our allies and advocates, NSDC has created this formal definition of professional development for use in the reauthorized version of NCLB.

NSDC Proposed Amendments to Section 9101 (34) of the Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001.

(34) PROFESSIONAL DEVELOPMENT— The term “professional development” means a comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement --

(A) Professional development fosters collective responsibility for improved student performance and must be comprised of professional learning that:

- (1) is aligned with rigorous state student academic achievement standards as well as related local educational agency and school improvement goals;
- (2) is conducted among educators at the school and facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders;
- (3) primarily occurs several times per week among established teams of teachers, principals, and other instructional staff members where the teams of educators engage in a continuous cycle of improvement that —
 - (i) evaluates student, teacher, and school learning needs through a thorough review of data on teacher and student performance;
 - (ii) defines a clear set of educator learning goals based on the rigorous analysis of the data;
 - (iii) achieves the educator learning goals identified in subsection (A)(3)(ii) by implementing coherent, sustained, and evidenced-based learning strategies, such as lesson study and the development of formative assessments, that improve instructional effectiveness and student achievement;
 - (iv) provides job-embedded coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom;

(v) regularly assesses the effectiveness of the professional development in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards;

(vi) informs ongoing improvements in teaching and student learning; and

(vii) that may be supported by external assistance.

(B) The process outlined in (A) may be supported by activities such as courses, workshops, institutes, networks, and conferences that:

(1) must address the learning goals and objectives established for professional development by educators at the school level;

(2) advance the ongoing school-based professional development; and

(3) are provided by for-profit and nonprofit entities outside the school such as universities, education service agencies, technical assistance providers, networks of content-area specialists, and other education organizations and associations.

APPENDIX D-3

PRACTICE

Notes

Peer Coaching

Journaling

Standards in
Practice

Tuning Protocols

Classroom Walk-
Throughs

Shadowing Students

Collaborative
Assessment
Conference

Stuff & Vision
Protocol

A Jigsaw approach was used to have individuals read briefings on each of the PD structures to determine the essence of the structure and consider ways to incorporate it into plans for professional development for 09-10 school year. Many of the structures have been studied in the past but use of these structures in a job-embedded culture is not usually noted in school visitations or in past school improvement plans.

APPENDIX E-1

**Harford County Public Schools
Office of Curriculum & Instruction
School Improvement Plan Feedback
SY 2009-2010**

School:
Principal:
SIT Facilitator:
Review Team:

In order to promote consistency and alignment toward the Harford County Public School System goals, the feedback below has been designed to promote continuous improvement. In addition to the general requirements for school improvement teams, the plan has been reviewed upon the following areas:

- Needs Assessment and Data Analysis
 - Rationale for selected areas of focus
 - SMART objectives for identified areas of focus
 - Appropriate measurements
 - Aligned activities and strategies
-
- ☐ Plan Approved
 - ☐ Plan Approved with Stipulations
 - ☐ Plan Rejected

Goal #1: All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas

Required Operational Objective 1: Increase student achievement in all areas and for all students as measured by an increase in formative and summative assessment scores

Actions, objectives, and strategies are:

- ☐ Aligned with the HCPS Strategic Plan
- ☐ Reflective of and responsive to the Needs Assessment and School Data
- ☐ SMART
- ☐ Supported with appropriate quarterly measurements (identified for data collection)
- ☐ Outlined in a format to allow classroom teachers to implement, critically reflect upon, and monitor progress towards achievement
- ☐ Reflective of the use of multiple data sources including, but not exclusive to:
 - ✓ Observation and evaluation process
 - ✓ INFORM
 - ✓ EdLine

- ✓ Pentamation
- ✓ 2009 Maryland Administrator Technology Inventory
- ✓ Maryland Teacher Technology Inventory
- ✓ TELL Maryland Survey
- ✓ PLCs
- ✓ Gifted and Talented Levels of Service Implementation Rubric (elementary only)
- ☐ Reflective of a data informed instructional decision making model
- ☐ Linked to professional development activities

Goal #1 Feedback:

Suggested Adjustment(s):

Goal #2: Ensure that all students are educated in school environments that are safe, drug free, and conducive to learning

Actions, objectives, and strategies are:

- ☐ Aligned with the HCPS Strategic Plan
- ☐ Reflective of and responsive to the Needs Assessment and School Data
- ☐ SMART
- ☐ Supported with appropriate quarterly measurements (identified for data collection)
- ☐ Outlined in a format to allow classroom teachers to implement, critically reflect upon, and monitor progress towards achievement
- ☐ Reflective of the use of multiple data sources including, but not exclusive to:
 - ✓ Compliance with the Wellness Policy – no food as reward, recess for all children daily, etc.
 - ✓ Fitnessgram data – percent of students in the healthy zone in all areas
 - ✓ Behavioral data – drug use, bullying and harassment, violence, etc
- ☐ Reflective of a data informed instructional decision making model
- ☐ Linked to professional development activities

Goal #2 Feedback:

Suggested Adjustment(s):

APPENDIX E-2

**Harford County Public Schools
Office of Curriculum & Instruction
Professional Development Plan Feedback
SY 2009-2010**

School:
Principal:
SIT Facilitator:
Review Team:

In order to promote consistency and alignment toward the Harford County Public School System goals, the feedback below has been designed to promote continuous improvement. In addition to the general requirements for school improvement teams, the plan has been reviewed upon the following areas:

- Use of the MSDE Teacher Professional Development Planning Framework
- Evidence of professional development activities intentionally linked to School Improvement Plan
 - Summary of need matches need addressed in SIP
 - Professional development plans indicate depth
- Clearly defined outcomes for the professional development
 - Indicates professional knowledge and skills that teachers need to master to effectively address student learning needs
 - Utilizes concrete and precise language

Feedback:

USE OF THE MSDE TEACHER PROFESSIONAL DEVELOPMENT PLANNING FRAMEWORK

Section 1 NEED
Areas of Strength

Considerations for Improvement

Section 2 PARTICIPANTS
Areas of Strength

Considerations for Improvement

Section 3 PROFESSIONAL DEVELOPMENT OUTCOMES AND INDICATORS
Areas of Strength

Considerations for Improvement

Section 4 PROFESSIONAL LEARNING ACTIVITIES AND FOLLOW-UP

Areas of Strength

Considerations for Improvement

Section 5 EVALUATION

Areas of Strength

Considerations for Improvement

Section 6 BUDGET

Areas of Strength

Considerations for Improvement

EVIDENCE OF PROFESSIONAL DEVELOPMENT ACTIVITIES INTENTIONALLY LINKED TO SCHOOL IMPROVEMENT PLAN

- Summary of need matches need addressed in SIP
 - Comments
- Professional development plans indicate depth
 - Comments

CLEARLY DEFINED OUTCOMES FOR THE PROFESSIONAL DEVELOPMENT

- Indicates professional knowledge and skills that teachers need to master to effectively address student learning needs
 - Comments
- Utilizes concrete and precise language
 - Comments

Suggested Adjustment(s):

Appendix F

HCPS Special Education Initiatives Intervention Programs Least Restrictive Environment and the IDEA

Appendix F

HCPS Special Education Initiatives Intervention Programs

Through the Individual Education Plan (IEP) process and School Improvement Plan process the needs of students are identified. In Harford County, the school improvement plans parallel the format and content of the 2009 Annual Update to the Master Plan format established by the Maryland State Department of Education. Each school is required to review the assessment data for all subgroups and to identify strategies/interventions to support all individuals and /or subgroups that are not being successful. Schools must also identify the implementation plan, methods for measuring progress, and persons responsible for implementation. The School Improvement Plans are completed and submitted by August 15. Schools complete a midyear progress report in January.

The HCPS Intervention Team was created to study the status of K-12 intervention programs in Harford County Public Schools, assist in the implementation of systemwide interventions, and provide technical support to designated schools in the efforts to improve student achievement for those students targeted for the interventions. The Intervention Committee initiative is a joint effort on the part of the Offices of Curriculum and Instruction, Special Education, and Accountability. The Intervention Committee is continuing to identify intervention programs and strategies that are research-based for schools to implement as they strive to meet the learning needs of all students.

Various reading intervention programs have been implemented in the Harford County Public Schools. At the elementary level, the Harcourt Reading series is utilized in the classroom with students having mild reading difficulties. The Wilson Reading Program, Wilson – Foundations K-2, and Soar to Success are intervention programs being utilized in various schools throughout the county. Harford County Public Schools has employed reading specialists to work in all of the elementary schools in order to provide support for the implementation of the Harcourt Reading program as well as reading interventions.

At the middle school level, reading intervention programs are in place. The Fast Track Reading Intervention Program has been adopted by all middle schools, while Corrective Reading is being piloted in specific middle schools.

Corrective Reading is being implemented in all schools for those 9th and 10th grade students who are significantly delayed in reading. Additionally, Strategic Reading is an intervention program in schools throughout the county for struggling readers in grade 9.

The Coordinator of Reading Intervention Programs, in collaboration with the Supervisor of Reading and Language Arts, the Intervention Coordinator, and the Supervisor of Special Education, will monitor and support ongoing evaluation of the various intervention programs being utilized.

Across the nation and throughout the state, there have only been a limited number of mathematics intervention programs identified. There have been no recommendations regarding mathematics that parallel the recommendations of *Reading First*. However, Harford County has moved forward with providing a comprehensive mathematics program, preK-12, to support all students including those students requiring specific interventions. Throughout the county, various schools are also utilizing the

services of a math specialist to assist teachers in providing intervention for those students who are in need of additional assistance.

At the elementary level, the implementation of the mathematics program, *Everyday Mathematics*, in conjunction with a teacher professional development plan for this program delivered during the year prior to implementation and ongoing professional development opportunities delivered through county-wide meetings and site-based mentoring provides a cohesive and uniform mathematics curriculum for all elementary students in Harford County Public Schools. This program includes remediation activities and suggestions to meet the needs of those students requiring differentiated instruction. The *Everyday Mathematics* program has been utilized countywide since the 2006-2007 school year. In addition to this program, struggling students in several Title I schools receive an intervention program based on the *Math Recovery* model. Another remediation program, *Knowing Mathematics*, is approved for use in grades 4 and 5.

At the middle school level, there are common system-wide textbooks for each course. A variety of approaches are being utilized to provide mathematics interventions. In Harford County, several schools are utilizing the *Knowing Mathematics* program for students who are two or more years below grade level proficiency. Additionally, all ten middle schools have received materials to implement *Mathematics Navigator*, and three of the middle schools have implemented a remediation and extension period of time to provide interventions for students who are not being successful. The schools will review student mathematics scores and plan interventions to support the identified needs of those students not meeting success. The HCPS middle school model also provides a common team planning time which supports teacher collaboration and planning for interventions. In addition, several middle schools were able to implement summer programs.

At the high school level, the algebra Cognitive Tutor Program and Ramp Up to Algebra are major initiatives for providing intervention for students not being successful in algebra.

The Coordinator of Mathematics Intervention Programs, in collaboration with the Supervisor of Mathematics, the Intervention Coordinator, and the Supervisor of Special Education, monitors and supports ongoing evaluations of the various intervention strategies identified. The mathematics department also provides professional development opportunities for the primary and intermediate mathematics facilitators. The facilitators are classroom teachers who have a high interest in mathematics and work with teachers in their schools in the areas of content and teaching strategies.

In addition to the intervention initiatives noted above, the Office of Special Education has developed a comprehensive professional development plan for 2009-10 to address the state priorities for effectively meeting the needs of special education students.

Least Restrictive Environment and the IDEA

Most students receive special education services in their home schools. During the past 10 years funding has been allocated to employ special education teachers to support the Collaborative/Cooperative (CC) inclusion model, K-12, which is defined as special education teachers and classroom teachers working in a collaborative and cooperative format. This model serves students who are at high risk and need additional supports who otherwise would be identified if the supports were not available. In 2009-2010, programs continue to incorporate the C/C model at three schools for Pre K students with disabilities. Harford County Public Schools provides extensive support and training to CC. Each newly hired HCPS teacher receives “Co-teach” by Marilyn Friend and participates in related staff development.

Early intervening services are provided under the “Student Services Team”. The team is a joint initiative with the offices of special education and student services. The new process of early identification is student focused with emphasis on student outcomes and identifying interventions before the student is referred to the IEP Team. The goal is to provide early interventions to have all children achieve and to decrease the number of students requiring special education services.

During the 2008-09 school year, community based early childhood interventionists provided direct services to SWD in community preschool programs. This program has been expanded with the addition of a teacher further enhancing HCPS ability to provide EIS and increase preschool participation in LRE.

In addition to the early intervening services, K-12 system-wide intervention supports are provided by HCPS through the services of the Intervention Committee. This committee provides teachers and staff the professional development and technical supports to implement appropriate interventions in order to provide students with the necessary strategies and tools for successful learning.

To address HCPS suspension rates of students with disabilities, fourteen schools will be utilizing the PBIS approach to elicit desired behaviors, thereby decreasing suspensions and time spent out of the classroom. Statewide professional development is being supported and incentives for students are being provided. On-going professional development has been provided to administrators in understanding social, emotional and behavioral issues and reducing the number of students with disabilities that are suspended.

Approximately \$2.7 million has been allocated to support HCPS interventions and the Intervention Committee initiatives by providing the staffing, professional development, transportation, and supplies and materials to implement programs and strategies to address the identified needs of all students. HCPS has developed a comprehensive professional development plan, aligned to state priorities that will provide a continuum of effective special education services/supports necessary to meet the needs of all SWD in the LRE.

Early intervening services are a priority of the Office of Special Education in an on-going effort to reduce the disproportionate referral and placement of African-American students in special education. To provide public access to information, HCPS' efforts to address disproportionality and the related data are highlighted on the Office of Special Education HCPS public web-site. Monitoring of referrals to IEP team and student placement decisions are scheduled quarterly. Staff development emphasizing the learning styles and preferences of diverse populations is a continued focus area for the 2009-10 school year.

Additional information about special education, intervention programs, and the Intervention Committee can be found throughout the annual review sections and in the HCPS Programs & Initiatives document included in the 2009 update.

Appendix G

HCPS Programs & Initiatives 2009-2010

Harford County Public Schools Bridge to Excellence Master Plan

Programs and Initiatives 2009-2010

Success for All Students

In keeping with the guidelines and requirements of the *Bridge to Excellence* legislation, Harford County Public Schools has developed and implemented goals, objectives, and strategies that will be used to improve student achievement and meet performance standards for all students and for all subgroups of students. In addition to the objectives and strategies identified under each of the goals in the Harford County Public School System Master Plan, there are a number of existing programs and initiatives associated with the organizational structure, professional development, curriculum, and special programs that provide a structure for increasing student achievement for all students and students in subgroups.

Data use and intentional reflection upon the impact of current practice is becoming the norm of professional practice in the school district. As the result of analyzing student data, plans are underway to work to address the needs of specific subgroups of students. Middle schools are working to address the African-American male achievement gap by looking at the learning and teaching needs. Teachers have been receiving professional development in the area of co-teaching and this year school administrators will have training in providing supportive conditions for co-teaching.

Harford County Public Schools

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Professional Development

Research shows “overwhelmingly that interventions in teacher education and professional development are successful. That is, teachers can learn to improve their teaching in ways that have direct effects on their students.” (National Reading Panel, 1999, p. 5-13) Darling-Hammond suggests “Nothing is more important to the learning of students than what their teachers know, believe, and can do.”

Harford County Public Schools has made a commitment to professional development as a means to improve achievement of all students, at all levels, and in all subgroups.

Professional Learning Communities (PLC's)

“The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities.” (DuFour & Eaker, 1998, p. xi)

“A school that operates as (a professional learning community) engages the entire group of professionals in coming together for learning within a supportive, self-created community. Teacher and administrator learning is more complex, deeper, and more fruitful in a social setting, where the participants can interact, test their ideas, challenge their inferences and interpretations, and process new information with each other. When one learns alone, the individual learner (plus a book, article, or video) is the sole source of new information and ideas. When new ideas are processed in interaction with others, multiple sources of knowledge and expertise expand and test the new concepts as part of the learning experience. The professional learning community provides a setting that is richer and more stimulating.” (Morrissey, 2000)

One goal of the HCPS is to institutionalize professional learning communities in the fifty-three schools and the district's central office. The Instructional Leadership Teams, 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. In 2008-2009, professional learning communities continue to build upon knowledge and utilization of the collaborative inquiry process and the appropriate utilization of data as a means of identifying gaps, examining instruction, developing a plan of action, and monitoring student achievement.

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 (Hord, 1997).

This school year, HCPS will be working with Dr. Mike Hickey and Dr. Ron Thomas to develop capacity in data use. The Classroom-Focused Improvement Process (CFIP) is a protocol used by teacher teams to intentionally reflect upon teaching practice and impact on student learning. School administrators and teacher leaders will be trained during the first quarter of the school year. It is the expectation that school teams begin to train and support teacher teams in school to utilize the CFIP process. As teams begin to put the CFIP process in operation and meet in teacher teams, true PLC's will emerge. This will be the conjoining of HCPS past focus on building a PLC culture and the practicality of the CFIP process.

New Administrator and Supervisor Training

All new administrative and supervisory personnel in HCPS engage in at least 8 days of professional development during the first year of the new assignment. Topics of the professional development include:

- Special Education
- Curriculum and Instruction
- Student Services
- Facilities Management
- Assessment
- Evaluation of Personnel
- Interviewing/Hiring Candidates for School Positions; Progressive Discipline
- Communications

HCPS Teacher Induction Program

“An induction program will foster a culture of effective teaching. Without effective teachers, we cannot and will not have effective schools.” (Wong, 2003, p. 58)

Without effective teachers, we cannot improve student learning. HCPS believes that new teachers need intentional support and mentoring during the first few years of teaching. A program has been established to support new teachers as they learn during their beginning teaching years.

Induction Activities for Teachers New to HCPS include:

Induction Activity	Focus	Dates
Professional Development Orientation Conference	Four Pathways of Professional Development designed for educators of different experience levels • Orient teachers to HCPS culture and expectations • Plan for the first day, week, year • Work with experienced educators	August (4 days)
Three-hour workshops throughout the year	• Develop knowledge and skills related to teaching Topics include (but are not limited to): ▪ Reflecting on teaching practice ▪ Preparing for parent conferences ▪ Implementing curriculum ▪ Managing a classroom ▪ Planning active learning activities ▪ Assessing student performance ▪ Maintaining certification ▪ Teaching ELL students	Periodic evenings throughout the school year
New teacher visitations	• Observe experienced teachers teach the curriculum • Conference with experienced educators	At least one time within the first year
Job-embedded Professional Development	• Collaborate with a teacher mentor • Participate in grade level/department team meetings	Ongoing
Professional Development Conference	• Reflect on the first year of teaching • Plan for the second year of teaching • Acquire new strategies that promote active In-depth learning	June (1 day)

Research regarding teacher induction indicates the need for continual support throughout the first three years of teaching. HCPS plans to continue the development of teacher induction activities for years two and three of teaching. Elements of future training and support will include the offering of opportunities involving summer planning, classroom visitations, mentoring, and strategy workshops.

Curriculum Specific Countywide Professional Development

Harford County Public Schools acknowledges and values school-based professional learning through the PLC model as described previously; however, in the standards-based educational environment that is currently impacting public education, there is a need for content-specific professional development delivered by specialists. Teachers need assistance and support in implementing state standards.

Burns and Purcell (2001) stated that “When some teachers read standards for the first time, their reaction is ‘I haven’t a clue what this means!’”

Supervisors and coordinators in the Office for Curriculum and Instruction plan professional development activities for teachers that focus on discipline-specific content, standards, and pedagogy. One to two days per year are dedicated to countywide professional development for teachers with a discipline specific focus.

New curriculum guide and instructional materials often present a challenge to the instructional staff in knowing and understanding the expected teaching techniques, sequence of content, and use of materials/equipment. Throughout the school year, teachers may be released from their classrooms for specific professional development for new curriculum initiatives. This provides the opportunity for all teachers to have the training.

Administrative Leadership Academy

Harford County Public Schools has instituted an Administrative Leadership Academy for aspiring school-based administrators. The objective of the academy is to provide aspirants an opportunity to participate in leadership discussions and other experiences. The academy consists of comprehensive presentations on a variety of leadership topics. Presentation topics are as follows:

- Certification
- Instructional Leadership
- Support Services Resources
- Policies, Procedures and Legal Implications
- Crisis/Conflict Management
- Leadership Responsibilities
- Fiscal Responsibility
- Interviewing role-play with feedback

Continuing Professional Development Courses

The school system offers a wide variety of MSDE for-credit courses every semester that can be used toward teacher recertification. Generally, anywhere from 15-20 courses are available every semester. These courses are designed to support teachers as they engage in professional learning beyond the traditional workday and school year.

Department Chairperson Leadership Institute

The Department Chairperson Leadership Institute is designed to provide participants with the strategies and skills for their roles as secondary department chairpersons. Participants explore ways for sustained, substantive school improvement through leadership of their departments as professional learning communities. Workshop topics include how to conduct productive meetings, team building, effective communication, and professional development. Participants apply the skills and knowledge gained during the Institute to their work as department chairpersons during the school year. Participation in the Department Chairperson Leadership Institute is competitive. A rubric is used to review the applications and select the participants.

Leadership Meetings

DuFour (2002) argues that “teachers and students benefit when principals function as learning leaders rather than instructional leaders.”

Through a quarterly professional development cycle, members of the ILT’s and central office supervisors of HCPS meet to engage in professional development. These meetings provide opportunities to support leadership learners. Examples of learning activities are:

High School Reform	Special Education
Middle School Reform	Cultural Proficiency
Making Mentoring Work	Instructional Technology
Research-based Instructional Practices	Observation/Evaluation Process
Supporting Co-Teaching	Classroom Focused Improvement Process (CFIP)

During the 2009-2010 school year, school-based leaders will engage in professional development designed to enhance use of student data. Classroom Focused Improvement Process (CFIP) will be taught using a train-the-trainer model. School leadership teams will receive direct training in using the process and it is the expectation that school leaders take the process back to teacher teams in each school.

Professional Development to Increase Student Achievement of Subgroups

Classroom Learning System

The Classroom Learning System (CLS) is an organized approach to teaching and learning that focuses on the relationship between expectations, goals and measurements, and the results of student achievement. Based on the Criteria for Performance Excellence as defined by The Baldrige National Quality Program, CLS gives educators the tools and processes needed to make data-driven decisions, maintain alignment with county and state initiatives, and increase student achievement. Harford County Public Schools offers a state-approved course to all educators. Currently, 523 people are trained and using CLS in a variety of settings, including pre-K through 12 classrooms, in their roles as guidance counselors, administrators, work coordinators, special educators, mentors, and instructional facilitators. In addition, a workgroup, representative of school stakeholders, meets to discuss proper CLS implementation and review implementation data. It is expected that through a growing network of trainers and ongoing awareness, CLS will not only improve overall organizational effectiveness, but also increase overall student achievement, motivation to learn, and ability to make informed decisions about their learning.

Differentiated Instruction

HCPS provides various opportunities for employees to enhance their knowledge and skills regarding differentiating instruction to meet the needs of all learners. Working at the school level, employees engage in job-embedded professional development activities with colleagues and administrators geared toward effective methods of differentiating instruction. HCPS offers continuing professional development credit courses regarding differentiating instruction such as *A Differentiated Classroom*; *Gifted Education: Theories, Strategies, and Resources*; *Learning Styles in the Classroom of the 21st Century*; and *Teaching Children with Special Needs*. In addition, many non-credit training sessions/workshops are offered to teachers by the Office of Special Education dealing with addressing various identified instructional needs of students with disabilities. The Coordinator of Accelerated Learning Programs and the Coordinator of Equity and Cultural Proficiency provide support in this area.

Addressing the African-American Male Achievement Gap

Middle schools have been provided with a resource of consultant/regional expert in the area of African-American Male learning. This consultant will assist schools in the analysis of student achievement data and other data streams to narrow the focus and create a strategic plan for addressing identified teaching and learning needs.

Framework for Understanding Poverty

Since 2002, the Coordinator of Equity and Cultural Proficiency has implemented a professional development program with nine out of the sixteen modules based on the work of Ruby Payne. This professional development program has been delivered to teaching staffs in 17 of the 53 schools, and is available to other schools upon request.

A three-credit in-service course entitled *Framework for Understanding Poverty* is also offered to all HCPS staff in Fall 2009 and Spring 2010. The course instructor is a certified trainer in the use of Ruby Payne's materials. Participants gain an understanding of the impact of poverty on student achievement and are provided informed teaching strategies.

Education That Is Multicultural

All teachers newly hired by HCPS must complete, within the first two years of employment, a three credit course titled *Education That Is Multicultural in the Classroom of the 21st Century*.

The following topics are addressed in the fifteen sessions:

- Education That Is Multicultural
- Differentiated Instruction
- Multiple Intelligences
- Culture and Bias Reduction
- Instructional Materials; Infusing ETM curriculum
- Assessments
- Teaching Styles, Language and Communication
- Achievement Gap and Understanding Poverty
- Learning Styles
- Culture Awareness
- Learning Environment, Harassment
- Curriculum and Instruction
- Classroom Management
- Sharing and Evaluation

The current *Education That is Multicultural* course will be revised to include additional strategies to eliminate the achievement gap for African American males. These strategies will mirror those listed in the newly revised ETM course developed by the MSDE Education That is Multicultural and Achievement Network Committee. The Acting Coordinator of the HCPS Office of Equity and Cultural Proficiency assisted in the MSDE course revisions.

Special Education

The Office of Special Education offers a variety of professional development programs aimed at supporting increased student achievement of students identified as needing special education services. Sample activities include: co-teaching, compliance, Crisis Prevention Institute training, alternative reading strategies, implementation of the MD On-Line IEP program, aligning IEP goals with the VSC, new teacher supports and behavior management.

Professional development opportunities have been provided to all levels of the instructional staff. School administration is provided time and choice for learning during leadership professional development sessions. Special after-school opportunities are made available to teaching and support staff. Calendar time has been dedicated to special education topics as an attempt to better inform and equip the personnel in Harford County Public Schools to meet the needs of the special education students.

English Language Learners

The ESOL program provides periodic professional development for the itinerant educators who work with identified English Language Learners (ELL's), as well as systemwide professional development to those schools which request additional information for school staff. The focus of this professional development is to analyze the oral and written communication skills of the ELL students and to enhance educator knowledge and skills relevant to the concepts and issues that apply to second language acquisition.

Curriculum, Instruction, and Assessment

Curriculum is the cornerstone of the educational program and includes all of the experiences which students have under the direction of the school. All school-related activities and experiences support, complement, and expand the written curriculum. Within this concept of curriculum, what the student learns, the means by which the student learns, and the environment in which the learning occurs are all vitally important.

The curriculum for Harford County Public Schools is aligned with the standards and guidelines established by the Maryland State Department of Education, and encompasses additional elements to enhance the learning opportunities for all students of Harford County.

The instructional program for Harford County Public Schools is based upon a number of beliefs with differentiation of instruction being a key element and expected practice. The instructional philosophy stresses that learning is facilitated when students understand the goals of instruction and the expectations for performance. Effective learning occurs when instruction is organized around a limited set of powerful concepts. The ultimate purpose of instruction and learning is to enable students to use knowledge, independently and collaboratively, in meaningful ways.

The alignment of curriculum, instruction, and assessment is a critical goal of the school system. The evaluation of student progress which culminates in a grade or comment on a reporting device is a continuous process, involving many evaluative activities which parallel the learning experiences in which each student is engaged. Through the alignment of curriculum materials, instructional techniques, and assessment tools, achievement gaps will be eliminated.

The Development of Curricular Programs

The Harford County Public School System maintains a uniform system of education for its youth, providing educational experiences and opportunities designed to meet unique student needs. Curriculum in various skill areas, in the academic disciplines, and in the arts is developed, implemented, evaluated, and revised on a systemwide basis so that each student receives a well-balanced, carefully articulated, and appropriately diversified education.

Curriculum provides the organization and structure for that which is to be learned, so that the instructional and assessment practices of teachers facilitate student mastery of the essential learnings. In order for students to demonstrate the highest levels of mastery of the learnings established by the Harford County Public School System, the curriculum must be designed, developed, and implemented with the appropriate scope, focus, balance, and alignment so that effective direction is given to instructional and assessment practices.

Like all other successful school systems, the Harford County Public School System must continually ensure through its curriculum that what is taught continues to reflect the very best knowledge and practice in all subject areas. A strong, responsive curriculum conveys a powerful, positive vision connecting students to the future. Students must be enabled, through curriculum, to envision that future and must be prepared to successfully meet the challenges and issues which will confront them.

