

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** December 21, 2010

**TO:** **BOARD OF EDUCATION**

**FROM:** Dr. Joe A. Hairston, Superintendent

**SUBJECT:** **2010 BRIDGE TO EXCELLENCE MASTER PLAN UPDATE**

**ORIGINATOR:** Thomas Rhoades, Executive Director, Research, Accountability, and Assessment

**RESOURCE PERSONS:** Mandi Dietrich, Director, Special Projects  
Kimberly Bookhultz, Coordinator

**INFORMATION**

That the Board of Education receives the 2010 Bridge to Excellence Master Plan Update.

Due to the enormous size of this exhibit, the exhibit is available on line at <http://www.bcps.org/board/exhibits/2010/122110ExhibitS.pdf>.

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Attachment I – 2010 Bridge to Excellence Master Plan Update

Baltimore County Public Schools

# 2010 Bridge to Excellence Master Plan Annual Update



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## Local Planning Team Members

Use this page to identify the members of the school system's Bridge to Excellence Master Plan Planning Team. Where applicable, include their affiliation or title within the local school system.

<b>Name</b>	<b>Affiliation/Title with Local School System</b>
Dr. Joe A. Hairston	Superintendent
Ms. Patricia Baltzley	Acting Executive Director, STEM
Ms. Karen Blannard	Assistant Superintendent, Elementary Schools Zone 1
Mr. William Burke	Executive Director, Professional Development
Ms. Barbara Burnopp	Chief Financial Officer
Ms. Kara Calder	Executive Director, Planning and Support Operations
Ms. Mandi Kirsh Dietrich	Director of Special Projects, Bridge to Excellence Local Point of Contact
Mr. Michael Goodhues	Chief Information Officer Fiscal Services
Ms. Sonja Karwacki	Executive Director, Special Programs PreK-12/Equity & Assurance
Ms. Patricia Lawton	Assistant Superintendent, Elementary Schools Zone 2
Ms. Kathy McMahon	Executive Director, Fine Arts
Edward Novak, Esq.	Associate General Counsel, Legislative and Policy Matters
Dr. Donald Peccia	Assistant Superintendent, Human Resources
Mr. Roger Plunkett	Assistant to the Superintendent for Accountability and Supervision
Ms. Michele Prumo	Chief of Staff
Dr. John Quinn	Acting Associate Superintendent Curriculum and Instruction
Mr. Dale Rauenzahn	Executive Director, Student Support Services
Ms. Phyllis Reese	Chief Communications Officer
Dr. Thomas Rhoades	Executive Director; Research, Accountability, and Assessment

Dr. Manuel Rodriguez	Assistant Superintendent, Middle Schools
Mr. Michael Sines	Executive Director, Physical Facilities
Ms. Barbara Walker	Assistant Superintendent, High Schools
Ms. Verletta White	Assistant Superintendent, Elementary Schools Zone 3

## I.A Executive Summary to the 2010 Annual Update

### **I. Introduction**

The vision of Baltimore County Public Schools (BCPS) is to produce graduates who have the content knowledge, skills, and attitudes to reach their potential as responsible, productive citizens. BCPS believes that all students can and will learn and achieve at high levels when the following necessary conditions for learning are provided: a rigorous curriculum, highly qualified teachers, and proven strategies for learning. In 2000, BCPS developed and introduced the *Blueprint for Progress*, which is aligned with the *Bridge to Excellence* and *No Child Left Behind* acts, to focus staff, students, and all stakeholders on providing the necessary conditions for high student achievement.

The foundation of the *Blueprint for Progress* is based upon clear standards, high quality instruction, and individual accountability and is the basis for the Master Plan of Baltimore County Public Schools. The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators (incorporating the five goals of the Elementary and Secondary Education Act [ESEA] and three local school system goals) that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. The *Blueprint for Progress* and Master Plan strategies establish that the school system is accountable for meeting high standards for *all* students and that achievement gaps will cease to exist when the goal of 100% of students achieving proficient/advanced is met. Regardless of the specific performance goal or strategy, the consistent implementation of strategies at the activity level is intended to ensure that all actions outlined in the Master Plan are replicated systemwide to address improving achievement and the elimination of performance gaps among student groups.

BCPS is a large and diverse school system—the 27<sup>th</sup> largest school district in the nation—with 172 schools, centers, and programs. The school system continues to build on its strengths, fully develop and integrate new initiatives and strategies, and systematically identify and share best practices. As a result, Baltimore County Public Schools, which has more schools than it ever has before and is more diverse than it has ever been, is also performing at the highest level ever. For the past several years, steady progress has been made in improving student academic performance, increasing academic rigor, and expanding learning opportunities for both students and staff.

After analyzing student achievement data through the use of the school system's data warehouse and MSDE reports, the results indicate that BCPS has achieved significant gains for all groups of students and that performance continues to improve while substantial changes occur. These changes include significant increases in the minority and English language learner populations and changing socio-economic conditions. Recently identified as experiencing a demographic "inversion," Baltimore County has seen a reverse of historical migration patterns where people with low incomes are moving to the suburbs while the people with higher incomes are moving back to the city core. BCPS' student population is now 53% non-white with approximately 40% eligible for free and reduced price meal services (FARMS). The number of English language

learners (ELL) has more than doubled in the past ten years. Student achievement continues to improve; however, achievement gaps (identified based upon students' race/ethnicity, socio-economic status, disability, and English proficiency) remain. Addressing these performance gaps through consistent implementation of the *Blueprint for Progress* and the accompanying Master Plan is vital to ensuring the success of *all* students. Strategies outlined in the Master Plan that will address the challenge of eliminating achievement gaps and ensure success for all students include the following: assisting teachers with identifying and using instructional strategies that will positively impact student achievement by challenging and engaging students; providing instructional guidance to ensure that high expectations and rigor are emphasized to prepare students for advanced programs of study; and providing differentiated support and professional development opportunities to BCPS-identified priority schools, which include schools that have not made AYP and/or are in school improvement.

## **II. Budget Narrative**

In FY2010, state aid to education in Baltimore County Public Schools (BCPS) decreased with the allocation of American Recovery and Reinvestment Act (ARRA) funds. State Fiscal Stabilization funds were substituted for state aid in four of the five major state aid programs. Local funding at 4.9% above maintenance of effort was the most significant factor in maintaining programs, staffing levels, and funding labor agreements.

BCPS used Title I ARRA funds to augment support to Title I schools. Some funds were directed to the Title I schools to purchase technologies that enhance instruction and student performance. ARRA funds also provided professional development to teachers at Title I schools in both mathematics (Math Solutions) and reading (Wide Reading) and to administrators (Whole Child Initiative).

Individuals with Disabilities Education Act (IDEA) State Fiscal Stabilization (SFS) funds have enhanced BCPS Master Plan priorities through the purchase of textbooks and instructional materials that support the school system's rigorous college and career-ready curricula. IDEA ARRA funds preserved 171 instructional assistant positions that support students receiving special education services in the middle school instructional program. ARRA funds helped maintain non-public placement at all levels for students receiving special education services. Additionally, the funds provided positions to support co-teaching at the high school level; and the purchase of interactive technologies for high school students receiving special education services. BCPS will also use ARRA funds to partner with the Kennedy Krieger Institute on an early intervention project that will seek to reduce suspensions as well as referrals for special education services.

BCPS used the National School Lunch Equipment Assistance grant to increase efficiency. Ovens were purchased to replace deep fat fryers in five schools with 50.0% or greater eligibility for free and reduced priced meal services. In addition, funds were used to replace outdated cooking equipment in five elementary schools, which increased kitchen efficiency and reduced future costs for repair and maintenance.

ARRA funding streams have assisted BCPS towards students achieving success in curricula with rigorous college and career-ready standards and high quality assessments. Teacher professional development to support co-teaching has helped students with limited English proficiency as well as students with disabilities. Teacher professional development for elementary level teachers in mathematics and reading at Title I has helped to lay the groundwork for success in more courses at the secondary level. Additionally, ARRA funds have indirectly supported college and career-ready initiatives such as AVID by keeping the focus on rigor and student achievement.

BCPS has worked hard to avoid potential “funding cliffs” by attempting to direct ARRA funds towards projects that focus on technology, materials, and professional development. BCPS has used ARRA funds to offer Individualized Family Service Plans to students and their families until the age of five (previously funded until age three). One area of potential concern is the expansion of this program becoming a state mandate without state or federal funding. An additional concern for FY2012 is maintaining 193.6 special education instructional assistants that have been supported by IDEA Part B ARRA funds.

ARRA funding streams have assisted the Baltimore County Public Schools to continue to attract and maintain a well-qualified teacher and administrative workforce. As part of its commitment to continuous improvement, BCPS has implemented specific strategies aimed at reducing the equity gap between low poverty and high poverty schools with respect to the percentage of core academic subject classes taught by highly qualified teachers. The BCPS staffing plan, which is geared toward providing highly qualified teachers in all schools, has resulted in 98.6% of classes taught by highly qualified elementary teachers in high poverty schools compared to 96.6% in low poverty schools. Also, the percentage of classes taught by highly qualified teachers in high poverty secondary schools is 91.0% compared to 93.3 % of classes taught by highly qualified teachers in low poverty secondary schools. There is only a 2.3% difference between the percentage of classes taught by highly qualified teachers in high poverty and low poverty secondary schools. In addition, BCPS has implemented a number of recruitment strategies designed to increase the number and percentages of teachers from diverse cultural and experiential backgrounds. Recruitment teams from the Office of Personnel and school-based administrators recruit in 14 states and at over 49 colleges and universities including 15 Historically Black Colleges and Universities. The implementation of these strategies has resulted in a positive eight-year trend in hiring a highly qualified and effective workforce. In Baltimore County Public Schools, the percentage of core academic subject classes taught by highly qualified teachers increased from 62.5% in 2003 – 2004 to 93.6% in 2009 –2010.

In FY2011, local support for education decreased dramatically to the maintenance of effort level for the first time in 16 years. Slightly increased state aid to education and the prospect of reduced costs from renegotiated health insurance provider contracts have helped BCPS maintain programs, staffing levels, and funding labor agreements for a second consecutive year. State Fiscal Stabilization funds were again used by the state to maintain three of the five major state aid programs. IDEA Part B stimulus funds continue to support positions, non-public placements, and co-teaching in inclusive classrooms. IDEA Part C ARRA funds are projected to be spent out before the end of FY2011.



### **III. Goal Progress**

#### **MSA AND HSA**

After analyzing student achievement data and other data, it is apparent BCPS has achieved significant gains for all groups of students and that performance continues to improve. It is also clear that challenges remain. The following are highlights of the system's successes and challenges for all student groups.

#### **Elementary**

##### **Progress**

In the target areas of reading and mathematics, the following subgroups exceeded the 2010 AMOs: African American, American Indian/Alaskan Native, Asian/Pacific Islander, Hispanic, White, FARMS, and Limited English Proficient. In the area of reading, the All Students subgroup realized a 5.4 percentage point increase, moving from 83.6% to 89.0% from 2007 to 2010. In mathematics, the All Students subgroup realized a 4.8 percentage point increase, moving from 83.4% to 88.2% from 2007 to 2010.

##### **Challenges**

In the area of reading, 73.9% of the students receiving special education services scored proficient or advanced. This was below the 2010 AMO of 81.2%.

In the area of mathematics, 69.6% of the students receiving special education services scored proficient or advanced. This was below the AMO of 79.4%.

#### **Middle**

##### **Progress**

In the target area of reading, all subgroups evidenced improvement or maintained a high level of performance from 2009 to 2010. The performance of the African American subgroup increased from 75.9% to 76.6% of students scoring proficient or advanced. The Hispanic subgroup's performance increased from 72.9% to 76.9%, an increase of 4.0 percentage points. Students in the FARMS, special education, and LEP subgroups realized increases in 2010, with FARMS moving from 72.8% to 74.0% from 2009 to 2010. English language learners' performance increased from 59.8% in 2009 to 61.8% in 2010. Students in the special education subgroup evidenced a 2.6 percentage point increase, moving from 54.0% in 2009 to 56.6% in 2010.

In the target area of mathematics, all subgroups evidenced improvement or maintained a high level of performance from 2009 to 2010. The performance of the African American subgroup increased from 58.5% in 2009 to 60.3% in 2010 of students scoring proficient or advanced. The Hispanic subgroup's performance increased from 65.5% to 69.0%, an increase of 3.5 percentage points. Students in the FARMS subgroup realized a 2.7 percentage point increase, moving from 57.1% to 59.8%, of students scoring proficient or advanced. English language learners' performance increased from 65.7% in 2009 to 66.3% in 2010. Students in the special education subgroup evidenced a 1.7 percentage point increase, moving from 45.6% in 2009 to 47.3% in 2010.

### Challenges

In the area of reading, the African American, Hispanic, FARMS, LEP, and special education subgroups did not meet the AMO of 80.8%; however, each subgroup, with the exception of the White student subgroup, evidenced improvement from 2009 to 2010. Among African American middle school students, 76.6% scored proficient or advanced. In 2010, 76.9% of the students in the Hispanic subgroup and 74.0% of the students in the FARMS subgroup scored proficient or advanced. Significant performance gaps continue among student groups based upon disability and English proficiency. Only 56.6% of students receiving special education services and 61.8% of the students in the LEP subgroup scored proficient or advanced.

In mathematics, five student subgroups did not reach the 2010 AMO of 71.4%; however, each subgroup, with the exception of the Asian/Pacific Islander student subgroup, evidenced improvement from 2009 to 2010. Among African American students, 60.3% scored proficient or advanced in mathematics. Among Hispanic students, 69.0% scored proficient or advanced in mathematics. Of the students in the FARMS subgroup, 59.8% scored proficient or advanced. Of the students in the LEP subgroup, 66.3% scored proficient or advanced. While the special education subgroup showed progress, this subgroup continues to be an area of significant challenge with 47.3% of the students scoring proficient or advanced.

### **High Progress**

The percentage of students graduating from high school increased from 81.86% in 2008 to 83.56% in 2009 and to 86.08% in 2010. The percentage of students dropping out of school decreased from 4.33% in 2008 to 3.74% in 2009 to 3.03% in 2010. By the end of Grade 12, 100% of the Class of 2010 graduates met the HSA graduation requirement; 89.0% of all students passed the HSA in Algebra/Data Analysis, 92.7% in Government, 86.6% in English, and 85.5% in Biology.

### Challenges

Despite the overall increases, challenges related to achievement on the High School Assessments include addressing the needs of student groups in specific underperforming high schools. The passing rates for the special education subgroup continue to fall below the other subgroups, as well as the reading AMO (72.7%) and mathematics AMO (64.9%).

### **ADEQUATE YEARLY PROGRESS**

As a system, BCPS met the System Improvement Status requirements for the third consecutive year. The percentage of elementary schools making AYP remained stable at 84.4% in 2010. The percentage of Title I elementary schools making AYP was 68.2% in 2010. The percentage of middle schools making AYP decreased from 48.1% in 2009 to 40.7% in 2010. In 2010, 23 out of 24 high schools met AYP; and two high schools exited school improvement from the restructuring planning level of improvement.

### **SCHOOLS THAT ARE SAFE, DRUG-FREE, AND CONDUCTIVE TO LEARNING**

The number of incidents of bullying, harassment, and intimidation continues to decrease. In 2005 – 2006, 214 incidents were reported. In 2009 – 2010, the number of incidents reported was 145. Baltimore County Public Schools has initiated a number of professional development

opportunities for staff to address bullying, harassment, and intimidation in schools. There have been no schools identified in Baltimore County Public Schools that are persistently dangerous. During the 2009 – 2010 school year, all schools had an emergency plan in place, and 100% of schools implemented Positive Behavioral Interventions and Supports (PBIS) programs.

## **SPECIFIC STUDENT GROUPS**

### **Gifted and Talented**

The progress in meeting the goal of increasing student participation in rigorous courses in all schools is supported by the five-year trend data for student identification and participation in gifted and talented (GT) courses in grades 3 – 12. At all grade bands, student participation has increased over the five-year period. In grades 3 – 5, enrollment increased from 22.0% in 2005 – 2006 to 23.3% in 2009 – 2010. In grades 6 – 8, a 6.1 percentage point increase in enrollment was realized from 2005 – 2006 to 2009 – 2010. In grades 9 – 12, GT course enrollment increased from 26.8% in 2005 – 2006 to 35.7% in 2009 – 2010. At the same time, all grade bands also evidenced gains in the percentage of GT-identified students scoring proficient or advanced on the Maryland School Assessments.

### **Career and Technology Education**

Complementing the school system's goal of increasing student participation in rigorous courses is the goal of expanding enrollment in CTE programs of study that result in students being ready to enter college and careers upon graduation. In response to recent employment forecasts, BCPS is implementing new programs of study in areas such as Homeland Security, Diesel Mechanics, Project Lead the Way Engineering, Project Lead the Way Biomedical, and Cyber Security. Students who meet established articulation standards can apply for articulated credits and start post-secondary degree programs. The school system will continue to make a concerted effort to inform counselors, students, and parents/guardians of the availability of these programs.

## **CROSS-CUTTING THEMES**

### **Education That Is Multicultural**

BCPS recognizes Education That Is Multicultural (ETM) as an overarching theme; and, as such, it is addressed throughout the 2010 Master Plan. ETM focuses on curriculum, instruction, staff development, instructional resources, and school climate and is based on a review of the document, *Maryland Local School System Protocols for Infusing Education That Is Multicultural and Achievement*. Further, BCPS is implementing the Articulated Instruction Module (AIM) to ensure equity in educational access for all students.

### **Educational Technology**

During the 2009 – 2010 school year, much progress was made in fulfilling the BCPS *Blueprint for Progress* and the Master Plan strategies for Goal 1 and Goal 8 as they relate to educational technology. Technology continues to be infused increasingly into all aspects of teaching and learning in BCPS, and evidence of this progress is reflected in student achievement and educational technology results (see the Educational Technology section of this report for specific results). In collaboration with the Maryland State Department of Education, the system provided \$1,100,000 of technology and professional development to schools in the Dundalk cluster.

## **HIGHLY QUALIFIED STAFF**

The percentage of highly qualified teachers continues to increase. The percentage of core academic subject classes taught by highly qualified teachers increased from 62.5% in 2003 – 2004 to 93.6% in 2009 – 2010. The percentage of classes taught by highly qualified elementary teachers in high poverty schools is 98.6% compared to 96.6% in low poverty schools. Also, the percentage of classes taught by highly qualified teachers in high poverty secondary schools is 91.0% compared to 93.3% of classes taught by highly qualified teachers in low poverty secondary schools. There is only a 2.3% difference between the percentage of classes taught by highly qualified teachers in high poverty and low poverty secondary schools.

Additional detailed information regarding strategies and activities being implemented to ensure continued progress and to address gaps in AYP proficiency is available within the 2010 BTE Master Plan Update and the BCPS 2010 – 2011 Master Plan. Additional information about the budget and its alignment to the *Blueprint for Progress* is available in the BCPS Master Plan and the FY11 Adopted Budget available online at [www.bcps.org](http://www.bcps.org).

**1.1.A: Current Year Variance Table**  
**Baltimore County Public Schools**

		<b>FY 2010</b>	<b>FY 2011</b>		
		<b>Original</b>	<b>Original</b>	<b>Change</b>	<b>% Change</b>
		<b>Approved</b>	<b>Approved</b>	<b>Budget</b>	<b>Budget</b>
		<b>Budget</b>	<b>Budget</b>		
<b>(\$ in Thousands)</b>					
<b>Revenues:</b>					
Local Appropriation		\$670,539,211	\$663,144,082	(\$7,395,129)	-1.1%
Other Local Revenue		198,428	48,428	(\$150,000)	-75.6%
State Revenue		503,460,959	515,522,959	\$12,062,000	2.4%
Federal Revenue					
ARRA Funds		17,413,489	27,858,805	\$10,445,316	60.0%
Other Federal Funds		61,540,938	67,873,236	\$6,332,298	10.3%
Other Resources/Transfers		26,086,492	30,899,062	\$4,812,570	18.4%
<b>Total Revenue</b>		<b>\$1,279,239,517</b>	<b>\$1,305,346,572</b>	<b>\$26,107,055</b>	<b>2.0%</b>
<b>Change in Expenditures:</b>				<b>Amount</b>	<b>FTE</b>
<b>Local Goal 1:</b>					
NCLB:	Item:				
	Infants and Toddlers - Convert 17 positions from 10-month to 12-month			220,942	
	West Towson Elementary School - Staffing for new school			565,405	11.7
	School Budgets - Increase in non-salary per pupil allotment			205,828	
	Imagine Discovery Charter School - Add funding for Grade 6			647,925	5.5
	Subtotal:			<b>\$1,640,100</b>	<b>17.2</b>
<b>Local Goal 3:</b>					
NCLB:	Item:				
	Salary increments per union agreement (step increases)			16,082,575	
	Salary restructuring implemented January 2010 per union agreements - FY10			11,529,714	
	Salary turnover			(3,000,000)	
	Cost decrease for benefits for eligible employees and retirees			(2,014,830)	
	Subtotal:			<b>\$22,597,459</b>	
<b>Local Goal 8:</b>					
NCLB:	Item:				
	School transfer option - Busing cost with grant reimbursement			634,738	
	Transportation - Expand bus route to Baltimore Lab School			57,371	2.0
	Subtotal:			<b>\$692,109</b>	<b>2.0</b>

<b><u>Mandatory/Cost of Doing Business (Not captured elsewhere)*</u></b>		
Redirected Funds		(9.6)
One-time requests FY2011	(555,963)	
Built-in requests and other enrollment adjustments	1,720,000	
Change in special revenue funds	(1,168,126)	
One-time requests FY2010	11,940,689	
	(10,759,213)	-
Subtotal – Mandatory/Cost of Doing Business	1,177,387	(9.6)
<b><u>Other</u></b> (list items separately. Total must not exceed 10% of Change in Total Revenue)*		
<b><u>Total</u></b> (must equal the Change in Total Revenue)	<b>\$26,107,055</b>	<b>9.6</b>
*Add additional lines where necessary		

**1.1.B: Prior Year Variance Table (Comparison of Prior Year Expenditures)  
Baltimore County Public Schools**

	<b>FY 2010 Original Budget 7/1/2009</b>	<b>FY 2010 Final Budget 6/30/2010</b>	<b><u>Change</u></b>	<b><u>% Change</u></b>
Local Appropriation	\$670,539,211	\$670,539,211	\$0	0.0%
State Revenue	503,460,959	508,235,151	\$4,774,192	0.9%
Federal Revenue	61,540,938	70,135,356	\$8,594,418	14.0%
Other Resources/Transfers	26,086,492	22,436,859	(\$3,649,633)	-14.0%
Other Local Revenue	198,428	198,428	\$0	0.0%
Federal ARRA Funds	17,413,489	33,949,325	\$16,535,836	95.0%
<b>Total</b>	<b>\$ 1,279,239,517</b>	<b>\$ 1,305,494,330</b>	<b>\$ 26,254,813</b>	<b>2.1%</b>

<b>Expenditure Description</b>	<b><u>Planned Expenditure</u></b>	<b><u>Actual Expenditure</u></b>	<b>FTE</b>
<b>By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</b>			
1 2.0% increase to school budgets	\$352,781.00	\$352,781.00	
1 Assistant principal for Sparrows Point Middle School	47,099.00	47,099.00	0.5
1 Central Individualized Education Program (CIEP)	76,865.00	76,865.00	1.1
1 Imagine Discovery Charter School	1,625,378.00	1,625,378.00	44.0
1 Instrumental music teachers	330,674.00	330,674.00	7.2
1 Positions for schools in restructuring	441,191.00	441,191.00	10.5
Principal and secretary for new elementary school in the west			
1 Towson area	113,319.00	113,319.00	2.0
Salaries for instructional assistants previously funded by Third			
1 Party Billing	280,000.00	280,000.00	10.0
STEM program at Chesapeake High School, previously grant			
1 funded	96,300.00	96,300.00	
Temporary annexation of students from Rodgers Forge ES to			
1 Dumbarton MS	50,352.00	50,352.00	2.0
1 Virtual classroom at Chesapeake High School	80,000.00	80,000.00	

By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.

2	ESOL teachers	278,442.00	278,442.00	6.0
<b>By 2005 - 2006, all students will be taught by highly qualified teachers.</b>				
3	Cost increase for benefits for full-time employees and retirees	8,985,790.00	8,985,790.00	
3	Salary increments per union agreement (step increases)	11,625,056.00	11,625,056.00	
3	Salary restructuring for full-time employees	11,529,714.00	11,529,714.00	
3	Salary restructuring for hourly temporary employees	200,461.00	200,461.00	
3	Salary turnover	(5,000,000.00)	(5,000,000.00)	
3	Transfer to Special Revenue Fund	(4,870,004.00)	(4,870,004.00)	(193.6)

**All students will be educated in school environments that are safe and conducive to learning.**

4	Building service workers class upgrade	334,994.00	334,994.00	
4	Funding for the Baltimore County Health Department, previously funded by Third Party Billing	149,849.00	149,849.00	
4	Staff development for school resource officers	22,500.00	22,500.00	

**All students will graduate from high school.**

5	Department of Corrections teacher, previously grant funded	55,358.00	55,358.00	1.0
5	Homeless student liaison, previously grant funded	94,549.00	94,549.00	1.0

**Mandatory Cost of Doing Business**

10	Built-in requests and enrollment adjustments	(850,014.00)	(980,850.00)	42.1
10	Change in Special Revenue Funds	6,069,286.00	14,019,997.00	167.0
10	Mid-year additions	(14,679.00)	(14,679.00)	8.8
10	One-time requests FY2009	(12,256,475.00)	(12,256,475.00)	
10	One-time requests FY2010	10,759,213.00	10,759,213.00	
10	Redirected Funds	(222,945.00)	(222,945.00)	(2.0)
10	Excess revenues over expenditures - General Fund		5,190,470.00	
10	Excess revenues over expenditures - Special Revenue Fund		4,639,492.00	
10	Unexpended, multi-year special revenue grant appropriations		8,604,976.00	

**Total** **\$30,385,054.00** **\$56,639,867.00** **107.60**



**1.1.C: ARRA Funds Financial Reporting Table**  
**Baltimore County Public Schools**

(\$ in Thousands)		FY 09			
CFDA	Grant Name	Budget	FY 10 Budget	FY 11 Budget	Total Arra Funds
10.579	National School Lunch - Equipment Assistance	\$82,079	\$0.00	\$0.00	\$82,079
84.387	Homeless Children and Youth	0	\$47,403.00	\$62,597.00	\$110,000
84.389	Title I - Grants to LEAs, Neglected and Delinquent	0	\$11,650,130.00	\$4,788,663.00	\$16,438,793
84.391	IDEA Part B - Grants to States-Pass-Through	0	\$12,580,831.00	\$13,578,785.00	\$26,159,616
84.392	IDEA Part B - Preschool Grants	0	\$91,759.00	\$1,011,132.00	\$1,102,891
84.393	IDEA Part C - Infants and Families	0	\$941,443.00	\$1,834,883.00	\$2,776,326
84.394	State Fiscal Stabilization Fund Education Program	0	\$8,438,126.00	\$12,455,238.00	\$20,893,364
	Other**	0	\$0.00	\$0.00	\$0
<b>Total</b>		<b>\$82,079</b>	<b>\$ 33,749,692.00</b>	<b>\$ 33,731,298.00</b>	<b>\$ 67,563,069.00</b>
Instructions: For each of the four assurances, please identify how ARRA funds will be used in FY 11 by itemizing expenditures for each assurance. Indicate the grant CFDA number as the source of the funds for the expenditure.					
<b>Assurance 1: Increase teacher effectiveness and address inequities in the distribution of highly qualified teachers (recruiting, developing, and retaining effective teachers and principals).</b>					
<b>Expenditures:</b>		<u>Source</u>	<u>Amount</u>		<u>FTE</u>
Retention of highly qualified special education staff		84.391	\$6,810,624.00		171
Hired and retained highly qualified general education teachers to co-teach in self contained classrooms		84.391	\$960,000.00		16
Hired Academic Behavior Facilitators (ABF)		84.391	\$1,824,704.00		19
School-level expenditures on professional development		84.389	\$218,762.00		
ASCD Title I Principals'		84.389	\$42,326.00		
Leadership Academy		84.389	\$230,328.00		1
Math Solutions					
<b>Assurance 2: Establish and use a pre-K through college and career data system to track progress and foster continuous improvement (building data systems that measure student success and inform teachers and principals how they can improve their practices).</b>					
<b>Expenditures:</b>		<u>Source</u>	<u>Amount</u>		<u>FTE</u>

<b><u>Assurance 3:</u> Make progress towards rigorous college and career-ready standards and high quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities (adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace).</b>			
<b><u>Expenditures:</u></b>	<b><u>Source</u></b>	<b><u>Amount</u></b>	<b><u>FTE</u></b>
<b><u>Assurance 4:</u> Provide targeted, intensive support and effective interventions to turn around schools identified for corrective action and restructuring (turning around lowest performing schools).</b>			
<b><u>Expenditures:</u></b>	<b><u>Source</u></b>	<b><u>Amount</u></b>	<b><u>FTE</u></b>
<b><u>Other:</u> Please itemize other uses of ARRA funds in this category.</b>			
<b><u>Expenditures:</u></b>	<b><u>Source</u></b>	<b><u>Amount</u></b>	<b><u>FTE</u></b>
Hired fiscal assistance (including fixed costs) to monitor and report fiscal and programmatic functions	84.391	\$73,438.00	1
Funding for increase in local share of nonpublic placement costs	84.391	\$2,163,575.00	
Purchase of Promethean Boards	84.391	\$190,000.00	
Purchase of Assistive Technology to enhance current related services to support academic progress	84.391	\$476,251.00	
Stipends (including fixed costs) for teachers and support staff for implementing coordinated early intervening services during before-and after-school programs	84.391	\$68,324.00	

Hired contractual related service personnel to improve compliance and achievement data for preschool and prekindergarten children	84.391	\$53,272.00
Hire part-time administrative support to assist with data entry and managing contractual providers (includes fixed costs)	84.392	\$27,110.00
Hired contractual related service personnel to improve compliance and achievement data for preschool and prekindergarten children.	84.392	\$206,323.00
Hired two part-time early childhood parent coordinators to provide support and family education to families of preschool and prekindergarten children (includes fixed costs)	84.392	\$52,051.00
Indirect Costs for fiscal and internal services necessary for LEA operations	84.392	\$17,608.00
Purchase of Assistive Technology to enhance current related services to support academic progress	84.392	\$53,272.00

Stipends (including fixed costs) for teachers and support staff for implementing coordinated early intervening services during before-and after-school programs	84.392	\$77,888.00
Hired consultant to facilitate professional development activities for preschool and prekindergarten teachers, related service providers and instructional assistants	84.392	\$60,000.00
Purchase supplies and materials to support services for children ages 3-5 years of age with IEPs	84.392	\$25,000.00
Provide professional development opportunities to enhance utilization of evidence-based practices in group and individual services to children and their families for current services and to implement the Extended IFSP Option	84.393	\$59,472.05
Indirect	84.393	\$64,244.00
Ensure all BCITP sites are equipped with appropriate equipment to utilize technology for family support and educational activities and provide computers for new staff members	84.393	\$10,835.00

Hire technology facilitator to oversee and manage BCITP data system, support early learning activities, and support e-Community	84,393	\$75,636.00	1
Fringe	84,393	\$118,972.00	
Hire Infants and Toddlers team leader to support supervision and oversight of the contractual and hourly providers implementing the Extended IFSP Option	84,393	\$147,900.00	1
Hire contractual hourly early childhood parent coordinator to support families as they transition from Part C services once their child reaches age three. Position was originally designed as part-time, but is actually full time	84,393	\$54,262.00	1
Hire additional centralized professional development facilitator to ensure quality support to providers and other direct service staff by establishing a mentoring program for new staff members and developing online modules to support web-based professionals	84,393	\$38,400.00	1
Hire hourly resource support facilitators to support administrative functions associated with the implementation of the Extended IFSP Option	84,393	\$168,000.00	2

Purchase materials and supports for services targeting children with significant needs. Request includes money for office supplies, instructional supplies, etc.	84.393	\$75,439.00	
Hire contractual related services providers and teachers to provide services to children when service needs exceed staffing resources and to implement the Extended IFSP option	84.393	\$582,529.00	
Hire hourly service coordinators to support families receiving services through the Extended IFSP option	84.393	\$439,194.00	8
Parental Involvement	84.389	\$77,654.00	
Transfer Option	84.389	\$584,739.00	
Administration	84.389	\$576,370.00	2
Services to Homeless Students	84.389	\$430.00	
Services to Neglected Students	84.389	\$37,548.00	
Extended-Day/Year Program	84.389	\$1,474,866.00	
School Allocations - Instructional Resources	84.389	\$1,529,344.00	
Homeless Children and Youth	84.387	\$62,597.00	
State Fiscal Stabilization Fund Education Program	84.394	\$12,455,238.00	
<b>TOTAL</b>		<b>\$32,264,525.05</b>	<b>224.0</b>
*Indicate any other ARRA funds received by the school system, including the CFDA number.			

## 1.1D: Prior-Year ARRA Variance Report

### Baltimore County Public Schools

CFDA	Grant Name	Current FY 09 Budget	Current FY 10 Budget	Adjustments to FY 09, FY 10 ARRA Budgets	Total ARRA Funds
10.579	National School Lunch - Equipment Assistance	\$82,079.00	\$0.00	\$0.00	\$82,079.00
84.387	Homeless Children and Youth	0.00	110,000.00	-\$62,597.00	\$47,403.00
84.389	Title I - Grants to LEAs, Neglected and Delinquent	0.00	10,485,525.00	\$1,164,605.00	\$11,650,130.00
84.391	IDEA Part B - Grants to States-Pass-Through	0.00	12,620,190.00	-\$39,359.00	\$12,580,831.00
84.392	IDEA Part B - Preschool Grants	0.00	519,251.00	-\$427,492.00	\$91,759.00
84.393	IDEA Part C - Infants and Families	0.00	1,775,069.00	-\$833,626.00	\$941,443.00
84.394	State Fiscal Stabilization Fund Education Program	0.00	8,439,290.00	-\$1,164.00	\$8,438,126.00
<b>Total Arra Funds</b>		<b>\$82,079.00</b>	<b>\$33,949,325.00</b>	<b>-\$199,633.00</b>	<b>\$33,831,771.00</b>

Instructions: For each of the four assurances, please identify how ARRA funds were used by itemizing expenditures for each assurance. Indicate the grant CFDA number as the source of the funds for the expenditure.

Description	CFDA	Planned Amount	Actual Amount	Planned FTE	Actual FTE
<b>1. Increase teacher effectiveness and address inequities in the distribution of highly qualified teachers (recruiting, developing, and retaining effective teachers and principals).</b>					
Reading Research Labs	84.389	\$1,740,100.00	\$1,740,100.00	1	1
Retention of highly qualified special education staff	84.391	\$13,621,248.00	\$6,639,763.55	171	171
Hired and retained highly qualified general education teachers to co-teach in self contained classrooms	84.391	\$1,920,000.00	\$1,177,044.76	16	16
School-Level Expenditures on Professional Development	84.389	\$415,102.00	\$196,340.00		
ASCD Title I Principals' Leadership Academy	84.389	\$539,968.00	\$497,642.00		
Math Solutions	84.389	\$1,602,386.00	\$1,372,058.00	1	1
Hired Academic Behavior Facilitators (ABF)	84.391	\$3,650,475.00	\$1,847,357.19	19	19

* Other					
Food Service Equipment: Ovens and Installation @ 11 schools	10.579	\$82,078.75			
Parent Involvement	84.389	\$164,584.00	\$86,930.00		
Transfer Option	84.389	\$584,739.00	\$0.00		
Administration	84.389	\$825,173.00	\$248,803.00	2	2
Equitable Services to Private Schools	84.389	\$267,591.00			
Services to Homeless Students	84.389	\$10,500.00	\$10,070.00		
Services to Neglected Students	84.389	\$137,500.00	\$99,952.00		
Extended Day/Year Program	84.389	\$2,000,000.00	\$525,134.00		
School Allocations - Instructional Resources	84.389	\$8,131,648.00	\$6,873,101.00		
Hired fiscal assistance (including fixed costs) to monitor and report fiscal and programmatic functions	84.391	\$146,876.00	\$40,116.00		
Funding for increase in local share of nonpublic placement costs	84.391	\$4,327,150.00	\$2,065,160.79		
Hired contractual related service personnel to improve compliance and achievement data for preschool and prekindergarten children	84.391	\$53,272.00	\$0.00		
Purchase of Promethean Boards	84.391	\$380,000.00	\$154,020.00		
Purchase of Assistive Technology to enhance current related services to support academic progress	84.391	\$1,005,774.00	\$543,528.88		
Contracted services to provide transportation for implementing coordinated early intervening services during before-and after-school programs	84.391	\$135,581.00	\$113,839.00		
Hire part-time administrative support to assist with data entry and managing contractual providers (includes fixed costs)	84.392	\$27,110.00	\$0.00		



Hired contractual related service personnel to improve compliance and achievement data for preschool and prekindergarten children	84.392	\$510,079.00	\$27,438.66
Identify additional service personnel to improve compliance and performance indicators for services for children birth to three and their families by addressing service shortages	84.392	\$25,000.00	\$229.13
Hired two part-time early childhood parent coordinators to provide support and family education to families of preschool and prekindergarten children (includes fixed costs)	84.392	\$122,052.00	\$7,154.89
Indirect Costs for fiscal and internal services necessary for LEA operations	84.392	\$35,216.00	\$2,896.10
Hired contractual related service personnel to improve compliance and achievement data for preschool and prekindergarten children	84.392	\$53,272.00	
Stipends (including fixed costs) for teachers and support staff for implementing coordinated early intervening services during before-and after-school programs	84.392	\$155,776.00	
Hired consultant to facilitate professional development activities for preschool and prekindergarten teachers, related service providers and instructional assistants	84.392	\$110,000.00	\$54,040.00
Provide professional development opportunities to enhance utilization of evidence-based practices in group and individual services to children and their families for current services and to implement the Extended IFSP Option	84.393	\$106,259.00	\$38,787.43
Indirect	84.393	\$45,894.00	\$29,899.60

Ensure all BCITP sites are equipped with appropriate equipment to utilize technology for family support and educational activities and provide computers for new staff members	84.393	\$42,805.00	\$31,970.00	
Hire technology facilitator to oversee and manage BCITP data system, support early learning activities, and support e-Community	84.393	\$70,570.00	\$49,363.73	1
Fringe	84.393	\$67,667.00	\$7,331.33	
Hire Infants and Toddlers team leader to support supervision and oversight of the contractual and hourly providers implementing the Extended IFSP Option	84.393	\$100,556.00	\$0.00	1
Hire contractual hourly early childhood parent coordinator to support families as they transition from Part C services once their child reaches age three. Position was originally designed as part-time, but is actually full time.	84.393	\$34,742.00	\$19,737.90	1
Hire additional centralized professional development facilitator to ensure quality support to providers and other direct service staff by establishing a mentoring program for new staff members and developing online modules to support web-based professionals	84.393	\$80,776.00	\$0.00	1
Hire hourly resource support facilitators to support administrative functions associated with the implementation of the Extended IFSP Option	84.393	\$91,090.00	\$0.00	2
Purchase materials and supports for services targeting children with significant needs. Request includes money for office supplies, instructional supplies, etc.	84.393	\$117,890.00	\$100,340.91	
Hire contractual related services providers and teachers to provide services to children when service needs exceed staffing resources and to implement the Extended IFSP option	84.393	\$451,415.00	\$646,246.34	

Hire hourly service coordinators to support families receiving services through the Extended IFSP option	84.393	\$247,764.00	\$17,765.71	8	5
Homeless Children and Youth	84.387		47,403.00		
State Fiscal Stabilization Fund Education Program	84.394		8,438,126.00		
<b>Total</b>		<b>\$44,237,678.75</b>	<b>\$ 33,749,690.90</b>	<b>224.0</b>	<b>217.0</b>
* Include any other ARRA Funds received by the school system, including the CFDA number					

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

## Baltimore County Public Schools

REVENUES	Original Approved FY 10 Budget	Final FY 10 Actual Revenue	Original Approved FY 11 Budget
Note: Do not include revenue for School Construction Fund, Debt Service Fund, or Food Service Fund.			
LOCAL APPROPRIATIONS	1.1.01.00	670,737,639	663,192,510
OTHER REVENUE*	1.1.05.00	4,029,184	7,839,997
STATE REVENUE			
Foundation	1.1.20.01	325,166,927	330,385,764
Economically Disadvantaged	1.1.20.02	91,243,419	96,494,014
Special Education**	1.1.20.07	46,254,785	46,918,395
Innovative Programs	1.1.20.13	- (448)	-
Adult Continuing Education	1.1.20.14	307,012	307,012
LEP	1.1.20.24	10,678,479	11,204,491
Transportation	1.1.20.39	24,485,816	24,088,148
Guaranteed Tax Base	1.1.20.25	-	-
Math/Science Education	1.1.20.52	100,000	-
School Quality, Accountability, and ROE	1.1.20.54	653,343	-
Teacher Development	1.1.20.55	900,000	815,000
Governor's Teacher Salary Challenge	1.1.20.56	-	-
Transitional Education Program	1.1.20.57	347,346	338,000
Other (specify)*** See Below			
Aging School Repair	-	973,610	874,227
Cigarette Restitution Grant	180,000	-	-
Fine Arts Grant	152,298	157,363	152,000
Hackerman Reading Project	-	37,000	-
Middle Grade Tobacco Prevention Grant	8,750	-	-
Nurse Practitioner Grant	23,774	21,258	22,573
Reimb MSDE	1,959,010	1,549,999	1,923,335
Reserve for New State Grants	1,000,000	-	2,000,000

Subtotal Other	3,323,832	2,739,230	4,972,135
<b>TOTAL STATE REVENUE</b>	<b>\$503,460,959</b>	<b>\$502,276,198</b>	<b>\$515,522,959</b>
<b>FEDERAL REVENUE</b>			
Title I-A - Local System Grants	21,865,550	21,843,150	22,046,256
ARRA - Title I-A - Local System Grants	-	11,618,790	820,964
Title I-A - School Improvement	-	-	-
Title I-B1 - Reading First	524,671	859,370	-
Title I-B3 - Even Start	-	-	-
Title I-C - Migrant Education	-	-	-
Title I-D - Neglected and Delinquent	44,020	91,971	88,186
ARRA - Title I-D - Neglected and Delinquent	-	31,340	-
Title I-F - Comprehensive School Reform	-	-	-
Title II-A - Teacher Quality	4,288,613	4,665,353	4,391,154
Title II-D - Education Technology	77,558	373,995	125,500
Title III-A - Language Acquisition	620,494	559,353	705,000
Title IV-A - Safe & Drug-Free Schools	415,000	495,072	398,288
Title IV-B - 21st Century Learning Centers	-	-	-
Title V-A - Innovative Education	-	-	-
Title VI-B2 - Rural & Low-Income Schools Prog.	-	-	-
Title VIII - Impact Aid	-	-	-
Homeless Children and Youth	125,000	79,504	60,000
ARRA - Homeless Children and Youth	-	47,403	55,000
IDEA - Special Education	25,781,367	24,576,656	27,363,536
ARRA - IDEA Part B- Grants to States Pass-Through	8,974,199	12,580,831	12,620,188
ARRA - IDEA Part B- Grants to States Discretionary	-	-	-
ARRA - IDEA Part B- Preschool Grants	-	91,759	519,252
ARRA - IDEA Part C- Infants and Families	-	941,443	1,388,163
Perkins Career and Technology Education	1,080,278	1,307,665	1,352,114
Other (specify)*** See Below			
Adult Education	15,839	10,016	9,382
Advanced Placement Incentive Program	-	5,060	-
Charter Schools Program	-	136,855	-
FEMA-MEMA	-	101,185	-
Job Training and Partnership Act	209,285	200,644	209,286

Medical Assistance Program		2,726,317	6,857,607	4,642,338
National and Community Service Act		15,000	20,000	21,500
National Security Act		57,000	56,526	62,600
Preventive Health and Health Services Block Grant		17,000	18,968	18,000
Readiness for Undergraduate Programs		223,090	256,448	255,639
Reserve for New Federal Grants		3,454,856	-	5,000,000
ROTC Reimbursements		-	668,891	740,000
State Fiscal Stabilization Fund		8,439,290	8,438,126	12,455,238
Strategic Health Advanced Research Projects		-	11,794	-
Teaching American History		-	240,365	384,457
Subtotal Other		15,157,677	17,022,485	23,798,440
<b>TOTAL FEDERAL REVENUE</b>	<b>1.1.30.00</b>	<b>\$78,954,427</b>	<b>\$97,186,141</b>	<b>\$95,732,041</b>
<b>OTHER RESOURCES/TRANSFERS****</b>	<b>1.1.99.99</b>	<b>\$7,376,020</b>	<b>\$6,957,971</b>	<b>\$6,928,302</b>
<b>TOTAL REVENUE</b>		<b>\$1,268,239,517</b>	<b>\$1,281,187,134</b>	<b>\$1,289,215,809</b>
<b>PRIOR BALANCE AVAILABLE</b>	<b>1.1.40.00</b>	<b>\$11,000,000</b>	<b>\$11,000,000</b>	<b>\$16,130,763</b>
<b>TOTAL REVENUE, TRANSFERS AND FUND BALANCE</b>		<b>\$1,279,239,517</b>	<b>\$1,292,187,134</b>	<b>\$1,305,346,572</b>

\*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)**

**Baltimore County Public Schools**

**TOTAL SUMMARY BY CATEGORY**

Category	Original Approved* FY 10 Budget	Final FY 10 Actual Expenditures	Original Approved FY 11 Budget	FTE Staffing FY 11 Budget
201 Administration	\$36,040,947	\$35,608,376	\$34,167,390	321.6
202 Mid-level Administration				
Office of the Principal	68,883,938	68,141,020	71,394,789	927.4
Administration & Supervision	14,502,034	14,078,178	15,315,879	151.5
203 Instructional Salaries	441,427,940	436,345,405	460,783,852	6,969.2
204 Textbooks & Instructional Supplies	27,320,909	35,644,155	24,138,239	
205 Other Instructional Costs	14,306,242	9,341,903	7,990,663	
206 Special Education	145,834,796	146,569,104	147,813,418	1,769.7
207 Student Personnel Services	8,365,128	8,087,187	8,424,056	112.6
208 Health Services	13,637,847	13,428,373	13,945,505	216.5
209 Student Transportation	53,735,999	51,999,007	56,351,706	1,128.0
210 Operation of Plant	89,366,630	87,555,599	88,326,433	1,167.3
211 Maintenance of Plant	27,328,591	29,200,663	28,345,870	251.0
212 Fixed Charges	252,688,706	252,688,180	250,673,876	
213 Food Service				
214 Community Services				
215 Capital Outlay	3,291,786	3,211,284	3,226,183	39.0
Undistributed Restricted Funds	82,508,024	90,458,735	94,448,713	968.5
<b>TOTAL EXPENDITURES/FTE</b>	<b>\$1,279,239,517</b>	<b>\$1,282,357,171</b>	<b>\$1,305,346,572</b>	<b>14,022.3</b>

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

\*\*Include federal funds and federally funded positions in Budget (Original and Prior Year Budget AND Original Approved Current Year Budget) and FTE columns.

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**1.3: ATTACHMENT 3 - TOTAL FULL-TIME EQUIVALENT STAFF STATEMENT**  
**Baltimore County Public Schools**

<b>POSITION TYPE</b>	<b>FY 10 Budget</b>	<b>FY 11 Budget</b>
Superintendent, Deputy, Assoc., Asst.	10.0	11.0
Directors, Coord., Superv., Specialists	199.5	201.5
Principals	169.0	169.0
Vice Principals	271.0	272.0
Teachers	7,347.2	7,341.9
Therapists	51.7	51.7
Guidance Counselors	270.4	269.1
Librarians	184.0	185.0
Psychologists	71.3	75.9
PPW/SSW	83.5	84.1
Nurses	177.2	178.2
Other Professional Staff	321.3	305.8
Secretaries and Clerks	799.8	802.8
Bus Drivers	750.3	752.3
Paraprofessionals	936.2	945.2
Other Staff	1,401.8	1,408.3
<b>TOTAL FTE STAFF</b>	<b>13,044.2</b>	<b>13,053.8</b>

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**Table 2.1: Maryland School Assessment - AYP Proficiency Data - Reading - Elementary**

Subgroup	2007				2008				2009				2010			
	# Tested	# Prof.	% Prof.		# Tested	# Prof.	% Prof.		# Tested	# Prof.	% Prof.		# Tested	# Prof.	% Prof.	
All Students	21,918	18,325	83.6		21,670	18,919	87.3		21,833	19,342	88.6		22,003	19,574	89.0	
African American	8,757	6,653	76.0		8,877	7,188	81.0		9,177	7,606	82.9		9,130	7,641	83.7	
American Indian/Alaskan Native	112	83	74.1		105	89	84.8		98	90	91.8		105	90	85.7	
Asian/Pacific Islander	1,124	1,033	91.9		1,196	1,123	93.9		1,237	1,173	94.8		1,360	1,286	94.6	
Hispanic	860	662	77.0		962	805	83.7		989	816	82.5		1,124	948	84.3	
White (Not of Hispanic Origin)	11,065	9,894	89.4		10,530	9,714	92.3		10,332	9,657	93.5		10,284	9,609	93.4	
Free/Reduced Meals (FARMS)	8,147	6,048	74.2		8,581	6,816	79.4		9,654	7,905	81.9		9,853	8,117	82.4	
Limited English Proficient (LEP)	782	586	74.9		852	695	81.6		1,062	866	81.5		1,197	991	82.8	
Special Education	2,931	1,910	65.2		3,472	2,539	73.1		3,408	2,520	73.9		3,347	2,472	73.9	

**Table 2.2: Maryland School Assessment - AYP Proficiency Data - Reading - Middle**

Subgroup	2007				2008				2009				2010			
	# Tested	# Prof.	% Prof.		# Tested	# Prof.	% Prof.		# Tested	# Prof.	% Prof.		# Tested	# Prof.	% Prof.	
All Students	23,165	16,469	71.1		21,670	17,739	78.3		22,253	18,182	81.7		21,987	18,053	82.1	
African American	9,608	5,829	60.7		6,877	6,529	70.0		9,220	7,001	75.9		9,222	7,065	76.6	
American Indian/Alaskan Native	120	72	60.0		105	84	72.4		111	81	73.0		102	84	82.4	
Asian/Pacific Islander	995	820	82.4		1,196	946	88.6		1,195	1,061	88.8		1,301	1,180	90.7	
Hispanic	760	493	64.9		962	588	69.8		899	655	72.9		968	744	76.9	
White (Not of Hispanic Origin)	11,682	9,255	79.2		10,530	9,592	85.0		10,828	9,384	86.7		10,394	8,980	86.4	
Free/Reduced Meals (FARMS)	8,455	4,787	56.6		8,581	5,551	66.6		9,366	6,817	72.8		9,366	6,935	74.0	
Limited English Proficient (LEP)	426	216	50.7		852	229	52.0		602	360	59.8		508	314	61.8	
Special Education	2,818	1,003	35.6		3,472	1,431	47.1		3,024	1,634	54.0		3,046	1,723	56.6	

**Table 2.3: Maryland School Assessment - AYP Proficiency Data - Reading - High (English II)**

Subgroup	2007				2008				2009				2010			
	# Tested	# Prof.	% Prof.		# Tested	# Prof.	% Prof.		# Tested	# Prof.	% Prof.		# Tested	# Prof.	% Prof.	
All Students	8,311	5,786	69.6		7,100	5,680	80.0		7,137	5,991	83.9					
African American	3,212	1,771	55.1		2,559	1,778	69.5		2,637	2,016	76.5					
American Indian/Alaskan Native	44	29	65.9		32	24	75.0		28	24	85.7					
Asian/Pacific Islander	394	295	74.9		331	286	86.4		334	296	88.6					
Hispanic	221	125	56.6		175	125	71.4		181	138	76.2					
White (Not of Hispanic Origin)	4,440	3,566	80.3		4,003	3,467	86.6		3,957	3,517	88.9					
Free/Reduced Meals (FARMS)	2,130	1,142	53.6		1,919	1,305	68.0		2,057	1,560	75.8					
Limited English Proficient (LEP)	128	45	35.2		21	4	19.0		83	58	69.9					
Special Education	839	280	33.4		682	283	41.5		710	352	49.6					

**Table 2.4: Maryland School Assessment - AYP Proficiency Data - Math - Elementary**

Subgroup	2007			2008			2009			2010		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	21,929	18,297	83.4	21,682	18,430	85.0	21,838	18,778	86.0	22,021	19,420	88.2
African American	8,755	6,503	74.3	8,880	6,815	76.7	9,177	7,176	78.2	9,143	7,483	81.8
American Indian/Alaskan Native	112	87	77.7	105	87	82.9	98	85	86.7	105	96	91.4
Asian/Pacific Islander	1,128	1,076	95.4	1,198	1,136	94.8	1,240	1,186	95.6	1,362	1,310	96.2
Hispanic	865	692	80.0	962	787	81.8	991	839	84.7	1,125	969	86.1
White (Not of Hispanic Origin)	11,068	9,939	89.8	10,537	9,605	91.2	10,331	9,492	91.9	10,286	9,562	93.0
Free/Reduced Meals (FARMS)	8,153	6,002	73.6	8,588	6,534	76.1	9,658	7,572	78.4	9,862	8,034	81.5
Limited English Proficient (LEP)	791	658	83.2	857	713	83.2	1,070	918	85.8	1,203	1,056	87.8
Special Education	2,930	1,835	62.6	3,474	2,332	67.1	3,406	2,248	66.0	3,350	2,331	69.6

**Table 2.5: Maryland School Assessment - AYP Proficiency Data - Math - Middle**

Subgroup	2007			2008			2009			2010		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	23,206	13,934	60.0	22,650	15,313	67.6	22,260	15,766	70.8	21,997	15,834	72.0
African American	9,632	4,242	44.0	9,330	5,019	53.8	9,217	5,395	58.5	9,226	5,567	60.3
American Indian/Alaskan Native	120	52	43.3	118	68	57.6	112	65	58.0	102	73	71.6
Asian/Pacific Islander	1,002	849	84.7	1,074	954	88.8	1,199	1,081	90.2	1,303	1,173	90.0
Hispanic	763	382	50.1	842	512	60.8	901	590	65.5	966	667	69.0
White (Not of Hispanic Origin)	11,689	8,409	71.9	11,286	8,760	77.6	10,831	8,635	79.7	10,400	8,354	80.3
Free/Reduced Meals (FARMS)	8,475	3,582	42.3	8,351	4,285	51.3	9,372	5,348	57.1	9,370	5,600	59.8
Limited English Proficient (LEP)	436	222	50.9	443	256	57.8	610	401	65.7	505	335	66.3
Special Education	2,810	812	28.9	3,047	1,189	39.0	3,025	1,378	45.6	3,048	1,441	47.3

**Table 2.6: Maryland School Assessment - AYP Proficiency Data - Math - High (Algebra/Data Analysis)**

Subgroup	2007			2008			2009			2010		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	8,828	5,680	64.3	7,027	5,808	82.7	7,056	6,035	85.5			
African American	3,656	1,659	45.4	2,564	1,769	69.0	2,623	1,956	74.6			
American Indian/Alaskan Native	53	29	54.7	32	26	81.3	28	25	89.3			
Asian/Pacific Islander	406	317	78.1	314	292	93.0	318	300	94.3			
Hispanic	269	153	56.9	175	141	80.6	179	154	86.0			
White (Not of Hispanic Origin)	4,444	3,522	79.3	3,942	3,580	90.8	3,908	3,600	92.1			
Free/Reduced Meals (FARMS)	2,594	1,282	49.4	2,031	1,489	73.3	2,117	1,674	79.1			
Limited English Proficient (LEP)	165	75	45.5	55	45	81.8	89	73	82.0			
Special Education	973	290	29.8	711	347	48.8	753	389	51.7			

**Table 2.7: Maryland School Assessment - Science - Elementary (Grade 5)**

Subgroup	2008			2009			2010		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	7,456	4,681	62.8	7,439	4,487	60.3	7,561	4,762	63.0
African American	3,055	1,371	44.9	3,111	1,316	42.3	3,254	1,506	46.3
American Indian/Alaskan Native	37	18	48.6	32	17	53.1	32	20	62.5
Asian/Pacific Islander	428	321	75.0	452	354	78.3	455	353	77.6
Hispanic	339	169	49.9	319	159	49.8	360	181	50.3
White (Not of Hispanic Origin)	3,597	2,802	77.9	3,524	2,640	74.9	3,460	2,702	78.1
Free/Reduced Meals (FARMS)	2,932	1,299	44.3	3,181	1,365	42.9	3,445	1,573	45.7
Limited English Proficient (LEP)	162	35	21.6	144	26	18.1	180	34	18.9
Special Education	894	338	37.8	889	278	31.3	891	296	33.2

**Table 2.8: Maryland School Assessment - Science - Middle (Grade 8)**

Subgroup	2008			2009			2010		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	7,841	5,219	66.5	7,675	5,469	71.3	7,467	5,382	72.1
African American	3,325	1,706	51.3	3,182	1,857	58.4	3,077	1,871	60.8
American Indian/Alaskan Native	37	19	51.4	33	20	60.6	40	31	77.5
Asian/Pacific Islander	374	298	79.7	401	339	84.5	439	359	81.8
Hispanic	298	166	55.7	301	176	58.5	340	207	60.9
White (Not of Hispanic Origin)	3,807	3,030	79.6	3,757	3,077	81.9	3,571	2,914	81.6
Free/Reduced Meals (FARMS)	2,820	1,341	47.6	3,057	1,718	56.2	3,111	1,820	58.5
Limited English Proficient (LEP)	114	15	13.2	93	14	15.1	123	21	17.1
Special Education	757	208	27.5	719	244	33.9	694	224	32.3

**Table 2.9: Biology**

Subgroup	2007			2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	7,328	4,568	62.3	6,849	5,578	81.4	6,563	5,654	86.1
African American	2,924	1,199	41.0	2,450	1,642	67.0	2,352	1,769	75.2
American Indian/Alaskan Native	29	14	48.3	31	24	77.4	27	21	77.8
Asian/Pacific Islander	383	293	76.5	318	286	89.9	317	292	92.1
Hispanic	196	97	49.5	172	121	70.3	160	123	76.9
White (Not of Hispanic Origin)	3,796	2,965	78.1	3,878	3,505	90.4	3,707	3,449	93
Free/Reduced Meals (FARMS)	1,949	870	44.6	1,645	1,096	66.6	1,445	1,117	77.3
Limited English Proficient (LEP)	77	22	28.6	15	3	20.0	10	4	40.0
Special Education	691	139	20.1	468	224	47.9	396	255	64.4

**Table 3.1: HSA Test Participation and Status - English 2009**  
**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	7,159	67.9	5,110	27.2	2,049	4.9	368
American Indian/Alaskan Native	31	75.8	25	18.2	6	6.1	2
African American	2,909	54.0	1,682	39.4	1,227	6.5	203
Asian/Pacific Islander	390	76.0	314	18.4	76	5.6	23
White (non-Hispanic)	3,594	79.7	2,946	17.5	648	2.8	104
Hispanic	235	52.8	143	33.9	92	13.3	36
Special Education	606	23.4	155	68.2	451	8.3	55
Limited English Proficient (LEP)	69	11.4	14	44.7	55	43.9	54
Free and Reduced Meals (FARMS)	2,253	51.9	1,273	40.0	980	8.1	198

**Table 3.2: HSA Test Participation and Status - English 2009**  
**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	6,973	80.5	5,689	18.2	1,284	1.3	95
American Indian/Alaskan Native	30	71.0	22	25.8	8	3.2	1
African American	2,595	72.0	1,912	25.7	683	2.3	61
Asian/Pacific Islander	351	85.0	306	12.5	45	2.5	9
White (non-Hispanic)	3,796	86.4	3,299	13.0	497	0.6	21
Hispanic	201	73.5	150	25.0	51	1.5	3
Special Education	539	37.2	203	61.5	336	1.3	7
Limited English Proficient (LEP)	44	25.0	12	66.7	32	8.3	4
Free and Reduced Meals (FARMS)	1,798	68.0	1,244	30.3	554	1.7	31

**Table 3.3: HSA Test Participation and Status - Algebra/Data Analysis 2009**  
**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	7,075	78.4	5,697	19.0	1,378	2.7	193
American Indian/Alaskan Native	29	71.0	22	22.6	7	6.5	2
African American	2,942	66.2	2,010	30.7	932	3.1	94
Asian/Pacific Islander	377	89.4	345	8.3	32	2.3	9
White (non-Hispanic)	3,487	88.2	3,141	9.7	346	2.1	74
Hispanic	240	70.5	179	24.0	61	5.5	14
Special Education	632	41.0	268	55.7	364	3.4	22
Limited English Proficient (LEP)	79	39.8	39	40.8	40	19.4	19
Free and Reduced Meals (FARMS)	2,324	67.1	1,606	30.0	718	2.9	70

**Table 3.4: HSA Test Participation and Status - Algebra/Data Analysis 2009**  
**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	6,752	84.6	5,779	14.2	973	1.2	83
American Indian/Alaskan Native	30	80.6	25	16.1	5	3.2	1
African American	2,565	72.6	1,892	25.8	673	1.5	40
Asian/Pacific Islander	318	93.3	304	4.3	14	2.5	8
White (non-Hispanic)	3,648	92.4	3,396	6.9	252	0.8	29
Hispanic	191	82.7	162	14.8	29	2.6	5
Special Education	537	45.5	248	53.0	289	1.5	8
Limited English Proficient (LEP)	34	48.6	17	48.6	17	2.9	1
Free and Reduced Meals (FARMS)	1,759	74.2	1,327	24.2	432	1.6	29

**Table 3.5: HSA Test Participation and Status - Biology 2009**  
**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	6,996	71.6	5,319	22.6	1,677	5.8	431
American Indian/Alaskan Native	30	69.7	23	21.2	7	9.1	3
African American	2,829	57.1	1,759	34.8	1,070	8.1	249
Asian/Pacific Islander	377	83.4	332	11.3	45	5.3	21
White (non-Hispanic)	3,542	83.4	3,049	13.5	493	3.2	116
Hispanic	218	60.0	156	23.8	62	16.2	42
Special Education	589	33.1	217	56.7	372	10.2	67
Limited English Proficient (LEP)	48	16.8	17	30.7	31	52.5	53
Free and Reduced Meals (FARMS)	2,193	56.7	1,373	33.9	820	9.4	227

**Table 3.6: HSA Test Participation and Status - Biology 2009**  
**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	6,909	80.9	5,667	17.7	1,242	1.4	96
American Indian/Alaskan Native	30	67.7	21	29.0	9	3.2	1
African American	2,580	67.8	1,791	29.9	789	2.3	61
Asian/Pacific Islander	344	88.0	309	10.0	35	2.0	7
White (non-Hispanic)	3,759	89.8	3,395	9.6	364	0.6	22
Hispanic	196	75.1	151	22.4	45	2.5	5
Special Education	541	48.1	264	50.5	277	1.5	8
Limited English Proficient (LEP)	33	36.8	14	50.0	19	13.2	5
Free and Reduced Meals (FARMS)	1,778	68.5	1,241	29.6	537	1.9	35

**Table 3.7: HSA Test Participation and Status - Government 2009**  
**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	7,277	80.1	6,019	16.7	1,258	3.2	238
American Indian/Alaskan Native	30	69.7	23	21.2	7	9.1	3
African American	2,972	70.6	2,193	25.1	779	4.3	133
Asian/Pacific Islander	398	88.4	367	7.5	31	4.1	17
White (non-Hispanic)	3,640	87.8	3,239	10.9	401	1.4	51
Hispanic	237	72.7	197	14.8	40	12.5	34
Special Education	635	47.0	310	49.2	325	3.8	25
Limited English Proficient (LEP)	79	37.4	46	26.8	33	35.8	44
Free and Reduced Meals (FARMS)	2,332	69.1	1,695	26.0	637	4.9	121

**Table 3.8: HSA Test Participation and Status - Government 2009**  
**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	7,067	88.7	6,358	9.9	709	1.4	97
American Indian/Alaskan Native	30	87.1	27	9.7	3	3.2	1
African American	2,639	81.0	2,180	17.1	459	1.9	51
Asian/Pacific Islander	358	91.9	339	5.1	19	3.0	11
White (non-Hispanic)	3,836	93.9	3,630	5.3	206	0.8	29
Hispanic	204	87.1	182	10.5	22	2.4	5
Special Education	546	62.2	345	36.2	201	1.6	9
Limited English Proficient (LEP)	44	55.1	27	34.7	17	10.2	5
Free and Reduced Meals (FARMS)	1,819	79.4	1,474	18.6	345	2.0	38

**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	6,810	5,053	74.2	1,309	19.2	414	6.1	31	0.5	6,807	100	3	0.0		
2009- 2010	7,273	5,439	74.8	1,272	17.5	543	7.5	19	0.3	7,273	100	0	0.0		

**Table 3.10: Bridge Projects Passed**

	Algebra/Data Analysis #	Biology #	English #	Government #	Total	
					#	%
2008- 2009	306	336	309	245	1,196	
2009- 2010	377	417	408	335	1,537	

**Table 3.11: Rising Seniors Who Have Not Yet Met the Graduation Requirement**

	Enrolled #	Met		Not Yet Met								Total	
		#	%	Needing to Pass 4		Needing to Pass 3		Needing to Pass 2		Needing to Pass 1		#	%
				#	%	#	%	#	%	#	%		
2009- 2010	7,217	6,133	85.0	378	5.2	289	4.0	270	3.7	147	2.0	1,084	15.0
2010- 2011	7,144	6,020	84.3	333	4.7	348	4.9	242	3.4	191	2.7	1,124	15.7



Table 4.1: System AMAO 1, 2009-2010 LEP Student Progress toward Attaining English Proficiency		
n	# Meeting Target	% Meeting Target
2,694	2,292	85.1

Table 4.2: AMAO 2, 2009-2010 Student Attainment of English Proficiency		
n	# Meeting Target	% Meeting Target
3,492	808	23.1

**Table 4.1: LEP Student Progress toward Attainment of English Proficiency**

In order for a LSS to meet the System AMAO 1 for 2009-2010, at least 58% of students must make a 15 scale score point increase on the 2010 LAS administration as compared to the previous summative assessment.

**Table 4.2: LEP Student Progress toward Attainment of English Proficiency**

In order for a LSS to meet the System AMAO 2 for 2009-2010, at least 16% of students must meet grade specific targets for English language proficiency.

**See Appendix B for guidance on determining the n-size for each table.**

**Table 4.3: System AMAO 3, 2009-2010**

AYP Status for Limited English Proficient Students				
	Reading		Mathematics	
	% Proficient	Participation Rate	% Proficient	Participation Rate
2008	Met	Met	Met	Met
2009	Met	Met	Met	Met

Indicate **MET** or **NOT MET** for each column.