The HCPS curriculum is revised and edited according to an established schedule. The central office supervisor or coordinator facilitates the development and revision of all curriculum documents using the *HCPS Curriculum Development Handbook* (2000).

The following philosophical, theoretical, and practical research provides the framework for curriculum development:

- National, State, and Local Content Standards
- Maryland State Curriculum
- Constructivist Learning Theory
- *Concept Based Curriculum and Instruction*, Lynn Erickson
- *Teaching for Understanding*, Grant Wiggins and Jay McTighe
- *Dimensions of Learning*, Robert Marzano and Debra Pickering
- *Differentiated Instruction*, Carol Ann Tomlinson

Curriculum Development with Attention to Subgroups

HCPS curriculum guides provide strategies and adaptations to assist the teacher in differentiating instruction for various subgroups. These curricula additions include Education That Is Multicultural, enrichment, and special education modifications.

Evaluation of Curricular Programs

“Evaluation is a systematic, purposeful process of studying, reviewing, and analyzing data gathered from multiple sources in order to make informed decisions about a program.” (Killion, 2002)

Personnel in the Office of Curriculum and Instruction engage in program evaluation that solicits and analyzes data from teachers, students, and school principals. It is this data, coupled with data from MSDE, which guides curriculum programs.

HCPS Countywide Assessments

Every curricular area has formative and summative assessments that are administered in the classrooms of the HCPS. The curriculum documents include assessments which are expected to be administered and scored as a means to measure student attainment of the standards. The data from benchmark assessments are utilized by classroom teachers to identify learning needs of each student. Instruction is subsequently differentiated as necessary to address student needs.

District assessments are either scored by the teacher or scored electronically as overseen by the Office for Curriculum and Instruction. An increasing number of countywide assessments are being scored electronically utilizing scanning software, and the student data is uploaded to the longitudinal test database and to the INFORM instructional data management system as appropriate.

Core Content Assessment Tasks Overseen by the Office for Curriculum and Instruction 2009-2010

Assessment Instrument	Grade Levels	Design and Development	Student Accountability	Document Production	Scanning and/or Scoring	Score Reporting	Format for Data Reporting	Analysis and Interpretation
Maryland School Assessment (MSA); and Alt/Mod MSA	3-8; 10		✓			✓	Electronic Reporting; Home Reports	✓
High School Assessment (HSA); and Mod HSA	7-12		✓			✓	Electronic Reporting	✓
SAT/PSAT	10-12						Hard copy; Electronic file	✓
Advanced Placement Tests	10-12						Hard copy; Electronic file	✓
Otis-Lennon School Ability Test	2		✓			✓	Electronic Reporting	✓
Unit, Midterm, and Final Exams: Science, Mathematics, Social Studies, English	6-12 (type of assessment varies by course)	✓	✓	✓	✓	✓	Electronic Reporting	✓
Running Records Quarterly Assessments	1-3	✓	✓	✓	✓	✓	Hard copy; Electronic Reporting	✓
Scholastic Reading Inventory (SRI)	2-7		✓	✓	✓	✓	Hard copy; Electronic Reporting	✓
Performance Series Reading	Grade 8; Gr. 3-5 @ Title I schools; 9 and 10 intervention classes					✓	Electronic Reporting	✓
Elementary Mathematics Unit Assessments	1-5	✓	✓	✓	✓	✓	Hard copy and/or Electronic Reporting	✓
TPRI (Reading)	K				✓		Hard copy and/or Electronic Reporting	✓
SNAP (Student Numeracy Assessment Progression)	K				✓		Electronic Reporting	✓
MMSR	K						Hard copy; Electronic file	✓
Classroom Behavior Checklist	K	✓	✓	✓	✓	✓	Hard copy	✓
Prekindergarten Skills Checklist	Pre-K	✓	✓	✓	✓	✓	Hard copy	✓

Service Learning

In 1992, the Maryland State Board of Education mandated Service Learning for all public school students. Through a task force of educators, parents, students, and community members, the Harford County Public Schools determined that sixth through twelfth grade students should experience Service Learning as part of the regular classroom learning activities, thus Service Learning education is imbedded within the middle and high school curriculum. Students attending public secondary schools in Harford County for three or more years meet the Service Learning graduation requirement.

Service Learning education develops responsible citizens by engaging students in service activities beneficial to both the students and their communities. It includes academic preparation, taking action, and structured reflection. Students participating in Service Learning activities make a difference through acts of caring. They make personal contact in the community and engage in acts of citizenship. There are three basic types of action including: direct service where students work with a person or group providing help in meeting a specific need; indirect service where students work behind the scenes to provide resources to meet an individual or community need; and advocacy where students assist in making a difference through public education. Reflection is an integral component of Service Learning. It gives students time to express their thoughts and feelings, to review what they have learned, to ask questions, and to evaluate their service.

Outstanding Service Learning activities should meet a recognized need in the community, achieve curricular objectives, help students reflect throughout the experience, develop student responsibility, and equip students with knowledge and skills needed for service. To help facilitate the day-to-day operation of the program, each secondary school in Harford County has an identified Service Learning Coordinator. The school system also has Service Learning Fellows who assist with modeling exemplary practices, mentoring new teachers, and providing training for staff members. The Fellows and Coordinators help maintain the high quality of the Service Learning Program provided for students. All Service Learning Activities are overseen by the Harford County Public School Service Learning Facilitator.

SPECIAL PROGRAMS TO INCREASE STUDENT ACHIEVEMENT FOR ALL STUDENTS AND ALL SUBGROUPS

Advanced Placement Program

Currently twenty-four Advanced Placement courses are available in the high schools of HCPS. The Advanced Placement Program for Harford County Public Schools is being strengthened through the following actions:

- Approve all AP teachers through the AP Audit process.
- Provide Advanced Placement teachers with access to AP professional development offered by the College Board Association. The school system funds registration, room, board, and travel.
- Provide AP students with opportunities to participate in practice AP exams and to receive teacher-scored results and assistance.
- Provide teachers with professional development to enhance their AP test scoring skills.
- Encourage student enrollment in AP courses based on results of AP Potential.

Alternative Education Program

The Alternative Education Program (AEP) began during the 1990-91 school year to provide educational services to students who were excluded from school due to suspension. The program operated in the evenings at several different high schools over the years offering instruction in the four core subject areas. The program was supported by many teachers who taught on a part-time basis for which they received supplementary pay.

During the 2005-06 school year, AEP was given a distinct identity and separate facilities at the Aberdeen High School-North building. A day program was established that offered more course offerings and afforded more flexible scheduling of classes for students. Program eligibility was expanded to include voluntary placements for students who are not achieving at their potential for a wide variety of reasons, usually including behavior and/or attendance problems as well as students needing to earn recovery credit. In 2006-07, a separate middle school program was established at the facility offering course work in language arts, social studies, math and science. The high school program was expanded to include courses in fine arts, technology and work experience.

Staffing for the AEP includes a combination of a full-time dedicated staff and per diem staff. A modified depot transportation system is in place for the day program. The program features include:

- Small student to teacher ratio
- Full-time counselor and behavior specialist
- Group and individual counseling with the emphasis on improving social skills and self-esteem
- Outdoor experiential learning activities to promote team building and trust
- On-line instruction for credit recovery
- Plan for transitioning students successfully back to their home school

Comprehensive Secondary School Reform Program (CSSRP)

Utilizing the CSSRP, HCPS plans to address the identified needs of all students in all subgroups in the middle and high schools. This initiative provides a structure for remediation, intervention, and enrichment to meet the learning needs of those students on both ends of the spectrum – students with specific learning disabilities

who struggle as learners, as well as those who perform at advanced levels. Also this initiative provides strategies to support freshman academies, career clusters, magnet programs, senior year experiences, and smaller learning communities with the goal of providing more successful learning experiences which will decrease the drop-out rate, thereby increasing the percentage of students who graduate.

Implementation of CSSRP:

The Comprehensive Secondary School Reform Program affects each of Harford County's public high schools. During the 2005-2006 school year, all high school teachers and administrators engaged in professional development activities to enhance and strengthen effective instructional strategies and skills for teaching in an extended period format. Course formats, curriculum, and pacing guides were aligned with the guidelines for teaching in an extended period. A freshman course, *Living in a Contemporary World*, was developed to assist students to be successful in high school and beyond. During the 2006-2007 school year, the revised formats, curriculum, and pacing guides were implemented in all high schools. During the 2007-08 and 2008-09 school years plans were made to implement magnet programs of study at select high schools, develop additional mathematics courses, and expand career pathway programs to help students implement their six-year education plans.

Program Concepts:

- Equalize credit offerings at all high schools
- Increase the credits for graduation to 26
- Require a fourth mathematics course experience
- Provide a structure for remediation, intervention, and enrichment
- Support freshman academies, career clusters, magnet programs, and senior year experiences
- Create smaller learning communities for students
- Standardize all HCPS schedules
- Create programmatic consistency among high schools

The Comprehensive Secondary School Reform Program incorporates the seven cornerstone strategies of the *Breaking Ranks II: Strategies for Leading High School Reform* and meets the measures identified by NCLB.

DROP OUT PREVENTION EFFORTS

In an effort to support students who may be at-risk of dropping out of school, HCPS has developed programs to increase the number of students graduating from high school. The following chart captures some of the many activities designed to support struggling students.

School Level	Focus
Elementary/Middle	Academic intervention programs including extended day and extended year programs
High	Voluntary placement of students in the Alternative Education Program enabling at-risk students to earn additional credits
	School Improvement Plans include strategies addressing attendance and truancy
	Placement of ninth grade students on interdisciplinary teams providing a collaborative approach to meeting students' needs
	A dropout recovery program exists offering support and encouragement for students to return to school, earn a GED, or take vocational classes
	A Comprehensive Secondary School Reform Program has been implemented ensuring learner needs are met through various learning improvement initiatives

Early Childhood Education

Prekindergarten

Prekindergarten is a structured educational program for at-risk four year olds that is intended to close the achievement gap and prepare participants for kindergarten success. There are 23 pre-K facilities in the HCPS district to serve the needs of all qualified 4-year olds. The program engages children in age-appropriate oral language, literacy and mathematics experiences, as well as in social studies and science, movement, and fine arts programs that promote the children's total development giving them background knowledge and vocabulary for understanding the world-at-large.

Teacher training using the MSDE early learning program standards is an integral pre-kindergarten component. Observation, performance-based activities, and thematic portfolios provide data for instructional planning. Pre-kindergarten teachers involve the parents in observing their child's growth and development. Other aspects of parental involvement include volunteering, parent education, parent-child take home tasks, and annual surveys to measure parent satisfaction with pre-kindergarten. The Early Childhood Advisory Committee and the Private Child Care Directors Group link the HCPS pre-kindergarten program with preschool and child care organizations in the broader Harford County community.

Kindergarten

Full-day kindergarten programs exist in all Harford County public schools. The initiative to provide a full-day program in all schools was implemented over a period of five years. In a continuing effort to close the achievement gap and ensure that all children have the opportunity for academic success in first grade, full-day kindergarten doubles the amount of learning time in language arts and mathematics. The curriculum is aligned with the Maryland State Content Standards, including the five areas of literacy in *Reading First*. Kindergarten methodologies are research-based and age and gender appropriate. Student achievement is monitored through observation, performance assessments, and a modified version of the Work Sampling System. Student data enables teachers to differentiate instruction. Kindergarten and first grade teachers use the HCPS Summative Performance Record to promote a K-1 transition that is seamless for each child. School-based teacher professional development and parent involvement are integral to the success of full-day kindergarten.

English Language Learners Program

Since the 1999 academic year, high school English language learners have been provided an opportunity to attend the ESOL Center located at Harford Technical High School. Students are enrolled based on the outcome of a diagnostic language assessment and are provided comprehensive, yet sheltered, English reading, science, social studies, and mathematics instructional services. Similarly, students are provided an opportunity to be enrolled in mainstream classes in the fine and practical arts, physical education, and mathematics. As students' language proficiencies increase, they may be mainstreamed into the regular curricular offerings at Harford Technical High School. Following two years of intensive English language services, students are encouraged to re-enroll in their neighborhood high school or apply to participate in either the comprehensive and technical course offerings offered at Harford Technical High School or one of the other magnet programs offered within the school system.

For the elementary and middle school English language learners, a pull-out/plug-in model of English language instruction is offered by an itinerant ESOL staff. All English language learners take the State-mandated CTB McGraw-Hill LAS LINKS assessment each spring to ascertain their oral and written language skills as well as ascertain their service level designations for the next school year.

The Harford County Public Schools' ESOL office exits students from instructional services based on their positive demonstrations of success in speaking, reading, and writing instruction as demonstrated from the LAS LINKS score reports, as well as reading growth measured from the Woodcock-Munoz word recognition and passage comprehension assessments.

As English language learners exit the ESOL program, the ESOL office monitors them for two years thereafter. The academic successes of these students are monitored using a Maryland State Department of Education assessment rubric, including classroom teachers' input, as well as the exited students' demonstration of successes on their school report cards.

Equity and Cultural Proficiency

The Office of Equity and Cultural Proficiency (OECF) assists HCPS in implementing the spirit and letter of the Education That Is Multicultural (ETM) Bylaw provisions related to curriculum instruction, instructional materials, climate, and staff development with a focus on eliminating achievement gaps. The OECF is available to provide cultural proficiency professional development to all support and professional staff countywide and at the school level. All newly hired support staff is required to take ETM training provided by OECF. All professional employees, new to HCPS, must take the three-credit course, "*ETM in the Classroom of the 21st Century*" within two years of employment. Also, certified trainers of Ruby Payne's *Framework for Understanding Poverty* offer staff development on the impact of socioeconomics on achievement, in addition to the topics of learning styles, multiple intelligences, differentiated instruction, and cross-cultural understanding.

The OECF also assumes responsibilities related to:

- Supporting the revision and writing of curriculum infused with ETM and cultural proficiency goals
- Assisting the system with plans related to the disproportionate number of minority students in special education
- Assisting the system in addressing the issue of disproportionate numbers of minority students being referred and suspended
- Administering the Making Progress Program as an intervention to eliminate the achievement gap
- Using disaggregated data in identifying achievement gaps, informing instruction and assisting the system in reaching the goal of improving achievement for all students with emphasis on eliminating the minority and lower socioeconomic achievement gap
- Managing and implementing ETM components of Goals 1, 2, and 4 in the HCPS Master Plan
- Adhering to the goals and benchmarks of the HCPS Strategic Plan
- Consulting in the development of policies related to ETM such as hate/bias and harassment, developing supporting materials, and receiving and analyzing hate/bias incident data
- Investigating equity complaints from students, parents, and staff as directed by the Superintendent and Executive Directors of Elementary and Secondary Education
- Completing Office of Civil Rights Compliance Reports and responding to formal OCR complaints
- Completing MSDE reports related to ETM
- Organizing the Harford Equity Leadership Program Conference in partnership with Harford Community College and monitoring implementation of action plans
- Providing resources for African American and Women's History Month Celebrations
- Disseminating information on the Harford County Government initiatives related to the annual Dr. Martin Luther King, Jr. Celebration
- Serving as liaison to MSDE's ETMA (Education That Is Multicultural and Minority Achievement) Network Committee
- Chairing ETM OECF Advisory Committee meeting

- Facilitating Superintendent's Ad Hoc Committee meetings and providing minutes and agendas
- Serving as HCPS Title IX Coordinator
- Administering 21st Century Community Learning Centers Grant
- Delivering staff development to support the professional staff on topics such as Cross-Cultural Understanding, Differentiated Instruction, Multicultural Education, Learning Styles, Multiple Intelligences Impact of Socioeconomics on Achievement, Framework for Understanding Poverty, and Cultural Proficiency
- Providing follow-up training and support as schools implement differentiated instruction
- Providing annual new support staff training on Cultural Proficiency to include bus drivers, clerical, food service, custodians, and instructional assistants/technicians
- Developing and revising, as needed, required ETM course content
- Training ETM course instructors and coordinating course scheduling
- Remaining current on research related to multicultural education, minority achievement and cultural proficiency and sharing research with others
- Assuming special assignments of the Superintendent and Assistant Superintendent for Curriculum and Instruction
- Facilitating HCPS involvement in the Inner County Outreach Parent and Child Therapeutic Mentoring (PACT) grant
- Participating on the HCPS Task Force "Developing Cultural Proficiency to Eliminate the African American Achievement Gap"

Fine Arts

Harford County Public Schools offers all students fine arts instruction in a variety of venues. Students in full day kindergarten through grade 5 receive art and music instruction each year of their schooling. Art and music classes are offered to students in grades 6 through 8. Instrumental music and choral programs are available for students in grades 4 through 12.

The high school students of Harford County Public Schools 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 Voluntary 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 Harford County Public Schools has supported this concept in the past and will continue to do so in the future.

Gifted and Talented Education

The HCPS Gifted Education Program is designed to align with Criteria for Excellence and provides a full menu of options for gifted and talented students in Kindergarten through Grade 12. A wide variety of measures are used to identify those students in need of additional challenge. Test scores, classroom performance, and teacher/parent/student recommendation are just a few of the criteria used. Gifted and Talented teachers, classroom teachers, and others provide practical, research-based strategies for acceleration and/or enrichment that best meet the needs of the individual student.

In elementary schools, Gifted and Talented teachers work with students individually, in small groups, or in collaboration with the classroom teacher. Instructional options include Junior Great Books, Hands-On Equations, Stock Market Game, Literature Circles, interest groups, in-depth investigations, web quests, and web site construction. Elementary schools have the services of an enrichment teacher for a minimum of two days a week, with some schools having a full-time enrichment teacher. The staffing distribution is based on school enrollment. In middle schools, students may be grouped with students of similar ability levels in math and language arts. Numerous enrichment opportunities are also available based on teacher expertise and student interest. Honors, AP courses, and magnet programs, such as the Science/Math Academy, are offered in the high schools. At every level, teachers differentiate instruction in each subject. Concept-based, rigorous curriculum provides challenges for all students and addresses different learning styles and intelligences.

Intervention Programs: Reading and Mathematics

Reading Intervention Programs

LAUNCH: An intervention program for at-risk kindergarten students as they acquire competency in literacy skills. Lessons are designed to include specific and explicit attention to letters, sounds, and words, as well as a comprehension component.

Wilson Reading: *Wilson Reading System* is a research-based reading and writing program for identified students in the intermediate grades. It is a complete curriculum for teaching decoding and encoding (spelling) beginning with phoneme segmentation. WRS directly teaches the structure of words in the English language so that students master the coding system for reading and spelling. It provides an organized, sequential system with extensive controlled text to help teachers implement a multisensory structured language program. The basic purpose of the Wilson Reading System is to teach students fluent decoding and encoding skills to the level of mastery. From the beginning steps of the program, it also includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension.

SIPPS: *Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words* is a research-based approved reading intervention program for identified students in grades 1-5. *SIPPS* is a systematic decoding program that helps struggling readers develop word recognition and reading fluency. The three level program starts with short vowels and simple consonant sounds. It progresses to complex vowels and high frequency irregular words and the polysyllabic strategies that help students unlock content area vocabulary words. Lessons include the following six routines: phoneme awareness activities, phonics and decodable words practice, sight word review, guided spelling, oral reading, and fluency practice.

Fast Track: *Fast Track Reading* is an intervention program for delayed readers in grades 6 through 8 who are reading at least two years below grade level. This comprehensive and intensive program is based on current research into theoretical models of reading, instructional design and methodologies, and the needs of delayed readers. *Fast Track Reading* accelerates delayed readers to grade-level proficiency and standards by helping teachers accurately assess student needs and deliver intensive, targeted instruction. The program is divided into three strands – Word Work, Comprehension, and Fluency – that work together to provide explicit, direct, and systematic instruction.

Strategic Reading: *Strategic Reading* is an intervention program for delayed readers in grade 9. This program aims to give students reading two or more years below grade level an opportunity to accelerate their reading in an age-appropriate, motivational, and innovative classroom. *Strategic Reading* uses a balanced-literacy approach whereby students move through four timed components in a daily 90 minute instructional block. These components include: reading showcase, focus lessons, student team literature, and self-selected centers. This structure allows students to practice a variety of skills and strategies in order to be successful when they enter their required English I class in the second semester.

Reading and Writing in Your Career: *Reading and Writing in Your Career* is an intervention program for delayed readers in grade 10. This program aims to give students reading two or more years below grade level an opportunity to accelerate their reading in an age-appropriate, motivational, and innovative classroom. *Reading and Writing in Your Career* uses a balanced-literacy approach whereby students move through four timed components in a daily 90 minute instructional block. These components include: reading showcase, focus lessons, student team literature, and self-selected reading and centers. This structure allows students to practice a variety of skills and strategies in order to be successful when they enter their required English II class in the second semester.

Corrective Reading: Corrective Reading is a one-to-one, teacher-to-student directed program implemented in the high schools and is designed to improve the reading skills of below-level readers. The goal of this program is to enable at-risk students to reach grade level proficiency in reading using a highly structured direct instruction approach.

Soar to Success: A remediation program intended for students in grades 3-8 who are reading two years below grade level. Lessons are designed to include motivating literature, reciprocal teaching, and graphic organizers that target reading comprehension.

Summer Success Reading: This summer reading program is for students who have completed grades K-8. It is designed to prevent "slippage" that occurs when school is not in session for an extended period of time. The extended year opportunity offers additional time to explore and internalize grade level reading concepts.

Imagination Station: *Imagination Station* is a program intended for students in grades 1-5 who need extra support in reading. Lessons are designed to be interactive and internet based focusing on skills in the areas of phonemic and print awareness, phonics, fluency, vocabulary, and comprehension.

Read 180: *Read 180* is a program for students in grades 6-8 who are two or more years below grade level in reading. Lessons are designed to address individual needs through adaptive and instructional software, high interest literature, and direct instruction in reading and writing skills. Students rotate through a daily 90 minute instructional block of time which incorporates the following components: small group instruction, self-selected reading, and computer application.

Tune in to Reading: *Tune in to Reading* is an extended day program for students in grades 3-8 who are behind in reading. Lessons are designed to focus on reading fluency by providing engaging practice opportunities through repeated reading and singing of song lyrics. Students meet for a minimum of three times a week for a 12 week cycle

Read About: *Read About* is an extended day program for students in grades 3-6. The program is intended to reach a wide variety of readers through leveled text with instruction that adapts according to student response, thus offering differentiated instruction for struggling readers, English Language Learners, and enrichment for more advanced readers. Lessons are designed to involve adapted technology and nonfiction text to enhance comprehension and vocabulary.

Comprehension Strategy Instruction (CSI): *Comprehension Strategy Instruction* is an extended day program for students in grades 6-8. The program is intended to provide extra support in the areas of comprehension strategies instruction, vocabulary, and fluency. Lessons are designed to use short, engaging diverse texts for comprehension instruction. Teachers model metacognitive approaches before, during, and after reading.

Mathematics Intervention Programs

Knowing Mathematics: The Knowing Mathematics intervention program is a small group program designed to support students who are performing two or more years below grade level proficiency. The program is designed to vertically accelerate students to grade level proficiency in the Number and Operation content strand in about fourteen weeks. The program draws on fragmentary and insufficient learning and repairs/reorganizes misconceptions to build a sound foundation for future learning.

Cognitive Tutor Algebra: The Cognitive Tutor Algebra program is designed to provide at-risk students with an opportunity to learn Algebra I in both classroom and computer lab settings. Students work with Cognitive Tutor software for approximately 40% of their course time and spend the remaining 60% of course time engaged in collaborative learning activities in a classroom setting. The software responds to demonstrated student proficiencies, tracks student progress, and assigns successive problems based on student strengths and weaknesses. The Cognitive Tutor collaborative model enhances student understanding of mathematics and increases student engagement in the learning process.

Afterschool Achievers Math Club: An intervention/remediation program intended for students in grades 1-8 who will benefit from additional time and instruction to internalize mathematics concepts. Lessons contain opportunities for students to extend and refine their understanding of grade level mathematics. The lesson format includes opportunities for students to compute and communicate mathematical thinking. Students who have demonstrated learning gaps may complete Afterschool Achievers lessons from earlier grades.

Math Navigator: A remediation program intended for students whose understanding of basic mathematical concepts lags at least two years behind their peers. Lessons are designed to identify misconceptions and gaps in understanding that are needed to master higher level mathematics. The program, which includes a screening test and frequent assessments, is organized around concept-specific learning modules.

Math Recovery: A remediation program intended for early childhood students demonstrate significant gaps in conceptual understanding of number and operations. Lessons are conducted in an individual or small group format. The program includes interview and assessment component designed to identify student deficiencies in counting, computation, and other whole number concepts.

Ramp Up to Algebra: A remediation program intended for students in grades eight and nine whose mathematics achievement is two or more years below grade level. Lessons are designed to correct student misconceptions that hinder understanding and performance. The program applies algebraic concepts to arithmetic and basic mathematics concepts.

Summer Success Math: An intervention/remediation program intended for students in grades K-8 whose mathematics understanding is fragile. These students need additional opportunities to practice doing mathematics. The program provides opportunities for students to extend and refine their mathematical understanding; preventing the "slippage" that occurs while schools are closed for summer vacation. Lesson routines are structured to engage students in their learning.

Success Maker: A software program that forecasts and manages student performance on high stakes tests from the district level to the individual student level. At initial placement, each student is assessed to determine the right starting level. Based on information gleaned from the needs assessment, self-paced lessons are provided. Detailed reports provide information about student competencies and deficiencies. In turn, this information is used to provide appropriate differentiated instruction.

Intervention Programs: Youth Development/Mentoring Programs

HCPS works with many community-based and partner agencies to provide youth development and mentoring programs designed to increase student supports. Partnerships include, Big Brothers Big Sisters, boys ii Men program, Boys and Girls Clubs, and other service providers.

Intervention Committee

As the result of a review and analysis of student achievement data, a comprehensive plan for providing direct assistance and support to schools was developed and implemented during the 2005-2006 school year. Three major actions were taken during spring 2005 to align resources and to support the development of the Intervention Committee, which will coordinate and provide assistance to school leadership personnel and faculties.

The first action involved the realignment of local operating intervention funds to support schools not eligible for Title I funding, but in need of assistance as identified by HCPS. The amount of \$706,731 was redistributed to support and provide interventions to non-Title I schools identified by HCPS in need of assistance based upon data and assessment trends. The second action occurred when the Superintendent of Schools requested and received from the Board of Education \$377,122 in the 2006 HCPS Operating Budget to be used to support schools needing assistance.

The third action was the creation of the Intervention Committee. The purpose of the Intervention Committee is to assist with providing direct support to Instructional Leadership Teams and schools designated by the Maryland State Department of Education as “Schools in Improvement,” as well as other schools identified by HCPS. Additionally, the Intervention Committee reviews and identifies intervention and extended-day/-year programs for all schools to utilize.

The Intervention Committee consists of the following positions:

- ✓ Assistant Superintendent for Curriculum and Instruction
- ✓ Executive Director of Elementary Education
- ✓ Director of Special Education
- ✓ Supervisor of Research, Evaluation, & Accountability
- ✓ Supervisor of Compensatory Education
- ✓ Coordinator of Intervention
- ✓ Coordinator of Reading Intervention Programs K-12
- ✓ Coordinator of Mathematics Intervention Programs K-12
- ✓ Coordinator of School Improvement
- ✓ Assistant Supervisors in Special Education
- ✓ Elementary School Principal
- ✓ Middle School Principal
- ✓ High School Principal

The Coordinator of Intervention works with members of the Intervention Committee and school personnel to coordinate intervention assistance and strategies through regularly scheduled meetings. Agendas for meetings include, but are not limited to identification of intervention and extended-day/-year programs; guidelines for identification of students for intervention; guidelines for High School Assessment mastery; and implementation strategies for schools to utilize programs. All members of the Intervention Committee collaborate to provide aligned and purposeful assistance, provide professional development and recommend and support specific intervention and extended-day/-year strategies based upon a review of the data.

Working in collaboration with the ILT, the Intervention Committee strives to provide resources to identify

and support intervention and mastery needs, as well as provide professional development for staff members. For example, if a middle school has a high number of first year mathematics teachers on staff, the Intervention Committee might identify central office personnel to provide professional development for the new mathematics teachers. Or, the Intervention Committee may respond to an ILT's request to monitor an intervention program to determine fidelity of implementation. The Intervention Committee also has the responsibility of requesting funds from the Central Instructional Leadership Team to support needed intervention and remediation actions recommended by the Intervention Committee.