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	107	86	80.4	27	14	51.9	27	12	44.4	NA	NA	NA
2004	106	100	94.3	27	23	85.2	28	16	57.1	NA	NA	NA
2005	106	105	99.1	27	19	70.4	24	8	33.3	NA	NA	NA
2006	107	103	96.3	26	18	69.2	24	21	87.5	NA	NA	NA
2007	107	103	96.3	27	11	40.7	24	21	87.5	NA	NA	NA
2008	107	102	95.3	27	13	48.1	24	17	70.8	NA	NA	NA
2009	109	92	84.4	27	13	48.1	24	23	95.8	NA	NA	NA
2010	109	92	84.4	27	11	40.7						

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	38	23	60.5	9	1	11.1	NA	NA	NA	NA	NA	NA
2004	37	35	94.6	9	8	88.9	NA	NA	NA	NA	NA	NA
2005	37	36	97.3	9	6	66.7	NA	NA	NA	NA	NA	NA
2006	37	37	100.0	9	4	44.4	NA	NA	NA	NA	NA	NA
2007	37	35	94.6	9	0	0.0	NA	NA	NA	NA	NA	NA
2008	37	32	86.5	NA	NA	NA	NA	NA	NA	NA	NA	NA
2009	42	32	76.2	NA	NA	NA						
2010	44	30	68.2	NA	NA	NA						

Table 5.3: Number of All Schools in Improvement												
	2005-2006 Level of Improvement (based on 2005 AYP)					Exiting in 2005	2006-2007 Level of Improvement (based on 2006 AYP)					Exiting in 2006
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	2	0	0	0	0	1	0	0	0	0	0	2
Middle Schools	2	2	0	1	0	0	3	0	2	1	0	1
High Schools	1	7	0	0	0	4	0	4	3	0	0	1
Special Placement Schools	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total	5	9	0	1	0	5	3	4	5	1	0	4
	2007-2008 Level of Improvement (based on 2007 AYP)					Exiting in 2007	2008-2009 Level of Improvement (based on 2008 AYP)					Exiting in 2008
	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	1	0	0	0	0	0	0	1	0	0	0	0
Middle Schools	3	3	0	2	1	0	5	4	2	0	3	0
High Schools	0	0	2	1	0	4	0	0	0	2	0	0
Special Placement Schools	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total	4	3	2	3	1	4	5	5	2	2	3	0
	2009-2010 Level of Improvement (based on 2009 AYP)					Exiting in 2009	2010-2011 Level of Improvement (based on 2010 AYP)					Exiting in 2010
	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	2	0	0	0	0	0	2	2	1	0	0	0
Middle Schools	2	3	2	2	2	2	2	2	3	2	4	0
High Schools	0	0	0	2	0	0	0	0	0	0	0	2
Special Placement Schools	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total	4	3	2	4	2	2	4	4	4	2	4	2

**Table 5.4: Number of Title I Schools in Improvement**

	2005-2006 Level of Improvement (based on 2005 AYP)						Exiting in 2005	2006-2007 Level of Improvement (based on 2006 AYP)						Exiting in 2006			
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation			Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation					
Elementary Schools	1	0	0	0	0		0	0	0	0	0	0	0				
Middle Schools	0	1	0	1	0		0	1	0	1	1	0	0				
High Schools	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA				
Special Placement Schools	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA				
Total	1	1	0	1	0		0	1	0	1	1	0	0				
	2007-2008 Level of Improvement (based on 2007 AYP)						Exiting in 2007	2008-2009 Level of Improvement (based on 2008 AYP)						Exiting in 2008			
	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		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation
Elementary Schools	0	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0
Middle Schools	3	1	0	1	1		0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
High Schools	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Special Placement Schools	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total	3	1	0	1	1		0	0	0	0	0	0	0	0	0	0	0
	2009-2010 Level of Improvement (based on 2009 AYP)						Exiting in 2009	2010-2011 Level of Improvement (based on 2010 AYP)						Exiting in 2010			
	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		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation
Elementary Schools	2	0	0	0	0		0	2	0	0	0	0	2	2	0	0	0
Middle Schools	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
High Schools	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Special Placement Schools	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total	2	0	0	0	0		0	2	0	0	0	0	2	2	0	0	0

Table 5.5: Attendance Rates											
Annual Measurable Objective (AMO):		94%	94%	94%	94%	94%	94%	94%	94%	94%	90%
Subgroups by Level		2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010		
All students	Elementary	95.6	95.7	95.7	95.7	95.8	95.7	95.8	95.1		
	Middle	94.4	94.2	94.7	95.0	95.1	94.9	95.0	94.8		
	High	93.6	93.1	93.1	92.9	93.0	92.3	92.2	92.1		
African American	Elementary	95.5	95.6	95.7	95.7	95.7	95.7	95.7	94.9		
	Middle	93.8	93.8	94.5	94.8	95.0	94.6	94.9	94.8		
	High	92.1	91.8	92.1	91.4	91.5	90.9	90.8	91.1		
American Indian/Alaskan Native	Elementary	94.5	94.4	94.8	94.6	94.8	95.1	95.6	94.4		
	Middle	92.6	92.9	92.6	93.4	94.0	93.2	93.6	94.4		
	High	91.4	90.6	91.1	91.1	91.8	89.4	88.4	89.2		
Asian/Pacific Islander	Elementary	97.2	97.0	96.8	96.6	97.0	96.8	96.8	96.3		
	Middle	97.2	97.0	97.3	97.4	97.4	97.3	97.1	96.8		
	High	96.2	95.8	95.7	95.9	96.0	95.5	95.6	95.6		
Hispanic	Elementary	95.3	95.4	95.3	95.3	95.6	95.5	95.3	94.7		
	Middle	94.0	93.8	94.3	94.9	95.0	94.8	94.6	94.4		
	High	92.4	91.9	92.3	91.6	92.4	90.7	89.7	90.4		
White (Not of Hispanic Origin)	Elementary	95.6	95.7	95.6	95.6	95.8	95.7	95.7	95.2		
	Middle	94.5	94.4	94.7	94.9	95.0	95.0	94.8	94.5		
	High	94.3	93.7	93.6	93.7	93.8	93.2	93.1	92.7		
Free/Reduced Meals (FARMS)	Elementary	94.5	94.6	94.8	94.8	94.9	95.0	95.0	94.2		
	Middle	92.4	92.4	93.2	93.6	93.8	93.6	93.7	93.6		
	High	91.5	91.0	91.2	90.4	90.6	90.3	89.8	89.9		
Limited English Proficient (LEP)	Elementary	96.5	96.3	96.1	95.8	96.3	96.1	96.0	95.6		
	Middle	96.0	96.1	95.9	96.4	95.8	96.2	95.5	95.3		
	High	94.1	93.8	94.3	93.8	93.9	91.2	91.4	92.0		
Special Education	Elementary	94.4	94.6	94.8	94.8	94.7	94.8	94.9	94.1		
	Middle	91.9	91.7	92.6	93.1	93.1	92.8	93.4	93.0		
	High	92.0	91.3	91.1	90.5	90.4	89.3	90.1	89.1		

**Table 5.6: Percentage of Students Graduating From High School**

Annual Measurable Objective (AMO):	80.99% 2002-2003	80.99% 2003-2004	83.24% 2004-2005	83.24% 2005-2006	83.24% 2006-2007	85.50% 2007-2008	85.50% 2008-2009	85.50% 2009-2010
Subgroup								
All students (Count toward AYP)	88.24	86.08	84.78	83.25	83.30	81.86	83.56	86.08
African American	88.60	85.66	84.79	81.28	81.64	79.11	81.46	84.43
American Indian/Alaskan Native	80.56	71.43	76.19	76.36	72.73	65.79	75.00	75.00
Asian/Pacific Islander	97.14	89.72	92.56	91.06	89.97	90.75	92.79	93.51
Hispanic	81.25	78.03	74.10	80.32	71.11	80.77	82.40	81.66
White (Not of Hispanic Origin)	87.69	86.45	84.63	83.92	84.42	83.16	84.38	86.97
Free/Reduced Meals (FARMS)	81.09	78.63	79.94	79.65	80.92	79.34	81.94	88.66
Limited English Proficient (LEP)	65.22	34.48	36.67	31.58	36.36	67.65	70.59	81.72
Special Education	98.48	96.29	91.48	80.00	82.85	74.85	68.79	72.01
Female	90.63	89.37	87.73	86.48	87.23	86.46	87.21	89.79
Male	85.91	82.89	81.87	80.08	79.50	77.33	79.98	82.51

**Table 5.7: Percentage of Students Dropping Out of School**

State satisfactory standard:	3.00% 2002-2003	3.00% 2003-2004	3.00% 2004-2005	3.00% 2005-2006	3.00% 2006-2007	3.00% 2007-2008	3.00% 2008-2009	3.00% 2009-2010
Subgroup								
All students	3.19	4.31	4.40	4.13	3.40	4.33	3.74	3.03
African American	2.79	4.60	4.87	4.37	3.64	4.45	4.02	3.32
American Indian/Alaskan Native	5.00	6.25	5.83	6.38	6.57	8.24	8.98	8.59
Asian/Pacific Islander	2.28	2.44	2.15	2.32	1.36	1.53	1.64	0.55
Hispanic	6.15	6.73	5.35	4.99	4.73	4.18	3.27	4.95
White (Not of Hispanic Origin)	3.36	4.17	4.22	4.04	3.29	4.47	3.69	2.83
Free/Reduced Meals (FARMS)	3.99	4.33	4.85	4.33	3.15	2.90	3.53	3.22
Limited English Proficient (LEP)	6.49	4.02	4.83	7.10	0.00	4.52	3.58	4.25
Special Education	0.03	2.16	2.22	6.30	3.12	7.97	6.43	5.81
Female	2.61	3.27	3.48	3.18	2.69	3.20	2.63	2.31
Male	3.76	5.31	5.28	5.04	4.08	5.41	4.81	3.73

Table 6.1: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers			Table 6.2: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers in Title I Schools. Include Title I Schools Funded With ARRA Funds.			
School Year	% of Core Academic Subject Classes Taught by Highly Qualified Teachers	% of Core Academic Subject Classes Not Taught by Highly Qualified Teachers	Total Number of Core Academic Subject Classes in Title I Schools	Core Academic Subject Classes in Title I Schools Taught by Highly Qualified Teachers	% of Core Academic Subject Classes in Title I Schools taught by HQT	
2003-2004	62.5	37.1	3,180	3,180	100%	
2004-2005	77.7	22.3				
2005-2006	83.3	16.7	4,554	4,506	98.9%	
2006-2007	87.5	12.5				
2007-2008	88.7	11.3				
2008-2009	90.0	10.0				
2009-2010	93.6	6.4				

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	531	2.86	60	0.30	22	0.12	829	4.50	878	4.70	792	4.30	3,112	18,594
2006-2007	225	1.24	71	0.40	34	0.20	527	2.90	725	4.00	592	3.30	2,174	18,101
2007-2008	138	0.80	92	0.60	10	0.50	622	3.70	289	1.70	746	4.50	1,897	16,759
2008-2009	107	0.69	134	0.87	18	0.12	670	4.30	0	0	479	3.10	1,579	15,415
2009-2010	111	0.43	188	0.72	7	0.03	812	3.12	176	0.68	363	1.4	1,657	25,996



**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	
		#	%	#	%	#	%
<b>2005-2006</b>							
Elementary		356		335	94.1	546	95.2
Secondary		2,680		2,184	81.5	1,720	85.4
<b>2006-2007</b>							
Elementary		330		327	99.1	551	96.4
Secondary		2,720		2,492	91.6	1,761	91.4
<b>2007-2008</b>							
Elementary		314		306	97.4	551	94.9
Secondary		2,517		2,238	88.9	1,773	90.8
<b>2008-2009</b>							
Elementary		340		340	100	571	98.9
Secondary		2,810		2,750	97.9	1,795	93.3
<b>2009-2010</b>							
Elementary		1,400		1,381	98.6	2,374	96.6
Secondary		2,580		2,348	91.0	1,672	93.3

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

		Core Academic Subject Classes					
		High Poverty*			Low Poverty		
		Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT		Classes Taught by Experienced HQT*	
		#	%	#	%	#	%
<b>2008-2009</b>	Elementary	325	82.0	71	18.0	504	92.0
	Secondary	1,715	84.0	334	16.0	1,455	95.0
<b>2009-2010</b>	Elementary	1,194	86.5	187	13.5	2,082	90.8
	Secondary	1,840	78.4	508	21.6	1,448	92.8

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

\*\* "Experience" for the purposes of differentiation in accordance with No Child Left Behind, is defined as two years or more as of the first day of

### Table 6.6: Attrition Rates

Attrition Due To (Category):	Retirement			Resignation			Dismissal/Non-renewal			Leaves		
	Numerator	Denominator	%	Numerator	Denominator	%	Numerator	Denominator	%	Numerator	Denominator	%
2006-2007	107	6,104	1.80	467	6,104	7.70	34	6,104	0.56	58	6,104	0.95
2007-2008	95	5,958	1.60	416	5,958	7.00	21	5,958	0.35	57	5,958	0.96
2008-2009	110	5,965	1.84	395	5,965	6.62	20	5,965	0.34	55	5,065	1.09
2009-2010	83	5,877	1.41	233	5,877	3.96	21	5,877	0.36	33	5,877	0.56

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:

X Entire teaching staff or

---

Core Academic Subject area teachers

Table 6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools. Include Title I Schools Funded With ARRA Funds.			
	Total Number of Paraprofessionals Working in Title I Schools	Qualified Paraprofessionals Working in Title I Schools	
		#	%
2008-2009	182.4	182.4	100.0
2009-2010*	186.0	186.0	100.0
2010-2011*	188.0	188.0	100.0

\*As of July 1, 2010

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

Table 7.2: Probationary Status Schools			
School*	9/30/2009 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
N/A			

Table 7.3: Schools Meeting the 2½ Percent Criteria for the First Time			
School*	9/30/2009 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
N/A			

\* Add rows when necessary

Table 7.4: Elementary Schools with Suspension Rates Exceeding Identified Limits					
# of Schools	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%
	0	1	3	2	4
					7

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
All Schools Implementing PBIS			

\* Add rows if necessary

Table 7.6: Incidents of Bullying, Harassment, or Intimidation	
	Number of Incidents
2005-2006	214
2006-2007	143
2007-2008	142
2008-2009	119
2009-2010	145

Table 7.7: Number of Suspensions/Expulsions for Sexual Harassment, Harassment, and Bullying				
Offense	Sexual Harassment	Harassment	Bullying	TOTAL
2003-2004		352		
2004-2005		303		
2005-2006		249		
2006-2007		260		
2007-2008		248	850	1,098
2008-2009		252	622	874
2009-2010		345	627	972

Table 7.8: Number of Students Suspended - In School - by Race/Ethnicity and Gender (Unduplicated Count)															
School Year	Enrollment	African American		American Indian/Alaskan		Asian		Hispanic		White		Male		Female	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
2006-2007	324	170	52.5	2	0.6	3	0.9	7	2.2	142	43.8	218	67.3	106	32.7
2007-2008	796	386	48.5	3	0.4	11	1.4	17	2.1	379	47.6	547	68.7	249	31.3
2008-2009	1,682	1,027	61.1	8	0.5	28	1.7	55	3.3	564	33.5	1,137	67.6	545	32.4
2009-2010	1,914	1,166	60.9	11	0.6	18	0.9	74	3.9	618	32.3	1,254	65.5	660	34.5

Table 7.9: Number of Students Suspended - Out of School - by Race/Ethnicity and Gender (Unduplicated Count)															
School Year	Enrollment	African American		American Indian/Alaskan		Asian		Hispanic		White		Male		Female	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
2005-2006	11,798	6,872	58.2	81	0.7	164	1.4	261	2.2	4,420	37.5	8,013	67.9	3,785	32.1
2006-2007	12,700	7,470	58.8	89	0.7	190	1.5	348	2.7	4,603	36.2	8,530	67.2	4,170	32.8
2007-2008	11,138	6,737	60.5	72	0.6	147	1.3	380	3.4	3,802	34.1	7,563	67.9	3,575	32.1
2008-2009	11,200	7,153	63.9	61	0.5	170	1.5	350	3.1	3,466	31.0	7,478	66.8	3,722	33.2
2009-2010	10,061	6,337	63.0	49	0.5	150	1.5	357	3.5	3,168	31.5	6,824	67.8	3,237	32.2

**Table 7.10: In-School and Out-of-School Suspensions by Most Common Offense Category**

School Year	In-School Suspensions			Out-of-School Suspensions		
	#1 Other	#2 Disrespect/Insub.	#3 Attack/Threat/Fights	#1 Disrespect/Insub./ Disruption	#2 Attack/Threat/Fights	#3 Other
2007-2008	524	418	181	8,559	4,846	3,895
2008-2009	906	924	453	8,247	4,614	4,316
2009-2010	989	1,019	490	8,238	4,456	3,487



**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	68	55	64	43	58	70	78	66	25	34	27	46	35	26	20	28	7	11	9	11	7	4	3	6
2005-2006	73	61	70	56	66	75	83	73	22	31	24	36	28	22	15	22	5	8	7	8	6	3	2	4
2006-2007	75	66	74	60	72	80	85	77	20	27	20	33	23	18	13	19	4	7	6	7	6	3	2	4
2007-2008	73	63	66	55	67	76	81	73	22	30	28	37	28	21	17	23	5	7	7	7	5	4	2	4
2008-2009	78	70	73	65	76	81	86	80	18	25	22	30	21	16	12	17	4	5	5	5	4	2	2	3
2009-2010	81	73	78	71	79	84	89	83	16	22	18	25	17	13	9	14	3	5	4	4	4	2	2	3

**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	54	65		37	28		9	8	
2005-2006	63	71		30	23		7	6	
2006-2007	67	75		27	20		7	6	
2007-2008	63	66		30	28		7	6	
2008-2009	70	74		25	21		5	4	
2009-2010	74	78		21	17		5	5	

**Table 8.3: September 30 Prekindergarten Enrollment**  
**Baltimore County Prekindergarten Enrollment Data - 9.30.2009**

School Name	Half Day or Full Day	Total Number of Students Enrolled 9-30-2009	Income Eligible Students (Priority 1)	Students Enrolled Under Other Criteria (Priority 2)
Arbutus Elementary	Half Day	21	12	9
Baltimore Highlands Elementary	Half Day	60	36	24
Battle Grove Elementary	Half Day	31	14	17
Bear Creek Elementary	Half Day	40	23	17
Berkshire Elementary* (Colgate Elementary students at this site)	Half Day	78	34	44
Campfield Early Childhood Center* (Bedford, Milbrook, Randallstown, Scotts Branch, and Wellwood Elementary school students at this site)	Half Day	138	50	88
Carney Elementary	Half Day	20	17	3
Catonsville Elementary* (takes economically disadvantaged students from surrounding schools)	Half Day	35	18	17
Cedarmere Elementary	Half Day	38	15	23
Chadwick Elementary	Half Day	41	40	1
Charlesmont Elementary	Half Day	40	21	19
Chase Elementary	Half Day	26	13	13
Chesapeake Terrace Elementary	Half Day	21	13	8
Church Lane Elementary	Half Day	20	17	3
Deer Park Elementary	Half Day	21	21	0
Dundalk Elementary	Half Day	73	45	28
Eastwood Center Elementary Magnet	Half Day	21	5	16
Edgemere Elementary	Half Day	40	3	37
Edmondson Heights Elementary	Half Day	41	40	1
Elmwood Elementary	Half Day	43	22	21
Essex Elementary	Half Day	40	35	5
Featherbed Lane Elementary* (Dogwood Elementary students at this site)	Half Day	90	50	40
Franklin Elementary (takes economically disadvantaged students from surrounding schools)	Half Day	29	13	16

<b>School Name</b>	<b>Half Day or Full Day</b>	<b>Total Number of Students Enrolled 9-30-2009</b>	<b>Income Eligible Students (Priority 1)</b>	<b>Students Enrolled Under Other Criteria (Priority 2)</b>
Fullerton Elementary* (takes economically disadvantaged students from surrounding schools)	Half Day	35	26	9
			22	15
Glenmar Elementary	Half Day	37		
Glyndon Elementary	Half Day	21	21	0
Grange Elementary	Half Day	37	15	22
Halethorpe Elementary	Half Day	40	14	26
Halstead Academy	Half Day	41	39	2
Harford Hills Elementary	Half Day	20	17	3
Hawthorne Elementary* (Deep Creek Elementary students at this site)	Half Day	103	83	20
Hebbville Elementary	Half Day	27	25	2
Hernwood Elementary	Half Day	21	15	6
Hillcrest Elementary	Half Day	22	11	11
Johnnycake Elementary	Half Day	53	45	8
Lansdowne Elementary	Half Day	53	53	0
Logan Elementary	Half Day	42	42	0
Mars Estates Elementary	Half Day	39	36	3
Martin Boulevard Elementary	Half Day	36	23	13
McCormick Elementary	Half Day	39	24	15
Middleborough Elementary	Half Day	21	9	12
Middlesex Elementary	Half Day	37	18	19
New Town Elementary	Half Day	20	17	3
Norwood Elementary	Half Day	40	38	2
Oakleigh Elementary* (Stoneleigh Elementary students at this site)	Half Day	55	23	32
Oliver Beach Elementary	Half Day	22	5	17
Orems Elementary	Half Day	42	28	14
Owings Mills Elementary	Half Day	75	53	22
Padonia Elementary	Half Day	53	24	29
Perry Hall Elementary	Half Day	19	16	3
Pine Grove Elementary* (takes economically disadvantaged students from surrounding schools)	Half Day	38	25	13
Pleasant Plains Elementary	Half Day	41	39	2
Pot Spring Elementary	Half Day	36	18	18
Powhatan Elementary	Half Day	31	25	6
Red House Run Elementary	Half Day	37	34	3
Reisterstown Elementary	Half Day	18	17	1
Relay Elementary	Half Day	21	9	12
Riverview Elementary	Half Day	51	43	8
Sandalwood Elementary	Half Day	42	41	1

<b>School Name</b>	<b>Half Day or Full Day</b>	<b>Total Number of Students Enrolled 9-30-2009</b>	<b>Income Eligible Students (Priority 1)</b>	<b>Students Enrolled Under Other Criteria (Priority 2)</b>
Sandy Plains Elementary* (takes economically disadvantaged students from surrounding schools)	Half Day	67	34	33
Seneca Elementary	Half Day	30	17	13
Seven Oaks Elementary	Half Day	17	4	13
Shady Spring Elementary	Half Day	44	39	5
Sussex Elementary	Half Day	40	32	8
Timber Grove Elementary	Half Day	21	19	2
Victory Villa Elementary	Half Day	24	11	13
Villa Cresta Elementary* (takes economically disadvantaged students from surrounding schools)	Half Day	40	5	31
Vincent Farm Elementary	Half Day	42	14	28
Warren Elementary	Half Day	28	14	14
Westowne Elementary	Half Day	40	20	20
Winand Elementary	Half Day	40	33	7
Winfield Elementary	Half Day	39	37	2
Woodbridge Elementary	Half Day	22	20	2
Woodholme Elementary	Half Day	40	22	18
Woodmoor Elementary	Half Day	57	35	22
	<b>Total</b>	<b>2,936</b>	<b>1,881</b>	<b>1,051</b>

**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.

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.

## 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):

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

#### **Elementary Reading**

Based upon Table 2.1, the percentage of elementary school students achieving proficient or advanced on the MSA in reading continues to increase. In 2009 – 2010, the All Students group exceeded the elementary school reading AMO by 7.8 percentage points.

- At the elementary level, the following subgroups exceeded the AMO:
  - African American (exceeded AMO by 2.5 percentage points)
  - American Indian/Alaskan Native (exceeded AMO by 4.5 percentage points)
  - Asian/Pacific Islander (exceeded AMO by 13.4 percentage points)
  - Hispanic (exceeded AMO by 3.1 percentage points)
  - White (exceeded AMO by 12.2 percentage points)
  - Free/Reduced Meals (exceeded AMO by 1.2 percentage points)
  - Limited English Proficient (exceeded AMO by 1.6 percentage points)
- At the elementary level, the following subgroups have maintained or evidenced improvement on the MSA reading from 2008 – 2009 to 2009 – 2010:
  - African American (increased 0.8 percentage point)
  - Hispanic (increased 1.8 percentage points)
  - Free/Reduced Meals (increased 0.5 percentage point)
  - Limited English Proficient (increased 1.3 percentage points)
  - Special Education (maintained at same rate)

#### **Middle Reading**

Based upon Table 2.2, in 2009 – 2010, the percentage of the All Students group achieving proficient or advanced in reading exceeded the AMO by 1.3 percentage points.

- At the middle school level, the following subgroups met or exceeded the AMO:
  - American Indian/Alaskan Native (exceeded AMO by 1.6 percentage points)
  - Asian/Pacific Islander (exceeded the AMO by 9.9 percentage points)
  - White (exceeded the AMO by 5.6 percentage points)
- Based on data at the middle school level, the following student groups have evidenced an improvement in MSA reading from 2008 – 2009 to 2009 – 2010:
  - African American (increased 0.7 percentage point)
  - American Indian/Alaskan Native (increased 9.4 percentage points)
  - Asian/Pacific Islander (increased 1.9 percentage points)

- Hispanic (increased 4.0 percentage points)
- Free/Reduced Meals (increased 1.2 percentage points)
- Limited English Proficient (increased 2.0 percentage points)
- Special Education (increased 2.6 percentage points)

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

Baltimore County Public Schools (BCPS) remains committed to achieving 100% proficiency for all students. The BCPS Master Plan includes goals, indicators, and strategies related to Maryland School Assessment (MSA) performance level standards in both Goals 1 and 2. Each strategy in the Master Plan is supported by activities designed to implement the strategy and achieve the Master Plan performance indicator. The strategies and activities listed below appear to be related to the identified increases in student performance achieved on MSA in reading.

**2009 – 2010 Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Performance Indicator 1.5:** All participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (Alt-MSA).

**Performance Indicator 1.12:** All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessments on their first attempt.

**Key Strategies:**

- c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
- m) Develop and implement grade-appropriate assessments for reading and mathematics.
- o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.
- w) Support teachers in the implementation of reading techniques through professional development opportunities.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

**2009 – 2010 Master Plan Goal 2:** By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 2.1:** All English language learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year.

**Performance Indicator 2.2:** All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards.

**Key Strategies:**

- b) Provide ESOL services for all English language learners not meeting English proficiency levels.
- e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.

**Activities:**

In the area of reading, the following practices, programs, or strategies and the associated resource allocations appear to be related to the increase in the percentage of students achieving proficient or advanced on the MSA:

**System Level**

- Continued to offer school-based and countywide professional development workshops for administrators, teachers, and support personnel in reading, language arts, mathematics, science, and social studies to support the achievement of all students including race/ethnic groups, English language learners, students enrolled in gifted and talented programs, students receiving special education services, and FARMS.
- Continued to monitor best practices using the *Guide for Inclusive Education*.
- Worked with the Office of Special Education to ensure maximum access to the general education curriculum for all students with disabilities in the least restrictive environment.
- Provided collaborative general and special education teacher professional development in the implementation of the State Curriculum and the Core Learning Goals. Embedded strategies and understandings to assist in meeting the needs of all students.
- Continued to provide collaborative professional development among general educators and special educators to ensure the success of students with disabilities in inclusive and self-contained settings.
- Continued to provide curriculum and instructional services and support to BCPS-identified priority schools (including schools in improvement).
- Continued to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP).
- Developed a comprehensive professional development plan, which provides for central leadership and coordination of all professional development, identification of staff professional development needs, systemic and coordinated delivery of knowledge and skills focused on increasing student achievement, and evaluation of professional development effectiveness to determine the impact on student achievement.
- Implemented the *Articulated Instruction Module* (AIM), an alignment and articulation tool that documents as well as enhances communication related to student academic



progress for students, parents/guardians, educators, and support staff. This module provides reports that reinforce alignment with the State Curriculum and other curricula throughout the school system.

- Provided instructional guidance and professional development that ensure levels of rigor consistent with high expectations, higher-level thinking, and preparation for advanced programs of study.

### **Elementary**

- Continued to provide collaborative professional development among general and special educators to ensure the success of students with disabilities in inclusive and self-contained settings.
- Continued to provide professional development for ESOL teachers in collaboration with the Office of World Languages to align ESOL instruction with best practices to support the achievement of English language learners on the MSA.
- Intensified and targeted professional development for special education and general education teachers in best practices for co-teaching models and differentiated instruction.
- Continue to provide professional development for teachers instructing students participating in Alt-MSA.
- Continued to provide professional development to elementary teachers and administrators to connect the implementation of rigorous, engaging English/language arts/reading/writing instruction with preparation of students for success on the English HSA.
- Continued the use of *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) as an early childhood screening and progress monitoring tool to adjust instruction and provide appropriate support and interventions to students from all race/ethnic groups, students receiving special education services, students receiving free and reduced meals, and English language learners in order to prevent early reading failure.
- Continued to implement the comprehensive *Response to Intervention* model (RTI) to provide ongoing assessment, early identification, and support for students who are at risk of reading failure in all elementary schools including students receiving special education services, students receiving free and reduced meals, and English language learners.
- Continued to provide training in *RTI* to library media, PreK – 5 special educators, and teachers of English language learners to assist in the implementation of these programs to support the achievement of all students including race/ethnic groups, English language learners, students enrolled in gifted and talented programs, students receiving special education services, and students receiving free and reduced meals.
- Continued to use research-based interventions to provide accelerated reading/English/language arts instruction for students in grades 4 and 5, implement short-cycle and benchmark assessments, monitor the instructional program, and make adjustments as needed.
- Continued to support the *100 Book Challenge* in order to strengthen students' application of skills and give students access to a wide range of fiction and non-fiction reading materials.

- Continued to support and implement the *Motivational Reading Project* in 37 Title I schools in order to strengthen students' application of expository reading skills and strategies, research, and inquiry-based writing.
- Provided intensive professional development and resources to reading specialists and teachers that target rigorous comprehension strategy instruction for all students including race/ethnic groups, English language learners, students enrolled in gifted and talented programs, students receiving special education services, and students receiving free and reduced meals.

## **Middle**

- Intensified the focus on components of, and best practices for, effective reading and writing instruction in BCPS-identified priority schools (including schools in improvement).
- Created a more integrated approach to differentiating the implementation of the curriculum in the least restrictive classroom in order to address the needs of the low performing subgroups; i.e., American Indian/Alaskan Native, Hispanic, Limited English Proficient, students receiving special education services, and students receiving free and reduced meals.
- Visited and supported inclusion language arts classrooms more frequently.
- Introduced and encouraged the use of a co-teaching model in inclusion classrooms.
- Introduced and supported collaborative planning in BCPS-identified priority schools (including schools in improvement).
- Revised Language Arts 8 curriculum by infusing the rigorous lessons and teaching strategies provided by *SpringBoard*, a curricular support source.
- Provided professional development to Grade 8 language arts teachers to ensure the consistent use of college preparatory strategies provided through the revised curriculum.
- Developed a composition program that is vertically aligned in grades 6-12 and includes differentiation strategies for students receiving special education services and English language learners.
- Implemented a language curriculum that includes grammar, mechanics, and usage and is vertically aligned K – 12.
- Continued to refine and enhance the implementation of the core and gifted and talented Grade 6 reading programs.
- Refined the implementation of the Grade 6 program for all students countywide, and include differentiation for students reading above and below grade level to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continued to utilize the data warehouse to analyze the disaggregated MSA results and other achievement data and make instructional adjustments based on analysis of the data. Ensure that data are examined before and during every school visit.
- Intensified and targeted professional development for special education and general education teachers in best practices for co-teaching models and differentiated instruction.

- Provided ongoing professional development for all middle school teachers in best practices in differentiation to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continued to provide systemwide professional development for ESOL, general, and special education teachers focusing on higher-level thinking, academic vocabulary, language usage, writing, and pedagogy.
- Intensified instructional guidance and professional development that ensures levels of rigor consistent with high expectations, higher-level thinking, and preparation for advanced programs of study, ultimately preparing students for success on HSA and SAT.

#### **Resource Allocations:**

- FY10 Operating Budget
- Title II FY09 and FY10

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

While overall, notable increases in student performance have been achieved on the Maryland School Assessments, comprehensive data analysis indicates that there are challenges related to meeting the Annual Measurable Objective (AMO) for certain levels and subgroups.

#### **Elementary Reading**

A review of the trends in elementary reading student achievement data by subgroup indicates that most subgroups have remained consistent or have evidenced consistent steady improvement from 2008 – 2009 to 2009 – 2010.

- The special education subgroup did not meet the AMO (by 7.3 percentage points).
- Although the following subgroups met the AMO, there was a decrease in performance from 2008 – 2009 to 2009 – 2010:
  - American Indian/Alaskan Native (decrease of 6.1 percentage points)
  - Asian (decrease of 0.2 percentage point)
  - White (decrease of 0.1 percentage point)

#### **Middle Reading**

A review of the trends in middle school reading student achievement data by subgroup indicates an increase in performance in the All Students group.

- The student achievement of the following subgroups did not reach the AMO:
  - African American (by 4.2 percentage points)
  - Hispanic (by 3.9 percentage points)
  - Free/Reduced Meals (by 6.8 percentage points)
  - Limited English Proficient (by 19.0 percentage points)
  - Special Education (by 24.2 percentage points)

- Most subgroups increased in performance from 2008 – 2009 to 2009 – 2010. There was a decrease in performance from 2008 – 2009 to 2009 – 2010 for the following subgroup:
  - White (decrease of 0.3 percentage point)

**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.**

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. These efforts are aimed at improving instruction and increasing student achievement on the MSA. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level, to address the identified areas of concern, particularly those related to underperforming student groups including American Indian/Alaskan Native, Hispanic, FARMS, Limited English Proficient, and Special Education. The timeline for full implementation is spring of 2011.

**2010 – 2011 Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Performance Indicator 1.5:** All participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (Alt-MSA).

**Performance Indicator 1.12:** All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessments on their first attempt.

**Key Strategies:**

- c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
- m) Develop and implement grade-appropriate assessments for reading and mathematics.
- o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.
- w) Support teachers in the implementation of reading techniques through professional development opportunities.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

**2010 – 2011 Master Plan Goal 2:** By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 2.1:** All English language learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year.

**Performance Indicator 2.2:** All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards.

**Key Strategies:**

- b) Provide ESOL services for all English language learners not meeting English proficiency levels.
- e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.

**Activities:**

During the 2010 – 2011 school year, the following changes or adjustments will be made, along with the related resource allocations, to ensure progress in the area of reading:

**System Level**

- Continue to implement a comprehensive professional development plan, which provides for central control and coordination of all professional development, identification of staff professional development needs, systemic and coordinated delivery of needed knowledge and skills focused on increasing student achievement, and evaluation of professional development effectiveness to determine impact on student achievement.
- Continue to build the Articulated Instruction Module (AIM) as curriculum is written, rewritten, or developed by inputting objectives, activities, and assessment items and providing professional development on AIM's use in the classroom and by parents/guardians and students.
- Continue professional development on effective strategies to ensure differentiation of instruction/assessments and opportunities for accelerations for all students.
- Continue to provide instructional guidance and professional development that ensure levels of rigor consistent with high expectations, higher-level thinking, and preparation for advanced programs of study.
- Continue to offer school-based and countywide professional development workshops for administrators, teachers, and support personnel in reading, language arts, mathematics, science, and social studies to support the achievement of all students.
- Continue to monitor and support best practices using the *Guide for Inclusive Education*.
- Ensure maximum access to the general education curriculum for all students with disabilities in the least restrictive environment (LRE).
- Provide collaborative professional development for general and special education teachers in the implementation of the State Curriculum and the Core Learning Goals (CLG) with embedded strategies and knowledge based on the concepts of universal design for learning to assist in meeting the needs of all students.

- Continue to provide collaborative professional development among general educators and special educators to ensure the success of students with disabilities in inclusive and self-contained settings.
- Continue to provide curriculum and instructional services and support to BCPS-identified priority schools (including schools in improvement).
- Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP).
- Provide support to schools as needed, particularly to low-performing schools.

### **Elementary**

- Continue to provide collaborative professional development among general and special educators to ensure the success of students with disabilities in inclusive and self-contained settings.
- Continue to provide professional development for ESOL teachers in collaboration with the Office of World Languages to align ESOL instruction with best practices to support the achievement of English language learners on the MSA.
- Intensify and target professional development for special education and general education teachers in best practices for co-teaching models and differentiated instruction.
- Continue to provide professional development for teachers instructing students participating in Alt-MSA.
- Continue to provide professional development to elementary teachers and administrators to connect the implementation of rigorous, engaging English/language arts/reading/writing instruction with preparation of students for success on the English HSA.
- Continue professional development on the research-based components of the comprehensive early literacy program including phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Continue the implementation of a PreK – 12 written language program.
- Complete the implementation of the Early Childhood Accountability System to measure results from preschool, prekindergarten, and kindergarten children who have IEPs and utilize results to develop strategies for improving services and instruction to improve student outcomes.
- Continue to implement the comprehensive *Response to Intervention* model (RTI) to promote research-based strategies and provide ongoing assessment, early identification, and support for students who are at risk of reading failure in all elementary schools.
- Continue to provide training in *RTI* to library media, PreK – 5 special educators, and English language learners' teachers to assist in the implementation of these programs to support the achievement of all students.
- Continue to use research-based interventions to provide accelerated reading/English/language arts instruction for students in grades 4 and 5, implement short-cycle and benchmark assessments, monitor the instructional program, and make adjustments as needed.

## **Middle**

- Intensify the focus on components of, and best practices for, effective reading and writing instruction in BCPS-identified priority schools (including schools in improvement).
- Visit and support inclusion language arts classrooms more frequently.
- Introduce and encourage the use of a co-teaching model in inclusion classrooms.
- Introduce and support collaborative planning in BCPS-identified priority schools (including schools in improvement).
- Develop a composition program that is vertically aligned in grades 6 – 12 and includes differentiation strategies for students receiving special education services and English language learners.
- Implement a language curriculum that includes grammar, mechanics, and usage and is vertically aligned K – 12.
- Continue to refine and enhance the implementation of the core and gifted and talented Grade 6 reading programs.
- Refine the implementation of the Grade 6 program for all students countywide, and include differentiation for students reading above and below grade level to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continue to utilize the data warehouse to analyze the disaggregated MSA results and other achievement data and make instructional adjustments based on analysis of the data. Ensure that data are examined before and during every school visit.
- Intensify and target professional development for special education and general education teachers in best practices for co-teaching models and differentiated instruction.
- Provide ongoing professional development for all middle school teachers in best practices in differentiation to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continue to provide systemwide professional development for ESOL, general, and special education teachers focusing on higher-level thinking, academic vocabulary, language usage, writing, and pedagogy.
- Intensify instructional guidance and professional development that ensures levels of rigor consistent with high expectations, higher-level thinking, and preparation for advanced programs of study, ultimately preparing students for success on HSA and SAT.

## **Resource Allocations:**

- FY11 Operating Budget
- Title II FY10 and FY11

**Response to Clarifying Question-**

Benchmark assessment data on the performance of each assessed state indicator is examined at the system and school levels. Short-cycle assessment data on the performance of the assessed state indicator is examined at the system and school levels to identify curricular and instructional weaknesses. Professional development is provided to address the identified curricular and instructional weaknesses. Curriculum revisions are planned for the summer of 2011 to address curricular needs. Formal evaluations of curricula and programs are planned in collaboration with the Department of Research, Accountability, and Assessment.



## 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):

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

#### Elementary Mathematics

The percentage of elementary school students achieving proficient/advanced on the MSA in mathematics continues to increase. In 2009 – 2010, the All Students group exceeded the elementary school mathematics AMO by 8.8 percentage points.

- The following subgroups met or exceeded the AMO:
  - African American (exceeded AMO by 2.4 percentage points)
  - American Indian/Alaskan Native (exceeded AMO by 12.0 percentage points)
  - Asian/Pacific Islander (exceeded AMO by 16.8 percentage points)
  - Hispanic (exceeded AMO by 6.7 percentage points)
  - White (exceeded AMO by 13.6 percentage points)
  - Free/Reduced Meals (exceeded AMO by 2.1 percentage points)
  - Limited English Proficient (exceeded AMO by 8.4 percentage points)
- Based on the elementary, middle, and high (EMH) data table at the elementary school level, the following student groups have maintained or evidenced improvement on the MSA mathematics from 2008 – 2009 to 2009 – 2010:
  - African American (increased 3.6 percentage points)
  - American Indian/Alaskan Native (increased 4.7 percentage points)
  - Asian/Pacific Islander (increased 0.6 percentage points)
  - Hispanic (increased 1.4 percentage points)
  - White (increased 1.1 percentage points)
  - Free/Reduced Meals (increased 3.1 percentage points)
  - Limited English Proficient (increased 2.0 percentage points)
  - Special Education (increased 3.6 percentage points)

#### Middle Mathematics

The percentage of middle school students achieving proficient/advanced on the MSA in mathematics also continues to increase. In 2009 – 2010, the All Students group exceeded the middle school mathematics AMO by 0.6 percentage points.

- At the middle school level, the following subgroups exceeded the AMO:
  - Asian/Pacific Islander (exceeded AMO by 18.6 percentage points)
  - American Indian/Alaskan Native (exceeded AMO by 0.2 percentage points)
  - White (exceeded AMO by 8.9 percentage points)

- Based on the EMH data table at the middle school level, the following student subgroups have evidenced an improvement in MSA mathematics from 2008 – 2009 to 2009 – 2010:
  - African American (increased 1.8 percentage points)
  - American Indian/Alaskan Native (increased 13.6 percentage points)
  - Hispanic (increased 3.5 percentage points)
  - White (increased 0.6 percentage points)
  - Free/Reduced Meals (increased 2.7 percentage points)
  - Limited English Proficient (increased 0.6 percentage points)
  - Special Education (increased 1.7 percentage points)

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

Baltimore County Public Schools remains committed to achieving 100% proficiency for all students. The BCPS Master Plan includes Goals, Indicators, and Strategies related to Maryland School Assessment (MSA) performance level standards in both Goals 1 and 2. Each strategy in the Master Plan is supported by activities designed to implement the strategy and achieve the Master Plan Performance Indicator. The strategies and activities listed below appear related to the identified increases in student performance achieved on MSA in mathematics.

**2009 – 2010 Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Performance Indicator 1.5:** All participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (Alt-MSA).

**Key Strategies:**

- c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
- m) Develop and implement grade-appropriate assessments for reading and mathematics.
- o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.
- t) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

**2009 – 2010 Master Plan Goal 2:** By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 2.1:** All English language learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year.

**Performance Indicator 2.2:** All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards.

**Key Strategies:**

- b) Provide ESOL services for all English language learners not meeting English proficiency levels.
- e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.

**Activities:**

In the area of mathematics, the following practices, programs, or strategies and the associated resource allocations appear related to the increase in the percentage of students achieving proficient or advanced on the MSA:

**System Level**

- Continued professional development on effective strategies to ensure differentiation of instruction/assessments and opportunities for acceleration for all students.
- Continued to offer school-based and countywide professional development workshops for administrators, teachers, and support personnel in reading, language arts, mathematics, science, and social studies to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continued to monitor and support best practices using the *Guide for Inclusive Education*.
- Ensured maximum access to the general education curriculum for all students with disabilities in the least restrictive environment (LRE).
- Provided collaborative professional development for general and special education teachers in the implementation of the State Curriculum (SC) and the Core Learning Goals with embedded strategies and knowledge to assist in meeting the needs of all students.
- Continued to provide collaborative professional development among general educators and special educators to ensure the success of students with disabilities in inclusive and self-contained settings.
- Continued to provide curriculum and instructional services and support to BCPS-identified priority schools (including schools in improvement).
- Continued to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP).
- Provided support to schools as needed, particularly to low-performing schools.
- Continued to implement a comprehensive professional development plan, which provides central control and coordination of all professional development, identification of staff professional development needs, systemic and coordinated

- delivery of needed knowledge and skills focused on increasing student achievement, and evaluation of professional development effectiveness to determine impact on student achievement.
- Continued to build the Articulated Instruction Module (AIM) as curriculum is written, rewritten, or developed by inputting objectives, activities, and assessment items and providing professional development on the use of AIM in the classroom and by parents/guardians and students.
  - Provided instructional guidance and professional development that ensure levels of rigor consistent with high expectations, higher-level thinking, and preparation for advanced programs of study.

### **Elementary**

- Continued to monitor the implementation of a rigorous core curriculum, use of the textbook, and *Investigations* emphasizing algebraic concepts aligned with the SC to support the mathematics achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continued to monitor the implementation of the Mathematics Differentiation Instructional Strategies curriculum supplement in elementary mathematics inclusion and self-contained classrooms and provide professional development to all elementary mathematics teachers, including teachers of students with disabilities, on the use of the instructional strategies included in the supplement.
- Continued to provide school-based professional development to support the effective implementation of the mathematics curriculum for all elementary teachers of mathematics by continuing to develop video resources accessible via Safari Montage.
- Continued to provide professional development for mathematics teachers in the use of technology to include training on calculators, *SuccessNet*, Safari Montage, and technology integration to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continued to provide professional development for administrators, support personnel, and new and veteran teachers on the effective implementation of the elementary mathematics curriculum aligned to the SC to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Provided support to Title I schools through professional development for instructional coaches, gifted and talented CATALYST resource teachers, and mentors and assistance in selecting and implementing intervention programs.
- Continued to integrate the best practices of mathematics into the curriculum and provide teachers with professional development that included mathematics content training and modeling and coaching of these effective research-based instructional practices.
- Continued to use data to analyze student performance on state and local assessments to inform instruction and curriculum development.

## Middle

- Monitored middle school restructuring plans to improve student achievement in mathematics to prepare students for success on the MSA, to pass the Algebra/Data Analysis HSA, to monitor and assess AVID program implementation for rigorous instruction, and to prepare students for successful participation in AP, honors, and gifted and talented courses.
- Collaborated with the Office of Special Education to review current instructional practices for all diploma bound-students and investigate new intervention programs to ensure proficiency achievement of all students receiving special education services.
- Collaborated with the Office of World Languages to review current instructional practices for English language learners, investigate new intervention programs to ensure proficiency achievement of all English language learners, and provide differentiated and high quality professional development for teachers of ELL.
- Worked with middle school mathematics teachers to identify students in subgroups not reaching the AMO (African American, American Indian/Alaskan Native, FARMS, and special education) and to target specific intervention support to increase their academic performance.
- Analyzed data from the 2009 MSA in grades 6 – 8 in order to determine the best professional development in MSA content standards and scoring of MSA test items.
- Continued to review the middle school mathematics curriculum to align with the VSC and prepare students for Algebra I.
- Continued to develop, refine, and monitor countywide short-cycle and benchmark assessments in grades 6 – 8.
- Continued to provide professional development to middle school teachers and administrators to connect the implementation of rigorous, hands-on, engaging mathematics instruction with preparation of students for success on the Algebra/Data Analysis HSA such as Algebraic Thinking Booster Sessions and Algebraic Thinking Coaches.
- Continued to implement the *Algebraic Thinking* mathematics curriculum in grades 6 – 8 in all middle schools to prepare students for success in Algebra I and to pass the Algebra/Data Analysis HSA.
- Continued the Algebra with Assistance course in middle schools as needed based upon 2008 – 2009 evaluation of state performance.
- Continued to develop continuing professional development courses that focus on a variety of instructional strategies for teaching middle school mathematics concepts.
- Continued to monitor and support teachers in the use of technology to include training on graphing calculators, TI Navigator System, tablet technology, and computer integration to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continued to support teachers in the use of the Maryland State Department of Education online-HSA course aligned with the SC through the use of e-Learning.
- Supported the use of the online tutoring program, Apangea Learning, in low-performing middle schools to support the improvement of student achievement in mathematics.

**Resource Allocations:**

- FY10 Operating Budget
- Title II FY09 and FY10

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

While overall, notable increases in student performance have been achieved on the Maryland School Assessments, comprehensive data analysis indicates that there are challenges related to meeting the Annual Measurable Objective (AMO) for certain levels and subgroups, as follows:

**Elementary Mathematics**

A review of the trends in elementary mathematics student achievement data by subgroup indicates that all subgroups have remained consistent or have evidenced steady improvement from 2008 – 2009 to 2009 – 2010, but in one case did not reach the AMO, as follows:

- The Special Education subgroup did not reach the AMO (by 9.8 percentage points).

**Middle Mathematics**

A review of the trends in middle school mathematics student achievement data by subgroup indicates that most subgroups have remained consistent or have evidenced steady improvement from 2008 – 2009 to 2009 – 2010, but some subgroups did not meet the AMO, as follows:

- The following subgroups did not reach the AMO:
  - African American (by 11.1 percentage points)
  - Hispanic (by 2.4 percentage points)
  - Free/Reduced Meals (by 11.6 percentage points)
  - Special Education (by 24.1 percentage points)
  - Limited English Proficiency (by 5.1 percentage points)

**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.**

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. These efforts are aimed at improving instruction and increasing student achievement on the MSA. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern, particularly those related to middle school mathematics and underperforming student groups including American Indian, African American, special education, and FARMS. The timeline for full implementation is spring of 2011.

**2010 – 2011 Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Performance Indicator 1.5:** All participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (Alt-MSA).

**Key Strategies:**

- c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
- m) Develop and implement grade-appropriate assessments for reading and mathematics.
- o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.
- t) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

**2010 – 2011 Master Plan Goal 2:** By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 2.1:** All English language learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year.

**Performance Indicator 2.2:** All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards.

**Key Strategies:**

- b) Provide ESOL services for all English language learners not meeting English proficiency levels.
- e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.

**Activities:**

During the 2010 – 2011 school year, the following changes or adjustments will be made, along with the related resource allocations, to ensure progress in the area of mathematics:

- Continue to implement a comprehensive professional development plan, which provides central control and coordination of all professional development, identification of staff professional development needs, systemic and coordinated delivery of needed knowledge and skills focused on increasing student achievement,

and evaluation of professional development effectiveness to determine impact on student achievement.

- Continue to build the Articulated Instruction Module (AIM) as curriculum is written, rewritten, or developed by inputting objectives, activities, and assessment items and providing professional development on AIM's use in the classroom and by parents/guardians and students.
- Continue professional development on effective strategies to ensure differentiation of instruction/assessments and opportunities for acceleration for all students.
- Continue to provide instructional guidance and professional development that ensure levels of rigor consistent with high expectations, higher-level thinking, and preparation for advanced programs of study.
- Continue to offer school-based and countywide professional development workshops for administrators, teachers, and support personnel in reading, language arts, mathematics, science, and social studies to support the achievement of all students.
- Continue to monitor and support best practices using the *Guide for Inclusive Education*.
- Ensure maximum access to the general education curriculum for all students with disabilities in the least restrictive environment (LRE).
- Provide collaborative professional development for general and special education teachers in the implementation of the State Curriculum and the Core Learning Goals (CLG) with embedded strategies and knowledge based on the concepts of universal design for learning to assist in meeting the needs of all students.
- Continue to provide collaborative professional development among general educators and special educators to ensure the success of students with disabilities in inclusive and self-contained settings.
- Continue to provide curriculum and instructional services and support to BCPS-identified priority schools (including schools in improvement).
- Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP).
- Provide support to schools as needed, particularly to low-performing schools.

### **Elementary**

- Continue to monitor the implementation of a rigorous core curriculum, use of the textbook, and *Investigations* emphasizing algebraic concepts aligned with the State Curriculum to support the mathematics achievement of all students.
- Continue to provide school-based professional development to support the effective implementation of the mathematics curriculum for all elementary teachers of mathematics by using system video resources.
- Continue to provide professional development for mathematics teachers in the use of technology to include training on calculators, *SuccessNet*, and technology integration to support the achievement of all students.
- Continue to provide professional development for administrators, support personnel, and new and veteran teachers on the effective implementation of the elementary mathematics curriculum aligned to the Maryland State Curriculum to support the achievement of all students.



- Continue to develop, refine, and monitor systemwide short-cycle and benchmark assessments in grades 3 – 5.
- Provide support to Title I schools through professional development for instructional coaches, gifted and talented CATALYST resource teachers, and mentors and assistance in selecting and implementing intervention programs.
- Continue to integrate the best practices of mathematics into the curriculum and provide teachers with professional development that includes mathematics content training and modeling and coaching of these effective research-based instructional practices.
- Continue to use data to analyze student performance on state and local assessments to inform instruction and curriculum development.

### **Middle**

- Monitor middle school restructuring plans to improve student achievement in mathematics to prepare students for success on the MSA, to pass the Algebra/Data Analysis HSA, to monitor and assess AVID program implementation for rigorous instruction, and to prepare students for successful participation in AP, honors, and gifted and talented courses.
- Collaborate with the Office of Special Education to review current instructional practices for all diploma bound-students and investigate new intervention programs to ensure proficiency achievement of all students receiving special education services.
- Collaborate with the Office of World Languages to review current instructional practices for English language learners, investigate new intervention programs to ensure proficiency achievement of all English language learners, and provide differentiated and high quality professional development for teachers of ELL.
- Work with middle school mathematics teachers to identify students in subgroups not reaching the AMO (African American, American Indian/Alaskan Native, Hispanic, FARMS, special education, and Limited English Proficiency) and to target specific intervention support to increase their academic performance.
- Analyze data from the 2010 MSA in grades 6 – 8 in order to determine the best professional development in MSA content standards and scoring of MSA test items.
- Continue to review the middle school mathematics curriculum to align with the State Curriculum and prepare students for Algebra I.
- Continue to develop, refine, and monitor countywide short-cycle and benchmark assessments in grades 6 – 8.
- Continue to provide professional development to middle school teachers and administrators to connect the implementation of rigorous, hands-on, engaging mathematics instruction with preparation of students for success on the Algebra/Data Analysis HSA such as Algebraic Thinking Booster Sessions and Algebraic Thinking school-based support teachers.
- Continue to implement the *Algebraic Thinking* mathematics curriculum in grades 6 – 8 in all middle schools to prepare students for success in Algebra I and to pass the Algebra/Data Analysis HSA.
- Continue the Algebra with Assistance course in middle schools as needed based upon 2009 – 2010 evaluation of state performance.

- Continue to develop continuing professional development courses that focus on a variety of instructional strategies for teaching middle school mathematics concepts.
- Continue to monitor and support teachers in the use of technology to include training on graphing calculators, TI Navigator System, TI-Nspire Systems, and computer integration to support the achievement of all students.
- Continue to support teachers in the use of the Maryland State Department of Education online-HSA course aligned with the Maryland State Curriculum through the use of e-Learning.
- Support the use of the online tutoring program, Apangea Learning, in low-performing middle schools to support the improvement of student achievement in mathematics.

**Resource Allocations:**

- FY11 Operating Budget
- Title II FY10 and FY11

**Response to Clarifying Question-**

Middle school AYP mathematics proficiency has been steadily increasing since 2007, although there is a significant drop in proficiency from the elementary to middle school levels. The middle school Algebraic Thinking program was implemented in 2006 – 2007 to provide support to students performing at the basic and low proficient levels at the elementary level. It is believed that this has impacted the performance of middle school students as evidenced in the 12% percentage growth from 60% proficient in 2007 to 72% proficient in 2010. Elementary proficiency was 83.4% in 2007 and 88.2% in 2010. The effectiveness of the current strategies continue to be appraised through evaluating the professional development offered to middle school mathematics teachers on effective instructional strategies for teaching students who are at the basic level; assessing the effectiveness of the appropriate placement of students in middle school instructional programs designed to support students who are performing at the basic or low proficient level on the elementary MSA (Algebraic Thinking); assessing the effectiveness of the Algebraic Thinking program; and analyzing student data on the countywide short-cycle and benchmark assessments to ensure frequent monitoring of student progress based on current programs.

## Maryland School Assessment

### Science

Based on the Examination of 2010 Maryland School Assessment Science Data for Grade 5 (Table 2.7) and Grade 8 (Table 2.8):

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

Based upon the examination of the 2010 Maryland School Assessment (MSA) science data for Grade 5, 63.0% of all Grade 5 students scored proficient on the MSA.

- The following subgroups exceeded the Grade 5 average of 63.0% proficient:
  - Asian/Pacific Islander (77.6% scoring proficient)
  - White (78.1% scoring proficient)

Based upon the examination of the 2010 Maryland School Assessment (MSA) science data for Grade 8, 72.1% of all Grade 8 students scored proficient on the MSA.

- The following subgroups exceeded the Grade 8 average of 72.1% proficient:
  - Asian/Pacific Islander (81.8% scoring proficient)
  - White (81.6% scoring proficient)
  - American Indian/Alaskan Native (77.5% scoring proficient)

**2. Identify the practices, programs, or strategies that are designed to ensure progress. Include a discussion of corresponding resource allocations.**

Baltimore County Public Schools remains committed to achieving 100% proficiency for all students. The BCPS Master Plan includes goals, indicators, and strategies related to Maryland School Assessment (MSA) performance level standards in both Goals 1 and 2. Each strategy in the Master Plan is supported by activities designed to implement the strategy and achieve the Master Plan Performance Indicator. The strategies and activities listed below appear related to the identified student performance achieved on MSA in science.

**2009 – 2010 Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Performance Indicator 1.5:** All participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (Alt-MSA).

**Performance Indicator 1.12:** All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessments on their first attempt.

**Key Strategies:**

- c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
- m) Develop and implement grade-appropriate assessments for reading and mathematics.
- o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

**2009 – 2010 Master Plan Goal 2:** By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 2.1:** All English language learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year.

**Performance Indicator 2.2:** All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards.

**Key Strategies:**

- b) Provide ESOL services for all English language learners not meeting English proficiency levels.
- e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.

**Activities:**

In the area of science, the following practices, programs, or strategies and the related resource allocations appear related to the percentage of students achieving proficient or advanced on the MSA:

**System Level**

- Continued to implement a curriculum management plan designed to produce high quality curriculum guides that demonstrate alignment and content rigor, provide a consistent format for guides to focus and normalize systemwide use, and provide review and evaluation procedures to determine usefulness of curriculum in supporting the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Implemented a comprehensive professional development plan, which provides central leadership and coordination of all professional development, identification of staff professional development needs, systemic and coordinated delivery of knowledge and skills focused on increasing student achievement, and evaluation of professional development effectiveness to determine impact on student achievement.
- Implemented a comprehensive assessment plan that fosters sound instructional decision making based upon comprehensive feedback and provides information for administrators and teachers on individual student progress, improvements and

analysis of benchmark and short-cycle assessments, training and support for the administration of all MSA and HSA assessments according to the state-mandated testing calendar, and information for use in design and delivery of curriculum, support services, and professional development.

- Implemented the *Articulated Instruction Module* (AIM), an alignment and articulation tool that documents as well as enhances communication related to student academic progress for students, parents/guardians, educators, and support staff. This module provides reports that reinforce alignment with the Voluntary State Curriculum and other curricula throughout the school system.

### **Elementary**

- Continued to implement departmentalization of science instruction at grades 3 – 5.
- Incorporated expository reading materials and instructional strategies for writing in grades PreK – 5 to supplement problem-based science units.
- Implemented short-cycle and benchmark assessments for use in all grade levels supporting the Grade 5 MSA.
- Continued to analyze assessment data for trends and patterns to inform instruction at all levels.
- Continued to provide training to elementary science teachers in the analysis of short-cycle and benchmark assessment data.
- Continued to redesign elementary science units in the STEM format (science, technology, engineering, and mathematics) to reflect the infusion of science content and skills with mathematics, engineering, and technology.
- Continued to provide professional development for the elementary STEM units, which involved training in differentiation for lower and higher performing groups including special education, English language learners, and gifted and talented.
- Continued to provide professional development opportunities for elementary teachers that focused on the 5-E Teaching and Learning model and included best practices for science instruction as well as strategies for re-teaching concepts.
- Continued to provide professional development to elementary science teachers to connect the implementation of rigorous, hands-on, engaging science instruction with preparation of students for success on the Biology HSA.
- Continued to implement an Elementary STEM Fair for children in grades 3 – 5 and provided professional development for teachers of these grades in order to assist in the development of STEM fair projects.
- Continued to provide classroom support to elementary science teachers across the system.
- Placed 7 STEM science resource teachers in half-time positions in 14 high poverty elementary schools to serve as leaders and mentors for science instruction with the intent of moving science forward in these schools.
- Continued to provide significant hands-on outdoor science experiences for students in grades 1 – 5 that are aligned with the State Curriculum at multiple outdoor locations and community streams to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.

- Continued the Grade 5 Eco-Trekkers outdoor science program for all Grade 5 students and provided professional development for teachers on implementing the program to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continued the Grade 4 outdoor science unit, Eco-Scouts, which is aligned with the State Curriculum, that involved a schoolyard habitat component to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Implemented the BioEYES Science Outreach Program with Grade 5 students in 37 high poverty elementary schools and provided professional development for teachers and administrators to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.

### **Middle**

- Continued to design problem-based science units for grades 6 – 8 that are aligned with the State Curriculum to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Implemented short-cycle and benchmark assessments for use in all grade levels supporting the Grade 8 MSA.
- Continued to analyze assessment data for trends and patterns, which were used to inform instruction at all levels.
- Continued to incorporate reading and written language strategies into all problem-based science units in grades 6 – 8.
- Continued to train middle school science department chairs in reading strategies and the implementation of content area reading as an instructional support.
- Continued to provide professional development for middle school science teachers and department chairs on the analysis of short-cycle and benchmark assessment data.
- Provided training in rigor and relevance for middle school science department chairs.
- Continued to provide professional development opportunities for middle school teachers that focused on the 5-E Teaching and Learning model and included best practices for science instruction as well as strategies for re-teaching concepts.
- Continued to provide professional development to middle school teachers and administrators to connect the implementation of rigorous, hands-on, engaging science instruction with preparation of students for success on the Biology HSA.

### **Resource Allocations:**

- FY10 Operating Budget
- Title II FY09 and FY10

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

Based upon the examination of the 2010 Maryland School Assessment (MSA) science data for Grade 5, the following subgroups performed below the system average of 63.0% proficient:

- African American (46.3% scoring proficient)
- American Indian/Alaskan Native (62.5% scoring proficient)
- Hispanic (50.3% scoring proficient)
- Free/Reduced Meals (45.7% scoring proficient)
- Limited English Proficient (18.9% scoring proficient)
- Special Education (33.2% scoring proficient)

Based upon the examination of the 2010 Maryland School Assessment (MSA) science data for Grade 8, the following subgroups performed below the system average of 72.1% proficient:

- African American (60.8% scoring proficient)
- Hispanic (60.9% scoring proficient)
- Free/Reduced Meals (58.5% scoring proficient)
- Limited English Proficient (17.1% scoring proficient)
- Special Education (32.3% scoring proficient)

**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.**

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. These efforts are aimed at improving instruction and increasing student achievement. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level, to address the identified areas of concern, particularly those related to underperforming student groups including African American, American Indian/Alaskan Native, Hispanic, FARMS, Limited English Proficient, and Special Education. The timeline for full implementation is spring of 2011.

**2010 – 2011 Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Performance Indicator 1.5:** All participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (Alt-MSA).

**Performance Indicator 1.12:** All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessments on their first attempt.

**Key Strategies:**

- c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
- m) Develop and implement grade-appropriate assessments for reading and mathematics.
- o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

**2010 – 2011 Master Plan Goal 2:** By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 2.1:** All English language learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year.

**Performance Indicator 2.2:** All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards.

**Key Strategies:**

- b) Provide ESOL services for all English language learners not meeting English proficiency levels.
- e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.

**Activities:**

- Continue to implement departmentalization of science instruction at grades 3 – 5
- Incorporate expository reading materials and instructional strategies for writing in grades PreK – 5 to supplement problem-based science units
- Continue to integrate language arts and mathematics strategies into science instruction
- Continue implementation of the Starlab traveling planetarium program
- Continue to implement the elementary science, technology, engineering, and mathematics (STEM) Fair for students in grades 3 – 5
- Continue to provide science and technology professional development for the STEM science resource teachers to support the achievement of all students
- Continue to design and implement problem-based learning units for grades PreK – 5 that incorporate design and technology concepts and electronic data acquisition activities aligned with the State Curriculum
- Provide professional development to elementary science teachers to connect the implementation of rigorous, hands-on, engaging science instruction with preparation of students for success on the MSA and Biology HSA



- Provide consultation services and professional development for all non-Title I schools choosing to design and utilize science labs
- Continue to provide outdoor, hands-on experiences for grades 1-5 aligned with the Maryland State Curriculum at Camp Puh'tok, Days Cove, Oregon Ridge, and community streams to support the achievement of all students
- Continue to implement the Grade 5 Eco-Trekkers outdoor science program at Marshy Point and Miami Beach Parks for all Grade 5 students and provide professional development for teachers on implementing the program to support the achievement of all students
- Continue to implement the Grade 4 outdoor science unit, Eco-Scouts, which is aligned with the State Curriculum and involves a schoolyard habitat component to support the achievement of all students
- Embed the Grade 1 Primary Talent Development (PTD) modules within the revised Grade 1 science curriculum and implement these, as designed, to include portfolio review. Explore additional opportunities to embed PTD modules within the Grade 2 science curriculum
- Develop and pilot a PreK science component to the existing K-2 Primary Talent Development Program
- Continue to implement the Grade 2 Eco-Detectives unit that is aligned with the Maryland State Curriculum that will contain a field study component to support the achievement of all students
- Continue to expand upon the course offerings for the Elementary Summer Science Institute with increased emphasis on Maryland Technology Standards, in partnership with the Community College of Baltimore County (CCBC)
- Continue to support the implementation of the course, Using Technology to Teach Science, to be offered to all elementary science cohorts and the Elementary Summer Science Institute (ESSI)
- Continue to develop and implement science STEM unit differentiation for students enrolled in gifted and talented programs in grades 1 – 5
- Continue to implement the plan for building and replenishing elementary science kits to ensure effective delivery of hands-on curriculum activities in elementary science classrooms
- Continue to implement the BioEYES Science Outreach Program in Grade 5 science classrooms in Title I schools, and continue to investigate the possibility of expansion to middle and high school science classrooms
- Continue to design problem-based science units for grades 6 – 8 that are aligned with the State Curriculum to support the achievement of all students
- Continue to provide professional development to middle school teachers and administrators to connect the implementation of rigorous, hands-on, engaging science instruction with preparation of students for success on the MSA and Biology HSA
- Continue to support the implementation of whiteboard/tablet and other types of instructional technology in middle school science classrooms by creating exemplary science lessons for each middle school unit
- Continue to incorporate reading and written language strategies into all problem-based science units in grades 6 – 8

- Implement end-of-unit benchmark assessments for all problem-based science units in grades 6 – 8 to monitor students' progress in preparation for the MSA and Biology HSA and to determine instructional modifications based on student performance
- Continue to work with the Offices of Mathematics PreK – 12 and Career and Technology Education (CTE) to integrate STEM in grades 6 – 8
- Continue to implement a Secondary STEM Fair in all middle schools
- Continue to add electronic data acquisition activities to units in grades 6 – 8
- Continue to implement student summer enrichment programs in science and technology as a component of the STEM Grant
- Continue to implement a professional development program that is individualized and differentiated for middle school science teachers as part of the STEM Grant
- Continue to implement a summer science leadership program for middle school science department chairs
- Continue to provide professional development to middle school science teachers through the Middle School Summer Science Institute with increased emphasis on Maryland Technology Standards

**Resource Allocations:**

- FY11 Operating Budget
- Title II FY10 and FY11

## High School Assessments (HSA)

### English

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

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

By the end of 2008 – 2009, 83.9% of the students in the class of 2010 achieved proficiency on the English II Maryland School Assessment. This is an increase of 3.9 percentage points from 2007 – 2008 to 2008 – 2009.

- The following student subgroups exceeded the AMO:
  - African American (by 10.7 percentage points)
  - American Indian/Alaskan Native (by 19.9 percentage points)
  - Asian/Pacific Islander (by 22.8 percentage points)
  - Hispanic (by 10.4 percentage points)
  - White (by 23.1 percentage points)
  - Free/Reduced Meals (by 10.0 percentage points)
  - Limited English Proficient (by 4.1 percentage points)
- The following student subgroups have evidenced an improvement on the English II Maryland School Assessment from 2007 – 2008 to 2008 – 2009:
  - African American (increased 7.0 percentage points)
  - American Indian/Alaskan Native (increased 10.7 percentage points)
  - Asian/Pacific Islander (increased 2.2 percentage points)
  - Hispanic (increased 4.8 percentage points)
  - White (increased 2.3 percentage points)
  - Free/Reduced Meals (increased 7.8 percentage points)
  - Limited English Proficient (increased by 50.9 percentage points)
  - Special Education (increased 8.1 percentage points)

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

Baltimore County Public Schools (BCPS) remains committed to achieving 100% proficiency for all students. The BCPS Master Plan includes Goals, Indicators, and Strategies related to Maryland School Assessment (MSA) performance level standards in both Goals 1 and 2. Each strategy in the Master Plan is supported by activities designed to implement the strategy and achieve the Master Plan Performance Indicator. The strategies and activities listed below appear to be related to the identified increases in student performance achieved on MSA in reading.

**2009 – 2010 Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3–8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Performance Indicator 1.5:** All participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (Alt-MSA).

**Performance Indicator 1.12:** All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessments on their first attempt.

**Key Strategies:**

- c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
- m) Develop and implement grade-appropriate assessments for reading and mathematics.
- o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.
- w) Support teachers in the implementation of reading techniques through professional development opportunities.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

**2009 – 2010 Master Plan Goal 2:** By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 2.1:** All English language learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year.

**Performance Indicator 2.2:** All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards.

**Key Strategies:**

- b) Provide ESOL services for all English language learners not meeting English proficiency levels.
- e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.

**Activities:**

In the area of reading, the following practices, programs, or strategies and the related resource allocations appear to be related to the increase in the percentage of students achieving proficient or advanced on the HSA:

**System Level**

- Continued to offer school-based and systemwide professional development workshops for administrators, teachers, and support personnel in reading, language arts, mathematics, science, and social studies to support the achievement of all

- students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continued to monitor best practices using the Guide for Inclusive Education.
  - Worked with the Office of Special Education to ensure maximum access to the general education curriculum for all students with disabilities in the least restrictive environment.
  - Provided collaborative general and special education teacher professional development in the implementation of the State Curriculum and the Core Learning Goals. Embedded strategies and understandings to assist in meeting the needs of all students.
  - Continued to provide collaborative professional development among general educators and special educators to ensure the success of students with disabilities in inclusive and self-contained settings.
  - Continued to provide curriculum and instructional services and support to BCPS-identified priority schools (including schools in improvement).
  - Continued to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress.
  - Developed a comprehensive professional development plan, which provides central leadership and coordination of all professional development, identification of staff professional development needs, systemic and coordinated delivery of knowledge and skills focused on increasing student achievement, and evaluation of professional development effectiveness to determine the impact on student achievement.
  - Implemented the Articulated Instruction Module (AIM), an alignment and articulation tool that documents as well as enhances communication related to student academic progress for students, parents/guardians, educators, and support staff. This module provides reports that reinforce alignment with the State Curriculum and other curricula throughout the school system as well as alignment with national standards and College Board standards.
  - Provided instructional guidance and professional development that ensure levels of rigor consistent with high expectations, higher-level thinking, and preparation for advanced programs of study.
  - Revisited the HSA courses to determine the sequence most likely to provide the necessary supports for students and to result in students passing the HSA on their first attempt.

## **High English II**

- Continued to include special educators and special education office resource personnel in professional development related to content.
- Reviewed and refined the high school English and reading courses listed in the *Course Registration Guide* to ensure that all high school English and reading courses are supported by rigorous curricula.
- Evaluated, revised, and implemented English 10 short-cycle and benchmark assessments to ensure alignment between the tested, written, and taught curricula, with particular emphasis on schools performing below standards.