There are numerous benefits and intended outcomes for the Intervention Committee. These outcomes include:

School System

- Identification and classification of all reading and mathematics intervention and extended-day/year programs
- Determination of successful intervention and extended-day/year programs
- Process for identifying and supporting systemic intervention and mastery needs

Teacher

- Opportunity for receiving direct assistance, e.g., professional development and/or materials
- Access to data and information regarding intervention programs and teaching strategies

Student

- Access to mathematics and reading assistance
- Academic improvement

The 2008-09 budget was approved by the Board of Education for \$643,072 for teacher salary and transportation funds for extended-day/-year assistance. In addition to academic offerings during the school day, a key component to supporting students not meeting with success on the Maryland State Assessments and/or High School Assessments is to provide extended-day/-year academic assistance.

Additionally, \$90,000 has been allocated to assist school with materials of instruction and \$200,000 has been allocated to assist schools with transportation services for students.

Elementary school resources have been pro-rated based on the number of students who have not scored proficiently on the 2008 Maryland School Assessment. Middle schools will utilize the resources to assist students who have not achieved proficiency or advanced on Maryland School Assessment. High schools will utilize the resources to provide remediation for students who have not passed a High School Assessment or who are working on the Bridge Plan for Academic Validation. Edgewood Middle School is currently in Year Six of School Improvement and will utilize the resources to support the implementation of the required Maryland State Department of Education's plan for schools in restructuring.

Schools will submit an Outline for the utilization of intervention and mastery resources. The applications must incorporate:

- Harford County Public Schools Strategic Plan
- Harford County Public Schools Approved Materials
- School Improvement data
- Reading
- Mathematics
- High School Assessment
- Bridge Plan for Academic Validation
- Maryland Core Learning Goals
- Voluntary State Curriculum

Making Progress Program

The Office of Equity and Cultural Proficiency administers the Making Progress Program. The Making Progress Program is an outgrowth of recommendations from the Study Circles which examined the HCPS minority achievement gap. Five technicians provide tutoring and other academic support to identified students at Hall's Cross Roads Elementary, George D. Lisby Elementary at Hillside, and Edgewood Middle Schools. Classroom support to those students identified as performing below proficient on MSA, Holistic Reading, SRI, Running Records, and end of unit assessments improves student achievement. Five permanent substitutes provide coverage for teachers receiving staff development, meeting with parents, and attending IEP meetings at Hall's Cross Roads Elementary, George D. Lisby Elementary at Hillside, and Edgewood Middle Schools. These substitutes receive additional training in classroom management, ETM, and differentiated instruction so that learning continues seamlessly when the teacher is not present.

Mathematics Coach Program in the Middle Schools

Four middle schools in HCPS have mathematics coaches. Key components of the program include providing direct instruction aligned with demonstrated need, consistent evaluation of data regarding student performance, and consultation to improve mathematics instruction for all students. Each mathematics coach receives at least twelve 6-hour blocks of training per year by the Supervisor of Mathematics.

Mathematics Facilitator Program in the Elementary Schools

Every elementary school in HCPS has two mathematics facilitators, one primary and one intermediate classroom teacher. A key component in improving mathematics instruction for all students is focusing attention on the elementary mathematics program by providing strong mathematics leadership at each elementary school. School mathematics facilitators serve as an immediate resource to teachers by demonstrating knowledge, competence and leadership in mathematics education. Each mathematics facilitator receives three 3-hour blocks of training per year by the Supervisor of Mathematics.

Partnership for Student Achievement

Harford County Public Schools is committed to utilizing school, business community, and family partnerships to support student achievement and success. The intent is to positively impact the achievement of students Grades Pre-K-12 through meaningful collaborations with businesses, community groups and organizations, and parents and adult family members by utilizing a collaborative approach that integrates awareness initiatives, communication, direct involvement, and advocacy.

Business partnership collaborations and activities focus on enlisting involvement and support from members of the business community in ways that can be directly linked to the enrichment of the academic experience for students and/or assist in preparing them for today's workforce and the workplace of the future. Partnerships such as the National Network of Partnership Schools (Johns Hopkins University), Homework 411 (interactive homework television show), Achievement Counts, guest speakers, work experience programs, job shadowing, curriculum-based advisory committees, and the Aberdeen Proving Ground Military Partnership program bring necessary resources and expertise to both students and staff with target goals and achievement outcomes clearly identified. In addition, the Harford Business Roundtable for Education, a coalition of Harford County employers, works collaboratively with government officials, educators, parent community leaders, and other stakeholders to strengthen and/or redesign systems that affect student learning.

In addition to business partnerships, HCPS schools and students are provided with community based supports through mentoring services and other youth development opportunities. Currently, Big Brothers and Big Sisters of Central Maryland provides mentoring services to youth in the following schools:

<u>Elementary Schools</u>	<u>Middle Schools</u>	<u>High Schools</u>
• Bel Air • Hall's Cross Roads • Havre de Grace • Lisby/Hillsdale • North Harford • Prospect Mill • Riverside • William Paca/Old Post	• Aberdeen • Bel Air • Edgewood • Fallston • Havre de Grace • Magnolia • North Harford • Southampton • John Archer	• C Milton Wright • Joppatowne

The boys ii Men Program also provides a multicultural mentoring program in the middle schools along the Route 40 corridor of Harford County, reaching disadvantaged and “at risk” young males at Aberdeen, Edgewood, Havre de Grace and Magnolia Middle Schools. The program features academic, behavioral and athletic concepts which assist males toward succeeding in education. Boys ii Men consists of male mentors inspiring male mentees.

A critical component of the overall partnership for student achievement is the relationship between school, family, and community. This integral partnership encompasses outreach to families and community members to make the connections necessary to secure at-home learning support from adult family members and meaningful in-school involvement by family and community volunteers. This is best accomplished through education and training programs, the provision of readily-accessible parent and learning resources, and through a targeted internal and external communication plan.

Positive Behavior Intervention and Support (PBIS)

Positive Behavior Intervention and Support (PBIS) is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occur. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.

PBIS goals are as follows:

- Increase consistent use of positive teaching and reinforcement strategies among all school staff at school-wide, classroom and individual student levels.
- Reduce use of reactive discipline measures in schools (i.e., office discipline referrals, detentions, suspensions, expulsions) for all students.
- Increase data-based decision-making about behavior and academic instruction and reinforcement across all school settings.
- Implement effective comprehensive supports/services/interventions for students with the most intensive behavioral/emotional needs through wraparound plans that address home, school, and community settings.

Reading Specialists

The *Preventing Reading Difficulties in Young Children* report (1998) argues reading specialists provide leadership and instructional expertise for the prevention and remediation of reading difficulties. HCPS has made a commitment to hire at least one reading specialist for each of the elementary schools in the district. A future goal is to provide every secondary school with a reading specialist. Providing school wide leadership with regard to the overall reading program, reading specialists offer support to the classroom teacher regarding reading instruction, assessment, interpretation of diagnostic data, and instructional decision-making.

Recruitment, Retention, and Placement of Highly Qualified Staff

Harford County Public Schools is committed to the recruitment and retention of a highly qualified workforce. The power of highly skilled employees in every position in the school system contributes to maximizing student achievement. The HCPS recruitment plan includes a recruiter inservice program, e-recruiting, a growing web site presence, and an active participation at over seventy job fairs, colleges, and universities to attract the best employees to the county. In addition, HCPS has recently implemented an on-line application for teacher candidates.

Current certificated employees are offered a support system to address the needs of staff development and curriculum implementation. Mentors, teacher specialists, instructional facilitators, and supervisors deliver ongoing, job-embedded professional development and support to all instructional staff. Tuition reimbursement programs are available for employees to pursue further courses of study. Teachers new to HCPS participate in a New Teacher Induction program to ensure successful orientation in the school system. In addition, HCPS encourages teachers to enroll and participate in the National Board Certification program and the HCPS Administrative Leadership Academy.

SAT Preparation Program

Harford County Public Schools is participating in Collegeboard's Early Participation Program. All 10th grade students will be taking the PSAT during school hours. It is hoped that by looking at students' strengths and weaknesses on the PSAT, HCPS can better prepare them for the SAT, as well as encourage more participation in AP courses. SAT prep classes are offered at all high schools. Through the results of PSAT testing, students have the ability to access individualized detailed reports prescribing instructional strategies to improve individual student performance on the actual SAT. Participating students receive free of cost practice tests, reports focusing on their particular needs, and instructional assistance. Funds have also been allocated to hire school personnel to provide after school assistance based upon student results and materials.

Safe and Secure Schools

The Department of Safety and Security continues to enhance security within Harford County Public Schools by integrating safety into the fabric of the school system through evaluation, education, and training. Through collaboration, safety is incorporated into every aspect of the educational/operational practices of the Harford County Public Schools System, thus eliminating the perception of it being an external component.

Goal: Harford County Public Schools will implement strategies designed to insure that all learning environments are safe and secure.

Five objectives have been identified to accomplish this goal. The department has identified a variety of strategies to accomplish the stated objectives.

Objective 1: To establish clear expectations for positive school climates and maximize student learning. Strategies implemented that support this objective include:

- Review and update as needed Critical Incident Flip Chart
- School's Critical Incident Plans – These plans are living documents at the beginning of each year schools submit a revised plans that is site specific. Addendums or revision are required by the following February. Schools conduct practice drills each month and the results are reflected in this report
- Identification of off-site locations in the Off-Site Evacuation Plans
- Incident Command Center – An administrative command center
- Non-Public Schools – Assist in the development and training of critical incident plans
- Each school has established a safety committee to address safety concerns and collaborate on their school's plan
- All incident reports are now submitted in an online format
- Develop a safety and security education specification manual for construction projects

Objective 2: To provide safe and secure schools during daytime and evening hours of building use.

- Multiple Cameras In Secondary Schools
- Additional equipment was identified that would provide a safer learning.
- Electronic Surveillance Warning Signs
- Hand Held Radios
- Bull Horns
- Knox Boxes
- Emergency Generators
- Hand-Held Metal Detectors – eight additional detectors were purchased
- AlcoBlow Detectors – eight additional alcohol detectors were purchased
- Various signage for schools include but not limited to speed restriction signs and security camera warning signs
- Entrance cameras with locking door strikers - 52 school buildings have an obstructed view of the front door from their main office
- New school construction included an interior vestibule that directs visitors into the main office where they register and receive visitor passes
- All schools' exterior doors are sequentially numbered for easy identification in the event of a police response or evacuation
- Supplemental Police Protection – The coordination of police protection for alternate education, extracurricular activities and special events
- Computer visitor management system – This system standardizes the process of registering all visitors to our schools
- Proxy card access systems – a keyless entry system for access to certain identified exterior doors

Objective 3: To provide safe and secure schools during those hours when the buildings are not occupied.

- Intrusion Alarms – Every building is equipped with an intrusion alarm and monitored on a twenty-four hour basis
- Fire Alarms - Every building is equipped with an operational fire alarm system
- Knox Boxes – Every building is equipped with a Knox boxes for building access by emergency personnel
- Surveillance Cameras – The police departments and the school administrators have the ability to remotely access the cameras as required

Objective 4: To maximize school building safety and security through student, staff, and parent training.

- Harford County Public Schools On The Web – Safety and Security Page

- Gang Awareness – Updates
- Ed Leadership -information on a variety of safety and security related topics
- Support Service Meeting – Schedules meeting provide building support staff with timely information that effect the safe operation of their buildings
- Special Alerts notices are distributed to schools on an as needed basis
- Introduce the G.R.E.A.T. program, Gang Resistance Education And Training, into elementary and middle school to provide students with positive reinforcement to avoid gangs

Objective 5: To expand interagency cooperation and partnerships among youth-serving professionals and agencies.

- Memorandum of Understandings – The written agreement extends between agencies in County government for School Resource Officers, and a program to monitor sexual offenders in the community
- Responsible for coordinating the AAA Youth Safety Patrol for HCPS elementary schools
- Department of Parks and Recreation

School Improvement

As a part of the continued focus on increased student achievement and success, Harford County Public Schools created the Office of School Improvement during SY 2005-2006. The major responsibilities of this office include planning, coordinating, implementing, and evaluating of comprehensive system wide school improvement initiatives. This office also acts as the MSDE liaison in the development and monitoring of MSDE requirements related to schools in formal school improvement status including Alternative Governance. The Office of School Improvement supports Instructional Leadership Teams and School Improvement Teams in the analysis of student achievement data and participates in school-based strategic planning as well as develops, implements, and evaluates professional development related to school improvement, data-informed decision making, and the Classroom Focused Improvement Process.

Special Education

HCPS Department of Special Education is dedicated to providing a continuum of supports and resources that enable students to achieve their potential.

The HCPS service delivery model for students with special needs supports inclusive learning practices. Special Education services for students with disabilities are designed to support access to the general education curriculum. The alignment of IEP goals and objectives with the Voluntary State Curriculum and general education content standards supports student participation in the Maryland State Assessment programs. For students with intensive needs, the alternative content standards identified in Maryland's Alternative Maryland School Assessment (ALT-MSA) are addressed through the IEP process. Alignment of goals and objectives with these alternative standards enables students to successfully achieve these outcomes. Special education services are available for all students ages birth through 21, as appropriate. There is a full continuum of services to meet the needs of students with educational disabilities in the least restrictive environment. These services are provided in the community schools to the fullest extent possible.

Strategic Goals for the Office of Special Education:

Communication:

To increase effective communication among HCPS personnel, families and community partners using a

variety of strategies in order to build and sustain collaborative, productive relationships.

Instruction:

To build the capacity of HCPS personnel to provide a full continuum of effective and diverse instruction utilizing interventions, services, and supports for students with disabilities in the least restrictive environment.

Compliance:

To expand the knowledge and skills of HCPS personnel related to the processes and procedures aligned with federal, state and local guidelines in order to enhance the effective implementation of IDEA.

Title I Program

Title I is intended to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. Title I targets resources to schools where the needs are greatest. High-poverty schools (those with 45 % or more students from low-income families) are eligible to adopt school wide programs to raise the achievement of low-achieving students by improving instruction throughout the entire school, thus using Title I funds to serve all children.

The following chart highlights the Title I programs:

Name of Title I Program	Focus
LAUNCH	LAUNCH is a language arts program which builds foundation skills necessary for a child to learn to read. This program targets students who have been identified as at-risk on the beginning-of-year kindergarten performance assessment. The program is in all Title I schools.
SIPPS	<i>Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words</i> is a research-based approved reading intervention program for identified students in grades 1-5. <i>SIPPS</i> is a systematic decoding program that helps struggling readers develop word recognition and reading fluency. The three level program starts with short vowels and simple consonant sounds. It progresses to complex vowels and high frequency irregular words and the polysyllabic strategies that help students unlock content area vocabulary words. Lessons include the following six routines: phoneme awareness activities, phonics and decodable words practice, sight word review, guided spelling, oral reading, and fluency practice.
Wilson Reading System: Wilson Intermediate and Wilson Foundations	<i>Wilson Reading System</i> is a research-based reading and writing program for identified students in the primary and intermediate grades. It is a complete curriculum for teaching decoding and encoding (spelling) beginning with phoneme segmentation. The basic purpose of the Wilson Reading System is to teach students fluent decoding and encoding skills to the level of mastery. From the beginning steps of the program, it also includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension. <i>WRS</i> has two program strands: the <i>Wilson Intermediate</i> program is a remediation program intended for students in grades three through five who are performing in the lowest thirtieth percentile and are deficient in fluent decoding and encoding skills. The <i>Wilson Foundations</i> program is a remediation program intended for students in kindergarten through grade 3 who are performing in the lowest thirtieth percentile. <i>Foundations</i> lessons are designed to include phonological/phonemic awareness, phonics, and spelling, using an explicit multi-sensory process.

Name of Title I Program	Focus
I-Station	<i>Imagination Station</i> is a program intended for students in grades 1-5 who need extra support in reading. Lessons are designed to be interactive and internet based focusing on skills in the areas of phonemic and print awareness, phonics, fluency, vocabulary, and comprehension.
Paraprofessionals	Paraprofessionals work under the direct supervision of the professional staff to provide various types of instructional assistance to identified at-risk students. The intent is to accelerate student understanding so the student will be on par with peers in regular classroom work.
Knowing Mathematics	<i>Knowing Mathematics</i> : <i>Knowing Mathematics</i> is a small group mathematics remediation program for students who are two or more years below grade level proficiency. The program is designed to vertically accelerate students to grade level in about fourteen weeks. The program draws on fragmentary and insufficient learning and repairs/reorganizes it to build a sound foundation for future learning.
Success Maker	A software program for mathematics that forecasts and manages student performance on high stakes tests from the district level to the individual student level. At initial placement, each student is assessed to determine the right starting level. Based on information gleaned from the needs assessment, self-paced lessons are provided. Detailed reports provide information about student competencies and deficiencies. In turn, this information is used to provide appropriate differentiated instruction.
Family Liaison	Each Title I school has one family liaison; one two-building school has two of these paraprofessionals. The family liaison maintains and is responsible for a lending library of books and materials for parent use to support student achievement. Parent support and workshops are planned, coordinated and delivered by the family liaison. The family liaison maintains the home/school partnership for at-risk students.
Teacher Specialists	The Title I teacher specialists are charged with oversight of all Title I programs in the school. Data collection and analysis are performed by these specialists with the intent of providing instructional implications and assistance to the classroom teachers. Additionally, the Title I teacher specialists provide professional development to teachers and paraprofessionals in their respective schools.
Asst. Supervisor of Finance/Data	This position assists with the electronic collection and reporting of essential Title I student performance data and all financial reports for Title I. Data documents are scanned and reported in teacher usable formats to identify student needs in specific areas. These reports are used by the Title I teacher specialists in collaboration with classroom teachers to derive classroom implications and strategies to assist in improving student academic success. Financial reports are compiled to validate appropriate use of Title I funds. The Assistant Supervisor maintains data on HQ teachers and paraprofessionals in the Title I schools.

21st Century Learning Centers

The Office of Equity and Cultural Proficiency provides oversight to the 21st Century Community Learning Centers Grant. Five schools – Halls Cross Roads, William Paca/Old Post Road, and George D. Lisby at Hillsdale Elementary Schools and Aberdeen and Edgewood Middle Schools utilize federal grant funds to provide after school, and summer programs. This grant, which originally was granted in 2001, has recently been renewed in 2008 and will be funded for another two years.

The following are components of the 21st Century Learning Centers program:

- 90-day after school programs per 180 day school year
- Summer programs – 30 days

- Academic instruction, games and activities in reading, math and science utilizing project-based curriculum materials designed to address individual learning styles and close the achievement gap
- Enrichment activities designed to increase computer literacy skills, hands-on learning in robotics, science, math, chess, Jr. Achievement, drama, field trips, etc.
- Adult assistance in completing homework assignments
- Activities related to character education, team building, fairness and conflict resolution
- Supervised recreational activities – physical activities, arts, music, dance, drill instruction, karate and more
- Field trips within the community, guest speakers, and access to cultural events
- Safe bus transportation home from school programs
- Parent training utilizing HCPS, HCC and HCPL staffs
- YMCA support of recreational activities
- Strategies and information to reduce the use of drugs, alcohol and violence

Over 300 students participate in the program. Special recruitment efforts are made to include the most at-risk minority and lower socioeconomic students. Collection and analysis of achievement data assists in determining program success.

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Appendix H

2009 Annual Update BTE Master Plan

HCPS Goals & Strategies

- **Board of Education of HCPS: Goal 1** **Pages 1-1 through 1-25**
- **Board of Education of HCPS: Goal 2** **Pages 2-1 through 2-40**
- **Board of Education of HCPS: Goal 3** **Pages 3-1 through 3-31**
- **Board of Education of HCPS: Goal 4** **Pages 4-1 through 4-19**

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

Board of Education of Harford County Master Plan Goal 1:

“Ensure a safe, positive learning environment for students and staff in our schools.”

The Board of Education of Harford County recognizes that the quality and adequacy of the facilities housing the school system’s staff and students contribute in significant ways to the life – safety aspects of educating youth, and to the effective delivery of all instructional programs. Well-maintained facilities structured in ways to promote the integration of modern programs require carefully planned and executed designs, capacities, and procedures. Research suggests that modern well-maintained buildings and supporting services contribute to how well instruction is presented and how much students learn.

Current practices which are ongoing in the area of learning environment and which support this goal include implementation and administration of such local strategic documents as the **Safe Schools Action Plan**, the Safety and Security Action Plan, the Comprehensive Maintenance Plan, and the Capital Improvements Program Priorities for Fiscal Year 2004 through Fiscal Year 2012. These local plans, updated annually, provide systemwide and comprehensive views of new and ongoing needs relative to these major areas of school system operations. These plans are available for review through the Harford County Public School System’s Office of Communications.

Board Goal 1 is aligned with significant portions of the Bridge to Excellence legislation. The outcome goals and operational objectives and the related strategies for HCPS Board Goal 1 are updated annually. This document contains the updates to be included in the 2009 annual update of the BTE Master Plan.

The following HCPS BOE 2009 Strategic Plan goals have significant alignment to the original HCPS Master Plan Goal 1:

- BOE 2009 Strategic Plan Goal 1: Every child feels comfortable going to school.
- BOE 2009 Strategic Plan Goal 2: Every child achieves personal and academic growth.
- BOE 2009 Strategic Plan Goal 3: Every child benefits from accountable adults.
- BOE 2009 Strategic Plan Goal 4: Every child connects with great employees.

The following Elementary and Secondary Education Act goal is included within Goal 1 of the Harford County Public School System:

- ESEA Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

HCPS Master Plan Goal 1: Ensure a safe, positive learning environment for students and staff in our schools.

Outcome Goals

1. Ensure a positive school climate.
2. Establish safe and secure school buildings.
3. Modernize and renovate school facilities/physical plants.

Operational Objectives

1. Ensure a positive school climate.
 - a. Ensure a positive school climate that will foster an environment wherein teachers can teach and students can learn.
 - b. Provide ongoing support activities and programs for students to supplement the curriculum, and encourage students to become actively involved in school/community projects to combat drug abuse.
 - c. Eliminate harassment and discrimination in the school environment.
 - d. Respect and appreciate diversity in the Harford County Public School System's work and school environment.
 - e. Provide all students with services and programs to support their physical, personal, social, and emotional development.
2. Establish safe and secure school buildings.
 - a. Establish clear expectations for safe and secure school buildings to maximize student learning.
 - b. Ensure that employees are trained and programs are developed so that all aspects of food safety are implemented.
 - c. Reduce risk exposures and losses.
3. Modernize and renovate school facilities/physical plants.
 - a. Develop a Capital Improvements Program to balance enrollments with capacities in overcrowded schools.
 - b. Develop a Capital Improvements Program to modernize and renovate school facilities to ensure a state-of-the-art learning environment for all students.
 - c. Promote awareness of occupant contributions to Indoor Air Quality.

ESEA Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

ESEA Performance Indicator:

- The number of persistently dangerous schools as defined by the state.

Operational Objective 1.1a:

Ensure a positive school climate that will foster an environment wherein teachers can teach and students can learn.

Indicators for Operational Objective 1.1a	
• A majority of school climate survey respondents report that they work in a positive environment • 100% of schools will promote appropriate character education programs	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1a.1	Utilize data to improve school culture	Utilize data from the Student Motivation Survey and TELL survey to assist in school improvement planning (Throughout 2009-10 School Year)	School improvement plans will indicate strategies
1.1a.2	Utilize the results of a PLC survey instrument to inform system and school improvement initiatives	Develop and utilize PLC survey instrument to assess and refine PLC activity in schools (Throughout 2009-10 School Year)	CILT visitations to schools
1.1a.3	Ensure that school rules, discipline policies, and the consequences for violators have been shared with all students	Implement school procedures to explain and provide copies of school rules and discipline policies to new and returning students (Throughout 2009-10 School Year)	School documentation
		Maintain student rosters of those receiving policy/rule information (Throughout 2009-10 School Year)	
1.1a.4	Support school Character Education goals	Collaborate with MSDE to support individual school programs including but not limited to PBIS (Throughout 2009-10 School Year)	Character Education programs in place and supported

Operational Objective 1.1b:

Provide ongoing support activities and programs for students to supplement the curriculum and encourage students to be actively involved in school/community projects to combat drug abuse.

Indicators for Operational Objective 1.1b	
• There will be an increase in the number of students involved in support activities and programs • There will be a reduction in the number of students self-reporting drug use on the Maryland Adolescent Survey • There will be a reduction in the number of drug-related suspensions • All 18 secondary schools will participate fully in the Maryland Student Assistance Team Model	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1b.1	Continue to support successful youth activities that focus on substance-abuse prevention, such as SADD, STAR and the Youth Summit	Support SADD and STAR programs (Fall 2009)	Number of students participating in drug prevention efforts in the secondary schools
		Provide a Youth Summit for high school and middle school students (Fall 2009)	
1.1b.2	Continue to use the Maryland Student Assistance Team Model	Continue to provide training for new MSAP team members (Fall 2009)	Number of trained members
		Provide opportunities for team members to attend state conference (Winter 2010)	Number of referred students and interventions held
1.1b.3	Continue to provide employees, students, and parents with activities, training, and information that foster safe and drug-free schools	Provide drug prevention professional development to all new teachers responsible for drug education (Fall 2009)	Documentation of the number of teachers trained
		Provide curriculum materials for teachers responsible for drug prevention education (Fall 2009)	Documentation of materials ordered; Documentation of the number of schools offering transition programs

Operational Objective 1.1b:

Provide ongoing support activities and programs for students to supplement the curriculum and encourage students to be actively involved in school/community projects to combat drug abuse.

Indicators for Operational Objective 1.1b	
• There will be an increase in the number of students involved in support activities and programs • There will be a reduction in the number of students self-reporting drug use on the Maryland Adolescent Survey • There will be a reduction in the number of drug-related suspensions • All 18 secondary schools will participate fully in the Maryland Student Assistance Team Model	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1b.3 Cont.	Continue to provide employees, students, and parents with activities, training, and information that foster safe and drug-free schools	Disseminate information about drugs and violence prevention to students, faculty, and parents (Throughout 2009-10 School Year)	Documentation of the number of materials disseminated

Operational Objective 1.1c:
Eliminate harassment and discrimination in the school environment.

Indicators for Operational Objective 1.1c	
There will be an annual decrease in the number of suspensions for harassment until it reaches zero in 2014	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1c.1	Continue to provide information and enforce policies regarding harassment and discrimination in the schools	Implement the bullying, harassment and intimidation policy (Throughout 2009-10 School Year)	HCPS policy is implemented
		Share school and department discrimination and harassment policies with HCPS students and personnel; Distribute brochure to all schools (Fall 2009)	Results of harassment bully surveys; Documentation of policy awareness; Suspension rates for harassment

Operational Objective 1.1d:

Respect and appreciate diversity in the Harford County Public School System's work and school environments.

Indicators for Operational Objective 1.1d	
• All new employees will receive cultural proficiency training within the first two years of employment • All character education programs will include activities and content which promote an inclusive positive climate • The percentage of minority students participating in fine arts classes and organizations will be commensurate with the minority percentage in the total school student population	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1d.1	Provide employees and students with activities, training, and information which foster cultural proficiency and promote an inclusive, positive school and workplace climate	Provide all new support staff with cultural proficiency training (Throughout 2009-10 School Year)	Attendance is documented at each session and participant evaluations are completed
		Present an annual Harford Equity Leadership Program (H.E.L.P.) for students representing secondary schools consisting of a variety of workshops and activities addressing harassment/bullying, disabilities, gang awareness, language, and goal setting. Students are responsible for developing an action plan to address identified areas of concern in their schools (Fall 2009)	Action plans are submitted for review and assistance offered if requested
		Identify an Education That Is Multicultural contact person for each school (Throughout 2009-10 School Year)	Contact persons identified
		Inform schools of the ETM protocols as a tool in assessing progress in meeting ETM bylaw requirements (Throughout 2009-10 School Year)	ETM protocols distributed by the Office of Equity and Cultural Proficiency to all schools and at the "Rookie Rally"

Operational Objective 1.1d:

Respect and appreciate diversity in the Harford County Public School System's work and school environments.