- Provided in-school demonstration lessons to English 10 teachers modeling instruction, coaching, and providing support to ensure effective implementation of the curriculum and reading programs.
- Assessed identified students in grades 8 – 10 to determine student needs for an accelerated reading/English language arts program.
- Provided ongoing professional development for teachers implementing the revised half-credit course, Accelerated English, a course designed to address those students who failed the English HSA in their Grade 10 year.
- Increased teacher participation in the Governor's Academy for English to ensure implementation of best practices in schools.
- Continued to provide teachers and administrators with extensive professional development to support the implementation of the identified acceleration program.
- Continued to provide professional development on differentiation and small group instruction and to regularly monitor students' progress through the use of both internal and external assessments.
- Continued to facilitate professional development that ensures the consistency of implementation of the core curricula.
- Continued to implement a professional development program for all high school reading and English teachers that focuses on increasing their knowledge and use of research-based reading and English/written language strategies to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.

#### **Resource Allocations:**

- FY10 Operating Budget
- Title II FY09 and FY10

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

A review of the English II MSA trends by subgroup indicates that student achievement has increased for all subgroups. Despite the overall increases, challenges related to achievement on the English II MSA include addressing the needs of underperforming subgroups and underperforming high schools.

- The student achievement of the following subgroup did not reach the AMO:
  - Special Education (by 16.2 percentage points)

### **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.**

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. These efforts are aimed at improving instruction and increasing student achievement on the HSA. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through

modifications at the activity level to address the identified areas of concern, particularly those related to high school and underperforming student groups including American Indian, African American, special education, and FARMS. The timeline for full implementation is spring of 2011.

**2010 – 2011 Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing/, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Performance Indicator 1.5:** All participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (Alt-MSA).

**Performance Indicator 1.10:** All students will pass the Algebra/Data Analysis Maryland High School Assessment (HSA) by the end of Grade 9.

**Performance Indicator 1.12:** All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessments on their first attempt.

**Key Strategies:**

- c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
- m) Develop and implement grade-appropriate assessments for reading and mathematics.
- o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.
- t) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

**2010 – 2011 Master Plan Goal 2:** By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 2.1:** All English language learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year.

**Performance Indicator 2.2:** All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards.

**Key Strategies:**

- b) Provide ESOL services for all English language learners not meeting English proficiency levels.

- e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.

### **Activities:**

During the 2010 – 2011 school year, the following changes or adjustments will be made, along with the related resource allocations, to ensure progress in the area of reading:

### **System Level**

- Continue professional development on effective strategies to ensure differentiation of instruction/assessments and opportunities for accelerations for all students.
- Continue to offer school-based and countywide professional development workshops for administrators, teachers, and support personnel in reading, language arts, mathematics, science, and social studies to support the achievement of all students.
- Continue to monitor and support best practices using the Guide for Inclusive Education.
- Ensure maximum access to the general education curriculum for all students with disabilities in the least restrictive environment.
- Provide collaborative professional development for general and special education teachers in the implementation of the State Curriculum and the Core Learning Goals with embedded strategies and knowledge to assist in meeting the needs of all students.
- Continue to provide collaborative professional development among general educators and special educators to ensure the success of students with disabilities in inclusive and self-contained settings.
- Continue to provide curriculum and instructional services and support to BCPS-identified priority schools (including schools in improvement).
- Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP).
- Provide support to schools as needed, particularly to low-performing schools.
- Continue to implement a curriculum management plan that produces high quality curriculum guides to promote alignment and content rigor, provides a consistent format for guides to focus and normalize systemwide use, and provides review and evaluation procedures to determine its usefulness in supporting the achievement of all students.
- Continue to implement a comprehensive professional development plan, which provides central control and coordination of all professional development, identification of staff professional development needs, systemic and coordinated delivery of needed knowledge and skills focused on increasing student achievement, and evaluation of professional development effectiveness to determine impact on student achievement.
- Continue to build the Articulated Instruction Module (AIM) as curriculum is written, rewritten, or developed by inputting objectives, activities, and assessment items and providing professional development on AIM's use in the classroom and by parents/guardians and students.



- Provide instructional guidance and professional development that ensure levels of rigor consistent with high expectations, higher-level thinking, and preparation for advanced programs of study.
- Continue to implement short-cycle and benchmark assessments in HSA courses and analyze results for instructional and curricular implications.
- Continue to provide professional development for general and special educators in content knowledge and strategies for HSA courses.
- Continue to revise and implement curricula to align with HSA Core Learning Goals and integrate differentiation of instructional strategies and attention to learning styles.
- Continue to implement review packets for HSA courses where student performance did not meet standards.
- Pilot and assess support programs designed to enhance student knowledge of Core Learning Goals.

## **High English II**

- Continue to include special educators and special education office resource personnel in professional development related to content.
- Review and refine the high school English listed in the *Course Registration Guide* to ensure that all high school English courses are supported by rigorous curricula.
- Continue to evaluate, revise, and implement English 10 short-cycle and benchmark assessments to ensure alignment among the tested, written, and taught curricula, with particular emphasis on schools performing below standards.
- Assess identified students in grades 8 – 10 to determine student needs for an accelerated reading/English language arts program.
- Provide ongoing professional development for teachers implementing the revised half-credit course, Accelerated English, a course designed to address those students who failed the English HSA in their Grade 10 year.
- Support teacher participation in the Governor's Academy for English to ensure implementation of best practices in schools.
- Continue to provide teachers and administrators with professional development to support the implementation of the identified acceleration program.
- Continue to provide professional development on differentiation and small group instruction and to regularly monitor students' progress through the use of data.
- Continue to facilitate professional development that ensures the consistency of implementation of the core curricula.
- Continue to implement a professional development program for all high school reading and English teachers that focuses on increasing their knowledge and use of research-based reading and English/written language strategies to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.

## **Resource Allocations:**

- FY11 Operating Budget
- Title II FY10 and FY11

Based on the Examination of 2009 High School Assessment (HSA) Results for English (Tables 3.1 and 3.2):

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

Challenges relating to the performances of the students in Grade 10 and Grade 11 on the 2009 English High School Assessment (HSA) include the continued efforts to provide support to all students who have not passed or not taken the English HSA to ensure a 100% pass rate for all students by the end of Grade 12. In particular, challenges are evident for both the Grade 10 and Grade 11 students in the Special Education and Limited English Proficient subgroups as the percentage of students not passing the English HSA is significantly lower than the other subgroups.

- Grade 10:
  - Limited English Proficient (11.4% passing)
  - Special Education (23.4% passing)
- Grade 11:
  - Limited English Proficient (25.0% passing)
  - Special Education (37.2% passing)

**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.**

- Prior to completing Grade 10 English, students complete programs of study in elementary and middle school that develop conceptual frameworks, initiate a knowledge base, and introduce vocabulary required for success on the English HSA.
- Accelerated English is a course designed specifically for students who have not passed the HSA in Grade 10. Data from schools indicate that 70.0 – 80.0% of students who take the Accelerated English course pass the HSA.
- All schools have been provided with copies of the Walch Education “English II HSA Mastery” binder to use in remediation for students needing extra support to pass the HSA. These materials are used in after-school and Saturday school remediation classes. Data from schools indicate that 60.0 – 70.0% of students involved in these remediation classes pass the HSA.
- Short-cycle and benchmark assessments are used to identify academic strengths and weaknesses of students.
- All high schools have been provided with equipment and software to support the use of Kurzweil technology when preparing students receiving special education services, English language learners, and students with 504 plans.
- Professional development is being provided on HSA question writing and data analysis.
- MSDE HSA online course and public release tasks are being used in all BCPS schools.

**Resource Allocations:**

- FY10 Operating Budget
- Title II FY09 and FY10

**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.**

- The Accelerated English curriculum guide was revised June/July 2010 based upon teacher, student, and stakeholder feedback, as well as changes in the HSA.
- Achievement of specific subgroups is being addressed through professional development focused upon differentiation, co-teaching, question writing, and data analysis.
- Curriculum is being developed to infuse the Walch Education “English II HSA Mastery” binder with the Grade 10 English curriculum.

**Resource Allocations:**

- FY11 Operating Budget
- Title II FY10 and FY11

## High School Assessments (HSA)

### Algebra/Data Analysis

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

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

By the end of 2008 – 2009, 85.5% of the students in the class of 2010 achieved proficiency on the Algebra/Data Analysis Maryland School Assessment. This is an increase of 2.8 percentage points from 2007 – 2008 to 2008 – 2009.

- The following student subgroups exceeded the AMO:
  - African American (by 18.5 percentage points)
  - American Indian/Alaskan Native (by 33.2 percentage points)
  - Asian/Pacific Islander (by 38.2 percentage points)
  - Hispanic (by 29.9 percentage points)
  - White (by 36.0 percentage points)
  - Free/Reduced Meals (by 23.0 percentage points)
  - Limited English Proficient (by 25.9 percentage points)
- The following student subgroups have evidenced an improvement on the Algebra/Data Analysis Maryland School Assessment from 2007 – 2008 to 2008 – 2009:
  - African American (increased 5.6 percentage points)
  - American Indian/Alaskan Native (increased 8.0 percentage points)
  - Asian/Pacific Islander (increased 1.3 percentage points)
  - Hispanic (increased 5.4 percentage points)
  - White (increased 1.3 percentage points)
  - Free/Reduced Meals (increased 5.8 percentage points)
  - Limited English Proficient (increased 0.2 percentage points)
  - Special Education (increased 2.9 percentage points)

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

Baltimore County Public Schools remains committed to achieving 100% proficiency for all students. The BCPS Master Plan includes goals, indicators, and strategies related to Maryland School Assessment (MSA) performance level standards in both Goals 1 and 2. Each strategy in the Master Plan is supported by activities designed to implement the strategy and achieve the Master Plan Performance Indicator. The strategies and activities listed below appear related to the identified increases in student performance achieved on MSA in mathematics.

**2008 – 2009 Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Performance Indicator 1.5:** All participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (Alt-MSA).

**Performance Indicator 1.10:** All students will pass the Algebra/Data Analysis Maryland High School Assessment (HSA) by the end of Grade 9.

**Performance Indicator 1.12:** All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessments on their first attempt.

**Key Strategies:**

- c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
- m) Develop and implement grade-appropriate assessments for reading and mathematics.
- o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.
- t) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

**2008 – 2009 Master Plan Goal 2:** By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 2.1:** All English language learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year.

**Performance Indicator 2.2:** All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards.

**Key Strategies:**

- b) Provide ESOL services for all English language learners not meeting English proficiency levels.
- e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.

**Activities:**

In the area of mathematics, the following practices, programs, or strategies and the related resource allocations appear related to the increase in the percentage of students achieving proficient/advanced on the MSA:

**System Level**

- Continued professional development on effective strategies to ensure differentiation of instruction/assessments and opportunities for acceleration for all students.
- Continued to offer school-based and countywide professional development workshops for administrators, teachers, and support personnel in reading, language arts, mathematics, science, and social studies to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continued to monitor and support best practices using the *Guide for Inclusive Education*.
- Ensured maximum access to the general education curriculum for all students with disabilities in the least restrictive environment.
- Provided collaborative professional development for general and special education teacher in the implementation of the State Curriculum and the Core Learning Goals with embedded strategies and knowledge to assist in meeting the needs of all students.
- Continued to provide collaborative professional development among general educators and special educators to ensure the success of students with disabilities in inclusive and self-contained settings.
- Continued to provide curriculum and instructional services and support to BCPS-identified priority schools (including schools in improvement).
- Continued to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP).
- Provided support to schools as needed, particularly to low-performing schools.
- Continued to implement a curriculum management plan that produces high quality curriculum guides to promote alignment and content rigor, provides a consistent format for guides to focus and normalize systemwide use, and provides review and evaluation procedures to determine its usefulness in supporting the achievement of all students including race/ethnic groups, students receiving special education services, English language learners, students receiving free and reduced meals, and students enrolled in gifted and talented programs.
- Continued to implement a comprehensive professional development plan, which provides central control and coordination of all professional development, identification of staff professional development needs, systemic and coordinated delivery of needed knowledge and skills focused on increasing student achievement, and evaluation of professional development effectiveness to determine impact on student achievement.
- Continued to build the Articulated Instruction Module (AIM) as curriculum is written, rewritten, or developed by inputting objectives, activities, and assessment

items and providing professional development on AIM's use in the classroom and by parents/guardians and students.

- Provided instructional guidance and professional development that ensure levels of rigor consistent with high expectations, higher-level thinking, and preparation for advanced programs of study.
- Continued to implement short-cycle and benchmark assessments in HSA courses and analyze results for instructional and curricular implications.
- Continued to provide professional development for general and special educators in content knowledge and strategies for HSA courses.
- Continued to revise and implement curricula to align with HSA Core Learning Goals and integrate differentiation of instructional strategies and attention to learning styles.
- Continued to implement review packets for HSA courses where student performance did not meet standards.
- Piloted and assessed support programs designed to enhance student knowledge of Core Learning Goals.

### **High Algebra/Data Analysis**

- Provided staff development for Algebra and Data Analysis Adapted and Algebraic Functions Adapted teachers in strategies that support student achievement for students with disabilities and English language learners.
- Provided staff development for algebra teachers in instructional strategies that support student achievement on BCPS short-cycle assessments, benchmark assessments, and final exams.
- Provided staff development in instructional strategies featured in the *Algebraic Thinking* courses for algebra teachers.
- Developed instructional materials to support the delivery of HSA courses in all schools including evening school and summer school.
- Monitored the implementation of the Algebra/Data Analysis Adapted and Algebraic Functions Adapted courses for students identified through the IEP team process and ELL recommendations.
- Continued to implement vocabulary strategies for Algebra/Data Analysis HSA courses.
- Continued to implement supplemental technology programs that support mathematics instruction and academic preparation for local, state, and national assessments.
- Continued to assist schools in making course recommendations to ensure that students scoring basic acquire the skills and content needed to pass the Algebra/Data Analysis HSA.
- Continued to support the attainment of skills and knowledge in algebra/data analysis through the use of e-learning, including an online student course and an online professional development course for mathematics teachers to use in instruction including acceleration for students.

- Continued to offer *Preparing for Algebra* as a summer school intervention for rising Grade 9 students who have completed middle school without taking algebra and who need to refine their skills in preparation for Algebra I.
- Provided support to high schools in analyzing assessment data and provided professional development in using results to improve student achievement and target instruction.
- Continued to support schools as they implemented collaborative planning time for teams of Algebra I teachers to support the achievement of all students including race/ethnic groups, students receiving special education services, English language learners, students receiving free and reduced meals, and students enrolled in gifted and talented programs.
- Continued to develop review materials for HSA courses to provide intervention strategies for students performing at the basic level.
- Continued to assist schools in restructuring algebra classes to include double period assistance classes.

**Resource Allocations:**

- FY09 Operating Budget
- Title II FY08 and FY09

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

A review of the Algebra/Data Analysis MSA trends by subgroup indicates that student achievement has increased for all subgroups from 2007 – 2008 to 2008 – 2009, but in one case did not reach the AMO, as follows:

- The Special Education subgroup did not reach the AMO (by 4.4 percentage points).

**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.**

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. These efforts are aimed at improving instruction and increasing student achievement on the HSA. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern, particularly those related to middle school mathematics and underperforming student groups including American Indian, African American, special education, and FARMS. The timeline for full implementation is spring of 2011.

**2010 – 2011 Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.



**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Performance Indicator 1.5:** All participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (Alt-MSA).

**Performance Indicator 1.10:** All students will pass the Algebra/Data Analysis Maryland High School Assessment (HSA) by the end of Grade 9.

**Performance Indicator 1.12:** All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessments on their first attempt.

**Key Strategies:**

- c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
- m) Develop and implement grade-appropriate assessments for reading and mathematics.
- o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.
- t) Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

**2010 – 2011 Master Plan Goal 2:** By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 2.1:** All English language learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year.

**Performance Indicator 2.2:** All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards.

**Key Strategies:**

- b) Provide ESOL services for all English language learners not meeting English proficiency levels.
- e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.

**Activities:**

During the 2010 – 2011 school year, the following changes or adjustments will be made, along with the related resource allocations, to ensure progress in the area of mathematics:

**System Level**

- Continue to implement a curriculum management plan that produces high quality curriculum guides to promote alignment and content rigor, provides a consistent format for guides to focus and normalize systemwide use, and provides review and evaluation procedures to determine its usefulness in supporting the achievement of all students.
- Continue to implement a comprehensive professional development plan, which provides central control and coordination of all professional development, identification of staff professional development needs, systemic and coordinated delivery of needed knowledge and skills focused on increasing student achievement, and evaluation of professional development effectiveness to determine impact on student achievement.
- Continue to build the Articulated Instruction Module (AIM) as curriculum is written, rewritten, or developed by inputting objectives, activities, and assessment items and providing professional development on AIM's use in the classroom and by parents/guardians and students.
- Continue to provide instructional guidance and professional development that ensure levels of rigor consistent with high expectations, higher-level thinking, and preparation for advanced programs of study.
- Continue professional development on effective strategies to ensure differentiation of instruction/assessments and opportunities for acceleration for all students.
- Continue to offer school-based and countywide professional development workshops for administrators, teachers, and support personnel in reading, language arts, mathematics, science, and social studies to support the achievement of all students.
- Continue to monitor and support best practices using the *Guide for Inclusive Education*.
- Ensure maximum access to the general education curriculum for all students with disabilities in the least restrictive environment.
- Provide collaborative professional development for general and special education teacher in the implementation of the State Curriculum and the Core Learning Goals (CLG) with embedded strategies and knowledge based on the concepts of universal design for learning to assist in meeting the needs of all students.
- Continue to provide collaborative professional development among general educators and special educators to ensure the success of students with disabilities in inclusive and self-contained settings.
- Continue to provide curriculum and instructional services and support to BCPS-identified priority schools (including schools in improvement).
- Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP).
- Provide support to schools as needed, particularly to low-performing schools.
- Continue to implement short-cycle and benchmark assessments in HSA courses and analyze results for instructional and curricular implications.

- Continue to provide professional development for general and special educators in content knowledge and strategies for HSA courses.
- Continue to revise and implement curricula to align with HSA Core Learning Goals and integrate differentiation of instructional strategies and attention to learning styles.
- Continue to implement review packets for HSA courses where student performance did not meet standards.
- Pilot and assess support programs designed to enhance student knowledge of Core Learning Goals.

### **High Algebra/Data Analysis**

- Provide staff development for Algebra and Data Analysis Adapted and Algebraic Functions Adapted teachers in strategies that support student achievement.
- Provide staff development for algebra teachers in instructional strategies that support student achievement on BCPS short-cycle assessments, benchmark assessments, and final exams.
- Provide staff development in instructional strategies featured in the *Algebraic Thinking* courses for algebra teachers.
- Develop instructional materials to support the delivery of HSA courses in all schools including evening school and summer school.
- Monitor the implementation of the Algebra/Data Analysis Adapted and Algebraic Functions Adapted courses for students identified through the IEP team process and ELL recommendations.
- Continue to implement vocabulary strategies for Algebra/Data Analysis HSA courses.
- Continue to implement supplemental technology programs that support mathematics instruction and academic preparation for local, state, and national assessments.
- Continue to assist schools in making course recommendations to ensure that students scoring basic acquire the skills and content needed to pass the Algebra/Data Analysis HSA.
- Continue to support the attainment of skills and knowledge in algebra/data analysis through the use of e-Learning, including an online student course and an online professional development course for mathematics teachers to use in instruction including acceleration for students.
- Continue to offer *Preparing for Algebra* as a summer school intervention for rising Grade 9 students who have completed middle school without taking algebra and who need to refine their skills in preparation for Algebra I.
- Provide support to high schools in analyzing assessment data and provide professional development in using results to improve student achievement and target instruction.
- Continue to support schools as they implement collaborative planning time for teams of Algebra I teachers to support the achievement of all students including race/ethnic groups, students receiving special education services, English language learners, students receiving free and reduced meals, and students enrolled in gifted and talented programs.
- Continue to develop review materials for HSA courses to provide intervention strategies for students performing at the basic level.

- Continue to assist schools in restructuring algebra classes to include assistance.

**Resource Allocations:**

- FY11 Operating Budget
- Title II FY10 and FY11

Based on the Examination of 2009 High School Assessment Results for Algebra/Data Analysis (Tables 3.3 and 3.4):

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

Challenges relating to the performances of the students in Grade 10 and Grade 11 on the 2009 Algebra/Data Analysis High School Assessment (HSA) include the continued efforts to provide support to all students who have not passed or not taken the Algebra/Data Analysis HSA to ensure a 100% pass rate for all students by the end of Grade 12. In particular, challenges are evident for both the Grade 10 and Grade 11 students in the Special Education and Limited English Proficient subgroups as the percentage of students not passing the HSA Algebra/Data Analysis is significantly lower than the other subgroups.

- Grade 10:
  - Limited English Proficient (39.8% passing)
  - Special Education (41.0% passing)
- Grade 11:
  - Limited English Proficient (48.6% passing)
  - Special Education (45.5% passing)

**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.**

In addition to school-based interventions, Baltimore County Public Schools also provided systemwide interventions to support students in passing the Algebra/Data Analysis HSA. These included a semester course (1/2 elective credit) for students who passed the HSA content course, Algebra I, but failed the HSA Algebra/Data Analysis, developed to extend the students' knowledge of the content while solidifying Core Learning Goal indicators; after-school and Saturday programs that enable students who have not passed the HSA to receive assistance prior to retaking the HSA; two specific courses for students with mathematics learning disabilities who are recommended through the IEP team process and for recommended ELL students; and the continued implementation of a middle school program, *Algebraic Thinking*, for students in grades 6-8 who struggle with mathematics and need an alternative approach to learning mathematics. This mathematics program for grades 6 – 8 is designed to prepare these struggling students to successfully take Algebra I in Grade 9. Professional development was provided for grade 9 Algebra I teachers to bridge the students' learning from the *Algebraic Thinking* courses

to Algebra I. The Algebra and Data Analysis course also utilizes an MSDE-approved online course as an intervention strategy.

High schools use data from the Baltimore County Public Schools' data warehouse to track the performance of students on the HSA from administration to administration. They use this data to identify students who have not passed the HSA Algebra/Data Analysis and to determine appropriate interventions. Students are identified for specific intervention strategies at the school-level based on their HSA scores as well as their grade level. That is, students in grades 10 – 11 who have not passed the HSA are immediately targeted for specific interventions, including assistance with Bridge Plan projects. Communication with parents/guardians is one important intervention strategy in order to garner as much support as possible for the student.

Specific interventions included the following activities:

- Provided support to high schools in analyzing assessment data, and provided professional development in using results to improve student achievement and target instruction.
- Continued to implement the half-credit course, *Mathematics Modeling: Applications to Algebra*. This course is designed for non-passers of the HSA and provides a 60-hour course as well as a 120-hour course for use in evening school. These courses provide teachers with a structured program to help students progress toward mastery of HSA expectations.
- Continued to develop review materials for HSA courses to provide intervention strategies for students performing at the basic level.
- Continued to develop instructional materials to support the delivery of HSA courses in all schools including evening school and summer school. A 60-hour program has been designed for during- or after-school administration for students who have taken but not passed the Algebra and Data Analysis HSA. This program provides structured activities and review materials, including diagnostic tools to assess student mastery of each Core Learning Goal objective.
- Continued the use of an online tutoring program for students who need additional support to pass the HSA Algebra/Data Analysis.
- Developed specific syllabi for the summer school Algebra I courses to help teachers focus instruction during this condensed course opportunity on essential concepts that help students progress towards mastery of the Core Learning Goals.
- Provided each high school with review packets for the HSA Algebra I courses. An *HSA Prep Plan* will be developed for use after the third benchmark (administered three weeks prior to the HSA) in order to target specific Core Learning Goal objectives not mastered by students at that time.
- Assisted schools in making course recommendations to ensure that students scoring at the basic level acquired the skills and content needed to pass the Algebra/Data Analysis HSA.
- Continued to implement supplemental technology programs such as Cognitive Tutor Algebra that support mathematics instruction and academic preparation for local and state assessments.
- Continued to implement the MSDE online Algebra student course and course components aligned with the VSC through the use of e-Learning.

- Continued to monitor the implementation of the two high school mathematics courses, *Algebra/Data Analysis Adapted* and *Algebraic Functions Adapted*, to support the achievement of students recommended through the IEP team process and recommended English language learners as they progress through Algebra I and prepare for the High School Assessment in Algebra/Data Analysis.
- Provided staff development for teachers of *Algebra and Data Analysis Adapted* and *Algebraic Functions Adapted* in instructional strategies that support student achievement.
- Provided professional development for algebra teachers on curriculum implementation and on the instructional strategies such as AVID that support student achievement and differentiation opportunities for students receiving special education services, English language learners, and students with 504 plans.
- Continued to monitor the implementation of the Algebra I curriculum in all secondary schools to support the achievement of all students including race/ethnic groups, students receiving special education services, English language learners, students receiving free and reduced meals, and students enrolled in gifted and talented programs.
- Monitored Algebra I short-cycle and benchmark assessment results data to target support to schools.
- Continued to analyze disaggregated data from Algebra I short-cycle and benchmark assessments to evaluate the progress of all student subgroups.
- Continued to support schools as they implement collaborative planning time for teams of Algebra I teachers to support the achievement of all students including race/ethnic groups, students receiving special education services, English language learners, students receiving free and reduced meals, and students enrolled in gifted and talented programs.
- Developed and piloted an electronic learning community to support algebra teachers in the implementation of the curriculum.
- Continued to implement the *Algebraic Thinking* mathematics curriculum in grades 6-8 in all middle schools to prepare students to pass the Algebra/Data Analysis HSA.
- Continued to offer *Preparing for Algebra* as a summer school intervention for rising Grade 9 students who have completed middle school without taking algebra and who need to refine their skills in preparation for Algebra I.
- Implemented a new supplemental program, *Keys to Essential Algebra Skills* (KEAS), for high school students in the Algebra and Data Analysis and Algebra with Assistance courses to support the bridging of concepts from the middle school Algebraic Thinking courses into Algebra I.
- Provided professional development for algebra teachers on the integration of the *Keys to Essential Algebra Skills* into the Algebra I curriculum to help transition students entering Algebra I in Grade 9 from the *Algebraic Thinking* middle school mathematics program.
- Collaborated with the Office of Special Education with the implementation of a co-teaching model for Algebra I teachers teaching students in inclusion and self-contained settings.

- Provided support to high schools as they implemented a variety of strategies to assist students with the completion of Bridge Plan projects. Support included training on the criteria used to score Bridge Plan projects as well as content training to support the assistance provided to students during Bridge Plan project completion.

**Resource Allocations:**

- FY10 Operating Budget
- Title II FY09 and FY10

**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.**

For the 2010 – 2011 school year, the effective HSA interventions implemented for the Algebra/Data Analysis HSA during 2009 – 2010 and previous years will continue to be implemented. The following activities will be focus activities:

- Continue to implement a new supplemental program, *Keys to Essential Algebra Skills* (KEAS), for high school students in the Algebra and Data Analysis and Algebra with Assistance courses to support the bridging of concepts from the middle school Algebraic Thinking courses into Algebra I.
- Continue to provide professional development for algebra teachers on the integration of the *Keys to Essential Algebra Skills* into the Algebra I curriculum to help transition students entering Algebra I in Grade 9 from the *Algebraic Thinking* middle school mathematics program.
- Collaborate with the Office of Special Education with the implementation of a co-teaching model for Algebra I teachers teaching students in inclusion and self-contained settings.
- Continue to provide support to high schools as they implement a variety of strategies to assist students with the completion of Bridge Plan projects. Support will include training on the criteria used to score Bridge Plan projects as well as content training to support the assistance provided to students during Bridge Plan project completion.

**Resource Allocations:**

- FY11 Operating Budget
- Title II FY10 and FY11

### **Response to Clarifying Questions-**

Interventions for students receiving special education services include enrollment in the Algebra/Data Analysis Adapted (ADA) and Algebraic Functions (AF) courses designed for students identified through the IEP team process as needing additional support towards proficiency on the HSA; enrollment in Mathematics Modeling: Applications to Algebra, a one-half credit course for students who have passed Algebra I but have not passed the HSA (enrollment includes students with special needs); co-teaching and co-planning opportunities for teachers who teach ADA and AF and for inclusion teachers; inclusion in Algebra with Assistance classes (classes that provide a double period of Algebra I); specific professional development opportunities for teachers of students with special needs that target instructional strategies for differentiation; inclusion of specific differentiation strategies for teachers of students with special needs in the BCPS Algebra I curriculum guide; enrollment in an online tutoring program for targeted students, including students with special needs; and targeted intervention opportunities at individual schools, including before, during, and after-school activities.

High school mathematics and special education department chairs monitor the performance of students enrolled in the intervention programs to ensure effectiveness of delivery. This includes monitoring the HSA performance after intervention strategies are implemented with individual students. Individual student's needs are addressed when assigning an intervention strategy.



## High School Assessments (HSA)

### Biology

Based on the Examination of the 2009 High School Assessment Results for Biology (Tables 3.5 and 3.6):

#### **1. Identify the challenges that are evident.**

Challenges relating to the performances of the students in Grade 10 and Grade 11 on the 2009 Biology High School Assessment (HSA) include the continued efforts to provide support to all students who have not passed or not taken the Biology HSA to ensure a 100% pass rate for all students by the end of Grade 12. In particular, challenges are evident for both the Grade 10 and Grade 11 students in the Special Education and Limited English Proficient subgroups as the percentage of students not passing the Biology HSA is significantly lower than the other subgroups.

- Grade 10:
  - Limited English Proficient (16.8% passing)
  - Special Education (33.1% passing)
- Grade 11:
  - Limited English Proficient (36.8% passing)
  - Special Education (48.1% passing)

#### **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.**

Students are identified for specific intervention strategies at the school level based on their HSA scores. Performance on countywide Biology benchmark assessments is monitored by teachers and department chairs. Students who fail one or more Biology benchmark assessments or whose performance on the Biology benchmark assessments falls below a satisfactory level are identified to receive appropriate interventions. Interventions take a wide variety of forms ranging from simple reteaching of concepts to coach classes, special small group sessions held before or after school, at lunch, or on Saturdays, one-on-one direct assistance from highly qualified teachers, peer tutoring, and online assistance.

Parents/guardians are informed about their child's progress and are made aware of intervention opportunities in various ways, including HSA newsletters, fliers, and letters from the guidance department or principal and direct contact via telephone or e-mail.

Biology teachers also use data from analysis of students' performance on short-cycle assessments to directly inform instruction prior to administering benchmark assessments.

#### **Plans for students who have taken but not passed the HSA include:**

- Continue to implement the half-credit course, Contemporary Problems in Biology, a theme-based biology course that employs problem-based learning, in order to provide appropriate assistance to students who need to pass the Biology HSA.

- Continue to work with high schools to determine and implement the most effective forms of remediation and academic assistance and scheduling considerations for students who need to pass the Biology HSA.
- Continue to work with high schools to monitor the progress and success of students involved in the Bridge Plan for Academic Validation.
- Continue to employ multiple forms of assessment analysis to conduct item analysis of student responses on short-cycle and benchmark assessments; and continue to utilize data from item analyses to make informed decisions about the curriculum and instruction.
- Continue to plan strategically by considering the root causes for low performance and the best utilization of resources to meet the needs of all students.
- Continue to use assessment data to identify underperforming secondary schools in need of support.
- Continue to implement review packets for HSA and HSA-related courses where student performance does not meet minimum standards.
- Continue to implement a Biology Reteaching Guide that identifies specific and differentiated strategies and interventions for reteaching concepts for students who are having difficulty in understanding and/or mastering concepts or specific components of biology content.
- Continue to provide site-based professional development and model best practices in science instruction in order to increase teacher effectiveness and student performance on the HSA.
- Continue to ensure that all diploma-bound students have access to curricula aligned to the Core Learning Goals in each HSA content area.
- Continue to develop State Curriculum-aligned science units in the problem-based format for all core science courses including Biology, Chemistry, Environmental Science, Physics, Earth/Space Science, and Concepts of Physical Science (COPS), as well as for elective science courses.
- Continue to implement courses for high school credit in the magnet middle schools.
- Continue to revise, refine, and implement lessons that have been differentiated to meet the needs of all students.
- Continue to encourage science teachers to participate in the Governor’s Academy and ask participants and instructors to share their experiences among their peers both in the schools and at district-wide meetings.
- Continue to develop and implement “e-Lessons” (lessons that integrate various forms of instructional technology) in order to increase engagement and relevance of science for today’s highly technology-savvy students.
- Continue to develop and implement lessons utilizing the virtual learning environment as a strategy for delivery of content in an engaging and authentic way that utilizes 21<sup>st</sup> century skills.
- Continue to provide science teachers with exemplary responses for all brief constructed response items to increase consistency in scoring across the system.
- Continue to provide opportunities for Summer Science Institutes for training in content and best instructional practices for middle and high school science teachers in order to support the achievement of all students.

- Continue to implement electronic data acquisition activities in all core science courses in order to enhance relevance and provide real-world, hands-on experiences for all students.
- Continue to integrate technology into science instruction throughout PreK – 12, including use of the document camera, flip camera, whiteboard/tablet technology, student response pads, and interactive PowerPoint and Microsoft Excel.
- Continue to work collaboratively with other disciplines and curriculum offices to better understand the characteristics of diverse learners.

**Plans for students with special needs include:**

- Continue to collaborate with the Office of Special Education to design professional development specific to schools and student needs that includes differentiated practices and assistive technology.
- Continue to collaborate with the Office of Special Education to assist schools in determining appropriate scheduling for underperforming students.
- Continue to collaborate with the Office of Special Education to assist schools in developing school improvement plans that identify specific goals and strategies to address students with disabilities.
- Review high school science courses listed in the *Course Registration Guide* to ensure that all high school science courses are supported by rigorous curricula that are differentiated to meet the needs of students with disabilities and English language learners.
- Continue to collaborate with the Office of Special Education to assist department chairs in analysis of assessment data in order to identify difficult concepts and reteaching strategies that facilitate learning for students receiving special education services performing at or below the minimum score required for passing.
- Continue to refine and administer short-cycle and benchmark assessments in Biology.
- Continue to require the use of vocabulary strategies in all science courses.
- Continue to implement lessons, strategies, and practice assessments contained in the Biology HSA Review Guide in order to ensure that all students have mastered the foundational skills necessary for success on the Biology HSA.
- Continue to employ multiple forms of assessment analysis to conduct item analysis of student responses on short-cycle and benchmark assessments in order to make informed decisions about instruction.
- Continue to provide opportunities for Summer Science Institutes for training in content and best instructional practices for middle and high school science teachers in order to support the achievement of students receiving special education services, students with 504 plans, and English language learners.
- Continue to provide professional development opportunities in reading and writing strategies.
- Continue to facilitate combined meetings of high school science and special education department chairs during the 2010 – 2011 school year in order to provide effective instruction in science for all students.
- Continue to provide targeted professional development for middle and high school science department chairs throughout the 2010 – 2011 school year and revisit and

reinforce HSA-related topics from previous professional development sessions that focus specifically on students receiving special education services, including differentiation strategies, infusion of AVID/College Board strategies, reading and vocabulary strategies, analysis of assessment data for instructional decision-making, the inquiry method of teaching science with emphasis on the 5-E Teaching and Learning Model, and remediation strategies.