Indicators for Operational Objective 1.1d	
• All new employees will receive cultural proficiency training within the first two years of employment • All character education programs will include activities and content which promote an inclusive positive climate • The percentage of minority students participating in fine arts classes and organizations will be commensurate with the minority percentage in the total school student population	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1d.1 Cont.	Provide employees and students with activities, training, and information which foster cultural proficiency and promote an inclusive, positive school and workplace climate	Establish cultural proficiency as the overriding goal of the required ETM course for new professional employees (Throughout 2009-10 School Year)	Attendance documented at each session and participant journals and evaluations are completed
1.1d.2	Monitor participation in all music classes and organizations and implement recruitment strategies where needed	Analyze enrollment data in music classes to make staffing adjustments (Fall 2009)	Enrollment data analysis
		Implement recruitment activities based on enrollment data (Throughout 2009-10 School Year)	Recruitment activities documented
		Implement Band Together Program for disadvantaged and special needs students (Throughout 2009-10 School Year)	Student participation data

Operational Objective 1.1e:

Provide all students with services and programs to support their physical, personal, social, and emotional development.

Indicators for Operational Objective 1.1e	
- All students will have access to comprehensive student services - Reduce chronic absenteeism, student suspension, and length of time on home and hospital teaching among identified students	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1e.1	Provide a comprehensive continuum of health services for the prevention, identification, timely assessment, and management of health problems in the school setting	Maintain appropriate staffing ratio of school nurses and team nurses to students (Fall 2009)	Ratio of the number of nurses to students verified and documented based on the National Association of School Nursing Standards
			Documentation of chronic illnesses requiring nursing intervention
			Documentation of number of students returned to class in a timely, effective manner
			Documentation of number of health room visits
		Assess and treat health problems of students in the school setting by school nurses (Throughout 2009-10 School Year)	Data from: - Annual screenings and immunization surveys - Health room logs - Monthly and annual reports - Annual surveys
		Maintain Automated Electrical Defibrillator (AED) program at each high school (Throughout 2009-10 School Year)	Monitor AED use and equipment maintenance through nurses' monthly reports; Weekly AED Safety Inspection Record documented by school nurses

Operational Objective 1.1e:

Provide all students with services and programs to support their physical, personal, social, and emotional development.

Indicators for Operational Objective 1.1e	
- All students will have access to comprehensive student services - Reduce chronic absenteeism, student suspension, and length of time on home and hospital teaching among identified students	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1e.1 Cont.	Provide a comprehensive continuum of health services for the prevention, identification, timely assessment, and management of health problems in the school setting	Per BOE approval, incorporate AED program into middle and elementary schools (Throughout 2009-10 School Year)	Monitor AED use and equipment maintenance through nurses' monthly reports; Weekly AED Safety Inspection Record documented by school nurses
		Conduct CPR and AED training to identified staff (Throughout 2009-10 School Year)	Participation of all identified staff
1.1e.1a	Work with local health department officials in preparation for a possible pandemic flu outbreak	Replicate FLU MIST Program in as many elementary schools as possible dependent on funding (Fall 2009)	Participant consent forms and documentation of participation
		Analyze staff absentee data from 2008-09 to determine the effectiveness of the flu vaccine program (Throughout 2009-10 School Year)	Report shared
		Offer voluntary flu vaccines for HCPS staff, dependent on funding (Fall 2009)	Documentation of participation
		Monitor flu-related absences in all schools (Throughout 2009-10 School Year)	Attendance surveillance of all schools completed
		Evaluate and revise pandemic flu plan (Throughout 2009-10 School Year)	Pandemic flu plan revised

Operational Objective 1.1e:

Provide all students with services and programs to support their physical, personal, social, and emotional development.

Indicators for Operational Objective 1.1e	
• All students will have access to comprehensive student services • Reduce chronic absenteeism, student suspension, and length of time on home and hospital teaching among identified students	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1e.2	Provide developmental school counseling programs that promote positive academic and career development and support the social and emotional growth of all students	Continue to implement professional school counseling programs and seek funding to enhance student/counselor ratios to professional standards (Throughout 2009-10 School Year)	School counseling annual ratios data; annual goals and monthly reports
		Provide professional development to school counselors on clinical practice, new programs and policies (Throughout 2009-10 School Year)	Professional development activities provided
		Utilize Peer Helper/Student2Student and Peer Mediation Programs to support positive school climate (Throughout 2009-10 School Year)	School reports of student and sponsor training and school-based programs in all secondary schools
		Provide trained crisis intervention and trauma response to all schools as needed (Throughout 2009-10 School Year)	Documentation of staff trained and number of crisis response incidents
		Provide orientation to new school counselors (Summer/Fall 2009)	Orientation activities completed
1.1e.3	Provide a comprehensive, year-round continuum of psychological services that are timely, relevant and outcome driven	Continue to identify the barriers that prevent students from being successful in school (Throughout 2009-10 School Year)	Documentation of the number of students served by pre-referral interventions

Operational Objective 1.1e:

Provide all students with services and programs to support their physical, personal, social, and emotional development.

Indicators for Operational Objective 1.1e	
• All students will have access to comprehensive student services • Reduce chronic absenteeism, student suspension, and length of time on home and hospital teaching among identified students	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1e.3 Cont.	Provide a comprehensive, year-round continuum of psychological services that are timely, relevant and outcome driven	Continue to develop and implement programs and interventions which address the identified barriers (Throughout 2009-10 School Year)	Documentation of the number of students served by Student Services Teams, 504 Teams, and IEP Teams; 2008-09 SST evaluation data
		Establish and maintain professional standards of appropriate psychologist to student ratios (Throughout 2009-10 School Year)	Case Progress Logs/Monthly Activities Reports; Psychologist to student ratios published
		Seek funding to enhance student/psychologist ratios to professional standards (Throughout 2009-10 School Year)	Funding procured; ratios aligned with National Association of School Psychologists standards
		Increase the number of 11-month psychologists (Throughout 2009-10 School Year)	Documentation of the number of students served by summer services; Number of special projects developed/written
		Provide professional development to psychologists on new practices (Throughout 2009-10 School Year)	Professional development activities completed
		Provide orientation/mentoring to new psychologists (Throughout 2009-10 School Year)	Orientation activities completed

Operational Objective 1.1e:

Provide all students with services and programs to support their physical, personal, social, and emotional development.

Indicators for Operational Objective 1.1e	
• All students will have access to comprehensive student services • Reduce chronic absenteeism, student suspension, and length of time on home and hospital teaching among identified students	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1e.4	Provide comprehensive pupil personnel services to intervene and support at-risk students and their families	Continue to identify students who are at-risk and the barriers that prevent students from being successful in school (Throughout 2009-10 School Year)	Documentation of the number of students served by Student Services Team
		Continue to develop and deliver programs and interventions which address those barriers (Throughout 2009-10 School Year)	Documentation of the number of students and families served by pupil personnel worker interventions; Documentation of the number and percentage of students achieving improved outcomes (i.e. school attendance/performance, family functioning) as a function of services rendered; 2008-09 SST evaluation data
		Coordinate the delivery of services to students and families through an intra/inter agency approach (Throughout 2009-10 School Year)	Documentation of the number of students and families referred to community agencies
		Establish and maintain professional standards of appropriate pupil personnel worker/student ratios (Throughout 2009-10 School Year)	Case progress logs/Monthly Activities Reports

Operational Objective 1.1e:

Provide all students with services and programs to support their physical, personal, social, and emotional development.

Indicators for Operational Objective 1.1e	
• All students will have access to comprehensive student services • Reduce chronic absenteeism, student suspension, and length of time on home and hospital teaching among identified students	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1e.4 Cont.	Provide comprehensive pupil personnel services to intervene and support at-risk students and their families	Seek funding to enhance student/PPW ratios to professional standards (Throughout 2009-10 School Year)	Funding procured; ratios in accordance with Maryland Association of Pupil Personnel standards
		Monitor length of time students are placed and remain on home/hospital teaching (Throughout 2009-10 School Year)	Monthly home/hospital teaching reports
		Provide professional development to pupil personnel workers on relevant topics (Throughout 2009-10 School Year)	Professional development activities completed
		Provide professional development to home and hospital teachers biannually	Professional development completed
1.1e.5	~~Share all school rules and policies with students during the beginning activities of each school year~~	Deleted; incorporated into Strategy 1.1a.3	
1.1e.6	Identify and implement alternatives to suspensions based on appropriate data	Implement voluntary placement of students from home schools who are eligible to attend the Alternative Education Program (Summer 2009)	Student attendance in AEP; student academic performance in AEP

Operational Objective 1.1e:

Provide all students with services and programs to support their physical, personal, social, and emotional development.

Indicators for Operational Objective 1.1e	
• All students will have access to comprehensive student services • Reduce chronic absenteeism, student suspension, and length of time on home and hospital teaching among identified students	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1e.6 Cont.	Identify and implement alternatives to suspensions based on appropriate data	Maintain programs such as Why Try, Above and Beyond, mentoring, and utilization of Student Services Team prior to suspension (Throughout 2009-10 School Year)	Program evaluation; Review suspension data annually
		Maintain school-based mental health services at identified schools (Throughout 2009-10 School Year)	Documentation of number of referrals for school-based services; Documentation of attendance/discipline referrals, pre/post clinical symptoms assessment
		Continue to monitor PBIS programs in identified schools (Throughout 2009-10 School Year)	Documentation of number of referrals/suspensions; Networking of PBIS teams
		Seek funding to sustain the PBIS program (Fall 2009)	Funding secured
		Maintain transition services for students returning to home schools from AEP (Throughout 2009-10 School Year)	Progress/recidivism rate data of students returning from AEP; Student survey data
		Conduct risk assessment of identified students (Throughout 2009-10 School Year)	Documentation of intervention plans by SST

Operational Objective 1.1e:

Provide all students with services and programs to support their physical, personal, social, and emotional development.

Indicators for Operational Objective 1.1e	
• All students will have access to comprehensive student services • Reduce chronic absenteeism, student suspension, and length of time on home and hospital teaching among identified students	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1e.6 Cont.	Identify and implement alternatives to suspensions based on appropriate data	Assure that schools document intervention attempts at the time of referral for long-term suspensions (Throughout 2009-10 School Year)	Administrative Report to the Superintendent's designee
		Provide professional development for new/returning building administrators on student discipline policies, current trend practices (Throughout 2009-10 School Year)	Participant evaluation
		Provide Special Ed Compliance Academies for new and existing administrators during the summer of 2009 (Throughout the 2009-10 School Year)	Participation records
1.1e.6a	Address the disproportionate rate of students with disabilities (SWD) receiving multiple suspensions totaling more than ten days	Continue to refine policies and procedures for suspension of SWD (Throughout 2009-10 School Year)	Procedural guidelines established
		Provide professional development for IEP chairpersons and building administrators on procedural guidelines for suspension of SWD (Throughout 2009-10 School Year)	Participant attendance sign-in sheets and evaluations; portfolio reviews

Operational Objective 1.1e:

Provide all students with services and programs to support their physical, personal, social, and emotional development.

Indicators for Operational Objective 1.1e	
• All students will have access to comprehensive student services • Reduce chronic absenteeism, student suspension, and length of time on home and hospital teaching among identified students	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1e.6a Cont.	Address the disproportionate rate of students with disabilities (SWD) receiving multiple suspensions totaling more than ten days	Collect and analyze suspension data related to suspensions of SWD (Throughout 2009-10 School Year)	Suspension reports
		Implement problem-solving strategies based on trend data to reduce disproportionate suspensions of SWD (Throughout 2009-10 School Year)	Site-based action plans
1.1e.7	Continue to refer students with academic, behavioral, attendance, and medical/mental health problems to SST	Continue to refer students with academic, behavioral, attendance, and medical/mental health problems to SST (Throughout 2009-10 School Year)	Documentation of the number of students referred Student Services Teams
		Implement select interventions, monitor effectiveness, and review/revise intervention plan as appropriate (Throughout 2009-10 School Year)	Documentation of improved student outcomes (i.e. attendance, office/referral/suspension data, test scores/grades) as a function of interventions developed and implemented; Documentation of reduced time spent on Home and Hospital teaching, as measured by the Home and Hospital Monthly Report

Operational Objective 1.1e:

Provide all students with services and programs to support their physical, personal, social, and emotional development.

Indicators for Operational Objective 1.1e	
• All students will have access to comprehensive student services • Reduce chronic absenteeism, student suspension, and length of time on home and hospital teaching among identified students	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.1e.7 Cont.	Continue to refer students with academic, behavioral, attendance, and medical/mental health problems to SST	Conduct follow-up/closure for each intervention plan developed at the SST (Throughout 2009-10 School Year)	Review of available intervention plans and progress monitoring data
		Analyze the effectiveness of the SST process and provide staff development as needed (Summer 2009)	2008-09 SST evaluation data analysis completed
1.1e.8	Continue to provide professional development to update school nurses on current health issues	Build professional development agendas based on survey results and current health issues (Throughout 2009-10 School Year)	Agendas written
		Secure resources for professional development (Throughout 2009-10 School Year)	Location and resource personnel secured
		Monitor attendance (Throughout 2009-10 School Year)	Attendance monitored
		Provide evaluation forms for participants (Throughout 2009-10 School Year)	Evaluations collected

Operational Objective 1.2a:

Establish clear expectations for safe and secure school buildings to maximize student learning.

Indicator for Operational Objective 1.2a	
All new school personnel will be trained annually in drug recognition and weapons awareness	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.2a.1	Provide updated Impairment Assessment training to all new secondary school nurses to recognize students suspected of being under the influence of illegal drugs or alcohol	Secure training personnel and organize logistics of the event (Throughout 2009-10 School Year)	Documentation of the number of students assessed; Documentation of the number of nurses trained
1.2a.2	Provide weapons awareness training to school personnel in the recognition of typical weapons brought to schools	Rotate a weapons awareness display board through all secondary HCPS schools for student and employee reference (Throughout 2009-10 School Year)	Display board schedule

Operational Objective 1.2b:

Ensure that employees are trained and programs are developed so that all aspects of food safety are implemented.

Indicator for Operational Objective 1.2b	
All Food and Nutrition employees will receive food safety training, and all new Food and Nutrition employees will receive food safety training annually	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.2b.1	Continue to provide training for all new employees and refresh training for current employees	Provide three-hour sanitation class as a required prerequisite to part time Food and Nutrition Employment (Throughout 2009-10 School Year)	Documentation of individuals taking class; Audit of employee records to insure 100% compliance with training requirement
1.2b.2	Continue to provide training for all Food and Nutrition Unit Leaders (Managers, Cooks, Leads) to achieve and maintain ServSafe Certification	Offer the two-day ServSafe Course and Certification Renewal Course (June 2010)	Documentation of individuals taking class; Audit of unit leaders to insure compliance with training requirement within one year of hire
1.2b.3	Continue to track the number of special diet requests	Execute special diet requests through staff dietician (Throughout 2009-10 School Year)	Documentation of special diet plans in place; Audit of schools to ensure 100% compliance with special diet request plan

Operational Objective 1.2c:
Reduce risk exposures and losses.

Indicator for Operational Objective 1.2c	
All school facilities will contain intrusion alarms, modernized fire alarms, and other appropriate security hardware by 2019	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.2c.1	~~Occupy new administrative facility~~	Deleted; completed in 2006	
1.2c.2	Provide safety materials as appropriate to reduce risk exposures	Continue to provide non-slip shoe covers for custodians for waxing and mopping floors (Summer 2009)	Monitor claims to determine if safety equipment is effective in reducing frequency and severity of injuries
		Continue to utilize ice grip shoe covers for custodians (Winter 2010)	
		Continue to provide and utilize lifting equipment for custodians when moving desks, file cabinets and furniture (Summer 2009)	
1.2c.3	Develop strategies, timelines, and costs to reduce risks and incidences of security breaches in our facilities as outlined in the Capital Improvements Program priorities	Continue installation of security camera systems in secondary schools (Throughout 2009-10 School Year)	Camera systems installed and monitored
		Continue to conduct an annual review of safety and security assessments for all schools, offices, and support facilities (Fall 2009/Spring 2010)	Assessment data; reviews completed
		Review and analyze data regarding specific incidences of security breaches and report findings (Spring 2010)	Report published
		Identify security/safety risks and develop reduction strategies (Throughout 2009-10 School Year)	Risks identified and strategies developed; ongoing review process

Operational Objective 1.2c:
Reduce risk exposures and losses.

Indicator for Operational Objective 1.2c	
All school facilities will contain intrusion alarms, modernized fire alarms, and other appropriate security hardware by 2019	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.2c.3 Cont.	Develop strategies, timelines, and costs to reduce risks and incidences of security breaches in our facilities as outlined in the Capital Improvements Program priorities	Develop strategies to nurture positive attitudes regarding safety and security (Throughout 2009-10 School Year)	Strategies are developed and implemented
		Continue to provide student, staff, and parent training designed to maximize school building safety and security (Throughout 2009-10 School Year)	Training completed; web updates posted
1.2c.4	Enhance safety training program in order to reduce losses and create safe school environment	Utilize an on-line safety training tool called <i>Safe Schools</i> (Throughout 2009-10 School Year)	Training course completed for identified individuals; School sharing of identified topics

Operational Objective 1.3a:

Develop a Capital Improvements Program (C.I.P.) to balance enrollments with capacities in overcrowded schools.

Indicator for Operational Objective 1.3a	
- By 2012, enrollment will be balanced with capacity in all secondary schools. - By 2010-13, enrollment will be balanced with capacity in all elementary schools.	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.3a.1	Seek state and local funding for the FY 2011 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	Occupy the new Bel Air High School and complete the construction of site work and playfields (Throughout 09-10 School Year)	The new school is fully operational.
		Continue construction of Edgewood High School (Throughout 09-10 School Year)	Construction moving forward for occupancy during the 2010-11 school year
		Begin construction of the Red Pump Elementary School in October 2009; continue the planning of the Campus Hills Elementary School (Throughout 09-10 School Year)	Planned occupancy for Red Pump is August 2011; planned occupancy for Campus Hills is August 2013
1.3a.2	Develop the new attendance areas for the Red Pump and Campus Hills elementary schools as well as a comprehensive review of all elementary attendance areas to balance enrollment with capacity	Develop the attendance area for the Red Pump Elementary School and the Campus Hills Elementary School (Throughout 09-10 School Year)	By 2013 no elementary school's enrollment will exceed its capacity by more than 115%
		Complete a comprehensive review of all remaining elementary schools (Throughout 09-10 School Year)	

Operational Objective 1.3b:

Develop a Capital Improvements Program to modernize and renovate school facilities to ensure a state-of-the-art learning environment for all students.

Indicator for Operational Objective 1.3b	
All schools identified in the long-range Capital Improvements Program priorities receive funding for modernizations and renovations	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.3b.1	Seek state and local funding for the FY 2010 and FY 2011 Capital Improvements Program that includes projects to modernize and renovate facilities	Continue construction of Deerfield Elementary School (Throughout 09-10 School Year)	Construction moving forward for occupancy during the 2010-11 school year
		Implement the Harford County Government fully-funded FY 2010 CIP (Throughout 09-10 School Year)	Completion of approved projects

Operational Objective 1.3c:

Promote awareness of occupant contributions to Indoor Air Quality.

Indicator for Operational Objective 1.3c

- All schools will continue to implement the Tools for Schools program

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
1.3c.1	Continue use of the EPA's Tools for Schools Program	Continue program implementation contingent upon funding (Throughout 09-10 School Year)	Documentation of schools that have implemented program

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

Board of Education of Harford County Master Plan Goal 2:

“Accelerate student learning and eliminate the achievement gaps.”

The Board of Education of Harford County recognizes that, while establishment of student achievement standards at the national or state level for local public school systems might be viewed as establishing ceilings for student performance, the Harford County Public School System has long been vested in programs to move all students to high levels. The Board of Education of Harford County supports not only raising the achievement of all students to federal and state standards and beyond but, also, maximizing the opportunity for all students, including those who are challenged or disadvantaged in any regard.

Current practices that are ongoing pertaining to student achievement which support the original Board Goal 2 include the local School Improvement Planning processes, the design of local curriculum and assessment in alignment with state and national content and performance standards, and the development and implementation of such strategic plans as the Education That Is Multicultural five-year plan, the Instructional Technology long-range plan, and the Safety and Security plan. Additional ongoing initiatives include Character Education and Student Service Learning curriculum-embedded strategies, implementation of the Gifted Education guidelines, and strategies to address Class Size, Prekindergarten, Full Day Kindergarten, student performance on the PSAT/SAT, and Middle School Intervention.

Board Goal 2 is aligned with significant portions of the Bridge to Excellence legislation and the Visionary Panel for Better Schools report. The strategies linked to the outcome goals and operational objectives for HCPS Board Goal 2 are updated annually. This document contains these updates.

The following HCPS 2009 BOE Strategic Plan goals have some alignment to the original HCPS Master Plan Goal 2 outcome goals and operational objectives.

- BOE 2009 Strategic Plan Goal 2: Every child achieves personal and academic growth.
- BOE 2009 Strategic Plan Goal 3: Every child benefits from accountable adults.
- BOE 2009 Strategic Plan Goal 4: Every child connects with great employees.

The following Elementary and Secondary Education Act goals are included within Goal 2 of the Harford County Public School system:

- ESEA Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- ESEA 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.
- ESEA Goal 5: All students will graduate from high school.

HCPS Master Plan Goal #2: Accelerate student learning and eliminate the achievement gaps.

Outcome Goals

1. Eliminate the achievement gaps.
2. Ensure academic rigor and challenging course work for all students.
3. Increase parent and community involvement to support student achievement.

Operational Objectives

1. Eliminate the achievement gaps.
 - a. The Harford County Public School system and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards.
 - b. Design and implement programs and initiate strategies to support the elimination of the achievement gap for students who are economically disadvantaged, with disabilities, from major racial and ethnic groups, and with LEP.
2. Ensure academic rigor and challenging course work for all students.
 - a. Align curriculum, instruction, and assessment with Maryland Content Standards and the Voluntary State Curriculum, to ensure academic rigor for all students.
 - b. Design and implement program evaluation models and procedures to assess instructional and program strengths and to determine guidelines for revising, refining, or removing programs.
 - c. Align the existing organizational structure to more effectively and efficiently deliver services to schools to support student achievement.
 - d. Develop the technical competencies of all secondary students.
 - e. Provide challenging course work, comprehensive completer programs, and rigorous academic requirements for all secondary students.
 - f. Enhance the post-high school preparation of all secondary students.
3. Increase parent and community involvement to support student achievement.
 - a. Introduce School Improvement Teams to the integrated management process, Classroom Learning System (CLS), for continuously improving student achievement.

ESEA Performance Goal 1: By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

ESEA Goal 1 Performance Indicators:

- The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the state's assessment.
- The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in mathematics on the state's assessment.
- The percentage of Title I schools that make adequate yearly progress.

ESEA Performance 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.

ESEA Goal 2 Performance Indicators:

- The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 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.
- 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 1.1.

ESEA Performance Goal 5: All students will graduate from high school.

ESEA Goal 5 Performance Indicators:

- The percentage of students who graduate from high school each year with a regular diploma,
 - a. disaggregated by race ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
 - b. calculated in the same manner used in National Center for Education Statistics reports on Common Core of Data.
- The percentage of students who drop out of school,
 - a. disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
 - b. calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

Operational Objective 2.1a:

The Harford County Public School system and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards.

Indicators for Operational Objective 2.1a:	
• AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state's assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state's assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
2.1a.1	Provide all educational personnel with professional development regarding NCLB and AYP	Update ILT's with regard to NCLB and AYP (Throughout 2009-10 School Year)	Review of school improvement plans for alignment with NCLB and AYP
2.1a.2	Continue training to enhance effectiveness of ILT's	Provide professional development to all members of the ILT's as per the quarterly professional development cycle and the Central Instructional Leadership Team Work Plan (Throughout 2009-10 School Year)	Professional development agendas; Participant evaluations
2.1a.3	Identify and implement intervention and remediation programs for students based on appropriate data [NOTE: For descriptions of intervention programs, see Appendix G]	Maintain partnerships between and among the offices of Special Education; English, Reading and Related Language Arts; Title I; Intervention; and School Improvement to reduce the number of identified students not meeting the proficiency standard in reading (Throughout 2009-10 School Year)	Documentation of partnership meetings
		Continue implementation of <i>Fast Track</i> , a reading intervention program for identified students in grades 6-8, at designated schools (Throughout 2009-10 School Year)	Documentation of student participation; Student performance data
		Continue the <i>Corrective Reading</i> intervention program at middle and high schools for 6-10 th grade students who are significantly delayed in reading (Throughout 2009-10 School Year)	

Operational Objective 2.1a:

The Harford County Public School system and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards.

Indicators for Operational Objective 2.1a:	
• AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state's assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state's assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
2.1a.3 Cont.	Identify and implement intervention and remediation programs for students based on appropriate data [NOTE: For descriptions of intervention programs, see Appendix G]	Implement <i>Strategic Reading</i> at all high schools for Grade 9 at-risk students (Throughout 2009-10 School Year)	Documentation of student participation; Student performance data
		Implement <i>Reading, Writing and Your Career</i> course at all high schools for grade 10 at-risk students (Throughout 2009-10 School Year)	
		Review reading intervention programs for at-risk students, grades K-8 (Throughout 2009-10 School Year)	Committee minutes
		Implement SIPPS intervention program for identified elementary students, gr. 1-5 (Throughout 2009-10 School Year)	Documentation of student participation; Student performance data
		Continue LAUNCH (K), ReAch (Grades 1 and 2), Wilson Foundations (K-2), Wilson Reading (3-5), SOAR to Success (1-5), READ 180 (Grades 6-8), I-Station (K-3), and SIPPS intervention reading programs for at-risk students at designated schools	Student performance data from the semester and trimester assessments
		Explore and evaluate extended day and extended year learning programs in reading and mathematics (Throughout 09-10 School Year)	Programs identified
		Implement extended day programs in reading and mathematics (Throughout 09-10 School Year)	Documentation of student participation; Program data

Operational Objective 2.1a:

The Harford County Public School system and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards.

Indicators for Operational Objective 2.1a:	
• AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state's assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state's assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
2.1a.3 Cont.	Identify and implement intervention and remediation programs for students based on appropriate data [NOTE: For descriptions of intervention programs, see Appendix G]	Implement extended year programs in reading and mathematics (Summer 2009)	Documentation of student participation; Program data
		Maintain a partnership between the offices of Special Education; Mathematics; Title I; Intervention; and School Improvement to reduce the number of identified students not meeting the proficiency standard in mathematics (Throughout 2009-10 School Year)	Documentation of partnership meetings
		Implement mastery classes in all high schools for those students who have passed the Algebra/Data Analysis course, but failed the High School Assessment (Throughout 2009-10 School Year)	Documentation of student participation; Student performance data
		Continue full implementation of Cognitive Tutor Algebra at all high schools (Throughout 2009-10 School Year)	
		Expand implementation of Knowing Mathematics remediation program in elementary and middle schools (Throughout 2009-10 School Year)	
		Pilot/continue to implement Do the Math, First in Math, FASTTMath, and Success Maker in elementary and middle schools (Throughout 2009-10 School Year)	
		Implement Navigator mathematics intervention program in all middle schools (Throughout 2009-10 School Year)	

Operational Objective 2.1a:

The Harford County Public School system and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards.

Indicators for Operational Objective 2.1a:			
• AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state's assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state's assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics			
2.1a.3 Cont.	Identify and implement intervention and remediation programs for students based on appropriate data [NOTE: For descriptions of intervention programs, see Appendix G]	Continue Math Recovery intervention mathematics programs for at-risk K-2 students at designated schools (Throughout 2009-10 School Year)	Documentation of student participation; Student performance data
		Implement Ramp Up to Algebra in all high schools (Throughout 2009-10 School Year)	
		Request funding to employ elementary mathematics intervention teachers to provide professional development to improve classroom instruction and to coordinate direct student intervention and remediation services (Throughout 2009-10 School Year)	Funding secured
		Utilize funding to employ middle school mathematics intervention teachers at ABMS, EDMS, HDMS, and MAMS to provide professional development to improve classroom instruction and to coordinate and provide direct student intervention and remediation services (Throughout 2009-10 School Year)	
		Request funding to employ high school HSA intervention teachers to provide professional development to improve classroom instruction and to coordinate direct student intervention and remediation services (Throughout 2009-10 School Year)	
		Implement the Strategic Intervention Instructional Model in HSA biology and government co-taught classes at all high schools (Throughout 2009-10 School Year)	Student performance data; Documentation of teacher training

Operational Objective 2.1a:

The Harford County Public School system and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards.