- Continue to train teachers in instructional practices targeted at making science content more accessible to low-performing students. Kurzweil 3000 reading stations (assistive technology) have been purchased by the Office of Special Education for the science departments in all 25 BCPS high schools and all 27 BCPS middle schools. Middle and high school science department chairs and teachers of middle school science, biology, and COPS have been trained in the use of Kurzweil 3000, middle school and biology and COPS curricula and textbooks have been scanned into the Kurzweil software, Kurzweil technology has been integrated into both COPS and biology curricula, CDs of Kurzweil-integrated lessons have been provided to all biology and COPS teachers and biology benchmark assessments were scanned into Kurzweil; in 2010 – 2011, middle school benchmark assessments will be scanned into Kurzweil.
- Continue to differentiate lessons to meet the needs of students receiving special education services and English language learners.

**Plans for English language learners include:**

- Continue to implement review packets for HSA and HSA-related courses where ELL student performance does not meet minimum standards.
- Continue to implement a Biology Reteaching Guide that identifies specific and differentiated strategies and interventions for reteaching concepts for English language learners who are having difficulty in understanding and/or mastering concepts or specific components of biology content.
- Continue to provide site-based professional development and model best practices in science instruction in order to increase teacher effectiveness and student performance on the HSA.
- Continue to implement the half-credit course, Contemporary Problems in Biology, a theme-based biology course that employs problem-based learning.
- Continue to ensure that all diploma-bound students have access to curricula aligned to the Core Learning Goals in each HSA content area.
- Continue to develop State Curriculum-aligned science units in the problem-based format for all core science courses including Biology, Chemistry, Environmental Science, Physics, Earth/Space Science, and Concepts of Physical Science (COPS), as well as for elective science courses.
- Continue to implement electronic data acquisition activities in all core science courses in order to enhance relevance and provide real-world, hands-on experiences for all students.
- Continue to integrate technology into science instruction throughout PreK – 12, including use of the document camera, flip camera, whiteboard/tablet technology, student response pads, and interactive PowerPoint and Microsoft Excel.

- Continue to work collaboratively with other disciplines and curriculum offices to better understand the characteristics of diverse learners.

The strategies and interventions listed above are effective in supporting students in passing the Biology HSA. Comparison of data from both cohorts shows increases in the performance of African American, Asian/Pacific Islander, White, Hispanic, Special Education, Limited English Proficient, and FARMS subgroups of 10.7%, 4.6%, 6.4%, 15.1%, 15.0%, 20.0%, and 11.8%, respectively, from the Grade 10 cohort to the Grade 11 cohort.

In addition, evidence from formal and informal observations demonstrates that classroom instruction is more targeted, lessons are more rigorous, objectives are better aligned, content, process, and product are being more appropriately differentiated for special populations, and students are more engaged – each an outgrowth of professional development training put into practice. Informal teacher surveys and discussion groups also indicate that teachers are implementing targeted strategies and interventions and that teachers are more focused on meeting the needs of students and making content accessible to all students.

In 2009 – 2010, over \$160,000 was devoted to Summer Science Institutes, which provided targeted professional development in content, pedagogy, and the delivery of instruction to elementary teachers, middle school teachers, and high school biology, earth science, and environmental science teachers. Because of the understanding that development of good work habits and 21<sup>st</sup> century skills must begin as early as possible in a child's educational career, science curriculum for grades 4 and 5 were also revised to include explicit reading and language arts instruction and skills reinforcement. In 2010 – 2011, 23 elementary schools will pilot language arts-infused science curriculum in grades 4 and 5. STEM science resource teachers charged with moving science forward at the elementary level have been assigned to 14 Title I elementary schools. Additionally, resources were also allocated for professional development in rigorous instruction, integration of technology, STEM-based initiatives (both curricular and extra-curricular), and integration of Advanced Placement, SAT, and College Board strategies across all grade levels.

A significant difference between the performance of the 2010 and 2011 cohort groups is related to the student populations that have taken the Biology HSA in those respective years. Students enrolled in honors and gifted and talented programs are enrolled in biology in Grade 9 and subsequently take the Biology HSA at the end of their Grade 9 year. Most students are not enrolled in biology until Grade 10 and take the Biology HSA at the end of Grade 10. As schools identify students who are in danger of not passing the HSA or have taken and not passed the HSA, they consider individual student needs as they plan interventions with the students. Students receiving special education services, students with 504 plans, and English language learners receive services that are targeted specifically to their individual needs. All students requiring remediation services are exposed to departmental and/or inter-departmental remediation programs. General intervention strategies such as BCPS half-credit courses for students who passed HSA-content courses but did not pass the HSA, after-school coach classes, extended HSA review sessions conducted on Saturdays or during the school day, HSA class pullouts right before the HSA administration, and practice HSA simulations were suggested to schools for consideration while planning assistance for the

identified students. High schools use data from the Baltimore County Public Schools' data warehouse to track the performance of students on the HSA from year to year. They use this data to identify students who have not passed the HSA Biology and to determine appropriate intervention programs.

In general for the 2009 – 2010 school year, HSA interventions were implemented for all HSA content areas including biology and will continue during the 2010 – 2011 school year. Specifically, biology interventions are school based and very diverse and include a half-credit semester course (Contemporary Problems in Biology or CPIB) for students who have passed the HSA content course but failed the HSA. This course has been designed to solidify and extend the students' knowledge of biology content in the contemporary setting of national and global issues. Biology also utilizes an MSDE-approved online course as an intervention strategy. Students are identified for these specific intervention strategies at the school level based on their HSA scores and enrolled in interventions according to school-based decisions related to staffing and schedules.

**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.**

In 2010 – 2011, BCPS will continue to focus on 21<sup>st</sup> century learning skills, rigorous and relevant instruction, differentiation, accessibility of content to all students, and STEM-based initiatives proven to be effective in meeting the identified challenges. Of major importance is BCPS' commitment to virtual learning using gaming and simulation technologies, which will be implemented in 2010 – 2011 at Chesapeake, Woodlawn, and Western High Schools, development and implementation of courses integrating content from the STEM fields (science, technology, engineering, and mathematics), and pilot implementation of a pre-college science course to better prepare students for entry-level science classes at the community colleges. Also of significant importance is the Project Innovation course being implemented at Chesapeake High School. This course is a true STEM elective designed to guide students through the processes involved in integrating content and skills from science, mathematics, and engineering to research, design, build, test, and potentially market their own innovation or invention. Learning in the STEM fields is enhanced by the school system's commitment to continue partnerships with local colleges, universities, community colleges, and the business community to develop and refine curriculum as well as provide real-world experiences for teachers and students to extend and apply learning in science during the school year and over the summer. BCPS is also working with the Maryland Department of Education to align science curricula to environmental literacy standards in grades PreK – 12. These targets for attention are not separate and distinct but interrelated in that they lead to development of well-rounded students who are equipped with the skills and background knowledge necessary to prepare them for life after high school, whether in higher education, the military, or as members of the workforce. Today's students learn and think differently from students of the past, and teachers must learn to meet them where they are, not where we are. Professional development initiatives and actions will be planned, and resources will be allocated with that goal in mind.

**Resource Allocations:**

- FY11 Operating Budget
- Title II FY10 and FY11
- Grant monies, as available

## High School Assessments (HSA)

### Government

Based on the Examination of 2009 High School Assessment Results for Government (Tables 3.7 and 3.8):

#### **1. Identify the challenges that are evident.**

Challenges relating to the performances of the students in Grade 10 and Grade 11 on the 2009 Government High School Assessment (HSA) include the continued efforts to provide support to all students who have not passed or not taken the Government HSA to ensure a 100% pass rate for all students by the end of Grade 12. In particular, challenges are evident for both the Grade 10 and Grade 11 students in the special services subgroups as the percentage of students not passing the Government HSA is significantly lower than the other subgroups.

- Grade 10:
  - Limited English Proficient (37.4% passing)
  - Special Education (47.0% passing)
  - FARMS (69.1% passing)
- Grade 11:
  - Limited English Proficient (55.1% passing)
  - Special Education (62.2% passing)

#### **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 to you have of their effectiveness? Include a discussion of corresponding resource allocations.**

Prior to completing Grade 9 American Government, students complete programs of study in elementary and middle school that develop conceptual frameworks, initiate a knowledge base, and introduce vocabulary required for success on the Government HSA. Students in Grade 9 American Government prepare for the Government HSA by completing a course of study that is aligned with the content and processing required by the Government Core Learning Goals. Short-cycle and benchmark assessments are used to identify strengths and weaknesses of students. A reteaching manual that includes alternate strategies, resources, and assessments is used to guide large group, small group, and individual activities to address areas of concern. Embedded within the reteaching manual are strategies that are effective modifications for students who receive special education services, English language learners, and students with 504 plans.

High schools use data from the Baltimore County Public Schools' data warehouse to track the performance of students on the HSA from year to year. They use this data to identify students who have not passed the Government HSA and to determine appropriate interventions. Students who have passed the American Government course but have not passed the Government HSA may enroll in Principles of Government, a half-credit course that provides



instructional supports and resources that meet the needs of targeted students. An HSA review packet is available for students who require a less intense preparation for retaking the Government HSA. Schools typically offer review sessions after school and on Saturdays, and instructors use the reteaching manual, review packet, and MSDE online resources to guide planning and implementation.

All high school social studies departments have been provided equipment and software to support the use of Kurzweil technology when preparing students receiving special education services, English language learners, and students with 504 plans for the Government HSA. The curriculum guide, core text, and supplemental materials have been digitized for use with Kurzweil.

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked, and school system accountability for achievement is defined. These efforts are aimed at improving instruction and increasing student preparation for and performance in HSA-related courses. The implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern, particularly those related to underperforming student groups, African American, special education, and FARMS. During the 2010 – 2011 school year, the following goals, strategies, and activities will be implemented to address current challenges.

**2009 – 2010 Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Performance Indicator 1.12:** All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessments on their first attempt.

**Key Strategies:**

- c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.
- e) Monitor classroom instruction to ensure that the Essential Curriculum is being taught.
- f) Develop and implement instructional strategies that include multiculturalism and differentiation.
- h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
- o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.
- u) Provide staff with access to technology essential to collecting, analyzing, and reporting student achievement data.

- x) Provide ongoing support to new and veteran teachers through professional development opportunities.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

**Activities and practices designed that attributed to success include:**

- Maintain professional development training for American Government teachers with focused attention toward Grade 9 teachers.
- Review and refine high school social studies courses listed in the *Course Registration Guide* to ensure that all high school social studies courses are supported by rigorous instruction.
- Provide professional development activities on the curricular framework of essential core concepts and skills that must be incorporated within instruction and assessment and use this framework to determine prerequisites.
- Continue to implement the Government short-cycle and benchmark assessments.
- Embed AVID and strategies of similar and higher rigor within all programs of study, with special focus on analysis, synthesis, and evaluation.
- Continue to implement the suggestions within the *Social Studies Gifted and Talented Progression of Skills Grades 6 – 12* manuals/guides.
- Revise and implement the *Reteaching Manual for American Government* for students who require additional support to pass the HSA.

The data indicates that students are making progress toward fulfilling the Government HSA graduation requirement. The pass rates for all subgroups significantly increase as students advance from the sophomore to the junior year. The increase in pass rates for almost all groups is at or near double digits. The percentages of students within subgroups who have not taken the Government HSA decrease significantly as students move from the sophomore to the junior year. Subgroups that are of special concern include African American, Hispanic, Special Education, Limited English Proficient, and Free/Reduced Meals. As demonstrated by the data, almost all students complete the graduation requirement by achieving passing scores, by meeting or exceeding a total of 1602 for all four examinations, or by completing bridge projects.

**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.**

**2010 – 2011 Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Performance Indicator 1.12:** All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessments on their first attempt.

**Key Strategies:**

- c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.
- e) Monitor classroom instruction to ensure that the Essential Curriculum is being taught.
- f) Develop and implement instructional strategies that include multiculturalism and differentiation.
- h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
- o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.
- u) Provide staff with access to technology essential to collecting, analyzing, and reporting student achievement data.
- x) Provide ongoing support to new and veteran teachers through professional development opportunities.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

**Changes or adjustments to address concerns and ensure progress include:**

- Maintain professional development training of American Government teachers with focused attention toward beginning Grade 9 teachers and infuse reading and the components of writing into instruction
- Monitor departmental use of short-cycle and benchmark assessments and final examination data to analyze and modify instruction and determine applications of the HSA Test Review Packet of Grade 9 American Government as a reteaching tool
- Continue to implement the Government short-cycle and benchmark assessments to alter instruction to meet the needs of each student to ensure success on the HSA
- Continue to use the *Reteaching Manual for American Government* to assist students who require additional support to pass the HSA

**Students in danger of not passing the HSA are identified in the following ways:**

Short-cycle and benchmark assessments are used to identify strengths and weaknesses of students. A reteaching manual that includes alternate strategies, resources, and assessments is used to guide large group, small group, and individual activities to address areas of concern. Embedded within the reteaching manual are strategies that are effective modifications for all students as well as students who receive special education services, English language learners, and students with 504 plans. The assessments within the reteaching manual provide teachers with updated data to determine if proficiency has been met or if further instruction is required.

**Plans for students who have taken but not passed the HSA include:**

- Continue to identify underperforming secondary schools in need of support to increase student performance on the HSAs by providing site-based professional development activities and modeling best practices.
- Provide additional direct services to schools including demonstration lessons and assistance with team planning.
- Facilitate peer coaching through intra-school and inter-school visitations.
- Institutionalize the reteaching manual for students who require additional support to pass the HSA.
- Continue to use community resources and activities.

**Plans for students with special needs include:**

- Continue to identify underperforming secondary schools in need of support to increase student performance on the HSAs by providing site-based professional development opportunities and modeling best practices.
- Collaborate among content areas, special education, and world languages offices to assist department chairs in designing professional development activities specific to schools and student needs that include differentiated practices and assistive technology.
- Collaborate among content areas, special education, and world languages offices to assist schools in determining appropriate scheduling for underperforming students.
- Ensure that all diploma-bound students have access to curricula aligned to the Core Learning Goals in each HSA content area.
- Provide additional direct services to schools including demonstration lessons and assistance with team planning.
- Facilitate peer coaching through intra-school and inter-school visitations.
- Maintain professional development training of American Government teachers with focused attention toward beginning Grade 9 teachers and infusing reading and the components of writing into instruction.
- Continue to implement professional development workshops to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Institutionalize the reteaching manual for students who require additional support to pass the HSA.
- Continue to use community resources and activities.
- Maintain and expand use of Kurzweil technology to assist students with disabilities.

**Resource Allocations:**

- FY11 Operating Budget
- Title II FY10 and FY11

**Response to Clarifying Question-**

English language learners complete a course in American Cultures in middle school to develop an understanding of American perceptions of government and its supporting concepts. These topics are continued in high school with the course American Government Support, which English language learners take concurrently with American Government. Teachers of English language learners are included in the systemwide professional development provided to American Government teachers. Co-teaching is encouraged in ELL Centers. Social studies teachers of English language learners are afforded school-based professional development and are eligible to participate in training modules for ELL strategies offered by UMBC.

## High School Assessments (HSA)

### HSA Graduation Requirement

#### Class of 2010

Based on the Examination of Data for 2010 Graduates Who Met the High School Assessment Graduation Requirement by Option and Bridge Projects Passed (Tables 3.9 and 3.10):

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

Baltimore County Public Schools (BCPS) began full implementation of the Bridge Plan for Academic Validation (BPAV) in the fall of 2008. The established procedures for implementation of the BPAV allowed BCPS to facilitate over 2,300 projects, from the student's initial intent to meeting the HSA graduation requirement through the Bridge Plan. As reflected on Table 3.10, for the Class of 2010, the percentages of students who submitted projects and met the requirements were as follows: 5.2% in algebra, 5.7% in biology, 5.6% in English, and 4.6% in government. Overall, as seen on Table 3.9, 7.5% of the 2010 graduates met the HSA graduation requirement through the Bridge Plan. These numbers are slightly higher than those seen for the Class of 2009. Once again, many students reported an overall sense of accomplishment in successfully completing a project.

In order to provide schools and scorers with an effective way to move students through the Bridge Plan process, an electronic infrastructure for project submission, scoring, and storage was developed in 2008. This site allowed BCPS to maintain security over documents and projects while providing schools and scorers with the tools they needed to successfully implement the program. In concert with the Office of Student Data, reports were created to allow schools to easily identify students who were eligible for Bridge Plan participation, create workspace on the secure Web site for that student, and house in this workspace.

School-based bridge plan coordinators are responsible for coordinating and monitoring all BVAP activities at the school level. Local review panel coordinators coordinate and monitor all scoring activities. They accessed the documentation electronically and began the scoring process. Students are notified immediately of projects that were rejected. This included providing detailed feedback from the scoring panel. The approval process was facilitated by the system's office of assessment. The resulting data was fed directly into the BCPS data system and became part of the Data Warehouse for student reporting purposes.

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

The results achieved can be attributed first and foremost to the dedication of the personnel involved in the implementation process. From the beginning of the process to the end of the school year, all involved staff worked toward the common goal. The systemwide processes and infrastructure, played an integral role in the success of the implementation. In addition, the

following strategies were implemented to support students in passing the HSA prior to needing a Bridge Plan:

- Providing real-time data on individual student HSA results.
- Monitoring closely the results of local assessments and using the data to modify daily classroom instruction to address areas of weakness.
- Developing instructional materials to support the delivery of HSA courses in all schools, including evening school and summer school.
- Providing professional development opportunities to teachers, paraprofessionals, and principals in all content areas.

During the first year of implementation, approximately 6.1% of the Class of 2009 met the graduation requirements through the Bridge Plan. The Class of 2010 is the second cohort to be eligible to participate in the Bridge Plan. This is also the first cohort where most, if not all students, were required to pass all four assessments. The effect of this shift was evident in the percentage of students who met the graduation requirement through the Bridge Plan this year. About 7.5% of the Class of 2010 met the HSA graduation requirement through the completion of Bridge Plan projects. This was slightly more than the 6.1% in the Class of 2009. However, all students in the Class of 2010 met the HSA graduation requirement through one of the four pathways.

### **Resource Allocations:**

To address the challenge of ensuring that all students meet the HSA graduation requirements and that fewer students use Bridge Plan projects as part of their path to graduate, the district has allocated significant resources. They include funding for further curriculum development, teacher professional development, and the creation of specialized programs for learners identified as at risk.

### **3. Describe where challenges were evident.**

In the second year of implementation, the population of students who were potentially eligible for participation shifted. During the previous year, there were still many students who only had to take the assessments to meet the graduation requirements. The Class of 2010 had far fewer students in that category; and therefore, many more were potentially eligible for the Bridge Plan.

Based on the experience of the first year of implementation, schools started to develop strategies for helping students find success on both the HSAs and the Bridge Plan. Therefore, more students completed successful projects earlier in the school year. While this allowed students to meet the requirements, for some schools it also provided a challenge. Once a student achieved success on a project, motivation for continuing to take the HSA sometimes waned.

The system continues to enhance and adjust the following to ensure all students will pass all four HSAs:

- Differentiating instruction to remediate students as they show difficulties in a particular content area.

- Identifying and implementing a core of research-based instructional practices resulting in more purposeful and engaging work for students.
- Providing additional supports to schools as needed, particularly to low-performing schools.

## **Class of 2011**

Based on the Examination of Data for Juniors (Rising Seniors) Who Have Not Yet Met the High School Graduation Requirement as of June 30, 2010 (Table 3.11):

### **1. Identify the challenges that persist.**

The Class of 2011 faces the same challenges that last year's class faced. Approximately 84.3% of this class has already met the graduation requirement. This is only a slight decrease of 0.7 percentage points from the previous year.

### **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.**

- Continuing to increase course rigor and improve the achievement of students to ensure students' success on High School Assessments (HSA).
- Ensuring that instruction is aligned with the State Curriculum, Core Learning Goals, and system expectations.
- Providing additional support to students who have passed HSA courses but have not yet passed the assessments.
- Providing time and support for students to complete Bridge Projects while still participating in the regular curriculum.
- Encouraging students who have not passed the assessments to continue to take the assessments until they meet the graduation requirement.

### **Resource Allocations:**

Specific resource allocations have been made in a variety of areas including the following:

- Implementation of the Advanced Path Credit Recovery Program at Dundalk High School to use online resources to assist students identified as at risk in both HSA and non-HSA courses.
- Revision of HSA review course materials for BCPS' alternative schools that have different schedules and instructional delivery methods than the system's traditional high schools.
- Creation of review packets in HSA courses that are specifically linked to the local assessments and provide targeted re-teaching opportunities for teachers who are working with students who have been unsuccessful.
- Site-specific professional development for teachers who serve as project monitors.
- Support for HSA online tutorial programs such as Elevate Learning.



**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 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 1 is used to demonstrate the percentages of Limited English Proficient students progressing toward English proficiency. For making AMAO 1 progress, Maryland uses a composite score obtained from the 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 1 for school year 2009 – 2010, 58% of ELLs will make progress in learning English.
- AMAO 2 is used to demonstrate the percentages of Limited English Proficient students attaining English proficiency by the end of each school year. For calculating AMAO 2, 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 2 (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 2 target for school year 2009 – 2010 is 16% of ELLs will attain proficiency in English.
- AMAO 3 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.

**Based on the Examination of AMAO 1, AMAO 2, and AMAO 3 Data (Tables 4.1- 4.3):**

**1. Describe where progress is evident.**

- The percentage of students that met the AMAO 1 target is 85.08%. The MSDE AMAO 1 is 58.0%. Baltimore County Public Schools' English language learners surpassed the target by 27.08 percentage points, an increase of 6.85 percentage points over 2009 results.
- The 2009 – 2010 AMAO 2 target is 16.0%. The percentage of Baltimore County Public Schools' English language learners, kindergarten through Grade 12 that met the target is 23.14%. Baltimore County English language learners surpassed the target by 7.14 percentage points. Eight hundred and eight English language learners met the increased standards for attaining proficiency.
- English language learners in all elementary schools and in all high schools met AYP for both reading and mathematics. Middle school ESOL centers continue to face challenges in meeting AYP for reading and mathematics. In three centers, students did not meet AYP in reading; and in two, they did not meet AYP in mathematics.
- All high school Limited English Proficient student subgroups continue to make AYP in both reading and mathematics.

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

**2009 – 2010 Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Key Strategies:**

- c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.

**2009 – 2010 Master Plan Goal 2:** By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 2.1:** All English language learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year.

**Performance Indicator 2.2:** All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards.

**Key Strategies:**

- a) Continue to diagnose English proficiency for English language learners to ensure proper placement.
- b) Provide ESOL services for all English language learners not meeting English proficiency levels.
- e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.
- f) Provide parent/guardian orientations on how to access services from the school system.

**Activities:**

- Provided professional development opportunities on strategies for successful co-teaching in secondary content classes with English language learners.
- Provided professional development opportunities for ESOL and general education teachers on increasing rigor for English language learners in the areas of higher-level thinking skills, vocabulary, and language usage.
- Continued to provide professional development opportunities for ESOL teachers in collaboration with resource personnel from English, language arts, science, mathematics, and social studies to align ESOL instruction with best practices to support the achievement of English language learners on MSA and HSA.
- Infused additional reading and writing into existing curricula for secondary English language learners with a focus on ESOL Middle School Writing II and English as a Foreign Language I.
- Added, in collaboration with the Office of Mathematics, an algebra component to the ESOL mathematics course in order to forge a stronger connection to Algebra I.
- Continued to administer the Language Assessment System Links state-mandated English Language Proficiency assessments to prioritize support and professional development activities to schools with the highest percentage of English language learners not meeting AYP goals.
- Continued to include ESOL teachers in professional development activities such as Governor's Academies and the International Teachers of English for Students of other Languages (TESOL) Conference.
- Continued to implement secondary *Language!* reading program for ELLs, support co-teaching models in core subject area classrooms with ELLs, and monitor student progress.
- Provided professional development activities to staff including administrators, teachers, paraprofessionals, special educators, and specialists in other areas on strategies for working with English language learners and their families.
- Continued to hire certified ESOL teachers as the English language learners student population grows to support the students and their families.

**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.**

The scores on the Language Assessment System (LAS) Links English Proficiency Test were strong in all four domains. The revised curriculum guides, ESOL Middle School Writing II and English as a Foreign Language I revised for 2010 – 2011, were infused with additional rigor in the reading and writing components incorporated into every lesson and assessment. In addition, explicit attention is directed to all four domains within instructional activities throughout the guides.

**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.**

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern. In order for all English language learners to fulfill Performance Goal 2 from the *Blueprint for Progress*, the following strategies and activities will continue to be implemented.

**2010 –2011 Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Key Strategies:**

- c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.

**2010 –2011 Master Plan Goal 2:** By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 2.1:** All English language learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year.

**Performance Indicator 2.2:** All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards.

**Key Strategies:**

- a) Continue to diagnose English proficiency for English language learners to ensure proper placement.

- b) Provide ESOL services for all English language learners not meeting English proficiency levels.
- e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.
- f) Provide parent/guardian orientations on how to access services from the school system.

**Activities/practices designed to accelerate progress include:**

- Continue to administer the Language Assessment System Links state- mandated English Language Proficiency assessments.
- Prioritize support and professional development opportunities to schools with the highest percentage of English language learners not meeting AYP goals.
- Continue to hire certified English for Speakers of Other Languages (ESOL) teachers as the English language learners' (ELL) student population grows.
- Continue to implement the protocol for translating, publishing, and distributing key system documents.
- Develop the ESOL Service Center Model for secondary ESOL centers to standardize services for ELL students.
- Enhance professional development opportunities for non-ESOL staff to include building administrators, content teachers, and special educators.
- Continue to implement training sessions for ESOL staff to increase knowledge of federal regulations pertaining to services for ESOL students.
- Continue to facilitate home school communication by publishing key system documents in other languages.
- Continue to provide services for newcomer families at intake conferences in ESOL intake centers and regional locations during peak registration periods.
- Continue to review projected ESOL enrollment to accommodate students in their home schools when appropriate.
- Continue to collaborate with local graduate programs in Teachers of English for Students of Other Languages (TESOL) to provide professional development opportunities.
- Continue to develop and revise content-based curricula for PreK – 12 English language learners.
- Continue to evaluate annually the ESOL program and services based upon program guidelines and student achievement.
- Continue to implement recruiting strategies, professional development opportunities, and training to aid in interpretation and translation for family members of English language learners.
- Facilitate access to English courses at the Community College of Baltimore County for parents/guardians so they may continue to support their children's academic performance through improved skills in conversational English.
- Continue to implement reading intervention curricula for English language learners and monitor student progress.
- Continue to include ESOL teachers with general education teachers in systemwide professional development initiatives in core subject areas.

- Continue to provide professional development opportunities for ESOL teachers in collaboration with resource personnel from English, language arts, science, mathematics, and social studies to align ESOL instruction with best practices to support the achievement of English language learners on MSA and HSA.
- Continue to provide professional development opportunities for all BCPS personnel, including administrators and teachers, speech language pathologists, school psychologists, IEP chairs, school-based administrative support staff, and paraprofessionals on second language acquisition and differentiation strategies.
- Continue school-based and regional bilingual parent/guardian information sessions for families.
- Continue to recruit and train interpreters/translators.
- Continue course offerings for all staff on strategies for working with English language learners and their families.
- Continue to identify and purchase bilingual reading materials for lending libraries in resource centers for families of English language learners.
- Continue to provide ongoing training and support to ESOL teachers in collecting and analyzing data.
- Continue to participate on the Response to Intervention committee to identify potential models for possible reconfiguration of ESOL instruction.
- Continue to offer the ESOL grammar course in high school ESOL centers.
- Continue to collaborate with schools in the student registration process in order to minimize the disruption of educational services for ELLs new to BCPS.
- Continue to monitor student progress through formative and summative assessments and continue to offer support to school-based administrators and staff in working with English language learners.
- Continue to implement Master Plan strategies and activities that increased student performance in 2009 – 2010 and to modify where challenges are identified. (See sections detailing middle school MSA performance of English language learners and HSA results in English and Algebra for English language learners.)

### **Resource Allocations:**

#### **Financial Resources**

- Operating budget
- Title III Language Acquisition (LEP and Immigrant funding)

#### **Personnel Resources**

- ESOL teachers
- Bilingual Family/School Liaisons
- ESOL Registrar
- ESOL Resource Teacher
- ESOL Specialist
- Interpreters

#### Technology Resources

- Electronic interpretation devices
- Laptop computers for itinerant teachers
- Electronic notebooks for the Bilingual Family/School Liaisons

#### Community Resources

- Collaboration with local colleges and universities to provide professional development activities
- Collaboration with local agencies to provide services to ELL families

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 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.

#### **If applicable, describe the corrective action plan specifying action to be taken for not meeting AMAO 1 for two or three consecutive years:**

N/A

#### **If applicable, describe the corrective action plan specifying action to be taken for not meeting AMAO 2 for two or three consecutive years:**

N/A

#### **If applicable, describe the corrective action plan specifying action to be taken for not meeting AMAO 3 for two or three consecutive years:**

N/A

### **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.<sup>1</sup>

##### Instructions:

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.

#### **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 if: (1) each school has made adequate yearly progress toward meeting State standards by 2013-2014; and (2) 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 funds<sup>2</sup>, including parental involvement and professional development.

In June 2010, MSDE submitted its Race to the Top application (RTTT) to the US Department of Education. As required in the application, school systems with persistently low-performing Tier I, Tier II, or Tier III schools must, as part of their master plan update, provide a plan describing district-level support for improving student performance at the identified schools. The plan must also describe the corresponding resource allocations dedicated to improved performance, aligned with the state's RTTT goals and commitments in the MOU signed by local school systems.

Maryland defines "persistently lowest-achieving Tier I schools" as those Title I schools (elementary school grade levels PreK – 5, middle school grade levels 6 – 8, and combination schools PreK – 8) that are the five lowest-achieving (or lowest 5 percent) of all Title I schools in

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<sup>1</sup> Section 13A.01.04.08 of the Code of Maryland Regulations.

<sup>2</sup> This information is included in Attachment 7 of Part II.



improvement, corrective action, or restructuring in the State. "Persistently lowest-achieving Tier II schools" are those ***Title I-eligible*** secondary schools that are the lowest five percent of all secondary Title I-eligible schools in the State. "Persistently low-achieving Tier III schools are Title I schools in improvement, corrective action, or restructuring not identified as persistently low-achieving in Tier I.

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

**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.**

The challenges in moving all schools toward making Adequate Yearly Progress (AYP) include the following:

- Continuing to increase course rigor and improve the achievement of students in middle and high schools to ensure students' success on MSA and HSA.
- Eliminating achievement gaps identified by student subgroups of race/ethnicity, socioeconomic circumstances, identified disability, and English proficiency.
- Ensuring that instruction is aligned with the State Curriculum, Core Learning Goals, and system expectations.
- Moving all students to proficient or advanced in reading/language arts and mathematics on MSA and having all students passing the HSAs.
- Meeting the needs of schools identified as in improvement.

The following changes or adjustments will be made to ensure sufficient progress:

BCPS remains committed to all schools making AYP. The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. These efforts are designed to improve instruction and increase student achievement. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level. Modifications will address the identified areas of concern particularly improving the achievement of middle school students and decreasing the achievement gap among student groups. Although implementation of these activities is immediate and ongoing, the 2011 AMOs for reading and mathematics will serve as benchmarks for progress toward the goal which will be fully implemented by spring of 2011.

In addition, the following strategies and supports are provided to support targeted Title I schools:

- Coordinating instructional support and professional development through the offices of the Assistant Superintendents, the Division of Curriculum and Instruction and Title I
- Allocating additional staff to provide instructional support and monitor student achievement
- Providing technical assistance through the Office of Title I

- Conducting fall and spring compliance visits to monitor and support the implementation of strategies that align with the targets identified in the Comprehensive Needs Assessment.

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

**Describe the actions that the school system is taking including the changes or adjustments, and the corresponding resource allocations 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 (Tier III schools).**

- **Describe actions that the school system took during the 2009 – 2010 school year.**

To ensure that schools meet the requirements of the No Child Left Behind Act, as reflected in the *BCPS Blueprint for Progress* and supported by the implementation of the Master Plan, each school developed an individual school improvement plan aligned with the goals, indicators, and strategies in the *Blueprint for Progress*. In addition, the federal requirements for schools identified for improvement and the components for Title I Schoolwide or Targeted Assistance programs were embedded into school improvement plans, as appropriate. Therefore, school improvement plans were differentiated to meet the specific needs of schools at all grade levels and were designed to be fully aligned with the requirements of the No Child Left Behind Act.

The school improvement plans provided a framework for each school to implement the instructional program to make progress toward achieving the *Blueprint for Progress* goals. Each school improvement plan was developed to address the identified needs of the students in the school, both generally and by subgroups, and included annual achievement targets by which progress was measured. All schools analyzed MSA and other data to determine student performance levels, curricular implications, and appropriate professional development. The system's area assistant superintendents monitored the implementation of school improvement plans through monthly principal conferences, announced and unannounced monitoring school visits, review of and written feedback on school improvement plans, teacher and student focus groups, mid-year principal evaluations, and ongoing school visitations and classroom observations. Each area assistant superintendent's office also had an improvement plan that supported schools as they worked to ensure that all students reached standards in reading/language arts, mathematics, science, and social studies. Completed school improvement plans were maintained in the area assistant superintendent's offices and may be provided upon request.

Each school improvement plan for schools identified for improvement was subject to a peer review and feedback for improvement, and appropriate revisions were completed prior to implementation. All schools identified for improvement continued to analyze pertinent data and refined the implementation of their school improvement plans to improve student achievement. The assistant superintendents provided ongoing technical assistance in the implementation and monitoring of the school improvement plans and budgets.

**2009 – 2010 Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Key Strategies:**

- c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honor students.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
- o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.

**Activities designed to increase rigor and improve achievement in middle and high schools:**

- Providing curriculum and instructional service and support to BCPS-identified priority schools (including schools in improvement).
- Reviewing middle and high school curricula, and refining existing or designing new, rigorous middle and high school curricula aligned with the State Curriculum.
- Producing high quality curriculum guides to promote alignment and content rigor.
- Providing a consistent format for curriculum guides to focus and normalize systemwide use.
- Monitoring a comprehensive assessment plan that fosters sound instructional decision making.
- Providing training and support for the administration of all MSA and HSA assessments according to the state-mandated testing calendar.
- Analyzing disaggregated MSA and other data to determine curricular implications, student performance by subgroups, and appropriate professional development.

**Activities designed to provide professional development at all levels in order to support achievement of all students and eliminate the achievement gap among identified student groups:**

- Monitoring the comprehensive professional development plan, which provides central control and coordination of all professional development, identification of staff professional development needs, systemic and coordinated delivery of knowledge and skills focused on increasing student achievement, and evaluation of professional development effectiveness to determine impact on student achievement.
- Providing instructional guidance and professional development that ensure levels of rigor consistent with high expectations, higher level thinking, and preparation for advanced programs of study.
- Continuing to offer school-based and countywide professional development workshops for administrators, teachers, and support personnel in reading, language arts, mathematics, science, and social studies to support the achievement of all students including race/ethnic groups, special education, English language learners, free and reduced priced meals, and gifted and talented.

- Utilizing the Web-based Individualized Education Plan format mandated by Maryland State Department of Education.
  - Continuing to evaluate annually ESOL programs and services based upon recommendations and evaluation.
  - Continuing to implement staff development programs for paraeducators addressing roles/responsibilities to promote student learning.
  - Assessing identified students in grades 5 – 8 to determine students' needs for an accelerated reading/English/language arts program.
  - Ensuring the implementation of the K – 12 written language program.
  - Monitoring the Grade 6 Scott Foresman reading program in all middle schools.
  - Continuing to use *Language!* to provide intervention programming for middle school students in grades 6 – 8 who are experiencing a one- to two-year delay in the development of reading/English/language arts skills.
  - Continuing to implement *Algebraic Foundations* and *Algebraic Thinking* mathematics curriculum in grades 6 – 8 in all middle schools to prepare students for success in Algebra I and to pass the Algebra/Data Analysis HSA.
  - Continuing to assist teachers in identifying and employing strategies that impact positively on enhancing achievement of minority, under-represented, and special needs populations that address the diversity of the Baltimore County community to support the achievement of all students including ethnic groups, special education, English language learners, free and reduced priced meals, and gifted and talented.
  - Continuing to analyze disaggregated assessment data to identify students not meeting grade level standards and apply instructional adjustments.
  - Monitoring student performance relative to grade level standards on MSA, short-cycle, and benchmark assessments.
  - Providing professional development to administrators and teachers on measurement, analysis of disaggregated student-data results from the MSA, and the application of the findings to student learning in the classroom.
- **Describe the actions that the school system will take once school improvement status is determined for the 2010 – 2011 school year.**
- The systemic intervention plan that includes alignment between and among the written, taught, and assessed curriculum will be monitored to support schools not achieving adequate yearly progress. Research-based tiered interventions will be implemented at all levels to address identified needs.
  - A leadership review will be completed of any school that failed to make adequate yearly progress in order to identify potential weaknesses in curricular delivery, teacher capacity, and administrator effectiveness.
  - Targeted curriculum and instructional services and support will be provided to BCPS-identified priority schools (including schools in improvement).
  - Ongoing technical assistance concerning measurement and analysis of disaggregated student-data results from MSA and HSA and the application of the findings to student learning in the classroom will be provided to administrators and teachers.
  - Articulation between elementary and middle schools and between middle and high

schools will be implemented through inter-visitations.

- Communication and collaboration with students, parents/guardians, PTAs, advisory groups and community members regarding behavior expectations, parent/guardian responsibilities, and involvement in maintaining a positive learning environment through the use of Connect-Ed, newsletters, and parent/guardian conferences will continue.
- The application of the Style to Content Learning Preferences Inventory, a survey for students that is designed to assist parents/guardians and teachers with identifying the specific ways in which individual students learn and assist teachers, administrators, and curriculum staff with developing and evaluating differentiated curriculum and instruction, will be monitored.

**C. Based on your review of "persistently low-performing Tier I and Tier II schools" in your system (affected school systems only):**

**Describe the system's plan for improving student performance at the identified schools, including the programs, practices, and strategies, and corresponding allocations that will be used. Refer to relevant portions of your School Improvement Grant (SIG) application if applicable and as appropriate.**

N/A

**DEEP CREEK MIDDLE SCHOOL**  
**Developing Comprehensive – Corrective Action**

**IDENTIFIED AREAS OF CONCERN**

- Reading – African American, FARMS, Special Education
- Mathematics – All Students, African American, FARMS, Special Education

**MEASURES**

**BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**TIMELINE (TARGETS)**

By June 2012, African American students performing at or above the proficiency level on the reading MSA will increase from 73% to 90.4%.

By June 2012, students receiving free and reduced price meal services performing at or above the proficiency level on the reading MSA will increase from 73.7% to 90.4%.

By June 2012, students receiving special education services performing at or above the proficiency level on the reading MSA will increase from 57.5% to 90.4%.

By June 2012, Grade 8 students performing at or above the proficiency level on the reading MSA will increase from 64.3% to 85.8%.

By June 2012, all students performing at or above the proficiency level on the mathematics MSA will increase from 60.1% to 85.8%.

By June 2012, African American students performing at or above the proficiency level on the mathematics MSA will increase from 73% to 85.8%.

By June 2012, students receiving free and reduced price meal services performing at or above the proficiency level on the mathematics MSA will increase from 73.7% to 85.8%.

By June 2012, students receiving special education services performing at or above the proficiency level on the mathematics MSA will increase from 57.5% to 85.8%.

By June 2012, Grade 8 African American students performing at or above the proficiency level on the mathematics MSA will increase from 58.1% to 85.8% percent.

By June 2012, Grade 8 students receiving free and reduced price meal services performing at or above the proficiency level on the mathematics MSA will increase from 59% to 85.8% percent.

By June 2012, Grade 8 students receiving special education services performing at or above the proficiency level on the mathematics MSA will increase from 25% to 85.8%.

**SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES**

**BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1**

**School Improvement Strategies:**

1. Provide opportunities for after-school tutorial programs.
2. Provide opportunities for small group instruction.
3. Analyze data from short-cycle and benchmark assessments to enhance instruction.
4. Provide ongoing effective professional development on differentiated instruction.
5. Institute a schoolwide daily intervention in reading and mathematics.
6. Provide in-school, extended-time opportunities in reading and mathematics.
7. Restructure the internal organization of the school streamlining committees and instituting more buy-in from a variety of stakeholders.

#### School Improvement Activities:

1. Institute research-based schoolwide intervention in reading and mathematics based on the most deficient standard as identified by 2010 MSA.
2. Institute “Eagle School”, a research-based, differentiated after-school and Saturday program to accelerate targeted mathematics and reading objectives.
3. Institute Accelerate, Review, Enrich (A.R.E.), an extended-class time, everyday in mathematics and/or reading in order to accelerate or reteach concepts from short-cycle and benchmark objectives.
4. Provide common planning time between core content teachers.
5. Provide weekly data cluster meetings with department chairs, administrators, and teachers of reading and mathematics classes.
6. Provide ongoing professional development featuring two concepts: Data to Drive Differentiation and Understanding Students from Poverty.
7. Monitor subgroup information with support from the Department of Research, Accountability, and Assessment. Target pullout programs as needed.
8. Institute the Rosenshine model of instruction schoolwide, and differentiate lessons based on quartile data from common assessments.
9. Institute a SIT steering committee to guide and monitor the work of the revised SIT committees.

#### **NARRATIVE**

For the third year in a row, Deep Creek Middle School did not meet AYP in the area of mathematics. Of significant concern are the African American, FARMS, and special education subgroups. While gains were made in all areas, these gains continue to fall short of the AMO’s set forth by the state. In addition, Deep Creek Middle School did not meet AYP in the area of reading within the following subgroups: Special Education, FARMS, and African American.

For the 2010 – 2011 school year, Deep Creek Middle School has made adjustments to the schedule in order to address these concerns. Using quartile data generated from the 2010 MSA results, students were homogeneously grouped; and students who scored basic in mathematics will receive a 90-minute mathematics program each day to address deficient skills. The data results were also disaggregated to identify the most deficit standard by grade level in reading and mathematics. This has led to a daily intervention called “Skill of the Week”, which will be instituted in every mathematics and reading class. In addition, social studies and science classes will have a weekly skill that fortifies this “Skill of the Week” for reading and mathematics, respectively. The scope and sequence of this curriculum intends to provide mastery for the identified deficient standard in each grade level. Students scoring basic in reading have been given schedules to accommodate 90 minutes of reading and/or language arts. Funds have been earmarked to assist with lesson development, research, and monitoring of this intervention totaling \$5,000. In addition, Deep Creek Middle will institute A.R.E., an acronym that stands for Acceleration, Review, Enrich. A.R.E. provides extended time for all students during the school day focusing on reading and mathematics achievement. Students are grouped according to their mathematics and reading classes, and assessment-based data will be used to monitor their growth in this program. Funds in the amount of \$12,000 have been earmarked in order to assist with implementation, student materials, and professional development. Deep Creek will also institute “Eagle School” using technology and computer-based programs. The goal of the after-school program will be to accelerate students in the areas of reading in mathematics. The program will run the six Saturdays prior to the MSA. Funds have been earmarked for lesson development, teacher pay, and data-analysis in the total of \$12,000.

Contributing factors include inadequate use of data to determine next steps for enrichment, re-teaching, and acceleration as well as continual need for ongoing professional development on differentiation of

product, process, and content based on students' needs and learning styles.

Weekly data meetings run by department chairs are designed to review assessment data with teachers and provide assistance to those students who may not be meeting with success. The meetings this year will include an emphasis on using the data to make instructional decisions that will benefit all students.

Teacher-based, after-school tutorials will continue to be offered as well as MSA review sessions in order to strengthen students' abilities in the areas of mathematics and reading. In order to ensure the correct placement of students when they enter Deep Creek Middle School from other school districts, the school has implemented a formalized assessment program. This will ensure students are receiving the appropriate amount of rigor and are being appropriately challenged. Deep Creek Middle School plans to use the School Improvement Committee to assist teachers in meeting challenges. Support will include, but not be limited to, new teacher support, Teacher Capacity Needs Assessment to determine root causes, training concerning students in poverty, and an entire committee aimed at increasing parent/guardian involvement.

Technical Assistance Provided by Assistant Superintendent's Office

1. Principal goals conference
2. Announced and unannounced monitoring school visits
3. Monitoring visit written feedback
4. Classroom observations
5. Teacher focus groups
6. Student focus groups
7. Mid-year principal evaluations
8. Review of School Improvement Plan
9. Written feedback on School Improvement Plan
10. Monthly principal's conferences
11. Understanding Differentiated Accountability Pathways Workshop
12. Use of assessTrax
13. Data workshops
14. Analysis of short-cycle and benchmark assessments
15. Workshops on rigor
16. Effective feedback and appraisal: post-observation conference
17. Access to the data warehouse through COGNOS



**DEER PARK MIDDLE MAGNET SCHOOL**  
**Priority Comprehensive – Restructuring Implementation**

**IDENTIFIED AREAS OF CONCERN**

- Reading – Special Education
- Mathematics – All Students, African American, FARMS, Special Education

**MEASURES**

**BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Performance Indicator 1.5:** All participating special education students will meet or exceed state standards of the Alternate Maryland School Assessment (Alt-MSA).

**TIMELINE (TARGETS)**

By June 2011, students receiving special education services performing at or above the proficient level on the reading MSA will increase from 43.3% to 85.6%.

By June 2011, all students performing at or above the proficient level on the mathematics MSA will increase from 63.8% to 78.6%.

By June 2011, African American students performing at or above the proficient level on the mathematics MSA will increase from 62% to 78.6%.

By June 2011, students receiving free and reduced price meal services performing at or above the proficient level on the mathematics MSA will increase from 61% to 78.6%.

By June 2011, students receiving special education services performing at or above the proficient level on the mathematics MSA will increase from 35.6% to 78.6%.

**SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES**

School Improvement Strategies:

1. Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for students receiving special education services.
2. Monitor classroom instruction to ensure that the Essential Curriculum is being taught, using a uniform tool for informal walk-through observations (two hours of classroom observations required by administrators per day).
3. Develop and implement instructional strategies that include differentiation.
4. Utilize short-cycle and benchmark assessments to determine deficit objectives\skills to formulate next steps of instructions.
5. Develop, implement, and monitor intervention programs that measure the effectiveness of accommodations and modifications for students receiving special education services who have not demonstrated proficiency in reading or mathematics.
6. Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.
7. Integrate technology in the teaching/learning process and instructional practices resulting in more purposeful and engaging work for students.
8. Enlist parents/guardians and community stakeholder groups in reading and mathematics efforts at the school and at the home.
9. Provide staff with access to technology essential to collecting, analyzing, and reporting student achievement data.
10. Provide for extended time in the master schedule to focus on deficit areas.
11. Provide for collaborative planning times in the master schedule.

#### School Improvement Activities:

- Invite parents/guardians to an informational meeting that focuses on Deer Park Middle Magnet School's status in school improvement and the actions being taken to correct the problem.
- Establish an after-school academic initiative program to reinforce/remediate MSA standards for grades 6 – 8 with emphasis on special education.
- Provide for the collaboration of general and special educators in reading and mathematics classrooms that include students who receive special education services.
- Offer after-school coach classes to promote MSA achievement for students receiving special education services.
- Provide teachers with ongoing support and training in the implementation of the Algebraic Thinking mathematics program, which targets students who scored basic to mid-proficient on the MSA.
- Invite parents/guardians to a mathematics night that focuses on mathematics instruction and the MSA.
- Offer after-school coach classes in reading and mathematics to promote MSA achievement for all students, with emphasis on students receiving special education services.
- Implement the Algebraic Thinking/Foundations program to meet all students performing at low proficient or basic level.
- Analyze data to create weekly MSA A.R.E. (Accelerate, Review, Enrich) assignments focused on the assessment limits.
- Monitor the data collection system for Skill of the Week assignments and short-cycle and benchmark assessments.

#### **NARRATIVE**

The areas of concern for Deer Park Middle Magnet School (DPMMS) include mathematics performance for students receiving special education services, students receiving free and reduced price meal services, and African American students, as well as reading performance for students receiving special education services.

DPMMS offers the curriculum developed by Baltimore County Public Schools, which includes differentiation methods for each content area. The curriculum provides rigorous curricula aligned with COMAR, the State Curriculum, Content Learning Goals, and the Essential Curriculum inclusive of the special education and guidance support programs. To address our specific areas of concern, students who are performing at the basic level in mathematics are enrolled in the Algebraic Thinking/Foundations program. All students in Grade 6 are enrolled in reading. Students in grades 7 – 8 who are reading below grade level and scored basic on the reading MSA continue to be enrolled in reading. Students receiving special education services are included in general education classes with support to meet the requirements of instruction in the least restrictive environment. DPMMS has implemented the co-teaching model in inclusion classes and special education classes to increase the rigor and to differentiate instruction to meet the needs of students. Instructional assistants provide support for both inclusion and self-contained programs. Reorganization of the special education department assigned special education teachers to one content area, which allows for a concentration of efforts in supporting student achievement.

The major contributing factors impacting the areas of concern relate to ineffective implementation and scheduling limitations. In the special education department, the co-teaching model was not implemented effectively, the instruction lacked rigor, and overall compliance was an issue. In addition, some of the special education teachers' schedules called for multiple preparations instead of allowing one area of focus. For the mathematics department, the factors included teacher attendance, improper placement of students, ineffective implementation of the curriculum, and lack of common planning time. Each of these factors has been addressed in the current programs.

In reading and mathematics, DPMMS uses short-cycle and benchmark assessment data to monitor student progress and determine next instructional steps. Teachers have common planning time in order to effectively collaborate and produce lessons that maximize student achievement. The master schedule also provides extended time during which students have been homogeneously grouped in mathematics and reading to address the deficit skills/areas. Additionally, MSA tutorial programs are offered after school on Tuesdays and Wednesdays in mathematics and reading to meet students' instructional needs.

Technical Assistance Provided by Assistant Superintendent's Office

1. Principal goals conference
2. Announced and unannounced monitoring school visits
3. Monitoring visit written feedback
4. Classroom observations
5. Teacher focus groups
6. Student focus groups
7. Mid-year principal evaluations
8. Review of School Improvement Plan
9. Written feedback on School Improvement Plan
10. Monthly principal's conferences
11. Understanding Differentiated Accountability Pathways Workshop
12. Use of assessTrax
13. Data workshops
14. Analysis of short-cycle and benchmark assessments
15. Workshops on rigor
16. Effective feedback and appraisal: post-observation conference
17. Access to the data warehouse through COGNOS

**DUNDALK MIDDLE SCHOOL**  
**Developing Comprehensive – Year 3**

**IDENTIFIED AREAS OF CONCERN**

- Reading – African American, FARMS, Special Education
- Math – All Students, African American, White, FARMS, Special Education

**MEASURES**

**BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessments (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**TIMELINE (TARGETS)**

By June 2010, students performing at or above the proficient level on the reading MSA will increase from 75.6% to 85.6%.

By June 2010, African American students performing at or above proficient on the reading MSA will increase from 70.7% to 85.6%.

By June 2010, students receiving special education services performing at or above proficient on the reading MSA will increase from 63.0% to 85.6%.

By June 2010, students receiving free and reduced price meal services performing at or above proficient on the reading MSA will increase from 74.3% to 85.6%.

By June 2010, Grade 8 students performing at or above the proficient level on reading MSA will increase from 76.8% to 85.6%.

By June 2010, Grade 8 African American students performing at or above the proficient level on the reading MSA will increase from 80.4% to 85.6%

By June 2010, Grade 8 students receiving special education services performing at or above the proficient level on the reading MSA will increase from 64.5% to 85.6%

By June 2010, Grade 8 students receiving free and reduced price meal services performing at or above the proficient level on the reading MSA will increase from 79.2% to 85.6%.

By June 2010, Grade 7 students performing at or above the proficient level on the reading MSA will increase from 76.3% to 85.6%.

By June 2010, Grade 7 African American students performing at or above the proficient level on the reading MSA will increase from 67.2% to 85.6%.

By June 2010, Grade 7 students receiving special education services performing at or above the proficient level on reading MSA will increase from 63.3% to 85.6%.

By June 2010, Grade 7 students receiving free and reduced price meal services performing at or above the proficient level on the reading MSA will increase from 72.2% to 85.6%.

By June 2010, Grade 6 students performing at or above the proficient level on the reading MSA will increase from 71.5% to 85.6%.

By June 2010, Grade 6 African American students performing at or above proficient level on the reading MSA will increase from 63.6% to 85.6%.

By June 2010, Grade 6 students receiving special education services performing at or above the proficient level on reading MSA will increase from 45.5% to 85.6%.

By June 2009, Grade 6 students receiving free and reduced price meal services performing at or above the proficient level on the reading MSA will increase from 70.1% to 85.6%.

By June 2010, students performing at or above the proficient level on the mathematics MSA will

increase from 54.3% to 78.6%.

By June 2010, students receiving special education services performing at or above proficient on the mathematics MSA will increase from 38.3% to 78.6%.

By June 2010, African American students performing at or above proficient on the mathematics MSA will increase from 44.3% to 78.6%.

By June 2010, students receiving free and reduced price meal services performing at or above proficient on the mathematics MSA will increase from 51.7% to 78.6%.

By June 2010, Grade 8 students performing at or above the proficient level on the mathematics MSA will increase from 52.2% to 78.6%.

By June 2010, Grade 8 students receiving special education services performing at or above the proficient level on the mathematics MSA will increase from 32.3% to 78.6%.

By June 2010, Grade 8 African American students performing at or above the proficient level on the mathematics MSA will increase from 42.9% to 78.6%.

By June 2010, Grade 8 students receiving free and reduced price meal services performing at or above the proficient level on the mathematics MSA will increase from 49.0% to 78.6%.

By June 2010, Grade 7 students performing at or above the proficient level on the mathematics MSA will increase from 50.0% to 78.6%.

By June 2010, Grade 7 students receiving special education services performing at or above the proficient level on the mathematics MSA will increase from 40.0% to 78.6%.

By June 2010, Grade 7 African American students performing at or above the proficient level on the mathematics MSA will increase from 40.6% to 78.6%.

By June 2010, Grade 7 students receiving free and reduced price meal services performing at or above the proficient level on the mathematics MSA will increase from 50.0% to 78.6%.

By June 2010, Grade 6 students performing at or above the proficient level on the mathematics MSA will increase from 61.6% to 78.6%.

By June 2010, Grade 6 students receiving special education services performing at or above the proficient level on the mathematics MSA will increase from 45.5% to 78.6%.

By June 2010, Grade 6 African American students performing at or above the proficient level on the mathematics MSA will increase from 50.0% to 78.6%.

By June 2010, Grade 6 students receiving free and reduced price meal services performing at or above the proficient level on the mathematics MSA will increase from 57.0% to 78.6%.

## **SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES**

### **BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1**

#### **School Improvement Strategies:**

1. Develop, implement, and monitor intervention programs for students who have not demonstrated proficient in reading.
2. Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
3. Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.
4. Enlist parents/guardians and community members in reading efforts at the school and at home.
5. Support teachers in the implementation of reading techniques through professional development opportunities.

#### **School Improvement Activities:**

##### **Reading**

1. The Leadership Team will continue to analyze data, identify target groups of students,

- and determine interventions for reading.
2. All students will participate in a team level vocabulary development program.
  3. All students will participate in daily skill/drill programs for identified standards. These will be assessed weekly.
  4. The *Language!* program will be implemented for identified students.
  5. Language arts and reading teachers will participate in lesson collaboration addressing State Curriculum reading objectives.
  6. Basic and low proficient students identified will be provided opportunities for after school reading MSA enrichment activities.
  7. All students will participate in Accelerate, Review, Enrich (A.R.E) extended time classes to address skill deficits determined through short cycle and benchmark assessments.
  8. Students in reading classes will be provided supplemental reading resources such as Achieve 3000.
  9. Teachers will analyze short-cycle and benchmark data to identify acceleration, re-teaching, and enrichment needs.
  10. Teachers will use content-specific and age-appropriate magazines (such as *Scope* and *Science World*) to teach reading in their content areas.
  11. Social studies and science teachers will receive professional development to address the State Curriculum reading indicators through content instruction.
  12. Content area and special education teachers will collaborate and plan lessons to co-teach.
  13. Content area and special education teachers will co-teach students receiving special education services in an inclusion setting.
  14. Teachers will have the opportunity to receive professional development in differentiation and data analysis.
  15. Teachers will integrate technology in order to enhance instruction and engage students.

#### Math

1. The Leadership Team will continue to analyze data, identify target groups of students, and determine interventions for mathematics.
2. Identified students in Grade 6 will receive the Algebraic Foundations program; identified students in grades 7 and 8 will receive the Algebraic Thinking I & II program.
3. After-school programs will engage students in mathematics activities and tutoring for MSA preparation.
4. Numeracy-based after-school activities will be developed and implemented (Challenge 24, Math Counts).
5. All students will participate in daily skill/drill programs for identified standards. These will be assessed weekly.
6. Teachers will analyze short-cycle and benchmark data to identify acceleration, re-teaching, and enrichment needs.
7. All students will participate in A.R.E. extended time classes to address skill deficits determined through short-cycle and benchmark assessments.
8. Parents/guardians and the school community will receive information about students' numeracy achievement.
9. Students in Algebraic Thinking classes will be provided supplemental mathematics resources such as Study Island.
10. A monthly schedule of teacher assistance will be provided from mathematics resource teachers and program consultants.
11. A schedule will be provided that allows teachers to become engaged in "lesson study," co-planning, and professional learning community activities.
12. Mathematics teachers will use building technology to support mathematics instruction.
13. Content area and special education teachers will collaborate and plan lessons to co-teach.

14. Content area and special education teachers will co-teach students receiving special education services in an inclusion setting.
15. Grade 7 students who moved from proficient to basic on the 2009 MSA will receive in-school tutoring sessions.
16. Grade 8 students who take Algebra I and II will receive Algebra with Assistance.

#### **NARRATIVE**

Dundalk Middle School made AYP on the 2009 – 2010 reading MSA for All Students. Scores for the 2009 – 2010 school year increased for All Students in mathematics and reading. All student subgroups, with the exception of the African American subgroup, achieved gains on the mathematics MSA. Grade 6 students made significant gains on the mathematics MSA (23%), and Grade 7 students made significant gains on the reading MSA (17.4%). Student attendance increased 2.5 percentage points from 2007 – 2008. While addressing the needs of all students, the school will be focusing additional attention to those students who fell from proficient to basic on the 2009 – 2010 MSA. Special Education, African American, and FARMs are three student subgroups that will receive additional scrutiny and assistance.

Dundalk Middle School will be providing a variety of programs to increase scores in the designated groups and subgroups. These include staff development provided by the curricular offices for teachers in addressing the reading and mathematics State Curriculum, co-planning, and lesson studies. Targeted students within subgroups will be provided both in-school and after-school MSA-based tutoring. Daily skill/drills and A.R.E. classes will be added as well to address deficit MSA standards and lower indicators on short-cycle and benchmark assessments. Short-cycle and benchmark assessments will be analyzed by teachers and appropriate interventions will be used for remediation. Additional activities will be developed and implemented as needed during the school year.

Dundalk Middle School is addressing the academic attitude/culture within the community and students in a variety of ways. The school will be providing students with additional academic time and practice through skill/drills, A.R.E. classes, after-school groups, and Saturday programs. The AVID program has been expanded and widely publicized. Staff plans periodic “college days,” and all Grade 8 students spend one day at Dundalk Community College as a part of the Gateway program. The school newsletter and parent/guardian communications (back-to-school night, concerts, etc.) are used to discuss the importance of education and a highly skilled workforce. Parent/guardian and student conferences always begin with academics. Daily school announcements include an academic component. The guidance department plans and implements lessons that address the importance of an academic plan that extends beyond high school. The school provides support to students in relation to providing supplies. Additionally, the staff tries to give students every opportunity through technology and field trips to gain experiences beyond the confines of the community. The school counseling department works with transient students to provide support. The special education staff addresses the needs of students with added tutoring before, during, and after school.

#### Technical Assistance Provided by Assistant Superintendent’s Office

1. Principal goals conference
2. Announced and unannounced monitoring school visits
3. Monitoring visit written feedback
4. Classroom observations
5. Teacher focus groups
6. Student focus groups
7. Mid-year principal evaluations
8. Review of School Improvement Plan

9. Written feedback on School Improvement Plan
10. Monthly principal's conferences
11. Understanding Differentiated Accountability Pathways Workshop
12. Use of assessTrax
13. Data workshops
14. Analysis of short-cycle and benchmark assessments
15. Workshops on rigor
16. Effective feedback and appraisal: post-observation conference
17. Access to the data warehouse through COGNOS



## GENERAL JOHN STRICKER MIDDLE SCHOOL

### Developing Comprehensive – Year 2

#### IDENTIFIED AREAS OF CONCERN

- Reading – All Students, White, FARMS, Special Education
- Mathematics – FARMS, Special Education

#### MEASURES

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator 1.1: All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 3: By 2005 – 2006, all students will be taught by highly qualified teachers.

Performance Indicator 3.2: All teachers and paraprofessionals will participate in high quality differentiated professional development, as defined by No Child Left Behind and the Maryland Professional Development Standards.

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 6: Engage parents/guardians, business, and community members in the educational process.

Performance Indicator 6.1: All parents/guardians will have multiple opportunities to participate in home-school communication.

#### TIMELINE (TARGETS)

By June 2011, students performing at or above the proficient level on the reading MSA will increase from 76.2% to 85.6%.

By June 2011, White students performing at or above the proficient level on the reading MSA will increase from 76.0% to 85.6%.

By June 2011, students receiving free and reduced price meal services performing at or above the proficient level on the reading MSA will increase from 70.7% to 85.6%.

By June 2011, students receiving special education services performing at or above the proficient level on the reading MSA will increase from 50.8% to 85.6%.

By June 2011, students receiving free and reduced price meal services performing at or above the proficient level on the mathematics MSA will increase from 63.7% to 78.6%.

By June 2011, students receiving special education services performing at or above the proficient level on the mathematics MSA will increase from 44.3% to 78.6%.

#### SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES

##### BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1

##### School Improvement Strategies:

1. Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honor students.
2. Monitor classroom instruction to ensure that the Essential Curriculum is being taught.
3. Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.
4. Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.
5. Integrate technology in the teaching/learning process.
6. Identify and consistently implement a common core of research-based instructional

- practices resulting in more purposeful and engaging work for students.
7. Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.
  8. Provide parents/guardians and community stakeholder groups with strategies that can be implemented with children to enhance student learning.
  9. Strengthen communications and mutual support between and among parents/guardians, teachers, administrators, and students by providing parents/guardians with concrete strategies to use at home to help their children achieve high standards.
  10. Provide staff with access to technology essential to collecting, analyzing, and reporting student achievement data.
  11. Support teachers in the implementation of reading techniques through professional development opportunities.
  12. Provide ongoing support to new and veteran teachers through professional development opportunities.
  13. Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

#### School Improvement Activities (Reading):

- Implement the *Language!* program for students who qualify.
- Implement a reading intervention class for students who qualify.
- Incorporate constructed response questions (brief) on a regular (Skill of the Week drills/Accelerate, Review, Enrich (A.R.E.)/daily instruction) basis into instructional practice using MSA rubrics (SOAPSTone-intervention & rubric) and exemplary responses to debrief with the students.
- Monitor student performance through ongoing assessment (Skill of the Week drills/A.R.E./short-cycle and benchmark assessments).
- Offer extended (A.R.E./After-school Coach Class) instructional time in reading.
- Offer an after-school MSA tutorial for students scoring high basic/low proficient on the 2010 MSA utilizing Study Island (technology).
- Offer extended learning opportunities such as the Literary Club, Newspaper Club, Book Club and Quiz Bowl.
- Continue to provide students and teachers with researched-based instructional practices to meet the needs of diverse learners.
- Utilize AIM to track student success of objective attainment.
- Involve the school in a “MSA Simulation” to promote awareness and practice activities for the MSA.
- Conduct two MSA Nights for parents/guardians and students to attend.
- Utilize MSA data to create a 24-week instructional timeline for Skill of the Week drills.
- Utilize ongoing short-cycle and benchmark assessment data to determine the targeted instructional skills for A.R.E.
- Conduct frequent informal classroom observations by administrators and department chairs.
- Provide the teachers with staff development whereby department chairs and representatives from the Division of Curriculum and Instruction focus on data analysis, best instructional practices, and SOAPSTone.

#### School Improvement Activities (Mathematics):

- Provide targeted instruction for students who are performing below grade level through Algebraic Thinking/Algebraic Foundations.

- Continue to provide students and teachers with researched-based instructional practices to meet the needs of diverse learners.
- Utilize AIM to track student success of objective attainment.
- Involve the school in a “MSA Simulation” to promote awareness and practice activities for the MSA.
- Conduct two MSA Nights for parents/guardians and students to attend.
- Utilize MSA data to create a 24-week instructional timeline for Skill of the Week drills.
- Utilize ongoing short-cycle and benchmark assessment data to determine the targeted instructional skills for the A.R.E. program.
- Incorporate constructed response questions (brief/extended) on a regular (Skill of the Week drills/A.R.E./daily instruction) basis into instructional practice using MSA rubrics (SOLVE-intervention & rubric) and exemplary responses to debrief with the students.
- Monitor student performance through ongoing assessment (Skill of the Week drills/A.R.E./short-cycle and benchmark assessments).
- Offer extended (ARE/After-school Coach Class) instructional time in mathematics.
- Offer an after-school MSA tutorial for students scoring high basic/low proficient on the 2010 MSA utilizing Study Island/Fraction Nation (technology).
- Conduct frequent informal classroom observations by administrators and department chairs.
- Provide the teachers with staff development whereby department chairs and representatives from the Division of Curriculum and Instruction focus on data analysis, best instructional practices, and SOAPSTone.

### **BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 3**

#### **School Improvement Strategy:**

Provide a variety of high quality professional development opportunities that focus on teachers’ and paraprofessionals’ assessed needs to ensure that they meet highly qualified status by 2005 – 2006.

#### **School Improvement Activities:**

1. Plan and implement professional development activities with Towson University interns and teachers in the Professional Development School program.
2. Provide professional development activities for teachers in co-teaching/co-planning for students receiving special education services.
3. Disseminate a needs assessment survey to the teachers to determine what professional development opportunities they would like to participate in so that they can continue to improve their delivery of instruction and ability to effectively use data to drive instruction.
4. Invite representatives from the Division of Curriculum and Instruction to conduct professional development presentations for the teachers.

### **BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 6**

#### **School Improvement Strategy:**

Provide professional development opportunities to principals/schools to assist in aligning parent/guardian and community involvement strategies with school improvement goals.

#### **School Improvement Activities:**

1. Increase the use of parent/guardian/community notification systems (ConnectEd, school billboard, local newspaper, school Web site, and school newsletter).
2. Provide staff development to teachers on conducting effective parent/guardian conferences.

3. Promote parent/guardian attendance to Back-to-School Night, conference nights, MSA Night, and American Education Week.

**NARRATIVE**

**Summary of data related to the area of concern (AYP)**

With the exception of years 2006 and 2010, General John Stricker Middle School has made gains (to varying degrees) from year to year on the mathematics MSA. In mathematics in 2007, 52.7% of the students scored advanced and proficient; in 2008, 64.7% of the students scored advanced and proficient; in 2009, 72.6% of the students scored advanced and proficient; and in 2010, 70.1% of the students scored advanced and proficient. In the All Students category, the advanced and proficient percentage exceeded the Annual Measurable Outcome (AMO) except in 2010; however, the advanced and proficient percentage for 2010 did fall within the confidence interval range.

With the exception of years 2007 and 2010, General John Stricker Middle School has made gains (to varying degrees) from year to year on the reading MSA. In reading in 2007, 57.1% of the students were advanced and proficient; in 2008, 74.0% of the students were advanced and proficient; in 2009, 79.0% of the students were advanced and proficient; and in 2010, 76.2% of the students were advanced and proficient. In the All Students category, the advanced and proficient percentage exceeded the AMO except in 2007 and 2010; however, the advanced and proficient percentage did fall within the confidence interval range in 2007 and slightly missed it in 2010.

On the 2010 reading and mathematics MSA, the Special Education subgroup's number of students performing at the basic level was more than 50% higher than that of our regular education students at the same level. The FARMS' subgroup had approximately a 9% to 12% higher number of students performing at the basic level in reading/math, respectively, as opposed to our non-FARMS' subgroup.

In order to meet the AMO in 2011, it is understood that General John Stricker Middle School must make a gain of 9.4% in reading and a gain of 8.5% in mathematics.

**Current program description related to the areas of concern**

In an effort to make AYP, General John Stricker Middle School has utilized the Continual Improvement Process model in order to increase student achievement. The 2010 reading and mathematics MSA data has been disaggregated and a targeted content standard in both tested content areas at each grade level has been identified. In both reading and mathematics, the department chairs have designed an instructional timeline addressing the targeted content standards' topic, indicators, and objectives (Skills of the Week drills) which best represent and address the instructional needs of the students in order to promote increased student achievement. Time has been allotted to address the students' needs on a daily basis in their mathematics and language arts classes in the form of Skill of the Week drills and schoolwide on a daily basis during 30-minute A.R.E. (Accelerate, Review, Enrich) classes. As short-cycle and benchmark assessments are administered in mathematics and language arts, the targeted instructional skills will most likely change in A.R.E. classes based on students' performance on these assessments.