Indicators for Operational Objective 2.1a:			
• AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state's assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state's assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics			
2.1a.3 Cont.	Identify and implement intervention and remediation programs for students based on appropriate data [NOTE: For descriptions of intervention programs, see Appendix G]	Implement extended year program for students working on Bridge Plan (Summer 2009)	Documentation of student participation; Program data
		Provide MSDE's <i>Bridge Plan</i> program to identified high school students who meet the criteria for participation (Throughout 2009-10 School Year)	Student participation records; student performance data
		Monitor achievement of those students taking remediation courses who have passed the government and biology courses, but failed the High School Assessment (Throughout 2009-10 School Year)	Review of student achievement data
		Support the implementation of the Harcourt 'Storytown' reading program by providing instruction using the ELL component of this program (Throughout 2009-10 School Year)	Collect data on the curriculum implementation of lessons taught and the data obtained from the program's benchmark assessments of ELLs; Continuing collaboration between the ESOL teachers and the mainstream classroom teachers
		Provide ongoing training for ESOL teachers from the 'Storytown' publisher to fully utilize the ELL component (Throughout 2009-10 School Year)	Collect participant attendance data and compile artifacts of lessons which reflect the training topics
		Engage the ESOL staff in the process of aligning the MSDE English Language Proficiency (ELP) VSC with the 'Storytown' component (Throughout 2009-10 School Year)	Evaluate lessons as they are implemented, specifically related to the objectives of the VSC
		Provide opportunities for collaboration between the ESOL staff and classroom teachers in a sharing of best practices related to the instruction of English Language Learners (Throughout 2009-10 School Year)	Collect attendance data from session participation; student performance data as measured by existing countywide assessments (Running Records, SRI, etc.)

Operational Objective 2.1a:

The Harford County Public School system and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards.

Indicators for Operational Objective 2.1a:			
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2.1a.3 Cont.	Identify and implement intervention and remediation programs for students based on appropriate data [NOTE: For descriptions of intervention programs, see Appendix G]	Provide additional tutorial intervention services to English Language Learners (Throughout 2009-10 School Year)	Required feedback from intervention tutors and the ESOL teachers; Review of ELL student data from MSA, HSA, Report cards, LAS-Links assessment results and ongoing feedback from classroom teachers of ELLs
		Implement a countywide inservice for credit course for classroom teachers who intend to improve their understanding of second language acquisition and acculturation strategies for English Language Learners (Spring 2010)	Enrollment data; Completion of course requirements and evaluation data from participants
		Provide equitable services for extended day and extended year opportunities for non-public schools (Title I, Part A) (Throughout 2009-10 School Year)	Equitable services provided
		Provide equitable services for extended day and extended year opportunities for qualifying SWD as appropriate to their IEPs (Throughout 2009-10 School Year)	Equitable services provided; program data analyzed
2.1a.4	Align Harford County School Improvement Plan Guidelines with the <i>2008 Update to the Bridge to Excellence Master Plan</i>	Revise and publish the HCPS school improvement plan template (June 2009)	School improvement plan template published
		Support school improvement teams in completing the HCPS school improvement plan (Summer 2009)	Plans completed; Review of school improvement plans by Coordinator of School Improvement and Executive Directors for alignment with NCLB and AYP

Operational Objective 2.1a:

The Harford County Public School system and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards.

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2.1a.5	Provide all school improvement teams and ILT's with assessment data related to AYP	Provide NCLB and AYP data for school improvement planning (Throughout 2009-10 School Year)	Data provided; school improvement plans revised as needed
2.1a.6	Refine the procedures and system for collecting, manipulating, and reporting assessment data	Continue to use the instructional data management system for collecting, manipulating, and reporting a variety of assessment data (Throughout 2009-10 School Year)	Instructional data management system operational
		Explore alternative data management systems for student performance data delivery to improve accessibility and usefulness (Throughout 2009-10 School Year)	Alternatives explored; System identified
		Assist schools in accessing performance reports from identified district-wide assessments (Throughout 2009-10 School Year)	Assessment data collected; Performance reports disseminated
		Refine procedures for accurate and timely collection of data for students in Career and Technology Education programs in collaboration with OTIS, OA, office of CTE, and high schools (Throughout 2009-10 School Year)	Procedures refined; Student data are collected and files are complete
2.1a.7	Review and monitor school and system AYP	Prepare reports for senior leadership describing AYP trends for school system and schools (Fall 2009)	Report published
2.1a.8	Provide the Harford County Board of Education with AYP reports	Prepare informational report for BOE describing AYP status (Fall 2009)	Report published
2.1a.9	Monitor and support school improvement initiatives at schools identified as in need of assistance	Provide guidance and support from CILT and the Coordinator of School Improvement to identified schools (Throughout 2009-10 School Year)	School Improvement Plans monitored and reviewed; SIT visits conducted by Executive Directors and Coordinator of School Improvement

Operational Objective 2.1b:

Design and implement programs and initiate strategies to support the elimination of the achievement gap for students who are economically disadvantaged, with disabilities, from major racial and ethnic groups, and with LEP.

Indicators for Operational Objective 2.1b:	
• AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state's assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state's assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics • 100% of teachers will receive ETM training prior to their third year of teaching in HCPS. • 100% of elementary schools will have a full day K program	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
2.1b.1	Complete revisions to the curriculum guidelines and implement the revised version	Survey curriculum supervisors and GCC members to evaluate the effectiveness of the curriculum guides (Spring 2010)	Survey completed
		Analyze survey results to identify possible revisions (Spring 2010)	Analysis completed
2.1b.1a NEW	Examine data and apply root cause analyses to identify and address achievement gaps	Investigate and identify gaps in achievement to provide a basis for policy and program revisions and professional development (Throughout 2009-10 School Year)	Achievement gaps identified; recommended policies proposed
2.1b.2	Provide professional development for teachers with regard to new programs and for new teachers in regards to existing programs	Conduct training sessions for secondary mathematics teachers and special educators who are teaching new mathematics programs (Throughout 2009-10 School Year)	Agendas; Participant evaluation
		Conduct training sessions for all cooperative collaborative Ramp Up and Cognitive Tutor algebra teachers (Throughout 2009-10 School Year)	
		Conduct training for new elementary teachers and special educators on the mathematics and reading programs (Throughout 2009-10 School Year)	
2.1b.2	Provide professional development for teachers with regard to new programs and for new teachers in regards to existing programs	Provide and ensure PD for teachers of new CTE programs (During 2009-10 School Year)	Agendas; Participant evaluation

Operational Objective 2.1b:

Design and implement programs and initiate strategies to support the elimination of the achievement gap for students who are economically disadvantaged, with disabilities, from major racial and ethnic groups, and with LEP.

Indicators for Operational Objective 2.1b:	
• AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state's assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state's assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics • 100% of teachers will receive ETM training prior to their third year of teaching in HCPS. • 100% of elementary schools will have a full day K program	

2.1b.2	Provide professional development for teachers with regard to new programs and for new teachers in regards to existing programs	Provide TPRI training for new K teachers (Fall 2009)	Agendas; Participant evaluation
		Provide PD for teachers new to teaching Family Life Education K-12 (Fall 2009)	
		Conduct training sessions for new teachers who are teaching reading intervention programs (Throughout 2009-10 School Year)	Participant evaluation
		Conduct training sessions for teachers in grades 1-5 at all elementary schools in the ILA instructional framework (Throughout 2009-10 School Year)	Agendas; Participant evaluation
		Conduct individual training for secondary teachers who are new to teaching the course, Living in a Contemporary World (Throughout 2009-10 School Year)	Training provided as needed
		Conduct training sessions for kindergarten – grade 5 teachers regarding Houghton-Harcourt (Storytown) adoption (Throughout 2009-10 School Year)	Agendas; Participant evaluation
		Conduct training for new kindergarten teachers regarding the Texas Primary Reading Inventory (TPRI) (Throughout 2009-10 School Year)	Agendas; Participant evaluation
		Provide professional development session for new Prekindergarten and Kindergarten teachers on the update component of the Maryland Model for School Readiness (Fall 2009)	

Operational Objective 2.1b:

Design and implement programs and initiate strategies to support the elimination of the achievement gap for students who are economically disadvantaged, with disabilities, from major racial and ethnic groups, and with LEP.

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• AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state's assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state's assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics • 100% of teachers will receive ETM training prior to their third year of teaching in HCPS. • 100% of elementary schools will have a full day K program	

2.1b.2	Provide professional development for teachers with regard to new programs and for new teachers in regards to existing programs	Conduct training sessions for select elementary teachers to further support high quality science instruction (Fall/Spring 2009-2010)	Agendas, Participant evaluation
		Offer an inservice course to focus on collecting, analyzing, and using data for school and instructional improvement. (Fall 2009/Spring 2010)	
		Providing training in development of common assessments and the analysis and interpretation of results to address identified student needs (Throughout 2009-10 School Year)	
		Continue to offer PD for new teachers in regards to existing curricula, programs, and practices (Throughout 2009-10 School Year)	
		Request approval to provide PD for CC teachers in biology and government on SIM content enhancement routines (Throughout 2009-10 School Year)	
2.1b.3	Continue ILT professional development with regard to instructional best practices	Continue to provide support related to content literacy (Throughout 2009-10 School Year)	Support provided as needed
		Provide professional development regarding co-teaching best practices (Throughout 2009-10 School Year)	Agendas; participant evaluation
		Utilize and train ILT's to provide collaborative inquiry professional development opportunities for school-based personnel (Throughout 2009-10 School Year)	

Operational Objective 2.1b:

Design and implement programs and initiate strategies to support the elimination of the achievement gap for students who are economically disadvantaged, with disabilities, from major racial and ethnic groups, and with LEP.

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2.1b.4	Provide Cultural Proficiency training for all new professional and paraprofessional staff	Provide required three credit ETM course for new professional employees (Throughout 2009-10 School Year)	Attendance documented at each session and participant journals and/or evaluations are completed
		Provide ETM training to all new paraprofessional staff (Fall 2009)	
2.1b.5	Utilize results of last year's evaluation to make adjustments to the ETM training program if needed	Provide cultural proficiency training for schools on request (Throughout 2009-10 School Year)	Attendance documented at each session and participant journals and/or evaluations are completed
		Offer the three-credit in-service course entitled <i>Framework for Understanding Poverty</i> (Throughout 2009-10 School Year)	Attendance documented at each session and participant journals and/or evaluations are completed
2.1b.5a NEW	Form Harford County Task Force "Developing Cultural Proficiency to Eliminate the African-American Male Achievement Gap"	Select several focus goals from the MSDE Task Force recommendations to address in HCPS Action Plan (Spring/Summer 2009)	Focus goals selected
		Develop an HCPS action plan to implement selected recommendations from the MSDE Task Force (Summer/Fall 2009)	Plan developed and approved with initial implementation
2.1b.6	Develop and/or identify materials for use with special needs students	Revise and distribute a list of approved intervention and remediation programs recommended by the HCPS Intervention Committee to address students with diverse learning needs (Throughout the 2009-10 School Year)	Post revised list on Share Point
		Continue to implement the Kurzweil reader in schools to assist with instruction and assessment (Throughout the 2009-10 School Year)	Software installed at identified schools; Review of IEP's; participation in training

Operational Objective 2.1b:

Design and implement programs and initiate strategies to support the elimination of the achievement gap for students who are economically disadvantaged, with disabilities, from major racial and ethnic groups, and with LEP.

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2.1b.6 Cont.	Develop and/or identify materials for use with special needs students	Develop visually-based instructional materials for students along the autism spectrum (Throughout the 2009-10 School Year)	Instructional materials developed and implemented
		Utilize reading intervention materials: • Fast Track • Corrective Reading • Wilson Language • Wilson Foundations • Edmark • Strategic Reading	Improved scores in achievement
		• SIPPS • (Throughout the 2009-10 School Year)	Improved scores in achievement
		Implement differentiated instructional strategies to address the needs of diverse learners (Throughout the 2009-10 School Year)	Strategies implemented; classroom observations
		Pilot the use of SIM and Boundless Learning/Co-Teaching Fellows at designated schools (Throughout the 2009-10 School Year)	Analyze program data
2.1b.7	~~Incorporate recommendations of the 2006 survey results~~	Deleted; ESOL staffing ratio achieved during FY 05	
2.1b.8	Continue to provide ongoing professional development to educators serving ELL students	Design and implement professional development opportunities for the teachers of English Language Learners relevant to the characteristics of English Language Learners and the language acquisition process (Throughout 2009-10 School Year)	Participant evaluation; Student performance data

Operational Objective 2.1b:

Design and implement programs and initiate strategies to support the elimination of the achievement gap for students who are economically disadvantaged, with disabilities, from major racial and ethnic groups, and with LEP.

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2.1b.9	Provide outreach programs to obtain input/participation from the parents/guardians of English Language Learners	Schedule parent outreach programs in conjunction with the Office of Compensatory Education, Title I (During 2009-10 School Year)	Documentation of parent attendance and involvement
2.1b.10	Monitor use of the Provident Language Line	Provide telephone translation services to all school sites (Throughout 2009-10 School Year)	Measure usage from monthly invoices
2.1b.11	Provide materials and supplies to facilitate the instruction of English Language Learners	Plan collegially with ESOL staff and classroom teachers to select materials and supplies for purchase (Throughout 2009-10 School Year)	Appropriate materials purchased and utilized
2.1b.12	Provide summer school tuition funding for English Language Learners	Coordinate the efforts for summer school attendance by English Language Learners (Summer 2009)	Student participation
2.1b.13	Maintain regional Pre-K/early intervention sites	Identify eligible children (Summer 09)	Children identified based on Pre-K eligibility requirements
		Expand the recruitment of eligible children for Fall 2009 (Summer 2009)	
		Facilitate participation in natural learning environment for identified children birth through age 5 (Throughout the 2009-10 School Year)	Analyze program data
		Provide opportunities for SWD in early intervening preschool classes to participate with typically developing peers (Throughout the 2009-10 School Year)	Analyze program data

Operational Objective 2.1b:

Design and implement programs and initiate strategies to support the elimination of the achievement gap for students who are economically disadvantaged, with disabilities, from major racial and ethnic groups, and with LEP.

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2.1b.14	~~Implement FDK in all schools to promote student learning in language arts, mathematics, social studies and science that are both appropriate and effective~~	Deleted; strategy complete - FDK implemented at all schools	
2.1b.15	Utilize parent-school contact for more intensive outreach and home-school communication for Title I schools	Maintain school/parent compacts in all Title I schools (Fall 2009)	Compacts revised and published
		Maintain family involvement committees (Throughout 2009-10 School Year)	Record of parent involvement committee meetings
		Maintain family participation nights, workshops and Annual Title I Parent Conference (Throughout 2009-10 School Year)	Agenda/Minutes; Participant evaluation
		Utilize the family liaison to meet with parents to promote effective communication (Throughout 2009-10 School Year)	Family liaison documentation of visits
		Analyze the results of the Spring 2009 Title I Parent/Staff Satisfaction Survey (Spring 2009)	Analysis completed
		Share analysis of Title I Parent/Staff Satisfaction Survey at Back-to-School Night (Fall 2009)	Analysis shared
		Integrate results of Title I Parent/Staff Satisfaction Survey into parent newsletters; school websites, and School Improvement Plans (Fall 2009)	Results integrated
		Utilize the family liaison to provide families with resources to support mathematics and reading (Throughout 2009-10 School Year)	Mathematics and reading programs available to families

Operational Objective 2.1b:

Design and implement programs and initiate strategies to support the elimination of the achievement gap for students who are economically disadvantaged, with disabilities, from major racial and ethnic groups, and with LEP.

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2.1b.15 Cont.	Utilize parent-school contact for more intensive outreach and home-school communication for Title I schools	Provide equitable services to non-public schools in regards to parent involvement activities (Throughout 2009-10 School Year)	Equitable services provided
2.1b.16	Share School Improvement Plans with parents for more intensive outreach and home-school communication in Title I schools	Elicit parent input as decision-makers in school improvement planning (Throughout 2009-10 School Year)	SIT minutes; parent feedback forms
		Share school improvement plans with parents and seek recommendations from parents/guardians through the family involvement committees (Throughout 2009-10 School Year)	School Improvement Plans on record
2.1b.17	Strategy completed 2005	Deleted; completed 2005	
2.1b.18	Monitor enrollment projections and request funding to maintain class sizes	Hire teachers to maintain HCPS Board of Education class size standards pending funding (Summer 09)	Class sizes meet an equitable standard pending funding
2.1b.19	~~Incorporate the recommendations of the 2006 class attendance scheduling committee report~~	Deleted; completed in 2006	
2.1b.20	Develop recruitment strategies to increase student participation in the ~~fine arts~~ music program	Analyze enrollment data in the music classes (Fall 2009)	Enrollment data analysis
		Implement recruitment activities based on enrollment data (Throughout 2009-10 School Year)	Recruitment activities documented
		Implement Band Together Program for disadvantaged and special needs students (Summer 2009)	Student participation data

Operational Objective 2.1b:

Design and implement programs and initiate strategies to support the elimination of the achievement gap for students who are economically disadvantaged, with disabilities, from major racial and ethnic groups, and with LEP.

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2.1b.21	~~Utilize visitation results to design and implement professional development activities~~	Deleted; incorporated into strategy 2.2a.3	
2.1b.22	~~Expand the Diversity Network to increase communication among minority community groups, parents, and the school system to address student achievement needs~~	Strategy eliminated	
2.1b.23	Share ETM information and 40 developmental assets with Title I parents	Include an ETM outreach at Title I Parent Conference (Spring 2010)	Information shared and parent questions answered
2.1b.24	Implement during and extended learning opportunities for mentoring and youth development programs	Continue youth development programs and after school programs (Throughout 2009-10 School Year)	Attendance and participation; academic performance and discipline referrals reviewed
		Continue to provide the 21 st Century Community Learning Centers after school youth development program at ABMS, EDMS, HXES, GLES, and WPES (Throughout 2009-10 School Year)	Per grant requirements, program reports approved and submitted to MSDE
		Continue to provide 21 st Century Community Learning Center program in the summer at ABMS (Summer 2009)	
2.1b.25	Monitor the effectiveness of the Making Progress program and adjust program elements as necessary	Analyze the results of the Making Progress Program at Hall's Cross Roads and G. Lisby elementary schools and Edgewood Middle School and refine as needed (Summer 2009)	Results of evaluation published

Operational Objective 2.1b:

Design and implement programs and initiate strategies to support the elimination of the achievement gap for students who are economically disadvantaged, with disabilities, from major racial and ethnic groups, and with LEP.

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2.1b.26	Utilize the resources of an HCPS Intervention Committee to support students in the least restrictive environment	Continue to provide support for the HCPS Intervention Committee (Throughout 2009-10 School Year)	Support provided
		Continue to provide technical support for schools based on identified student needs (Throughout 2009-10 School Year)	Documentation of services provided
		Identify needs and provide additional resources for schools (Throughout 2009-10 School Year)	Resources allocated
		Investigate programs, models and resources to support intervention and remediation in conjunction with the C & I staff, Office of Special Ed, and the offices of elementary and secondary education (Throughout 2009-10 School Year)	Committee agendas and minutes

Operational Objective 2.2a:

Align curriculum, instruction, and assessment with the Maryland Content Standards and the Voluntary State Curriculum to ensure academic rigor for all students.

Indicators for Operational Objective 2.2a	
• AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state's assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state's assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
2.2a.1	Update curriculum and ensure alignment with state standards	Update Pre-kindergarten and Kindergarten Harcourt Storytown curriculum to align with the Voluntary State Curriculum (Summer 2009; Throughout 2009-10 School Year)	Curriculum updated to include standards alignment
		Replace Harcourt Collections program (grades 1-5) with MSDE-approved Houghton-Harcourt Storytown program (Throughout 2009-10 School Year)	Storytown Program implemented in all elementary schools
		Implement revised English curricula (Gr. 6-12) in alignment with state standards (Throughout 2009-10 School Year)	Curriculum updated and implemented
		Align mathematics PreK through Algebra II with pending MSDE revised standards (Throughout 2009-10 School Year)	Curriculum aligned with revised MSDE standards
		Utilize MSDE's assistance to align technology education curriculum with the VSC at the middle school level (Throughout 2009-10 School Year)	Curriculum alignment accomplished
		Monitor and revise the curriculum for technology education at the high school level to reflect the VSC (Throughout 2009-10 School Year)	Curriculum is revised as needed to reflect standard alignment
		Continue to monitor and revise business education curriculum to reflect the VSC and HCC recommendations (Throughout 2009-10 School Year)	

Operational Objective 2.2a:

Align curriculum, instruction, and assessment with the Maryland Content Standards and the Voluntary State Curriculum to ensure academic rigor for all students.

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2.2a.1 Cont.	Update curriculum and ensure alignment with state standards	Implement revised biology curriculum in alignment with state standards. (Throughout 2009-10 School Year)	Curriculum revised
		Align grade 3 and grade 11 social studies curriculum with VSC (Throughout 2009-10 School Year)	Curriculum aligned with GCC approval
		Begin phase-in of a fully school-based elementary science kit program to ensure alignment of curriculum, instruction, and assessment (Throughout 2009-10 School Year)	Initial phase implemented
		Revise middle school general music and art curriculum for inclusion of VSC depending on middle school reform implementation (Throughout 2009-10 School Year)	Curriculum revised
		Revise high school music curriculum to align with VSC and create new courses that meet the Technology Literacy Standards (Throughout 2009-10 School Year)	
		Revise elementary school general music and art curriculum in alignment with the VSC (Throughout 2009-10 School Year)	
		Obtain GCC approval for one Prekindergarten unit that has been aligned with the VSC (Fall 2009)	GCC approval
		Develop model units for high school art course utilizing the VSC (Summer 2009)	Units developed with GCC approval

Operational Objective 2.2a:

Align curriculum, instruction, and assessment with the Maryland Content Standards and the Voluntary State Curriculum to ensure academic rigor for all students.

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2.2a.1 Cont.	Update curriculum and ensure alignment with state standards	Align the Career, Research and Development Program of Study with VSC (Throughout 2009-10 School Year)	Curriculum aligned
		Align Family and Consumer Sciences curriculum with VSC (Throughout 2009-10 School Year)	
		Align Trades and Industry curriculum models with industry standards (Throughout 2009-10 School Year)	
2.2a.2	Evaluate and analyze student assessment data to improve instruction	Provide support from the Office of Accountability and from supervisory personnel regarding data analysis to identify student needs (Throughout 2009-10 School Year)	Documentation of services provided
		Utilize HCPS midterm and final assessments in Government Grade 9, World History Grade 10 and US History Grade 11 to evaluate student mastery and identify learning gaps (Throughout 2009-10 School Year)	Student data analyzed; Teacher feedback
		Utilize unit assessments for Grades 6 - 11 social studies courses to identify learning gaps (Throughout 2009-10 School Year)	Student data analyzed; Teacher feedback
		Utilize student data from HCPS cumulative assessments in Grades 6-8 mathematics, and midterm and final assessments in Algebra 1A, Algebra IB, Integrated Geometry, Applied Geometry, Algebra II, Trigonometry, and Precalculus to inform instruction and evaluate student performance (Throughout 2009-10 School Year)	Student data analyzed
		Analyze student data from unit assessments for Grades 1-5 mathematics curriculum in order to inform instruction (Throughout 2009-10 School Year)	Data analyzed; instruction modified to address identified needs

Operational Objective 2.2a:

Align curriculum, instruction, and assessment with the Maryland Content Standards and the Voluntary State Curriculum to ensure academic rigor for all students.

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2.2a.2 Cont.	Evaluate and analyze student assessment data to improve instruction	Analyze data from pilot use of Scholastic Mathematics Inventory and/or Performance Series in designated schools (Throughout 2009-10 School Year)	Data analyzed
		Analyze results from kindergarten SNAP mathematics assessment and TPRI reading assessment to identify learning gaps (Throughout 2009-10 School Year)	Assessment results analyzed
		Administer HCPS Grades 6-12 language arts mid-term assessments and analyze data to identify strengths and weaknesses (Throughout 2009-10 School Year)	
		Analyze results from the Scholastic Reading Inventory (SRI) for grades 2-7 in designated schools, or Performance Series (PS) in designated schools for grades 3-8 and for targeted students in grades 9 and 10 to determine levels of reading performance and reading growth (Throughout 2009-10 School Year)	
		Utilize student results on the benchmark running record reading assessments grades 1-3 to identify and address student needs (Throughout 2009-10 School Year)	Data analyzed; instruction differentiated to address identified needs
		Analyze quarterly holistic assessment data in grades 1-5 to identify strengths and weaknesses of students' responses to reading (Throughout 2009-10 School Year)	
		Analyze HSA Biology, MSA Science, and other benchmark data in collaboration with classroom teachers and/or school leadership. (Throughout 2009-10 School Year)	Data analyzed; instruction modified to address identified needs

Operational Objective 2.2a:

Align curriculum, instruction, and assessment with the Maryland Content Standards and the Voluntary State Curriculum to ensure academic rigor for all students.

Indicators for Operational Objective 2.2a			
• AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state's assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state's assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics			
2.2a.2 Cont.	Evaluate and analyze student assessment data to improve instruction	Develop useful protocols to assist school PLC's in examining data from multiple sources as the basis for constructing and monitoring SIPs and improving instruction. (Throughout 2009-10 School Year)	Protocols developed and shared
		Analyze grade 8 and 9 county-wide health assessments to inform curriculum and instruction (Throughout 2009-10 School Year)	Data analyzed and results shared and instruction differentiated
		Analyze grade 5 and 8 physical education assessments to evaluate effectiveness of curriculum (Throughout 2009-10 School Year)	
		Analyze participation and passing rate on industry certification exams (Throughout 2009-10 School Year)	Data analyzed
2.2a.3	Utilize data derived from 2008-09 teacher observation forms to inform the training to be provided during the 2009-2010 school year	Analyze data obtained from teacher observations (Throughout 2009-10 School Year)	Written recommendations published
		Evaluate and revise teacher professional development based on needs (Throughout 2009-10 School Year)	Revised professional development plan
2.2a.4	~~Align curriculum with state standards or VSC~~	Deleted; incorporated into strategy 2.2a.1	
2.2a.5	Infuse ETM into curriculum documents	Include ETM infusion goals, learning styles and multiple intelligences strategies as curriculum is revised, written and implemented (Throughout 2009-10 School Year)	General Curriculum Committee minutes

Operational Objective 2.2a:

Align curriculum, instruction, and assessment with the Maryland Content Standards and the Voluntary State Curriculum to ensure academic rigor for all students.

Indicators for Operational Objective 2.2a			
• AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state's assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state's assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics			
2.2a.6	Use instructional and media center materials screened for bias, stereotyping, and content imbalance	Share and use the HCPS Guidelines for selection and purchase of instructional materials (Throughout 2008-09 School Year)	Completed check sheets used to screen materials
		Monitor suggested curriculum materials by General Curriculum Committee (Throughout 2008-09 School Year)	General Curriculum Committee minutes
2.2a.7	Refine and enhance the IEP program as needed; Refine data collection and monitor compliance	Continue to provide technical support to assist with utilization of online IEP program (Throughout 2009-10 School Year)	Technical support plan published; Technical assistance provided
		Develop and implement IEP goals and lesson plans/instructional strategies which align with the VSC (Throughout 2009-10 School Year)	IEP goals and lesson plans/instructional strategies developed and implemented
		Continue to implement IEP (Throughout 2009-10 School Year)	Review of IEP's and Student Services Information System data
		Develop reports and monitor data (Throughout 2009-10 School Year)	
2.2a.8	Support countywide textbook adoption	Implement the Storytown reading anthology program for grades 1-5 (Throughout 2009-10 School Year)	Anthology purchased
		Support teachers using the Write Source textbook in secondary language arts classes (Throughout 2009-10 School Year)	Textbooks purchased
		Provide class sets of science reference books for grades 4 and 5 at all elementary schools (Summer 2009)	Reference books provided
		Explore and identify a method book for grades 4-8 instrumental music (band and strings) (Throughout 2009-10 School Year)	Methods book selected for purchase

Operational Objective 2.2a:

Align curriculum, instruction, and assessment with the Maryland Content Standards and the Voluntary State Curriculum to ensure academic rigor for all students.

Indicators for Operational Objective 2.2a	
• AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state's assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state's assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics	

2.2a.9	~~Implement the language arts scope and sequence~~	Deleted; incorporated into Strategy 2.2a.1	
2.2a.10	Revise and administer district-wide HCPS assessments	Administer elementary mathematics assessments in grades 1-5 (Throughout 2009-10 School Year)	Assessments administered
		Examine the quality and usefulness of district-developed assessment tools and report results (Throughout 2009-10 School Year)	Analysis performed; results shared
		Develop a strategic plan for the implementation of a comprehensive assessment program which is aligned with curriculum development and addresses HQ assessment tools, professional development, and technology (Throughout 2009-10 School Year)	Plan developed
		Revise and administer HCPS midterm and final assessments in Government Grade 9, World History Grade 10 and US History Grade 11 (Throughout 2009-10 School Year)	Assessments administered; Standards settings August 2009, Student data
		Administer midterm assessments in English and Language Arts Grades 6-12 (Throughout 2009-10 School Year)	Assessments administered
		Review commercial assessments and item banks for future assessment development for secondary Language Arts (Throughout 2009-10 School Year)	Assessments administered
		Revise and administer unit assessments for Grades 6-11 social studies curriculum (Throughout 2009-10 School Year)	Assessments administered; Student data analysis; Teacher feedback
		Revise quarterly elementary benchmark reading assessments Grades 1-5 for implementation in fall 2010 (Throughout 2009-10 School Year)	Assessments developed and administered

Operational Objective 2.2a:

Align curriculum, instruction, and assessment with the Maryland Content Standards and the Voluntary State Curriculum to ensure academic rigor for all students.

Indicators for Operational Objective 2.2a			
• AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state's assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state's assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics			
2.2a.10 Cont.	Revise and administer district-wide HCPS assessments	Implement bench mark running record reading assessments three times a year in grades 1-3 (Throughout 2009-10 School Year)	Assessments administered and data analyzed to identify instructional implications and reading levels
		Administer the Scholastic Reading Inventory (SRI) in grades 2-7 in designated schools or Performance Series to students in grades 3-8 in designated schools and for targeted students in grades 9 and 10 (Throughout 2009-10 School Year)	Assessments administered and data analyzed to identify growth and current reading levels/lexiles
		Revise and administer cumulative assessments for Grades 6-8 mathematics and midterm and final assessments for Algebra 1A, Algebra IB, Integrated Geometry, Applied Geometry, Algebra II, Trigonometry, and Precalculus (Throughout 2009-10 School Year)	Assessments developed and/or revised and administered
		Continue to develop and administer science benchmark assessments for grades 4, 7 and biology (Throughout 2009-10 School Year)	
		Establish teams to develop science item banks for assessment development and curriculum alignment (Summer 2009 : Throughout 2009-10 School Year)	More standards-based assessment items have been developed for item banks
		Administer Pre-K Skills Checklist (Throughout 2009-10 School Year)	Assessments administered; teacher feedback collected
		Administer SNAP kindergarten math assessment and TPRI kindergarten reading assessment (Throughout 08-09 School Year Throughout 2009-10 School Year)	

Operational Objective 2.2a:

Align curriculum, instruction, and assessment with the Maryland Content Standards and the Voluntary State Curriculum to ensure academic rigor for all students.

Indicators for Operational Objective 2.2a			
• AYP will be met for students, in the aggregate and for each subgroup in reading/language arts on the state's assessment • AYP will be met for students, in the aggregate and for each subgroup in mathematics on the state's assessment • All Title I schools will make adequate yearly progress • AYP will be met for limited English proficient students as measured by MSA reading and mathematics			
2.2a.11	Offer summer programs to enrich students	Continue to offer Gifted and Talented Summer Center Program (Summer 2009)	Attendance documented; program evaluated
		Provide a one-week summer instrumental music program for Grades 6-8 students (Summer 2009)	Student attendance documented
2.2a.12	Align IEP's with Voluntary State Curriculum	Develop lessons/strategies to support implementation of IEP's that are aligned with the VSC (Throughout 2009-10 School Year)	IEP goals aligned with VSC; Lessons/strategies published for content related to Alt-MSA/MSA
2.2a.13 NEW	Establish initiatives to address the STEM plan	Establish a team to coordinate and align the development of a K-12 plan to address the STEM initiatives (Summer 2009; Throughout 2009-10 School Year)	STEM Coordinator identified; Team established, Plan developed
2.2a.14 NEW	Enhance content of the report card to ensure alignment to instructional standards (VSC) and to address systemic efforts at electronic reporting	Develop a revised elementary report card in collaboration with content area supervisors (Summer 2009)	Report card developed
		Implement electronic capturing and reporting of grades at the elementary level in identified schools in collaboration with OTIS (Throughout 2009-10 School Year)	Electronic reporting implemented

Operational Objective 2.2b:

Design and implement program evaluation models and procedures to assess instructional and program strengths and to determine guidelines for revising, refining, or removing programs.

Indicator for Operational Objective 2.2b

- Program evaluation model is adopted by Harford County Public Schools

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
2.2b.1	Develop program evaluation procedures to monitor curricular and instructional programs	Continue to examine and refine program evaluation models (Throughout 2009-10 School Year)	Agendas documented
		Develop program evaluation procedures (Throughout 2009-10 School Year)	Program evaluation procedures published
		Design and conduct evaluations of the implementation and outcomes of system-wide intervention initiatives and report the results (Throughout 2009-10 School Year)	Report shared
2.2b.2	~~Evaluate implementation of FY'07 strategy and continue FY'06 objective~~	Deleted; incorporated into Strategies 2.2a.7 and 2.2a.12	
2.2b.3	Utilize assessment data to evaluate programs, monitor student achievement, and develop intervention programs	Use data to identify students not performing at grade level (Throughout 2009-10 School Year)	Assessment data analyzed; students identified
		Determine appropriate instructional strategies/programs to provide early intervening and remedial support to identified students (Throughout 2009-10 School Year)	Appropriate strategies implemented
		Evaluate programs based on analysis of student achievement needs (Throughout 2009-10 School Year)	Program evaluation procedures published to include analysis of student achievement

Operational Objective 2.2b:

Design and implement program evaluation models and procedures to assess instructional and program strengths and to determine guidelines for revising, refining, or removing programs.

Indicator for Operational Objective 2.2b

- Program evaluation model is adopted by Harford County Public Schools

2.2b.3 Cont.	Utilize assessment data to evaluate programs, monitor student achievement, and develop intervention programs	Analyze Fitness Gram data grades 4 through 8 to inform students, parents, and system regarding student wellness (Throughout 2009-10 School Year)	Student action plan created based on data analysis
2.2b.4	Monitor the Gifted and Talented program	Monitor and evaluate implementation of Gifted and Talented Guidelines (Throughout 2009-10 School Year)	Guidelines revisited as needed
2.2b.5	~~Evaluate the operation of the program bi-annually~~	Deleted; incorporated into Strategies 2.2b.1, 2.2b.2, and 2.2b.3	
2.2b.6	Monitor a variety of data, such as teacher observation forms, as a means of assessing curriculum and instructional programs	Utilize teacher observation reports as a means of evaluating administrative personnel and assessing curriculum and instructional programs (Throughout 2009-10 School Year)	Feedback from discussion sessions and evaluation conferences with supervisory personnel

Operational Objective 2.2c:

Align the existing organizational structure to more effectively and efficiently deliver services to schools to support student achievement.

Indicator for Operational Objective 2.2c	
Full implementation of the Harford County Public Schools 2008-2009 Work Plan	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
2.2c.1	Implement the quarterly professional development cycle for ILT's, supervisory staff, and teachers	Publish professional development calendar (Summer 2009)	Professional development calendar published
		Design and implement professional development activities (Throughout 2009-10 School Year)	Participant evaluations
2.2c.2	~~Establish workstations for reassigned personnel in each school.~~	Deleted; completed in 2005	
2.2c.3	Provide ongoing professional development for department chairpersons	Implement the Department Chairperson Leadership Institute (Summer/Fall /Winter 2009)	Participant attendance and evaluations; Participant portfolios
		Provide PD opportunities for department chairs and school PLCs to use data-informed processes and data delivery tools to address identified learning challenges (Throughout 2009-10 School Year)	Participant attendance and evaluations
		Provide PD opportunities for new department chairs (Fall 2009)	Participant attendance and evaluations
2.2c.4	Provide workshops for teacher leadership	Offer teacher leadership workshops to all teachers (Fall 2009)	Participant attendance and evaluations
		Evaluate teacher leadership workshops and make necessary revisions (Spring 2010)	Participant evaluations

Operational Objective 2.2d:
Develop the technical competencies of all secondary students.

Indicator for Operational Objective 2.2d	
Expand opportunities for all secondary students to access technology	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
2.2d.1	Enhance the online course program and increase student participation	C&I Committee to review, revise, and formalize on-line course protocols and processes (Throughout 2009-10 School Year)	Committee formed to formalize online processes
		Expand the use of online coursework at school sites (Throughout 2009-10 School Year)	Catalogue will indicate increased use of online courses
		The C&I Committee will explore ways to incorporate and increase the use of MVLO resources (Throughout 2009-10 School Year)	Current committee will continue to study expanded use for the original credit MSDE required courses
		The C&I Committee will review current vendors and develop protocols for future service providers (Throughout 2009-10 School Year)	Committee recommendations will be reviewed to provide services aligned with MSDE authorization
2.2d.2	Continue to implement strategies for utilizing technology in all curriculums to support the MSDE Student Technology Literacy Standards	Provide professional development on the Student Technology Literacy Standards for all curriculum supervisors, ILT's, and teachers (Throughout 2009-10 School Year)	Professional development delivered
		Create an annotated inventory of technology materials utilized in fine arts classes (Summer/Fall 2009)	Inventory complete and published
		Develop a long range plan to purchase technology equipment for CTE classes (Throughout 2009-10 School Year)	Long range plan developed
		Establish guidelines within curriculum development to ensure the integration of the technology standards in all curricular areas (Throughout 2009-10 School Year)	Focus group established

Operational Objective 2.2e:

Provide challenging course work, comprehensive completer programs, and rigorous academic requirements for all secondary students.

Indicators for Operational Objective 2.2e	
• There will be an increase in offerings, student enrollment, and completion in challenging course work, comprehensive completer programs and rigorous academic requirements for all secondary students in all high schools • 100% of curriculum being approved by GCC will address career development and post-secondary educational standards • Implementation of the Small Learning Community Concept component of the Comprehensive Secondary School Reform Plan • Implementation of the Magnet School Concept component of the Comprehensive Secondary School Reform Plan • Implementation of the Ninth Grade Transition Concept component of the Comprehensive Secondary School Reform Plan	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
2.2e.1	Continue to write, update, and publish HCPS curriculum guides	Review and update curriculum guides as per the Office of Curriculum and Instruction guidelines (Throughout 2009-10 School Year)	Guides published and shared electronically
2.2e.2	Implement the revised credit and course requirements for graduation	Complete year four of the CSSRP implementation (Throughout 2009-10 School Year)	Credit sequence elevated to 6, 12, and 18 with the fourth math credit and a career pathway registered for all students
		Complete phase in of new local graduation requirements (Throughout 2009-10 School Year)	Final phase implemented
2.2e.3	Utilize the career pathways as a means for managing programs of study for grades 9-12 and as a means for implementing the delivery of required courses in 2009-2010	Continue to identify and implement the pathway courses for the four career clusters (Throughout 2009-10 School Year)	Career pathways monitored and refined as needed
		Continue to identify and implement Career and Technology Education completer programs (Throughout 2009-10 School Year)	Additional programs identified and implemented
		Continue to identify and implement magnet programs (Throughout 2009-10 School Year)	

Operational Objective 2.2e:

Provide challenging course work, comprehensive completer programs, and rigorous academic requirements for all secondary students.

Indicators for Operational Objective 2.2e	
• There will be an increase in offerings, student enrollment, and completion in challenging course work, comprehensive completer programs and rigorous academic requirements for all secondary students in all high schools • 100% of curriculum being approved by GCC will address career development and post-secondary educational standards • Implementation of the Small Learning Community Concept component of the Comprehensive Secondary School Reform Plan • Implementation of the Magnet School Concept component of the Comprehensive Secondary School Reform Plan • Implementation of the Ninth Grade Transition Concept component of the Comprehensive Secondary School Reform Plan	

2.2e.4	Prioritize and implement approved plans for Secondary School Reform Initiative	Implement year four of CSSRP in all high schools (Throughout 2009-10 School Year)	Implementation of all CSSRP strategies
2.2e.5	Increase challenging academic offerings	Offer and encourage greater participation in Advanced Placement and Honors classes and advanced courses in completer programs (Spring 2010)	Student enrollment in AP and Honors classes and advanced courses in completer programs
		Enhance professional development courses for Advanced Placement teachers (Throughout 2009-10 School Year)	Teacher enrollment
		Offer professional development courses for technology education teachers (Throughout 2009-10 School Year)	Teacher participation
		Offer magnet programs in select high schools to encourage student participation in specialized curricula (Throughout 2009-10 School Year)	Student participation
		Continue to meet with program advisory committees for the three magnet programs to capture the current industry standards and certification (Throughout 2009-10 School Year)	Meeting agendas and minutes
2.2e.6	~~Complete the third – fourth year of the Refine and improve the program at the Science and Mathematics Academy;~~	Deleted – moved into 2.2e.13	
2.2e.7	Refine existing smaller learning communities and the ninth grade transition program	Create cross-functional study team to identify best 9 th grade transitions practices for systemic recommendations (Throughout 2009-10 School Year)	Work will be revised and implemented
		Evaluate and revise freshmen transition course titled <i>Living in a Contemporary World</i> (Throughout 2009-10 School Year)	Guide reviewed, revised, and published Fall 2010

Operational Objective 2.2e:

Provide challenging course work, comprehensive completer programs, and rigorous academic requirements for all secondary students.

Indicators for Operational Objective 2.2e			
- There will be an increase in offerings, student enrollment, and completion in challenging course work, comprehensive completer programs and rigorous academic requirements for all secondary students in all high schools 100% of curriculum being approved by GCC will address career development and post-secondary educational standards - Implementation of the Small Learning Community Concept component of the Comprehensive Secondary School Reform Plan - Implementation of the Magnet School Concept component of the Comprehensive Secondary School Reform Plan - Implementation of the Ninth Grade Transition Concept component of the Comprehensive Secondary School Reform Plan			

2.2e.7 Cont.	Refine existing smaller learning communities and the ninth grade transition program	Continue to develop new career completer programs (Throughout 2009-10 School Year)	Pathway programs developed and/or refined
		Continue to develop and refine magnet programs (Throughout 09-10 School Year)	
		Refine pathway programs (Throughout 2009-10 School Year)	
2.2e.8	Maintain funding and resources to support the HCPS Fine Arts Program	Submit application for the Fine Arts Initiative Grant for art, music, dance and theatre programs (Summer 2009)	Funding and grant secured
		Implement music all-county events and festivals (Throughout 2009-10 School Year)	Music schedule published
		Utilize funding to support the Instrumental Refresh Program (Throughout 2009-10 School Year)	Program funded
		Provide equipment and materials related to the implementation of a quality Fine Arts Program (Throughout 2009-10 School Year)	Equipment and materials provided
2.2e.9	Enhance career and technology education programs	Continue to secure federal funding to upgrade career completer programs (Throughout 2009-10 School Year)	Funding secured
2.2e.10	~~Implement truancy abatement and dropout prevention programs; Conduct program evaluation~~	Deleted; incorporated in 2.2e.11	
2.2e.11	Review and refine Alternative Educational programs	Implementation of the AGB recommendations for Restructuring Planning (Throughout 2009-10 School Year)	Recommendations implemented
2.2e.12	Include <i>Career Development for Instruction in Grades Prekindergarten – Grade 12</i> , as per COMAR 13A.04.10.01	Monitor all curriculum for inclusion of the <i>Maryland Career Development Framework, K-12</i> (Throughout 2009-10 School Year)	GCC minutes

Operational Objective 2.2e:

Provide challenging course work, comprehensive completer programs, and rigorous academic requirements for all secondary students.

Indicators for Operational Objective 2.2e	
• There will be an increase in offerings, student enrollment, and completion in challenging course work, comprehensive completer programs and rigorous academic requirements for all secondary students in all high schools • 100% of curriculum being approved by GCC will address career development and post-secondary educational standards • Implementation of the Small Learning Community Concept component of the Comprehensive Secondary School Reform Plan • Implementation of the Magnet School Concept component of the Comprehensive Secondary School Reform Plan • Implementation of the Ninth Grade Transition Concept component of the Comprehensive Secondary School Reform Plan	

2.2e.12 Cont.	Include <i>Career Development for Instruction in Grades Prekindergarten – Grade 12</i> , as per COMAR 13A.04.10.01	Develop monitoring tool for all schools to compile and report career development activities PreK-12 (Summer/Fall 2009)	Tool is developed and utilized
		Monitor student usage of Internet-based programs including the Bridges <i>Career Explorer</i> program (Fall 2009)	Review annual report of program usage
2.2e.13	Identify, implement, evaluate, and refine approved magnet and specialized programs	Implement second year of International Baccalaureate magnet program at Edgewood High School (Throughout 2009-10 School Year)	Program implemented
		Implement the Natural Resources and Agricultural Sciences magnet program at NHHS (Throughout 2009-10 School Year)	Plan in progress
		Continue implementation phasing for the Homeland Security and Emergency Preparedness specialized program (JOHS); Biomedical Sciences specialized program at BAHS (Throughout 2009-10 School Year)	Implementation progressing as planned
		Evaluate and refine the program at the Science and Mathematics Academy • Monitor the second graduating class as they begin their college careers in order to receive feedback on the program • Evaluate total program and revise as needed • Identify student population for 09-10 school year (Summer 2009)	Refinements documented; surveys reviewed; Staff and student population identified

Operational Objective 2.2f:

Enhance the post-high school preparation of all secondary students.

Indicators for Operational Objective 2.2f	
- Incremental improvement in graduation rate and a commensurate reduction in student dropout rate as defined by the State - Implementation of the Comprehensive Secondary School Reform Plan - All third and fourth year high school students will receive individual, annual, career counseling and post-secondary educational planning 100% of high school students will have a 6-year plan	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
2.2f.1	Enhance senior year offerings to promote student involvement and success	Develop possible programmatic options for the senior year in conjunction with related elements in the Comprehensive Secondary School Reform Plan (Throughout 2009-10 School Year)	Work will be revised and implemented as possible
2.2f.2	Utilize the career clusters as a means for managing programs of study for high school students and develop the necessary curricular components for implementing the delivery of required courses for Fall 2010	Implement professional development for secondary ILT's, teachers, and counselors on the career cluster program (Throughout 2009-10 School Year)	Professional development feedback
2.2f.3	Provide professional development as needed regarding <i>Career Development for Instruction in Grades Prekindergarten – Grade 12</i> , as per COMAR 13A.04.10.01	Share professional development regarding the <i>Maryland Career Development Framework, K-12</i> with supervisory personnel as possible (Throughout 2009-10 School Year)	Professional Development held as possible
2.2f.4	Monitor and report the number of students participating in non-traditional CTE programs	Utilize disaggregated data from MSDE-generated Subpopulation Charts on Career and Technology Education enrollment to develop strategies for balancing student participation (Summer 2009)	Number of students participating in non-traditional programs identified
2.2f.5	Institutionalize the CSSRP components that affect juniors and readiness of those components that affect seniors in Fall 2009	Develop possible programmatic options for the senior year in conjunction with related elements in the CSSRP (Throughout 2009-10 School Year)	Work will be revised and implemented as possible
2.2f.6	Offer coursework that supports student post-secondary activities	Review and refine all articulated agreements (Throughout 2009-10 School Year)	Articulation agreements have been reviewed and revised as needed

Operational Objective 2.2f:

Enhance the post-high school preparation of all secondary students.

Indicators for Operational Objective 2.2f			
- Incremental improvement in graduation rate and a commensurate reduction in student dropout rate as defined by the State - Implementation of the Comprehensive Secondary School Reform Plan - All third and fourth year high school students will receive individual, annual, career counseling and post-secondary educational planning 100% of high school students will have a 6-year plan			
2.2f.6 Cont.	Offer coursework that supports student post-secondary activities	Monitor and revise existing Career and Technology Education articulated programs/Tech Prep; Develop new articulated programs as needed (Throughout 2009-10 School Year)	Revised Tech Prep programs are approved by MSDE; new programs developed as needed
2.2f.7	Provide annual career counseling and post-secondary educational planning opportunities for students, grades 8-12, using a 6-year planning tool	Develop a framework for an on-line version of a 6-year planning tool contingent upon available technology (Throughout 2009-10 School Year)	Framework developed
		Utilize school counselors for classroom presentations, Internet searches, and counseling sessions for high school and middle school students to discuss and refine plans for careers and post-secondary education (Throughout 2009-10 School Year)	School counselor documentation in career domain template; Career Explorer documentation
2.2f.8	~~Implement career counseling for all juniors and seniors. Require annual career counseling and post-secondary educational planning for all students within two years of graduation from high school using a 4+2 6-year planning tool.~~	Deleted; incorporated into 2.2f.7	
2.2f.9	Explore implementation of MSDE's <i>Advisory Career Development</i> concept of the HCPS Comprehensive Secondary School Reform Plan	Provide support for schools choosing to use the <i>Advisory Career Development</i> concept as possible (Throughout 2009-10 School Year)	Support provided as possible

Operational Objective 2.3a:

Introduce School Improvement Teams to the integrated management process (CLS) for continuously improving student achievement.

Indicators for Operational Objective 2.3a	
• Increase school system personnel's understanding of the integrated management process, Classroom Learning System (CLS) • Increase teacher use of the integrated management process (CLS) in the classroom	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
2.3a.1	Incorporate CLS in school improvement planning	Include CLS initiatives in School Improvement Plans (Throughout 2009-10 School Year)	Review School Improvement Plans
2.3a.2	Strategy deleted		
2.3a.3	Increase the number of school sites and employees utilizing the CLS	Provide CLS training for faculty and staff through the Continuing Professional Development course (Throughout 2009-10 School Year) Provide program-related resources where possible (Throughout 2009-10 School Year)	Number of faculty/staff utilizing the CLS program within the classroom instructional process
2.3a.4	Explore the relationship between CLS in the classroom and student achievement	Collect student achievement data comparing students in CLS classrooms to those not involved in the CLS process (Throughout 2009-10 School Year)	Comparative analysis reports
2.3a.5	Incorporate CLS in classrooms to support student ownership of learning	Continue to support schools and teachers as they implement CLS strategies in their classrooms (Throughout 2009-10 School Year)	Teacher feedback

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

Board of Education of Harford County 2003-2008 Master Plan Goal 3:

“Ensure the effective use of all resources focusing on the areas of technology, fiscal and budgetary management, and community partnerships.”

In order to move maximum funding to achievement of the school system’s critical mission, the Board of Education of Harford County believes that it is important to know in a business sense that the school system is operating at peak performance. To ensure efficient and effective utilization of resources, excellent fiscal management is critical, as are technological and administrative supports within the system.

The Board of Education of Harford County recognizes further that the significant contributions of parents and families in support of student academic achievement are essential to the desired long-term outcome for students. Partnerships with parents are further enhanced through numerous rich and rewarding associations with businesses, colleges and universities, government, civic and other volunteer organizations.

Current practices that are ongoing in the area of public engagement which support this goal include the publication of various initiatives, as well as the use of electronic and other systems to disseminate public information and gather feedback. In addition, contacts are maintained with commercial media involving memos and news releases. Internal communication is maintained through e-mail systems, websites, SharePoint sites and an automated phone system. Also, electronic media is used through “Your Public Schools” half hour show, TV sports, school concerts, academic tournament and a variety of others. The public has immediate access to the superintendent and others on HCPS senior staff through an Action Line telephone number and Internet-based e-mail.

Board Goal 3 is aligned with significant portions of the Bridge to Excellence legislation and the Visionary Panel for Better Schools report. The strategies outlined in Goal 3 and contained within this document describe the support and assistance provided by the system to ensure the successful implementation of the five ESEA goals. Goal 3 strategies and objectives are reviewed and updated annually.

Each of the following HCPS 2009 BOE Strategic Plan goals has some alignment to the original HCPS Master Plan Goal 3 outcomes goals and operational objectives.

- BOE 2009 Strategic Plan Goal 1: Every child feels comfortable going to school
- BOE 2009 Strategic Plan Goal 2: Every child achieves personal and academic growth
- BOE 2009 Strategic Plan Goal 3: Every child benefits from accountable adults
- BOE 2009 Strategic Plan Goal 4: Every child connects with great employees
- BOE 2009 Strategic Plan Goal 5: Every child graduates reading to succeed

HCPS 2003-2008 Master Plan Goal #3: Ensure the effective use of all resources focusing on the areas of technology, fiscal and budgetary management, and community partnerships.

Outcome Goals

1. Make effective and efficient use of technology at all levels of HCPS.
2. Provide effective administration and fiscal management of resources.
3. Maximize communication with all stakeholders.

Operational Objectives

1. Make effective and efficient use of technology at all levels of HCPS.
 - a. Improve student learning through technology.
 - b. Improve staff's knowledge and skills to integrate technology into instruction.
 - c. Improve decision-making, productivity, and efficiency at all levels of the organization through the use of technology.
 - d. Improve equitable access to appropriate technologies among all stakeholders.
 - e. Improve the instructional uses of technology through research and evaluation.
2. Provide effective administration and fiscal management of resources.
 - a. Enhance the fiscal credibility of the school system with the local Board, County and State authorities, and local taxpayers.
3. Maximize communication with all stakeholders.
 - a. Provide the public with information on the successes of HCPS students, staff, programs, and schools.
 - b. Reach an ever-widening internal and external audience through internet and intranet web sites.
 - c. Expand relationships and collaborations within HCPS and the business community necessary to achieve meaningful academic partnerships.
 - d. Promote meaningful involvement of family members in the educational process.
 - e. Communicate internally to increase effective utilization of partnership activities as a viable curricular component.
 - f. Seek opportunities for community engagement.

Operational Objective 3.1a:
Improve student learning through technology.

Indicator for Operational Objective 3.1a	
100% compliance with the technology literacy standards as approved by MSDE and recommended by the HCPS Office of Technology	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.1a.1	Provide digital content before, during and after school to support teaching and learning.	Develop policies and procedures and seek funding opportunities to provide digital resources to educators, students, parents, and communities before and after school hours, including collaboration with public libraries. (Office of Technology/Technology Steering Committee)	Steering Committee Minutes
		Promote purchasing of MEEC products for staff.	Number of MEEC purchases
		Explore methods to support after school digital access and home resources by the parental community.	Solutions identified
3.1a.2	Integrate digital content into all instruction, as appropriate, to support teaching and learning.	Establish a process, rubric, and criteria for developing electronic toolkits that provide lesson seeds and other instructional resources that incorporate technology and information literacy, and that are aligned to the Maryland Voluntary State Curriculum (VSC and HCPS curriculum). (Office of Curriculum and Instruction/OTIS)	Curricular documents that demonstrate integration of information literacy and technology
		Identify and promote instructional delivery models that use current and emerging technologies to support student learning. (Technology Liaisons, Content Supervisors, Supervisor of Library Services, IFs and mentors)	Unit lesson plans; Teacher observations and evaluation
		Develop a digital showcase of student and teacher work.	Number and quality of student and teacher work displayed at district digital showcase
		Implement and publish effective practices that use new and emerging technologies, especially as they relate to sustaining and enhancing a learning environment that is relevant, continuous, and adaptable. (OTIS)	Professional development plans that use current and emerging technologies to support student learning implemented

Operational Objective 3.1a:
Improve student learning through technology.

Indicator for Operational Objective 3.1a			
100% compliance with the technology literacy standards as approved by MSDE and recommended by the HCPS Office of Technology			
3.1a.3	Expand student and staff access to curricula and support related to Maryland standards through online courses, content, collaboration, and support.	Continue partnerships with existing digital libraries such as Maryland Public Library Electronic Resource Consortium (MPLERC), Maryland Digital Library (MDL), and MDK12 Digital Library Consortium. (OTIS, Library and Media Services)	Online databases available in each school.
		Provide student, staff, and parent access to digital textbooks beyond the school day.	Digital textbooks accessible online and/or mobile media available for home use.
		Develop an e-Learning Community web site to provide access to: - approved curriculum - learning management system - employee resources - parent and student resources	e-Learning community user survey
		Develop a support structure for local schools to provide adult education using digital resources.	Digital resources are available for adult education.
3.1a.4	Allow students access to instructional resources that incorporate universal design.	Continue to collaborate with Assistive Technology Team to promote and share “effective practices” in implementing digital content that accommodate diverse learning needs of all students. (Assistive Technology/OTIS)	Effective practices published on the e-Learning community
		Provide technology to students whose Individual Education Programs and 504 plans recommend or require additional technologies. (Assistive Technology Team/OTIS)	IEPS supported by budget and technologies implemented; 504 Plans supported by budget and technologies implemented
		Review policies and procedures for student digital access for currency and relevancy to student need.	Annual policy and procedure review with necessary updates

Operational Objective 3.1a:
Improve student learning through technology.

Indicator for Operational Objective 3.1a			
100% compliance with the technology literacy standards as approved by MSDE and recommended by the HCPS Office of Technology			
3.1a.5	Provide, through HCPS website, coordinated access to information and resources through collaboration with and linkages to other portal providers.	Re-design the HCPS website so that it is organized in a user-friendly format with dynamic and relevant information, according to stakeholder feedback. (OTIS)	Content provided on the website including 'How to' features, FAQs, and crisis information
		Work with the Technology Steering Committee to guide the resource development of and policies for the site (OTIS)	Minutes of Technology Steering Committee
		Monitor effectiveness of the HCPS website. (OTIS)	Data collected on number of visits to the website; stakeholder feedback
3.1a.6	Enable all students to demonstrate mastery of technology literacy as specified in the: - Maryland Student Technology Literacy Standards; - School Library Media Voluntary State Curriculum; - Technology Education Voluntary State Curriculum.	Develop and implement a cross curricular tool roadmap by grade and subject area to publish model lesson plans and assessment items to measure technology-related knowledge and skills. (OTIS/Office of Curriculum and Instruction)	School measures reported to state
		Ensure that School Improvement Plans include technology plans with strategies that incorporate the Maryland Technology Literacy Standards for Students into regular instruction. (Teachers, School Admin., Technology Liaisons, OTIS, Supervisor of Library/ Media Services, School Improvement Coordinator)	Grade level planning tool in place to measure tech literacy;
		Library media specialists collaborate with classroom teachers, other educators, and public libraries to provide authentic learning experiences that develop proficiency in information literacy, communication, and technology literacy skills. (Library Media Services/OTIS)	Supervisor of Library Services monthly reports

Operational Objective 3.1b:
Improve staff's knowledge and skills to integrate technology into instruction.

Indicator for Operational Objective 3.1b	
Incorporate technology standards into instruction moving from a teacher-centered to a student-centered environment focused on continuous improvement.	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.1b.1	Enable all teachers and library media specialists to meet State-established standards for technology literacy.	Incorporate technology requirements into professional development plans. (OTIS, School Administrators, IF and mentors, Content Supervisors, Central ILT)	Professional Development Plans
		Seek funding to move toward 1:1 mobile laptop computing model	Funding obtained in Capital Budget
		Explore ways to integrate the Maryland Teacher Technology Standards (MTTS) and Maryland Technology Literacy Standards for Students (MTLSS) into all professional development programs, including courses for recertification and continuing professional development, and content specific professional development coordinated through the Office of Curriculum and Instruction. (Office of Curriculum and Instruction/ OTIS)	School Technology Plans; Content Curricular Specific SharePoint sites
		Encourage schools to use the Maryland Teacher Technology Inventory to measure teacher technology literacy and shape professional development opportunities at the system and school levels.	Maryland Teacher Technology Inventory
		Assist staff in structuring their individual professional development plans for meeting the Standards with requirements tied to recertification (HR)	Professional Development Plans
		Develop a process to review school improvement plans and strategies for using technology to support school improvement goals. (OTIS/CENTRAL ILT/Coordinator of School Improvement)	Individual School Improvement Plans
		Extend professional development resources to Adult Education Programs as appropriate. (OTIS/ CENTRAL ILT Teams/Office of Professional Development)	SharePoint Online Professional Development for Teachers

Operational Objective 3.1b:
Improve staff's knowledge and skills to integrate technology into instruction.

Indicator for Operational Objective 3.1b			
Incorporate technology standards into instruction moving from a teacher-centered to a student-centered environment focused on continuous improvement.			
3.1b.1 cont.	Enable all teachers and library media specialists to meet State-established standards for technology literacy.	Share models of successful professional development that address the Maryland Teacher Technology Standards through strategic partnerships and the Professional Development Coordinator. (OTIS/CENTRAL ILT Teams/Office of Professional Development, Content Supervisors, Supervisor of Library Svcs.)	Develop showcase opportunities (electronically/gallery walks)
		Develop high-quality professional development hybrid and online resources and e-communities to provide anytime, anywhere course opportunities and support for technology infusion. (OTIS/Office of Curriculum and Instruction)	Professional development modules developed
		Determine a process to include multiple measurements to collect quality, consistent data in measuring the progress of teachers in mastering the Maryland Teacher Technology Standards. (OTIS/CENTRAL ILT) - Develop process and pilot to include: - Technology standard look for's - Observation tool for collection - Implement and report - Report to MSDE yearly on progress toward meeting the goal - Consider how best to integrate the reporting into the Master Plan process	Process indentified: Solicit funding through annual budget submissions
		Consider ways to acknowledge teachers that have achieved proficiency on meeting the standards such as professional credits, local awards, and conference attendance. (OTIS, Technology Liaisons)	Observations and feedback from Maryland Teacher Technology Inventory
		Build internal capacity in SharePoint to support technology-related professional development using district and school administrators, county or school-based technology infusion specialists, school library media specialists, teachers, and other knowledgeable partners. (OTIS)	Implement both internal and external access to Share Point for all teachers

Operational Objective 3.1b:
Improve staff's knowledge and skills to integrate technology into instruction.

Indicator for Operational Objective 3.1b	
Incorporate technology standards into instruction moving from a teacher-centered to a student-centered environment focused on continuous improvement.	

3.1b.1 cont.	Enable all teachers and library media specialists to meet State-established standards for technology literacy.	Develop evaluation criteria and standards-based tools that can be used by school and central office administrators in observations to evaluate an instructional staff member's competency related to the Standards. (OTIS/CENTRAL ILT)	Criteria created for evaluations
		Add technology requirements into all instructional staff job descriptions.	Job descriptions revised
3.1b.2	Ensure all administrators at the school and district levels will meet State-established standards for technology-related knowledge and skills.	Align the Maryland Technology Standards for School Administrators with the Maryland Instructional Leadership Framework to guide professional development for administrators. (OTIS/Office of Professional Development)	Maryland Administrator Technology Inventory
		Seek funding to move toward 1:1 mobile laptop computing model	Maryland Online Inventory
		Adopt and implement the Maryland Technology Standards for School Administrators. (State, Local)	Standards adopted and implemented
		Use the online technology toolkit for administrators to assess the knowledge and skills of administrators and assist them in creating professional development plans for meeting the Standards. (OTIS/CENTRAL ILT)	School Technology Plans
		Develop high-quality professional development hybrid and online courses to provide anytime, anywhere course opportunities for administrators. (OTIS/CENTRAL ILT)	Administrator Levels of Use
		Provide professional development opportunities for administrators and administrator candidates to understand the Maryland Teacher Technology Standards and the Maryland Technology Literacy Standards for Students. (OTIS/CENTRAL ILT)	Proficiency measurement reported

Operational Objective 3.1b:
Improve staff's knowledge and skills to integrate technology into instruction.

Indicator for Operational Objective 3.1b			
Incorporate technology standards into instruction moving from a teacher-centered to a student-centered environment focused on continuous improvement.			
3.1b.2 Cont.	Ensure all administrators at the school and district levels will meet State-established standards for technology-related knowledge and skills.	Develop evaluation criteria and standards-based tools that can be used by central office staff in observations to evaluate administrators' competency related to the Standards. (OTIS/CENTRAL ILT)	Local evaluation tool developed and implemented
		Determine a process to measure the progress of administrators in mastering the Maryland Technology Standards for School Administrators in order to meet federal reporting requirements. (OTIS/CENTRAL ILT) - Develop process and pilot - Implement and report - Report to MSDE yearly on progress toward meeting the goal - Consider how best to integrate the reporting into the Master Plan process	Process determined; pilot implemented
		Add technology requirements into all administrator job descriptions.	HR job description
3.1b.3	Provide one instructional technology infusion specialist for every 100 instructional and administrative staff members to assist with professional development and curriculum integration.	Explore funding models to move toward meeting the instructional technology support target. (OTIS/CENTRAL ILT)	Online Technology Inventory of each school (annually)
		Develop a job description for technology infusion specialist. (OTIS/Department of Human Resources)	HR Job description
		Evaluate the effectiveness of instructional technology support. (OITS/CENTRAL ILT)	Customer survey
		Share models of effective implementation. (OTIS/CENTRAL ILT)	Job Description approved and published

Operational Objective 3.1b:
 Improve staff's knowledge and skills to integrate technology into instruction.

Indicator for Operational Objective 3.1b	
Incorporate technology standards into instruction moving from a teacher-centered to a student-centered environment focused on continuous improvement.	

3.1b.4	Provide professional development for teachers on the integration of technology into the curriculum	Provide professional development opportunities to explore: - Software - Instructional strategies	Professional development agendas and evaluations
		Integrate technology into the curriculum during curriculum review and revision	Revised curriculum
		Develop an annual technology summit for stakeholders involved in technology training (OTIS, AT, PD)	Agenda and participation list

Operational Objective 3.1c:

Improve decision-making, productivity, and efficiency at all levels of the organization through the use of technology.

Indicator for Operational Objective 3.1c	
Utilize appropriate digital reporting tools to measure continual growth in all areas of administrative functions and operational processes	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.1c.1	Use electronic information and communication tools to improve management and operational efficiency.	Provide high-quality professional development opportunities for HCPS staff to acquire and expand job-specific technology-related skills. (OTIS/Curriculum & Instruction)	PD agendas
		Add technology requirements into all staff job descriptions.	HR Job Description
		Implement and support a learning management system (LMS). (OTIS/C&I)	Systems researched; funding obtained and pilot implemented
3.1c.2	Provide leadership and support in access to and use of technologies for administrative and operational purposes.	Develop business intelligence reporting for central office and school-based management.	Business intelligence application implemented
		Revamp ERP security	District ERP system
		Develop service oriented architecture connecting management systems with student information systems	Coordinated and global online resource of training resources
		Adopt operational leave management application	District application for leave management results analyzed
		Develop and implement a work request management application integrated with corporate email	Ongoing audits of work request application
		Deliver training and support for implementation and operations of the instructional data management system(s). (Curriculum & Instruction; OA)	Training and support provided

Operational Objective 3.1c:

Improve decision-making, productivity, and efficiency at all levels of the organization through the use of technology.

Indicator for Operational Objective 3.1c			
Utilize appropriate digital reporting tools to measure continual growth in all areas of administrative functions and operational processes			
3.1c.3	Develop processes and strategies to provide access to digital resources, data, and information before and after school hours	Research, acquire, and maintain systems that will provide anytime, anywhere access to resources, data, and information with appropriate access rights and systems to provide electronic communication (community portal). (OTIS)	HCPS Technology Plan; Community portal implemented
		Expand the use of SharePoint at the school level, including, but not limited to PLC facilitation	SharePoint School Sites
3.1c.4	Develop processes and strategies to provide electronic communication with educators, students, parents, and the community	Collect and publish local school system strategies for effective communication between the school and home/community. (OTIS/Communications Office)	Strategies document published
		Implement Edline in elementary schools to include the development of the Super User support program used in secondary schools. (OTIS)	Active Edline parent and student accounts
		Collaborate with BOE to establish district standards for more effective use of Edline. (OTIS)	BOE action
		Partner with public libraries to offer communities greater access anytime, anywhere to electronic communication and computer equipment. (OTIS)	HCPS Technology Plan
3.1c.5	Research, procure and/or develop, and implement instructional data management systems, integrated student information systems, and curriculum/content management systems.	Ensure that local needs assessment policies, procedures, and evaluation criteria include expectations for the use of student information systems, curriculum/content management systems, instructional management systems, and learning management systems to inform local program and instructional decisions. (OTIS/C&I/OA)	HCPS Policy and Procedure documents; Acceptable Use Policy; LMS survey
		Explore and pilot a more robust and user-friendly instructional management tool/system for reporting student data (C&I/OA)	Instructional data management system selected
		Expand the ad hoc school-based query capability of student information	Additional query capability provided

Operational Objective 3.1c:

Improve decision-making, productivity, and efficiency at all levels of the organization through the use of technology.

Indicator for Operational Objective 3.1c			
Utilize appropriate digital reporting tools to measure continual growth in all areas of administrative functions and operational processes			
3.1c.5 cont.	Research, procure and/or develop, and implement instructional data management systems, integrated student information systems, and curriculum/content management systems.	Implement and support a data warehouse	Funding obtained; data warehouse project commenced
		Research and develop real time data collection for multiple purposes for all stakeholder levels including student attendance and student assessment	Systems identified and funding obtained
		Provide professional development opportunities for HCPS instructional personnel to effectively use the web-based instructional management tools to access and analyze student performance data, and to use the results of analysis to inform instructional decisions. (Office of Account./CENTRAL ILT)	PD agendas
		Develop, document and share effective practices and protocols in security design and management to ensure the confidentiality, privacy, and integrity of student and staff data, as well as protect school system data. (OTIS)	Effective practices and helpful hints published
3.1c.6	Make available student, school, and district data provided by the State for analysis and decision-making.	Review and analyze state assessment results of student progress. (Curriculum and Instruction/Office of Accountability/CENTRAL ILT/Coordinator of School Improvement)	Review School Improvement Plans for attention to data-driven school improvement initiatives; BTE Annual Update to the Master Plan will include data analysis and plan of action
3.1c.7	Post all new curricular documents on the HCPS Intranet	Maintain the curriculum guides from all subject areas which are posted to the intranet (Throughout 2009-10 School Year)	Feedback from curriculum supervisors
		Post each guide as approved by the GCC (Throughout 2009-10 School Year)	Approved guides posted to the Intranet

Operational Objective 3.1c:

Improve decision-making, productivity, and efficiency at all levels of the organization through the use of technology.

Indicator for Operational Objective 3.1c			
Utilize appropriate digital reporting tools to measure continual growth in all areas of administrative functions and operational processes			
3.1c.8	Monitor the implementation and operations of the instructional data management system	Convene meetings of the IOC as needed to discuss user feedback and s enhancements in order to make informed decisions regarding site evalu and development (Throughout the 2009-10 school year)	Meetings held as needed
		Keep administrators and instructional supervisory personnel up-to-date regarding enhancements to increase the effectiveness of the instructional management system (Throughout the 2009-10 school year)	Updates provided for ILT members and other personnel as needed
3.1c.9	Use technology to detect unlawful entry to HCPS' networks and servers and maintain a one-time password token technology to enhance security for one-time systems	Implement one-time password technology through use of Smart Cards on all servers and routers	All servers and network routers have one-time password technology applied

Operational Objective 3.1d:

Improve equitable access to appropriate technologies among all stakeholders

Indicator for Operational Objective 3.1d	
Increase performance of all learners by maintaining the highest level of access in operational/computational efficiency	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.1d.1	Provide: - One high performance computer per educator for administrative and instructional use; 3:1 student-to-computer ratio at the elementary school level to provide on-demand, equitable access to a variety of technological tools; - Access to a variety of other technology devices to maximize student learning; - One computer projection device or display unit per classroom and other instructional areas; - Connection to a broadband speed LAN/WAN from every instructional and administrative area, including all re-locatable classrooms, to support the use of high-quality digital learning resources; and - A secure computing environment to ensure safe access and information integrity	Maintain the 4 year refresh cycle for instructional computers. (OTIS)	Annual Online Technology Inventory of each school
		Address strategies to purchase additional computers to meet the 3:1 student to computer ratio. elementary(OTIS)	HCPS Technology Plan
		Address strategies to purchase additional computers to meet the 1:1 student to computer ratio. secondary(OTIS)	Collaborative data collection pilots on new and emerging technologies
		Address strategies to purchase additional computers to meet the 1:1 mobile computing for teachers and administrators (OTIS)	Collaborative data collection pilots on new and emerging technologies
		Explore SMS technologies for the use of emergency awareness	Utilization of Operating Systems and applications
		Implement strategies, such as Return on Investment (ROI), through collaborative data collection pilots that assist with cost savings for technology planning. (OTIS/Office of Research and Accountability)	Relative interactive tools
		Provide systematic upgrades to maximize data collection, retrieval and analysis	HCPS Policies and Procedures; Upgrades documentation
		Provide systematic upgrades to maximize multimedia and telecommunication systems	HCPS Policies and Procedures; Upgrades documentation
		Purchase new and/or upgrade the technology/equipment for CTE programs	Technology/equipment upgraded and/or purchased as needed
		Implement emerging technologies that repurpose the learning space	Computing, multimedia, telecommunication and networking
		Assess long-term connectivity and bandwidth needs and implement strategies for meeting them. (OTIS)	Continued participation on HCMAN Consortia

Operational Objective 3.1d:
Improve equitable access to appropriate technologies among all stakeholders

Indicator for Operational Objective 3.1d			
Increase performance of all learners by maintaining the highest level of access in operational/computational efficiency			
3.1d.1 cont.	Provide: - One high performance computer per educator for administrative and instructional use; 3:1 student-to-computer ratio at the elementary school level to provide on-demand, equitable access to a variety of technological tools; - Access to a variety of other technology devices to maximize student learning; - One computer projection device or display unit per classroom and other instructional areas; - Connection to a broadband speed LAN/WAN from every instructional and administrative area, including all re-locatable classrooms, to support the use of high-quality digital learning resources; and - A secure computing environment to ensure safe access and information integrity	Assess long term wireless connectivity needs and implement strategies for meeting them.	Develop long-term plan to install wireless LANs in existing schools
		Immerse K-12 students within an interactive classroom environment to enhance student engagement	Acquire funding to purchase interactive technology devices
		Review and revise local school system Acceptable Use and Internet Safety policies to reflect the current and emerging online environment. (OTIS)	AU policies reviewed
		Maintain compliance with the federal Children's Internet Protection Act (CIPA) to be eligible for federal funds. (OTIS)	E-Rate filings

Operational Objective 3.1d:

Improve equitable access to appropriate technologies among all stakeholders

Indicator for Operational Objective 3.1d			
Increase performance of all learners by maintaining the highest level of access in operational/computational efficiency			
3.1d.1 cont.	Provide: - One high performance computer per educator for administrative and instructional use; 3:1 student-to-computer ratio at the elementary school level to provide on-demand, equitable access to a variety of technological tools; - Access to a variety of other technology devices to maximize student learning; - One computer projection device or display unit per classroom and other instructional areas; - Connection to a broadband speed LAN/WAN from every instructional and administrative area, including all re-locatable classrooms, to support the use of high-quality digital learning resources; and - A secure computing environment to ensure safe access and information integrity	Continue the partnership of the MDK-12 Digital Library (OTIS/Library and Media Services)	Digital library funded and utilized
		Maintain an online back-up service for all servers to retrieve critical information in near real time	Service contract
		Continue to evaluate and upgrade a disaster recovery plan.	6-month disaster recovery team meeting
3.1d.2	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.	Ensure that all software and hardware purchases for student use are in compliance with Education Article §7-910 of the Public Schools - Technology for Education Act. (OTIS, Curriculum Supervisors)	Approved Accessible Technology Software List located on the HCPS intranet
		Continue to collaborate with stakeholders to promote compliance	Accessible Technology Resources and Templates located on the intranet

Operational Objective 3.1d:

Improve equitable access to appropriate technologies among all stakeholders

Indicator for Operational Objective 3.1d			
Increase performance of all learners by maintaining the highest level of access in operational/computational efficiency			
3.1d.3	Provide access to technology outside of school hours for all learners.	Develop plans, including policies and procedures, for after school access to computers and other technologies and resources, especially in areas where technology is not available in homes. (OTIS)	Annual Online Technology Inventory of each school
		Continue to support the extended day and extended year intervention programs as identified for all learners (At risk, gifted and talented, adult learners) (OTIS/Office of Curriculum and Instruction)	Individual school improvement plans
		Collaborate with non-public organizations, public libraries, community centers and institutions of higher educator to explore extended learning opportunities. (OTIS)	Longitudinal Data Management System
3.1d.4	Provide: - Technical support using a locally established response system, including an adequately staffed, efficient help desk; - At least one full-time technical support person for every 300 computers; - At least one full-time LAN administrator per 40 servers; and - At least one full-time WAN administrator per 25 sites. - At least one full-time Information Security Administrator	Publish “effective practices” for implementing efficient and effective technical support in local school systems. (OTIS)	Alitris Work Order System
		Refine the multi-tiered response system for service requests that is based on the level of impact on the end users of the malfunctioning technology. (OTIS)	SharePoint Site for Client/Server Support Team

Operational Objective 3.1d:
Improve equitable access to appropriate technologies among all stakeholders

Indicator for Operational Objective 3.1d			
Increase performance of all learners by maintaining the highest level of access in operational/computational efficiency			
3.1d.4 cont.	Provide: - Technical support using a locally established response system, including an adequately staffed, efficient help desk; - At least one full-time technical support person for every 300 computers; - At least one full-time LAN administrator per 40 servers; and - At least one full-time WAN administrator per 25 sites. - At least one full-time Information Security Administrator	Continue to evaluate ratios of computers to computer technicians for timely support. (OTIS)	Technician Staffing Spreadsheet
		Develop standards for the knowledge and skills needed by technical support staff. (OTIS)	Technical support staff standards
		Provide ongoing training for technical support. (OTIS)	Technical support staff standards; Monthly computer technician meetings minutes
		Continue to monitor and evaluate the effectiveness of the multi-layered security model	Monthly computer technician meetings minutes

Operational Objective 3.1e:

Improve the instructional uses of technology through research and evaluation.

Indicator for Operational Objective 3.1b	
Incorporate continuous research and analysis of technology integration for growth and development of the instructional program	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.1e.1	Address needs, through HCPS Bridge to Excellence Master Plans/Updates and Technology Plans, identified from an analysis of data from the Online Technology Inventory Report and other sources.	Review planning documents for the inclusion of strategies to address local technology needs based on an analysis of data from the Online Technology Inventory Report and other sources (OTIS/SIT/Tech Liaisons)	HCPS Master Plan and Update documents; HCPS Technology Plan; School Tech Plans; HCPS Board of Ed Strategic Plan; Annual Online Maryland Technology Inventory; HCPS needs assessments and data collection results; HCPS Enhancing Education through Technology grant proposal and evaluation
		Conduct onsite visits and engage in ongoing dialogue with schools to monitor progress toward goals and objectives of School Technology Plans, to collect promising practices, and to ascertain technical assistance need. (OTIS,CENTRAL ILT Teams)	
		Develop and implement an annual customer satisfaction survey.	
3.1e.2	Monitor The Maryland Educational Technology Plan for the New Millennium.	Maintain ongoing communication with stakeholders to provide information and build awareness of the strengths and challenges related to educational technology. (OTIS/Technology Steering Committee)	Maryland Technology Inventory; HCPS Technology Steering Committee minutes; School tech plans; HCPS needs assessments and data collection reports
		Monitor school technology plans through collaboration with the Office of Technology, Technology Steering Committee, and the Principal Advisory Committee (OTIS, Technology Steering Committee)	Maryland Technology Inventory; HCPS Technology Steering Committee minutes; School tech plans; HCPS needs assessments and data collection reports

Operational Objective 3.1e:
Improve the instructional uses of technology through research and evaluation.

Indicator for Operational Objective 3.1b			
Incorporate continuous research and analysis of technology integration for growth and development of the instructional program			
3.1e.2 cont.	Monitor The Maryland Educational Technology Plan for the New Millennium	Participate in and review data from the annual Online Technology Inventory and the NetDay Speak Up Surveys(OTIS, School Staff, Students, and Parents)	Online Technology Inventory; NetDay Speak Up results
3.1e.3	Collaborate with MSDE and the Maryland Instructional Technology Advisory Council to build capacity to evaluate instructional technology programs and initiatives related to the effective use of technologies for teaching and learning to: - Be informed about existing research on the effective use of technologies for teaching and learning; - Conduct research studies, linked to national and state standards, to assess the impact of technology on teaching and learning by implementing specific programs and interventions such as: School reform models; Instructional strategies for targeted subgroups and students at risk; New models for professional development; and Innovative models of instructional practice.	Participate in high quality professional development to understand scientifically based research and how to design and conduct effective research. (OTIS/Office of Research and Accountability)	MSDE Website
		Continue to research and evaluate the effective use of integrated activities (OTIS/Office of Research and Accountability/Instructional Technology Steering Committee)	Maryland/National Conference Programs

Operational Objective 3.1e:
Improve the instructional uses of technology through research and evaluation.

Indicator for Operational Objective 3.1b			
Incorporate continuous research and analysis of technology integration for growth and development of the instructional program			
3.1e.3 cont.	Collaborate with MSDE and the Maryland Instructional Technology Advisory Council to build capacity to evaluate instructional technology programs and initiatives related to the effective use of technologies for teaching and learning to: - Be informed about existing research on the effective use of technologies for teaching and learning; - Conduct research studies, linked to national and state standards, to assess the impact of technology on teaching and learning by implementing specific programs and interventions such as: School reform models; Instructional strategies for targeted subgroups and students at risk; New models for professional development; and Innovative models of instructional practice.	Continue to utilize a third party grant evaluator to design and conduct research for both internal and external evaluation (OTIS)	Enhancing Education through Technology Evaluations
		Explore models and research through a statewide Website and state/national conferences to provide information about conducting quality research, to provide models of effective practice, and to improve the use of instructional technology in education(OTIS/Office of Accountability and Research)	Pilot Measurement tools
		Collaborate with mentors to develop and implement technology integration case studies	Technology Use and Implementation Tool

Operational Objective 3.1e:
Improve the instructional uses of technology through research and evaluation.

Indicator for Operational Objective 3.1b			
Incorporate continuous research and analysis of technology integration for growth and development of the instructional program			
3.1e.3 cont.	Collaborate with MSDE and the Maryland Instructional Technology Advisory Council to build capacity to evaluate instructional technology programs and initiatives related to the effective use of technologies for teaching and learning to: - Be informed about existing research on the effective use of technologies for teaching and learning; - Conduct research studies, linked to national and state standards, to assess the impact of technology on teaching and learning by implementing specific programs and interventions such as: School reform models; Instructional strategies for targeted subgroups and students at risk; New models for professional development; and Innovative models of instructional practice.	Implement a software management system that reports client application use.(OTIS)	Technology Use and Implementation Tool
		Implement a Technology Use Implementation tool to gauge frequency and purpose of technology use	
3.1e.4	Re-establish a Technology Advisory Committee with a focus of providing a check and balance to the HCPS Technology Plan for sustainability and innovations	Identify key stakeholders	Meeting Minutes

Operational Objective 3.1e:

Improve the instructional uses of technology through research and evaluation.

Indicator for Operational Objective 3.1b			
Incorporate continuous research and analysis of technology integration for growth and development of the instructional program			
3.1e.4 Cont.	Re-establish a Technology Advisory Committee with a focus of providing a check and balance to the HCPS Technology Plan for sustainability and innovations	Determine course of action for feedback related to revisions and new innovations of HCPS Technology Plan	Meeting Minutes
		Develop and implement methods for monitoring implementation of the goals outlined in the HCPS Technology Plan	Implementation timeline

Operational Objective 3.2a

Enhance the fiscal credibility of the school system with the local Board, County, and State authorities, and local taxpayers.

Indicator for Operational Objective 3.2a	
Fiscal credibility will be increased with the implemented Lawson 9.0 and with deliberate, attentive financial reporting.	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.2a.1	Complete the upgrade to the 9.0 Integrated Business Suite software (Lawson)	Strategy completed in November 2008	
3.2a.2	Obtain the Distinguished Budget Presentation Award from Government Finance Officers Association	Ensure compliance with criteria disclosures for the award program	Obtained the award
3.2a.3	Obtain the Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association	Ensure compliance with criteria disclosures for the award program	Obtained the award
3.2a.4	Provide quarterly financial reporting to the BOE, the county and the public	Prepare quarterly financial info and disclosure	Updates presented to the Board and sent to the county government

Operational Objective 3.3a:

Provide public with information on the successes of HCPS students, staff, programs, and schools.

Indicator for Operational Objective 3.3a	
Pertinent school and student information will be shared with the public utilizing a variety of media.	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.3a.1	Publish Annual Report	Collect financial, academic, service, and program information pointing out the successes of the Harford County Public Schools (Throughout 2009-2010 School Year)	Report published; Survey data on effectiveness of HCPS Annual Report
		Establish a theme for the Annual Report (Summer 2009)	
		Work with <i>The Aegis</i> in publishing the HCPS Annual Report and expand partnerships to broaden reach (Fall/Winter 2009)	
3.3a.2	~~Maintain internship in publications~~	Deleted; not cost-effective	
3.3a.3	Refine and expand automated communication systems for parent awareness	Maintain and expand automated phone system (Throughout 2009-2010 School Year)	Automated phone system activated and enhanced
		Research and implement new email notification system (Throughout 2009-2010 School Year)	Automated e-mail system selected, activated, and utilized
3.3a.4	Utilize public communication forums to highlight HCPS programs and accomplishments	Continue to utilize local cable access channel to highlight identified educational programs on the television show, <i>Your Public Schools</i> (Throughout 2009-2010 School Year)	Communication disseminated through media
		Research possible podcast communication strategies for implementation (Throughout 2009-2010 School Year)	
		Provide venues to promote parent and student interest in the magnet programs (Throughout 2009-2010 School Year)	Magnet programs promoted

Operational Objective 3.3a:

Provide public with information on the successes of HCPS students, staff, programs and schools.

Indicator for Operational Objective 3.3a	
Pertinent school and student information will be shared with the public utilizing a variety of media.	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.3a.5	Expand HCPS involvement in community awareness activities	Participate in various public forums to promote HCPS successes and community involvement (Throughout 2009-2010 School Year)	Participation documented
		Continue to utilize the lobby information kiosk in the administration building to provide information to HCPS visitors (Throughout 2009-2010 School Year)	User feedback
		Expand the use of the electronic message board in lobby of administration building to inform public of key HCPS events and information (Throughout 2009-2010 School Year)	Message board updated regularly
3.3a.6	Publish Annual School Profiles	Design and electronically distribute pertinent updated school information/data to the public (Throughout 2009-2010 School Year)	Electronic distribution format designed and implemented
3.3a.7 New	Monitor HCPS Strategic Communication Plan	Implement and evaluate Phase I of the Strategic Communication Plan. (Throughout 2009-2010 School Year)	Phase I goals/objectives implemented

Operational Objective 3.3b:

Reach an ever-widening internal and external audience through Internet and Intranet web sites.

Indicator for Operational Objective 3.3b

- Expand the use of the school system's Intranet and Internet web sites to disseminate information

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.3b.1	Update and maintain internal and external web sites to provide a balance of relevant educational data and other school-based information	Maintain and refine Internet/Intranet user-friendly resources and Internet/Intranet delivered applications (Throughout 2009-2010 School Year)	Daily monitoring of the web sites by the web team and the Office of Public Information
		Post information to the web sites as provided by the Office of Public Information and other HCPS offices (Throughout 2009-2010 School Year)	Feedback from stakeholders through established link on the HCPS Internet/Intranet
		Provide guidance to the schools in the usage and enhancement of the school websites as a marketing tool (Throughout 2009-2010 School Year)	School websites enhanced as needed
		Continue to refine internal and external HCPS web sites in conjunction with Office of Technology (Throughout 2009-2010 School Year)	Web sites updated and refined as needed

Operational Objective 3.3c:

Expand relationships and collaborations within HCPS and the business community necessary to achieve meaningful academic partnerships

Indicator for Operational Objective 3.3c	
There will be a documented increase in business/community partnerships in HCPS	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.3c.1	Maintain and expand partnerships	Continue to channel business support into four career clusters that support career development/awareness, career pathways and magnet program development (Throughout 2009-10 School Year)	Documented increase in partnership activities within all four career clusters
3.3c.2	Maintain and expand partnerships that support the fine arts program	Continue the Piano Loan Program (Spring 2010)	Renewal of the Piano Loan Program with Jason's Music
		Explore Side-by-Side partnerships with the Susquehanna Symphony and Deer Creek Chorale (Throughout 2009-10 School Year)	Programs implemented
		Continue to work with the School Concerts Committee to provide high quality programs in the arts and social studies for Pre-K-12 classrooms (Throughout 2009-10 School Year)	
		Continue Band Together Program to provide instruments to disadvantaged students (Throughout 09-10 School Year)	
		Continue the visiting-artists-in-residence program at identified schools (Throughout 2009-10 School Year)	
		Strengthen partnerships with universities and other outside sources in efforts to enhance music programs (Throughout 2009-10 School Year)	
3.3c.3	Provide guidance from the Office of Communications to other HCPS offices and schools	Expand the Office of Communication's role to counsel central office and school leadership on communication strategies (Throughout 2009-2010 School Year)	Updated crisis communication procedure as needed; scheduled meetings documentation

Operational Objective 3.3d:
Promote meaningful involvement of family members in the educational process.

Indicator for Operational Objective 3.3d	
There will be a documented increase in parent/family involvement in HCPS	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.3d.1	~~Develop a parent communication plan~~ ~~Monitor parent communication plan~~	Deleted; incorporated into Strategy 3.3d.2	
3.3d.2	Continue to provide resources, training and support for the volunteer program	Continue to work with National Network of Partnership Schools through Johns Hopkins University to identify training programs and acquire skills to implement and maintain a quality parent involvement program (Throughout 2009-10 School Year)	Programs identified
		Review and refine the local action plan for volunteer partnerships in conjunction with the APG School Liaison Office (Throughout 2009-10 School Year)	Report published
		Develop a comprehensive database for teacher access to resources and volunteers from the community for classroom use (Throughout 2009-10 School Year)	Database established
3.3d.3	Continue to provide and promote parent education and involvement opportunities at each school	Work with local PTAs to secure a parent volunteer liaison at each school (Throughout 2009-10 School Year)	Parent volunteers identified
		Encourage schools to host activities which promote parent involvement and student achievement, such as Back-to-School nights, program orientations, and awards events (Throughout 2009-10 School Year)	Opportunities identified

Operational Objective 3.3d:
Promote meaningful involvement of family members in the educational process.

Indicator for Operational Objective 3.3d	
There will be a documented increase in parent/family involvement in HCPS	

3.3d.3 cont.	Continue to provide and promote parent education and involvement opportunities at each school	Explore after-school adult educational opportunities for utilizing digital resources (Throughout 2009-10 School Year)	Pilot underway
3.3d.4	Maintain informed citizen advisory committees	Offer opportunities for interested citizens to join and participate in citizen advisory committees (Throughout 2009-2010 School Year)	Citizen advisory committees have met as intended
3.3d.5	Expand parent awareness of educational initiatives	Schools will provide parents/guardians with an overview of the School Improvement Plans (Fall 2009)	SIP information shared
		Develop informational brochures for parents/guardians which highlight student learning outcomes in CORE content areas. (Summer 2009)	
		Maintain public relations efforts aimed at promoting magnet programs, such as parent letters, AlertNow messages, posters, video presentations, open house events, public website, etc. (Throughout 2009-10 School Year)	

Operational Objective 3.3e:

Communicate internally to increase effective utilization of partnership activities as a viable curricular component.

Indicator for Operational Objective 3.3e	
• Increase curricular based partnerships	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.3e.1	Continue to promote internal collaboration aimed at increasing partnerships to support student learning	Facilitate a team of internal and external partners to research and recommend best practices for increasing partnerships to support student learning (Throughout 2009-10 School Year)	Recommendations published
		Conduct monthly meetings with business partners/Chamber of Commerce to enhance volunteer programs/internships in the schools (Throughout 2009-10 School Year)	Meetings held; internship placements established
		Continue collaboration with incoming BRAC organizations (Throughout 2009-10 School Year)	Meetings documented
		Hold informational sessions and tours for incoming BRAC families about HCPS registration, curriculum, attendance areas, schools, and policies and procedures (Throughout 2009-10 School Year)	Informational sessions/tours held
3.3e.2	Enhance teaching and learning by providing opportunities for educators to utilize linkages between today's business environment and the classroom	Maintain active program advisory committees for each CTE program (Throughout 2009-10 School Year)	Maintain Program Advisory Committees meeting dates and minutes

Operational Objective 3.3f:
Seek opportunities for community engagement.

Indicator for Operational Objective 3.3e	
• Increase the opportunities for the public to provide input to the school system	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
3.3f.1	Provide forums and avenues for the public to interact with the school system	Utilize the Alert Now and other systems to poll parents and the community on issues of importance (Throughout 2009-2010 School Year)	Archive of system uses
		Provide opportunities for the public to give feedback via contact forms available on website (Throughout 2009-2010 School Year)	Feedback inquiries responded to w/in 24-48 hours
		Continue to provide general public comment time on BOE meeting agenda for public to directly address Board members (Throughout 2009-2010 School Year)	Comment sign-up cards collected
		Provide town meeting forums to gather public input on important issues (Throughout 2009-2010 School Year)	Town Meeting Agendas

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

Board of Education of Harford County Master Plan Goal 4:

“Understanding that all employees contribute to the learning environment, we will maintain a highly qualified workforce.”

The Board of Education of Harford County recognizes the power of highly skilled employees in every position in the school system towards maximizing student achievement. The role of teachers is critical. Forty percent of what students gain in public education comes directly from the teacher. It is the responsibility of the school system to recruit, hire, and retain the best teachers available, and to provide all staff with high quality job-embedded professional development.

Current practices that are ongoing in the area of maintaining a highly-qualified workforce include the administration of employees’ health benefits programs, the certification of professional staff, employee transfer programs, employee negotiations processes, and employee compliance issues, such as the administration of the Americans with Disabilities Act and Family Medical Leave. Additional ongoing functions include employee internal investigations and criminal background checks, systemwide substitute teachers’ calling system, No Child Left Behind compliance reporting, annual staff reporting, and employee retirement coordination.

Board Goal 4 is aligned with significant portions of the Bridge to Excellence legislation and the Visionary Panel for Better Schools report. The strategies linked to the outcome goals and operational objectives for HCPS Board Goal 4 are updated annually. This document contains these updates.

The following Elementary and Secondary Education Act goal is included within Goal 4 of the Harford County Public School system:

- ESEA Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

HCPS Master Plan Goal 4: Understanding that all employees contribute to the learning environment, we will maintain a highly qualified workforce.

Outcome Goals

1. Ensure recruitment and retention of highly qualified employees at all levels of HCPS in line with state and federal mandates.
2. Utilizing the Affirmative Action Plan, recruit and retain African-American employees at all levels of HCPS.
3. Design and implement programs to train a highly qualified workforce.

Operational Objectives

1. Ensure recruitment and retention of highly qualified employees at all levels of HCPS in line with state and federal mandates.
 - a. Increase the pool of qualified applicants for the Harford County Public School System.
 - b. Maintain a high rate of job acceptance among qualified applicants.
 - c. Maintain a high rate of employee retention.
 - d. Maintain a salary schedule that allows the system to be competitive with surrounding school system's relevant labor market in order to recruit and retain African-American employees.
2. Utilizing the Affirmative Action Plan, recruit and retain African-American employees at all levels of HCPS.
 - a. Improve the recruitment of African-American education candidates through a variety of strategies.
3. Design and implement programs to train a highly qualified workforce.
 - a. Introduce instructional and supervisory staff to the Classroom Learning System integrated management process as a means to enhance continuous improvements in student learning.
 - b. Increase among all employees understanding of diversity and cultural proficiency.
 - c. Design and implement a staff development program to provide high-quality professional development opportunities for all teachers, supervisors and administrators.

ESEA Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

ESEA Performance Indicators:

- The percentage of classes being taught by “highly qualified” teachers in the aggregate and in “high-poverty” schools.
- The percentage of teachers receiving “high quality professional development.”
- The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified.

The following HCPS 2009 BOE Strategic Plan goals are aligned to the original HCPS Master Plan Goal 4 outcome goals and operational objectives:

- BOE 2009 Strategic Plan Goal 3: Every child benefits from accountable adults
- BOE 2009 Strategic Plan Goal 4: Every child connects with great employees

Operational Objective 4.1a:
Increase the pool of qualified applicants for Harford County Public Schools.

Indicator for Operational Objective 4.1a	
• Increase pool of qualified applicants by 3%	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.1a.1	Maintain high quality recruiters	Continue to review, update, and provide training program (Throughout 2009-10 School Year)	Increased number of recruiters trained
4.1a.2	Strategy accomplished; deleted		
4.1a.3	Strategy accomplished; deleted		
4.1a.4	Maintain and expand partnerships with fine arts and post-secondary institutions to hire highly qualified teacher candidates	Continue communication between the supervisors of fine arts and the university department heads or others who can assist in identification of teacher candidates (Throughout 2009-10 School Year)	Existing partnerships continued; new partnerships established

Operational Objective 4.1b:
Maintain a high rate of job acceptance among qualified applicants.

Indicator for Operational Objective 4.1b	
• Increase the rate of job acceptance among qualified applicants by 3%	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.1b.1	Continue to monitor and evaluate the hiring process to increase the job acceptance rate	Review data and recommend improvements (Fall 2009)	Hiring process enhanced
		Implement improvements (Throughout 2009-10 School Year)	Increased acceptance rates

Operational Objective 4.1c:
Maintain a high rate of employee retention.

Indicator for Operational Objective 4.1c	
Maintain the current rate of retention within 1% of current 7.5% rate	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.1c.1	Continue to survey teachers ending their first year with HCPS to identify recommendations to reduce attrition	Determine supports that helped first year employees through their first year and assess their continuing needs through surveys (Throughout 2009-10 School Year)	Survey data collected
		Survey teachers during their first year of employment in HCPS (Throughout 2009-10 School Year)	

Operational Objective 4.1d:

Maintain a salary schedule which allows the system to be competitive with surrounding school systems in order to recruit and retain African-American employees.

Indicator for Operational Objective 4.1d	
• Increase the salary schedule by an appropriate percentage to be competitive with surrounding school systems in order to recruit and retain African-American employees	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.1d.1	Maintain competitive benefits and salaries	Implement negotiated labor contracts (Throughout 2009-10 School Year)	Benefits and salaries fully funded

Operational Objective 4.2a:

Improve the recruitment of African-American education candidates through a variety of strategies.

Indicators for Operational Objective 4.2a	
• Increase the number of African-Americans submitting applications to HCPS • Increase the number of African-Americans hired in HCPS	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.2a.1	~~Continue recognition program~~	Strategy deleted due to funding	
4.2a.2	~~Increase the budget for African-American recruitment efforts~~	Strategy accomplished and deleted	
4.2a.3	Visit colleges and universities to recruit African American teacher candidates	Identify and arrange visits to colleges and universities (Throughout 2009-10 School Year)	Annual recruitment report
4.2a.4	Seek and maintain agreements with HBCU concerning PDS's	Identify possible HCPS center site(s) for PDS (Throughout 2009-10 School Year)	PDS partnerships established
		Meet with HBCU personnel to seek agreements for PDS (Throughout 2009-10 School Year)	
4.2a.5	Continue to offer open contracts to qualified African-American candidates	Identify qualified applicants and offer open contracts (Throughout 2009-10 School Year)	Report generated
4.2a.6	Continue to provide partial reimbursement toward moving expenses for teacher candidates	Establish budget (Fall 2009)	Increased budget
		Offer reimbursement to new hires (Spring 2010)	

Operational Objective 4.3a:

Introduce instructional and supervisory staff to the Classroom Learning System integrated management process as a means to enhance continuous improvements in student learning.

Indicator for Operational Objective 4.3a

- **Increase utilization of the Classroom Learning System in HCPS classrooms**

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.3a.1	Provide professional development to expand the program to additional schools	Provide summer training sessions to increase knowledge and skills in the use of CLS in the classroom (Summer 2009)	Survey results to identify degree of understanding and future needs
		Provide training sessions to increase knowledge and skills in use of CLS in the classroom (Fall 2009 and Spring 2010)	Survey results to identify degree of understanding and future needs
		Provide inservice seminars for trained CLS staff to expand knowledge and skills in the use of CLS in the classroom (Throughout 2009-10 School Year)	Classroom observation reports of degree of implementation of CLS in the classrooms of trained participants
		Implement a trainer-of-trainers model to provide CLS professional development (Throughout 2009-10 School Year)	Model implemented

Operational Objective 4.3b:
Increase among all employees understanding of diversity and cultural proficiency.

Indicators for Operational Objective 4.3b	
• Increase in employee understanding of diversity and cultural proficiency • Increase in employee understanding of diversity and cultural proficiency as per inservice and course evaluations/journals	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.3b.1	Continue to provide diversity awareness and cultural proficiency training to all newly hired employees	Conduct yearly cultural proficiency in-service for new bus drivers, food and nutrition workers, custodians, clerical and instructional employees (Throughout 2009-10 School Year)	Attendance documented at each session and participant journals and/or evaluations completed
		Provide the required three credit ETM course for all newly hired HCPS professional employees (Throughout 2009-10 School Year)	
		Offer additional Education That Is Multicultural in-service as requested by individual schools (Throughout 2009-10 School Year)	

Operational Objective 4.3c:

Design and implement a staff development program to provide high-quality professional development opportunities for all teachers, supervisors, and administrators.

Indicator for Operational Objective 4.3c

- HCPS meets AYP with regard to high quality teacher professional development

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.3c.1	Implement the Harford County Public School System's Comprehensive Professional Development Plan	Review the Comprehensive Professional Development Plan by the Central Instructional Leadership Team and identify priorities (Winter 2010)	Central Instructional Leadership Team agenda; Priorities identified
4.3c.2	Implement the Teacher Induction Program	Continue to refine Year One and Year Two modules (Throughout 2009-10 School Year)	Modules refined
		Continue to implement Year One and Year Two modules (Throughout 2009-10 School Year)	Implementation monitored
		Evaluate Year One and Year Two modules (Spring 2010)	Module evaluation data
4.3c.3	Provide instructional personnel with professional development with regard to research-based best practices	Provide professional development for ILT's and Central Office personnel on research based best practices in the areas of data analysis and co-teaching (Throughout 2009-10 School Year)	Participant evaluation
		Provide professional development for elementary G&T teachers to enhance their programs (Throughout 2009-10 School Year)	Participant evaluation
		Provide professional development for teachers on research based best practices in the area of data analysis and co-teaching (Throughout 2009-10 School Year)	Review of school improvement work plans
		Provide professional development for ILT's on utilization of the MSDE Teacher Professional Development Planning Guide (Throughout 2009-10 School Year)	Review of school improvement work plans

Operational Objective 4.3c:

Design and implement a staff development program to provide high-quality professional development opportunities for all teachers, supervisors, and administrators.

Indicator for Operational Objective 4.3c	
HCPS meets AYP with regard to high quality teacher professional development	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.3c.3 Cont.	Provide instructional personnel with professional development with regard to research-based best practices	Utilize ILT's to provide professional development opportunities for school-based personnel regarding collaborative inquiry data-driven processes aimed at improving learning (Throughout 2009-10 School Year)	Data-driven PLC meetings are held
4.3c.4	Provide professional development opportunities to all teachers teaching AP courses	Provide Advanced Placement teachers with opportunities for College Board-approved training (Summer 09) (Throughout 2009-10 School Year)	Official conference request and financial reimbursement forms
4.3c.5	Provide specialized/content-specific professional development opportunities	Provide content-specific professional development within the ten professional development days allocated as per the school calendar (Throughout 2009-10 School Year)	Professional development agendas; Participant evaluation; PD days approved and held
		Provide job-embedded content-specific professional development at the school site by utilizing supervisory personnel, department chairs, ILT's, and specialists (Throughout 2009-10 School Year)	School visitations/walkthroughs; Teacher observations; Feedback from department chairpersons and ILT's
		Provide professional development for Bridge Plan monitors (Throughout 2009-10 School Year)	Agendas and feedback
		Provide professional development for HSA mastery class teachers (Throughout 2009-10 School Year)	Agendas and feedback
		Provide professional development for summer school teachers (Spring/Summer 2009)	Agendas and feedback
		Secure funding for voluntary summer institutes and evening/weekend workshops (Throughout 2009-10 School Year)	Funding secured

Operational Objective 4.3c:

Design and implement a staff development program to provide high-quality professional development opportunities for all teachers, supervisors, and administrators.

Indicator for Operational Objective 4.3c

- HCPS meets AYP with regard to high quality teacher professional development

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.3c.5 Cont.	Provide specialized/content-specific professional development opportunities	Provide training and support for Scholastic Math Inventory and/or Performance Series implementation at schools participating in the pilot (Throughout 2009-10 School Year)	Training and support provided
		Provide training for teachers with the Success Maker mathematics intervention program at Title I schools (Throughout 2009-10 School Year)	Training and support provided
		Provide training and support for the implementation of TI-Navigator in secondary mathematics classrooms (Throughout 2009-10 School Year)	Training and support provided
		Provide content and pedagogy support through the use of Master Teacher mentors for new secondary mathematics teachers and mathematics teachers on plans of assistance (Throughout 2009-10 School Year)	Support provided
		Utilize two secondary reading coaches to support teachers in the implementation of high school Strategic Reading and Reading and Writing in Your Career intervention programs (Throughout 2009-10 School Year)	Student performance data
		Provide professional development regarding the I-Station reading intervention program for designated teachers at identified elementary schools (Throughout 2009-10 School Year)	PD provided; participant attendance recorded

Operational Objective 4.3c:

Design and implement a staff development program to provide high-quality professional development opportunities for all teachers, supervisors, and administrators.

Indicator for Operational Objective 4.3c	
HCPS meets AYP with regard to high quality teacher professional development	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.3c.5 Cont.	Provide specialized/content-specific professional development opportunities	Conduct training sessions for kindergarten – grade 5 teachers regarding Houghton-Harcourt (Storytown) adoption (Throughout 2009-10 School Year)	PD provided; participant attendance recorded
		Provide equitable professional development services to non-public schools (Title I, Part A) (Throughout 2009-10 School Year)	Equitable services provided
		Provide guest clinicians to demonstrate teaching/conducting strategies and practices for music teachers in band, orchestra, chorus, and jazz at middle/high schools (Winter 2010)	Demonstrations occurred as intended
		Provide summer CPD course called <i>Teaching Literacy Through Comprehensive Musicianship</i> in partnership with Cecil County Public Schools (Summer 2009/Possibly Spring 2010)	Course participation records
		Offer two CPD courses for teachers: <i>Intro to Digital Art</i> and <i>The Digital Portfolio</i> (Throughout 2009-10 School Year)	Course participation records
		Provide professional development for teachers of new CTE programs (Throughout 2009-10 School Year)	PD provided; attendance recorded
		Provide professional development for teachers new to teaching Family Life Education K-12 (Fall 2009)	
		Provide MMSR training for new early childhood teachers (Fall 2009/Spring 2010)	Training provided; attendance recorded
		Provide CAERT Training regarding Natural Resources and Agricultural Science curricula for involved teachers of the magnet program at NHHS (Summer 2009)	

Operational Objective 4.3c:

Design and implement a staff development program to provide high-quality professional development opportunities for all teachers, supervisors, and administrators.

Indicator for Operational Objective 4.3c

- HCPS meets AYP with regard to high quality teacher professional development

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.3c.6	Provide professional development to educators serving students with disabilities	Implement professional development workshops and follow-up sessions for the following: • Employment training for Paraprofessionals/ Inclusion Helpers • Administrative Academies • IEP/data systems-process and procedures • Compliance-COMAR and IDEA • Increasing student achievement across content areas • Aligning IEP's with the VSC • Positive Behavioral Supports (PBIS)/Disproportionality related to suspensions • Crisis Prevention Institute • New teacher supports • Autism Academy • Technical support and training for paraprofessionals • Transitioning • Co-teaching-implementing systemic change • Accommodations and modifications • ALT-MSA/MOD-MSA • Early Childhood/Pre-School connections • QRI-4 (Throughout 2009-10 School Year)	Professional development agendas and evaluations; program monitoring

Operational Objective 4.3c:

Design and implement a staff development program to provide high-quality professional development opportunities for all teachers, supervisors, and administrators.

Indicator for Operational Objective 4.3c

- HCPS meets AYP with regard to high quality teacher professional development

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.3c.7	Provide opportunities for instructional personnel to attend and participate in professional development training, including webinars and conferences	Send approved personnel to professional conferences as funding permits (Throughout 2009-10 School Year)	Funds secured; Official conference request and financial reimbursement forms
		Provide opportunities for teachers and administrators to attend the Maryland State National Association of Multicultural Education Conference (N.A.M.E.) Spring 2010	Participant attendance documented
		Provide opportunities for teachers to attend regional conferences to enhance high quality K-12 science and mathematics instruction with a priority on STEM initiatives (Spring 2010)	Participant attendance documented
		Provide webinar opportunities for music teachers to learn music technology software (Throughout 2009-10 School Year)	Participant attendance documented
		Provide opportunities for art and music teachers to attend regional AP training sessions (Throughout 2009-10 School Year)	Funds secured; conference participation records; AP courses offered
4.3c.8	Provide content-based/ curriculum/ program professional development for school-based specialists, content facilitators, and department chairpersons	Provide professional development for elementary mathematics specialists and facilitators (Throughout 2009-10 School Year)	Participant evaluation; School-based implementation of content and curriculum initiatives

Operational Objective 4.3c:

Design and implement a staff development program to provide high-quality professional development opportunities for all teachers, supervisors, and administrators.

Indicator for Operational Objective 4.3c

- HCPS meets AYP with regard to high quality teacher professional development

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.3c.8 Cont.	Provide content-based/ curriculum/ program professional development for school-based specialists, content facilitators, and department chairpersons	Provide professional development for middle school mathematics specialists at targeted schools (Throughout 2009-10 School Year)	Participant evaluation; School-based implementation of content and curriculum initiatives
		Provide professional development for reading specialists, reading coaches, and literacy leaders (Throughout 2009-10 School Year)	
		Provide professional development for science facilitators (Throughout 2009-10 School Year)	
		Provide regular professional development opportunities for Title I teacher specialists (Throughout 2009-10 School Year)	
		Provide professional development for secondary department chairpersons (Throughout 2009-10 School Year)	
4.3c.9	Provide teacher mentors with professional development opportunities	Provide professional development as per the 2009-10 professional development calendar (Throughout 2009-10 School Year)	Participant evaluation

Operational Objective 4.3c:

Design and implement a staff development program to provide high-quality professional development opportunities for all teachers, supervisors, and administrators.

Indicator for Operational Objective 4.3c

- HCPS meets AYP with regard to high quality teacher professional development

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.3c.10	Provide ILT members (principals, assistant principals, instructional facilitators, and mentors) with professional development activities	Utilize the quarterly professional development cycle to provide professional development regarding: • Research-Based Best Practices regarding co-teaching • Curriculum and Instructional Programs • The Use and Analysis of Data • Observation and Evaluation of Teachers (Throughout 2009-10 School Year)	Professional development agendas Participant evaluation
		Implement a needs-based professional development program for assistant principals including a lunch with the executive director component (Throughout 2009-10 School Year)	
		Provide capacity building training for new administrators in the areas of coaching, ILT/PLC meeting protocols, and collaborative inquiry techniques (Throughout 2009-10 School Year)	
4.3c.11	Provide mentoring/coaching to all teachers	Provide opportunities for one-to-one mentoring for all first and second year teachers (Throughout 2009-10 School Year)	First-year teacher survey data; Mentor teacher program data
		Assign a school-based mentor teacher to work with all teachers who are on plans of assistance (Throughout 2009-10 School Year)	Documentation of plans of assistance

Operational Objective 4.3c:

Design and implement a staff development program to provide high-quality professional development opportunities for all teachers, supervisors, and administrators.

Indicator for Operational Objective 4.3c	
HCPS meets AYP with regard to high quality teacher professional development	

FY 2010			
Code	Strategy	Implementation Plan	Methods for Measuring Progress
4.3c.11 Cont.	Provide mentoring/coaching to all teachers	Provide mentoring services to all teachers as requested (Throughout 2009-10 School Year)	Mentor teacher program data
4.3c.12	Provide incentives for instructional personnel to engage in graduate level course work	Provide partial tuition reimbursement for qualified educators in approved programs (Throughout 2009-10 School Year)	Reimbursement funds disbursed
4.3c.13	Provide MSDE-approved continuing professional development courses to all instructional personnel	Continue to offer high-demand courses (Throughout 2009-10 School Year)	Enrollment data
		Explore additional course offerings such as action research, study groups, and online courses (Throughout 2009-10 School Year)	Additional courses offered
		Utilize electronic management system to track participation in MSDE approved continuing professional development courses (Throughout 2009-10 School Year)	Course participation data