Students have been grouped in A.R.E. classes based on their performance levels/inner range scores (basic, proficient, advanced) on the 2010 reading and mathematics MSAs. A.R.E. teachers are responsible for maintaining data binders to record their students' performance on mathematics/reading A.R.E. assessments using SOLVE/SOAPSTone, respectively, as instructional interventions and scoring tools. The students' performance is reported to the mathematics/reading department chairs and the mathematics/reading (language arts) teachers so that they are aware of their students' degree of understanding the targeted indicators/objectives. Administrators,

mathematics/reading (language arts) department chairs, and mathematics/reading (language arts) teachers are meeting to discuss students' performance in A.R.E., on Skill of the Week drills, and on the short-cycle and benchmark assessments as they are administered throughout the school year. Student performance data will be analyzed, next steps needed will be determined, and students' progress will be systematically monitored.

The students' mathematics and language arts (reading) teachers will be responsible for maintaining data binders to record their students' performance on mathematics/language arts (reading) Skill of the Week drills using SOLVE/SOAPSTone, respectively, as instructional interventions and scoring tools. In addition, teachers will implement small group/push in instruction (as needed) and differentiated instructional practices to meet the needs of their students on a daily basis.

During the months of November and January, a schoolwide mathematics and reading MSA Simulation will be administered to familiarize the students with the question/answer format of MSA and assess their mastery of targeted instructional skills.

In the area of attendance, General John Stricker will implement incentives and interventions to ensure that the state standard for attendance is met. For example, students will be informed daily of grade level attendance percentages and receive the immediate incentive of being dismissed first if they are enrolled in the grade level with the highest attendance for the day. Students will participate in homeroom competitions to see who has the highest attendance percentage. The school's attendance monitor will track daily attendance and report names of absent students to the appropriate administrator so that a ConnectEd call can be placed daily informing the parents/guardians of their child's absence and the need for them to return to school with a note explaining their absence. The attendance monitor will be responsible for ensuring that all student attendance matters are properly recorded in STARS (early dismissal times, late arrival times, days absent, recording and documentation of parent/guardian notes, etc.).

#### **Contributing factors/root causes**

Medical conditions/family emergencies/maternity/paternity leave of the staff during the 2009-2010 school year necessitated using long-term substitutes primarily in the mathematics/language arts (reading) departments giving way to inconsistency in the implementation of meaningful and rigorous instruction within these content areas. Up to this point the teachers have not consistently utilized data to make "targeted" instructional decisions and monitor the performance of students particularly for the FARMS and Special Education student subgroups.

#### **Next steps based on root causes-how will the school address areas of concern**

The School Improvement/Instructional Leadership Teams at General John Stricker Middle School will be continuously analyzing student performance data to determine how to improve student achievement in reading and mathematics. General John Stricker Middle School's faculty will be consistently monitoring students' performances and implementing the necessary next steps to address problematic instructional skills for the students as evidenced on their performance on Skill of the Week drills, short-cycle/benchmark assessments, and in A.R.E. classes.

Arrangements have been made to fill the void while the language arts/reading department chair is out on maternity leave this year. A long-term substitute will be assuming this position while the department chair is on leave. This substitute is very familiar with the language arts/reading curricula since she has frequently substituted for teachers in these content areas. Our mentor has become familiar with the language arts/reading curricula so that she can provide support to the substitute. Fortunately, our mentor had originally been a middle school language arts teacher so

she will be of great assistance to the substitute. The teachers in the language arts/reading department have divided among themselves many of the department chair's responsibilities to handle during her absence.

Finally, the special education department chair has arranged to have additional instructional support persons placed in all classes for students in an inclusion setting. This will assist the general educators in meeting the needs of students so that they will receive the appropriate accommodations/modifications per their IEP and will have equal access to instruction.

Technical Assistance Provided by Assistant Superintendent's Office

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17. Access to the data warehouse through COGNOS

<p style="text-align: center;"><b>GOLDEN RING MIDDLE SCHOOL</b>  <b>Priority Comprehensive – Restructuring Planning</b></p>
<p><b>IDENTIFIED AREAS OF CONCERN</b></p> <ul style="list-style-type: none"> <li>• Reading – All Students, African American, Hispanic, FARMS, Special Education</li> <li>• Mathematics – All Students, African American, FARMS, Special Education</li> </ul>
<p><b>MEASURES</b></p> <p><u><b>BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1:</b></u> By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p> <p><u><b>Performance Indicator 1.1:</b></u> All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).</p>
<p><b>TIMELINE (TARGETS)</b></p> <p>By June 2011, students performing at or above the proficiency levels on the reading MSA will increase from 70.0% to 85.6%.</p> <p>By June 2011, African American students performing at or above the proficiency levels on the reading MSA will increase from 67.6% to 85.6%.</p> <p>By June 2011, Hispanic students performing at or above the proficiency levels on the reading MSA will increase from 56.8% to 85.6%.</p> <p>By June 2011, students receiving free and reduced price meal services performing at or above the proficiency levels on the reading MSA will increase from 68.0% to 85.6%.</p> <p>By June 2011, students receiving special education services performing at or above the proficiency levels on the reading MSA will increase from 43.0% to 85.6%.</p> <p>By June 2011, students performing at or above the proficiency levels on the mathematics MSA will increase from 48.2% to 78.6%.</p> <p>By June 2011, African American students performing at or above the proficiency levels on the mathematics MSA will increase from 41.0% to 78.6%.</p> <p>By June 2011, students receiving free and reduced price meal services performing at or above the proficiency levels on the mathematics MSA will increase from 44.8% to 78.6%.</p> <p>By June 2011, students receiving special education services performing at or above the proficiency levels on the mathematics MSA will increase from 21.9% to 78.6%.</p>
<p><b>SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES</b></p> <p><u>School Improvement Strategies:</u></p> <ul style="list-style-type: none"> <li>• Provide for the consistent and systematic implementation of the State Curriculum in all content areas.</li> <li>• Provide differentiated curriculum for students receiving special education services.</li> <li>• Monitor classroom instruction to ensure that the curriculum is being taught, using a unified tool for informal walk through observations.</li> <li>• Develop and implement instructional interventions that include SOLVE for mathematics and SOAPSTone for reading to address reading and mathematics deficits.</li> <li>• Develop, implement, and monitor intervention programs for all students who have not demonstrated proficiency in reading.</li> <li>• Integrate technology in the teaching/learning process and instructional practices, which will result in more purposeful and engaging work for students.</li> <li>• Provide middle school reading teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.</li> <li>• Provide parents/guardians and community stakeholder groups with strategies that can be</li> </ul>

implemented with children to enhance student learning.

- Support teachers in the implementation of reading techniques through professional development opportunities.
- Monitor service logs for students receiving special education services who have not demonstrated proficiency in mathematics and reading.
- Provide middle school mathematics and reading teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.
- Provide staff with access to technology essential to collecting, analyzing, and reporting student achievement data.
- Consistently collect and analyze data based on deficit skills and implementation of interventions in mathematics and reading.

#### School Improvement Activities:

- Provide reading teachers with an analysis of summative assessment data in order to use diagnostic planning in routine assessments as a measure of student progress and teacher effectiveness.
- Provide instruction that exposes all students to appropriate ability level reading materials and uses reasonable accommodations to address individual student needs.
- Create and implement daily lessons for targeted deficient skills based on triangulated data
- Provide for the collaboration of general and special educators in reading and mathematics classrooms that include students receiving special education services.
- Provide professional development that will assist mathematics and reading teachers with creating effective content-based lessons in order to ensure compliance with the State Curriculum assessment limits.
- Pace instructional units through common, weekly planning for teachers, backward mapping, and differentiated instruction.
- Provide teachers with ongoing support and training in the implementation of the Algebraic Thinking mathematics program, which targets students who scored basic to low proficient on the MSA.
- Continue to provide training for teachers as they employ uniformed problem-solving and structured homework to provide consistency in reading and mathematics classes.
- Invite parents/guardians to a mathematics night that focuses on mathematics instruction and the MSA.
- Construct and revise the master schedule to ensure optimal class groupings in Algebraic Thinking/Foundations classes and Algebra.
- Continue to reinforce with teachers the Maryland Assessment Limits for mathematics and reading in order to administer, score, and provide feedback to students in preparation for Mod. MSA, MSA and HSA.
- Use results of summative assessments and benchmark data to identify skills and concepts for remediation and reteaching for all students with an emphasis on special education.
- Offer after-school, computer-based instruction in reading and mathematics to promote MSA achievement for all students, with an emphasis on students receiving special education services.
- Incorporate the Study Island computer program into business communications classes to remediate and extend MSA skills.
- Monitor the data collection system for Skill of the Week, Scholar Session period, and short-cycle and benchmark assessments.



- Continue to provide mathematics teachers with opportunities to analyze formative and summative assessment data in order to plan appropriate student interventions and measure student progress and teacher effectiveness.
- Continue implementing the *Language!* program to meet the needs of students receiving special education services as well as students with similar achievement difficulties who are performing below grade level in reading.
- Continue to monitor instruction through daily informal and formal observations and provide meaningful feedback in order to increase the effectiveness of daily instruction.
- Continue to build the capacity of department chairs to strengthen the instructional program in their respective departments.

#### **NARRATIVE**

MSA results indicate that Golden Ring Middle School did not make AYP for five consecutive years in the same reported area and has been identified for restructuring implementation. During the 2009 – 2010 school year, the percent of students scoring proficient on the mathematics MSA was 48.2 %. The percentage of students scoring proficient on the reading MSA was 70%.

Golden Ring Middle School instituted the *Language!* and Algebraic Thinking programs across all grade levels to provide additional instruction in the areas of reading and mathematics. Schoolwide interventions have been implemented to address students' most deficit areas. Data are consistently gathered based on deficit areas in reading and mathematics. Upon the analysis of the data, students are identified for additional resources and/or strategies to improve their achievement. The commitment to additional instructional time in targeted areas is further demonstrated by the creation of a master schedule that provides additional daily instruction in mathematics and reading to all students. The co-teaching model was implemented in mathematics and reading classes which service students receiving special education services. Class size in these critical areas has also been lowered to maximize the student-teacher ratio.

The data from the comprehensive needs assessment enabled the teaching staff to identify needs and to improve the instructional program. Teachers identified the master schedule as a root cause of low student performance in the tested areas. The master schedule did not allow sufficient time for re-teaching or differentiation. Teachers also felt that the master schedule lacked time for collaborative planning between teachers of the same grade level and content area. The master schedule also lacked an organizational structure that placed identified students with a core group of teachers.

The lack of differentiated lessons was identified as another root cause for students' low performance in reading and mathematics. Teachers recommended differentiating the learning environment through organizational changes that include student grouping, the creation of interdisciplinary teams, collaborative planning, and data analysis discussion meetings.

As Golden Ring Middle School enters restructuring planning, the faculty, staff, and administration recognize and understand the urgency to increase student achievement and improve the instructional program. Increasing student achievement requires analyzing formative and summative assessment data and adapting instruction accordingly. The administrative staff and instructional leadership team meet weekly to monitor and review the implementation of the instructional program. The master schedule was adjusted to provide sufficient time for re-teaching or differentiation and collaborative planning between teachers of the same grade level and content areas. Students were identified based on MSA data and scheduled with a core group of teachers. Time has been allotted each week for staff to review and discuss performance data on informal and formal assessments such as short-cycle and benchmark assessments. As part of the school

improvement process, the administration, department chairs, and mentors monitor the assessment data of the targeted subgroups in reading and mathematics. In response to these data, focused professional development on best practices for instructional strategies relevant to the targeted areas will be provided.

Technical Assistance Provided by Assistant Superintendent's Office

1. Principal goals conference
2. Announced and unannounced monitoring school visits
3. Monitoring visit written feedback
4. Classroom observations
5. Teacher focus groups
6. Student focus groups
7. Mid-year principal evaluations
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17. Access to the data warehouse through COGNOS

**Halstead Academy**  
**Developing Comprehensive – Year 2**

**IDENTIFIED AREAS OF CONCERN**

- Reading – All Students, African American, FARMS, Special Education
- Mathematics – Special Education

**MEASURES**

**BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**TIMELINE (Targets)**

By June 2011, the number of Grade 3 students performing at or above the proficiency level on the reading MSA will increase from 64.6% to 85.9%; to 90.6% in 2012.

By June 2011, the number of Grade 4 students performing at or above the proficiency level on the reading MSA will increase from 70.8% to 85.9%; to 90.6% in 2012.

By June 2010, the number of Grade 5 students scoring at or above the proficiency level on the reading MSA will increase from 77.6% to 85.9%; to 90.6% in 2012.

By June 2011, the number of Grade 3 students performing at or above the proficiency level on the mathematics MSA will increase from 65.9% to 84.5%; to 89.7% in 2012.

By June 2011, the number of Grade 4 students performing at or above the proficiency level on the mathematics MSA will increase from 84.7% to 84.5%; to 89.7% in 2012.

By June 2011, the number of Grade 5 students performing at or above the proficiency level on the mathematics MSA will increase from 70.0% to 84.5%; to 89.7% in 2012.

**NARRATIVE**

The staff and administrative team at Halstead Academy are committed to advancing the academic achievement of all students. The student population currently includes 400 students. Based on 2009 – 2010 School Improvement Plan data, the student population includes 94.0% African American students, 4.0% White students, and 2.0% Hispanic students. Seventy-seven percent of the student population qualifies for free and reduced price meal services, and the special education subgroup consists of 15.0% of the school population. All teachers are currently highly qualified, and Halstead Academy continues to have minimal teacher turnover. MSA 2010 data indicate 48.5% of students receiving special education services scored at the advanced/proficient level in reading and 48.5% scored at the advanced/proficient level in mathematics. Attendance for all students in 2010 was 94.0%, while attendance for the special education subgroup was 92.7% (below the state target). Ten percent gains were made overall in special education reading and mathematics; however, this subgroup did not make safe harbor due to attendance. The following chart displays data trends over the past three years in special education reading and mathematics:

MSA	Reading Grade 3	Reading Grade 4	Reading Grade 5	Mathematics Grade 3	Mathematics Grade 4	Mathematics Grade 5
2010	27.3%	45.5%	63.6%	9.1%	45.5%	54.5%
2009	45.5%	72.7%	53.8%	27.3%	72.7%	23.1%
2008	60.0%	44.4%	42.9%	20.0%	66.7%	42.9%

The new principal assigned to Halstead Academy on July 1, 2010, spent the summer months analyzing student achievement data and consulted with staff within the Office of Special

Education to develop and provide a full inclusion model to be implemented during the 2010 – 2011 school year with numerous opportunities for professional development. Currently, all special educators are providing inclusion services for all special education students during the reading and mathematics blocks. In addition to push-in services, special educators will also provide pull-out services throughout the school day (outside of the classroom instructional time for reading and mathematics) as a means of providing more time for reteaching of deficit skills. Daily formative assessments will be utilized to determine individual student needs. Additionally, Title I extended-day and -year research-based intervention programs will be utilized to target the specific learning needs of students receiving special education services. Additional planning time is being provided weekly for special educators and general educators to plan lessons closely aligned to the State Curriculum, and these extended planning sessions are being facilitated by resource teachers from the reading and mathematics offices.

MSA, short-cycle and benchmark assessments were analyzed to determine the deficit skill areas for all students. Teacher surveys were also utilized to gather input on areas of the curriculum and/or skills they would like assistance with in reading and mathematics. Following each collaborative planning session, mathematics/reading office staff and the instructional leadership team at Halstead Academy will co-teach and visit classrooms during lesson implementation. Data binders will be used to track individual student progress of state curriculum objectives that were addressed during collaborative planning sessions. Student work will be thoroughly analyzed after each implementation day to determine instructional implications. All special educators will be trained on the Articulated Instruction Module (AIM) and will use this information to differentiate daily instruction. Individualized progress reports will also be utilized for all students receiving special education services who have scored basic on the 2010 MSA. Academic Family Nights will be jointly planned with school staff and parents/guardians to provide “make and take” projects that parents/guardians may use nightly at home to strengthen students’ reading and mathematics skills. A schoolwide incentive plan has been developed to encourage prompt, daily attendance; and a tracking system has been devised to closely monitor chronic attendance issues.

The school administration and instructional leadership team (mentor, instructional coach, reading specialist, mathematics resource teacher, and reading resource teacher) will monitor student achievement data continuously and adapt instruction accordingly. Collaborative planning sessions and implementation of lessons will address vertical teaming needs and develop schoolwide consistency with reading and mathematics instruction utilizing clear think-aloud models across all grade levels. The faculty and staff at Halstead Academy are committed to providing a rigorous instructional program for every child with increased student achievement in all subgroups.

#### Technical Assistance Provided by Area Assistant Superintendent’s Office

1. Principal goals conference
2. Announced and unannounced monitoring school visits
3. Monitoring visit written feedback
4. Classroom observations
5. Teacher focus groups
6. Student focus groups
7. Mid-year principal evaluations
8. Review of School Improvement Plan
9. Written feedback on School Improvement Plan
10. Monthly principal’s conferences
11. Understanding Differentiated Accountability Pathways Workshop
12. Use of assessTrax

13. Data workshops
14. Analysis of short-cycle and benchmark assessments
15. Workshops on rigor
16. Effective feedback and appraisal: post-observation conference
17. Access to the data warehouse through COGNOS

<p style="text-align: center;"><b>HAWTHORNE ELEMENTARY SCHOOL</b>  <b>Developing Comprehensive – Year 1</b></p>
<p><b>IDENTIFIED AREAS OF CONCERN</b></p> <ul style="list-style-type: none"> <li>• Reading – All Students, African American, FARMS, Special Education</li> <li>• Mathematics – Special Education</li> </ul>
<p><b>MEASURES</b></p> <p><u><b>BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1:</b></u> By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p> <p><u><b>Performance Indicator 1.1:</b></u> All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).</p>
<p><b>TIMELINE (TARGETS)</b></p> <p>By June 2011, all students performing at or above the proficient level on the reading MSA will increase from 73.3% to 85.9%.</p> <p>By June 2011, African American students performing at or above the proficient level on the reading MSA will increase from 69.6% to 85.9%.</p> <p>By June 2011, students receiving free and reduced price meal services performing at or above the proficient level on the reading MSA will increase from 69.6% to 85.9%.</p> <p>By June 2011, students receiving special education services performing at or above the proficient level on the reading MSA will increase from 43.8% to 85.9%.</p> <p>By June 2011, students receiving special education services performing at or above the proficient level on the mathematics MSA will increase from 46.9% to 84.5%.</p>
<p><b>SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES</b></p> <ol style="list-style-type: none"> <li>1. Implement monthly grade-level planning meetings to review student data and determine next steps in relation to individual student progress.</li> <li>2. Develop an Instructional Leadership Team for the following purposes: <ul style="list-style-type: none"> <li>• review student data from grade-level meetings and daily assessments</li> <li>• determine instructional implications</li> <li>• determine interventions</li> <li>• monitor student progress based on instructional implications and interventions</li> <li>• provide support through a co-teaching model, mentoring, and demonstration lessons</li> <li>• implement lesson studies</li> </ul> </li> <li>3. Establish partnership for growth for the following purposes: <ul style="list-style-type: none"> <li>• Schedule meetings with parents/guardians of students scoring at the basic level or low-proficient level on reading and mathematics MSA</li> <li>• Discuss issues impeding student achievement with students, parents/guardians, and teachers</li> <li>• Determine root causes and plans to address each concern</li> <li>• Monitor student progress through monthly communication with parents/guardians and students</li> <li>• Continue consistent informal classroom observations</li> </ul> </li> <li>4. Daily integration of technology will enable students to demonstrate understanding of the intended learning through assessment projects. By varying the expected outcomes for students, teachers will modify products to better meet the individual needs of students. Focus will remain on teaching students in the technological world in which they live and preparing them for the future world of learning. In addition, this approach will promote teacher growth in the use of the technology available to promote student engagement on a</li> </ol>

daily basis. The following technology will be utilized to meet this objective:

- assessment projects
- flip camera
- ActiVotes
- Active Expressions
- Wordles
- mobile labs
- Webinars
- Wikis
- Voicethreads
- Husky TV productions
- research modules

5. Staff Development

- Continuous job-embedded professional development will be provided to all teachers during weekly faculty meetings and grade-level team meetings and through participation in lesson studies, weekly lesson planning, and co-teaching with the instructional coach, gifted and talented catalyst, and teacher mentor. Although various topics will be explored, the ongoing opportunities to implement and utilize skills and strategies will allow for teachers to solidify newly acquired skills.
- Focus of staff development sessions will be on the use and integration of technology in daily instruction. Monthly professional development will be provided to assist teachers with technology integration. Teachers will be required to implement the technology in daily instructional practices. Teachers will analyze student response to technology integration and discuss outcomes during subsequent professional development sessions.

6. Special Education

- Reorganization of the Behavior Learning Support (BLS) program will be monitored to include special education inclusion teachers working in the BLS classrooms to teach reading and mathematics skills. The anticipated result is that the multi-grade classroom structure will be addressed allowing for all grade levels to be taught skills and concepts in an effective and equitable manner.
- Restructuring of the crisis intervention teacher's role will enable students to remain in the classroom and/or be responsible for completing assignments when visiting the crisis room to maintain instructional focus.
- Instructional support and monitoring of mathematics progress will be ongoing from resource personnel and administration for all students receiving special education services to promote progress in this area as reflected in the MSA scores.
- A Book Club focused on researched-based instructional practices will be offered for staff members working directly with students receiving special education services.

**NARRATIVE**

The administrative team and staff at Hawthorne Elementary are dedicated to promoting each student in reaching his/her fullest potential. The student population currently includes 486 students. Based on 2009 – 2010 School Improvement Plan data, the student population includes 42% African American students, 41% White students, 7% Hispanic students, 1% American Indian/Alaskan Native, 1% Asian, 8% two or more races. Seventy percent of the student population qualifies for free and reduced price meal services, and 14% of the school population is represented by the Special Education student subgroup. All teachers are currently highly qualified. The following chart displays data trends on the reading MSA for All Students, FARMS, Special Education, and African American student subgroups and for the Special Education student

subgroup on the mathematics MSA:

Reading:

Percent Proficient	All Students	African American	FARMS	Special Education
2010	71.7%	66.7%	68.0%	43.8%
2009	79.6%	76.5%	77.0%	66.7%

Mathematics:

Percent Proficient	Special Education
2010	46.9%
2009	46.2%

This school year we will continue the emphasis on reading and mathematics instruction to address the needs of all students in order to increase student achievement as measured on daily formative assessments, unit assessments, short-cycle assessments, and benchmark assessments. We are confident that with the implementation of the school improvement strategies and activities our students will achieve at a higher level in reading and mathematics.

Technical Assistance Provided by Assistant Superintendent's Office

1. Principal goals conference
2. Announced and unannounced monitoring school visits
3. Monitoring visit written feedback
4. Classroom observations
5. Teacher focus groups
6. Student focus groups
7. Mid-year principal evaluations
8. Review of School Improvement Plan
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11. Understanding Differentiated Accountability Pathways Workshop
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## HEBBVILLE ELEMENTARY SCHOOL

### Developing Comprehensive – Year 1

#### IDENTIFIED AREAS OF CONCERN

- Reading – All Students, Special Education
- Mathematics – Special Education

#### MEASURES

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator 1.1: All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

#### TIMELINE (TARGETS)

By June 2011, the number of Grade 3 students performing at or above the proficient level on the Reading MSA will increase from 64.4% to 85.9%; to 90.6% in 2012.

By June 2011, the number of Grade 4 students performing at or above the proficient level on the Reading MSA will increase from 76.6 to 85.9%; to 90.6% in 2012.

By June 2011, the number of Grade 5 students performing at or above the proficient level on the Reading MSA will increase from 72.3% to 85.9%; to 90.6% in 2012.

By June 2011, the number of Grade 3 students performing at or above the proficient level on the Reading MOD-MSA will increase from 0% to 85.9%; to 90.6% in 2012.

By June 2011, the number of Grade 4 students performing at or above the proficient level on the Reading MOD-MSA will increase from 0% to 85.9%; to 90.6% in 2012.

By June 2011, the number of Grade 5 students performing at or above the proficient level on the Reading MOD-MSA will increase from 0% to 85.9%; to 90.6% in 2012.

By June 2011, the number of Grade 3 students performing at or above the proficient level on the Mathematics MSA will increase from 79.7% to 84.5%; to 89.7% in 2012.

By June 2011, the number of Grade 4 students performing at or above the proficient level on the Mathematics MSA will increase from 83.4% to 84.5%; to 89.7% in 2012.

By June 2011, the number of Grade 5 students performing at or above the proficient level on the Mathematics MSA will increase from 70.9% to 84.5%; to 89.7% in 2012.

By June 2011, the number of Grade 3 students performing at or above the proficient level on the Mathematics MOD-MSA will increase from 0% to 84.5%; to 89.7% in 2012.

By June 2011, the number of Grade 4 students performing at or above the proficient level on the Mathematics MOD-MSA will increase from 0% to 84.5%; to 89.7% in 2012.

By June 2011, the number of Grade 5 students performing at or above the proficient level on the Mathematics MOD-MSA will increase from 0% to 84.5%; to 89.7% in 2012.

#### SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES

##### BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1

- Hebbville Elementary School's Action Plan – Based on the 2010 Reading and Mathematics MSA, the most deficit objective in reading and mathematics will be retaught and practiced. The plan will be implemented daily for 20 weeks addressing the deficit objective on a continuum from basic skills to more complex skills. An example of a Reading Action Plan will address comprehension skills ranging from identifying story elements and main idea to making judgments. An example of a Mathematics Action Plan will address geometry and measurement ranging from identifying solid figures to identifying lines of symmetry and using customary units of measurement. A weekly evaluation will be given to monitor the progress of students. Teachers will provide reteaching opportunities in small groups for those students not demonstrating mastery of the skills each week. Data will be monitored and analyzed on a

weekly basis.

- Hebbville Morning Academy – This two session six-week program (fall and winter) is a Title I initiative for extended day (one hour in the morning). Based on the 2010 Reading MSA, students in grades 4 and 5 who scored basic along with third-grade students who scored below benchmark on DIBELS in second grade will be invited to participate in the Hebbville Morning Academy. Teachers will also make recommendations for student participation based on classroom and daily formative assessment performance. Students who demonstrate skill deficits based on short-cycle and benchmark assessments during the first semester will be invited to participate in the winter session.
- Teachers are committed to the 85/85 rule, which means that explicit instruction will lead to 85% of all students scoring 85% or better on daily formative assessments, unit assessments, and short-cycle and benchmark assessments. Teachers will provide small group instruction and additional practice opportunities for students not scoring 85% on formative assessments.
- Resource staff will be strategically utilized to increase student achievement. The reading specialist will co-teach throughout the year with one of the Grade 4 and Grade 5 teachers. The mathematics resource teacher will work closely and co-teach with teachers in grades 3 – 5. The mathematics resource teacher will also work with the intermediate special education (self-contained) teacher to provide support for planning and lesson implementation. The mentor teacher will work with the primary special education (self-contained) teacher to provide support for planning and lesson implementation in reading and mathematics.
- The instructional coach will provide additional support during mathematics instruction in grades 4 and 5 inclusion classrooms.
- The school administration and instructional leadership team (mentor, mathematics resource teacher, and reading specialist) will monitor student achievement data continuously during monthly data analysis discussions and provide instructional recommendations accordingly.
- Collaborative planning sessions and review of lesson implementation will establish instructional consistency in reading and mathematics across grade level teachers. Collaborative planning sessions will also review the structure and implementation of the four-part teaching model.
- Professional development will be provided based on the teacher survey and identification of need by the leadership team. An emphasis will be placed on curriculum and effective instructional practices.

#### **NARRATIVE**

The administrative team and staff at Hebbville Elementary School are committed to increasing academic achievement for all students. The current student population is 350 students, which includes 85% African American, 12% Hispanic, 1.4% two or more races, <1% American Indian/Alaskan Native, <1% Asian, and <1% White. Based on the 2009-2010 School Improvement Data, 63% of the students qualified for free and reduced price meals and 16% received special education services. All classroom teachers are currently highly qualified and Hebbville Elementary School has minimal teacher turnover.

MSA 2010 data indicate 71.2% of all students scored at the proficient/advanced level in reading and 76.9% of all students scored at the proficient/advanced level in mathematics. In addition, 36.8% of students receiving special education services scored at the proficient level in reading and 44.7% in mathematics.

The following chart displays data trends over the past three years in reading and mathematics:

MSA	RDG GR 3	RDG GR 4	RDG GR 5	RDG SP ED	MATH GR 3	MATH GR 4	MATH GR 5	MATH SP ED
2008	79.3%	80.0%	70.3%	63.9%	74.7%	81.3%	61.6%	41.7%
2009	73.0%	61.3%	79.2%	35.3%	63.5%	70.0%	67.5%	29.4%
2010	64.4%	76.6%	72.3%	29.4%	79.7%	83.4%	70.9%	41.2%

During the past three years test scores have fluctuated in the All Students category. The reading scores for students receiving special education services have continued to decrease yearly. Significant gains are noted in last year's scores for all students in grades 3 – 5 in mathematics. This is a result of an increased emphasis on mathematics instruction during the 2009 – 2010 school year as a result of Hebbville Elementary School not meeting AYP on the 2009 Mathematics MSA for students receiving special education services and free and reduced price meals. This school year we will continue the emphasis on mathematics instruction; and a stronger emphasis will be placed on reading instruction to address the needs of all students in order to increase student achievement as measured on daily formative assessments, unit assessments, short-cycle assessments, and benchmark assessments. We are confident that with the implementation of the school improvement strategies and activities our students will achieve at a higher level in reading and mathematics.

Technical Assistance Provided by Assistant Superintendent's Office

1. Principal goals conference
2. Announced and unannounced monitoring school visits
3. Monitoring visit written feedback
4. Classroom observations
5. Teacher focus groups
6. Student focus groups
7. Mid-year principal evaluations
8. Review of School Improvement Plan
9. Written feedback on School Improvement Plan
10. Monthly principal's conferences
11. Understanding Differentiated Accountability Pathways Workshop
12. Use of assessTrax
13. Data workshops
14. Analysis of short-cycle and benchmark assessments
15. Workshops on rigor
16. Effective feedback and appraisal: post-observation conference
17. Access to the data warehouse through COGNOS

**HOLABIRD MIDDLE SCHOOL**  
**Developing Comprehensive – Year 2**

**IDENTIFIED AREAS OF CONCERN**

- Reading – All Students, African American, White, FARMS, Hispanic, Special Education, Limited English Proficient
- Mathematics – All Students, African American, White, FARMS, Hispanic, Special Education, Limited English Proficient

**MEASURES**

Blueprint for Progress/Master Plan Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/ reading/writing, mathematics, science, and social studies.

Performance Indicator 1.1: All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs).

Performance Indicator 1.8: Students in grades 2 – 6 will achieve grade level standards on reading assessments.

Blueprint for Progress/Master Plan Goal 2: By 2012, all English language learners will become proficient in English and reach high academic standards in English, reading/writing, mathematics, science, and social studies.

Performance Indicator 2.1: All English language learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year.

**TIMELINE (TARGETS)**

By June 2011, students performing at or above the proficient level on the reading MSA will increase from 66.3% to 85.0%.

By June 2011, African American students performing at or above the proficient level on the reading MSA will increase from 47.7 to 85.0%.

By June 2011, White students performing at or above the proficient level on the reading MSA will increase from 72 to 85.0%.

By June 2011, students receiving free and reduced price meal services performing at or above the proficient level on the reading MSA will increase from 60 to 85.0%.

By June 2011, Hispanic students performing at or above the proficient level on the reading MSA will increase from 54.2 to 85.0%.

By June 2011, students receiving special education services performing at or above the proficient level on the reading MSA will increase from 43.4 to 85.0%.

By June 2011, Limited English Proficient students performing at or above the proficient level on the reading MSA will increase from 34 to 85.0%.

By June 2011, students performing at or above the proficient level on the mathematics MSA will increase from 56.1 to 85.0%.

By June 2011, African American students performing at or above the proficient level on the mathematics MSA will increase from 40.7 to 85.0%.

By June 2011, White students performing at or above the proficient level on the mathematics MSA will increase from 60 to 85.0%.

By June 2011, students receiving free and reduced price meal services performing at or above the proficient level on the mathematics MSA will increase from 50.9 to 85.0%.

By June 2011, Hispanic students performing at or above the proficient level on the mathematics MSA will increase from 47.5 to 85.0%.

By June 2011, students receiving special education services performing at or above the proficient level on the mathematics MSA will increase from 31.6 to 85.0%.

By June 2011, Limited English Proficient students performing at or above the proficient level on

the mathematics MSA will increase from 24.0 to 85.0%.

## **SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES**

### School Improvement Strategies:

1. Holabird Middle School will implement the State Curriculum with fidelity using the research-based program *Language!* for students in need of academic acceleration.
2. Holabird Middle School will use a regular system of data analysis to determine student achievement in reading classes.
3. Holabird Middle School will identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.

### School Improvement Activities:

- Utilize flexible grouping and appropriate materials to assure that student' instructional levels, learning styles, and needed skills are addressed to improve reading achievement.
- Assess students who are reading at the basic level on MSA to determine what reading skills and processes need to be the focus of an intervention strategy as part of the general reading program. The areas that should be considered are decoding, fluency, word comprehension, and passage.
- Conduct MSA skill day to reinforce reading skills identified as weak on short-cycle and benchmark assessments.
- Provide after-school assistance and transportation (pending operating budget allocations) to students scoring basic on the reading MSA.
- Provide students receiving special education services in an inclusion setting daily remedial practice in reading in a multi-grade homeroom.

### School Improvement Strategies:

1. Holabird Middle School will implement the State Curriculum with fidelity using the research-based programs, Algebraic Foundations and Thinking.
2. Holabird Middle School will use a regular system of data analysis to determine student achievement in Algebraic Foundations and Thinking classes in mathematics.
3. Holabird Middle School will identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.

### School Improvement Activities:

- Assess students who are at the basic level on the mathematics MSA to determine what mathematical skills and processes need to be the focus of an intervention strategy as part of the general mathematics program as well as Algebraic Foundations and Algebraic Thinking I and II.
- Provide direct daily instruction integrating necessary foundation skills while using grade appropriate materials aligned with the State Curriculum for students who have demonstrated deficits in basic skills.
- Integrate mathematical processes, problem solving, communication, connections, reasoning, and representation into daily instruction through real world problem solving.
- Use AVID strategies such as SLANT, QuickWrite, and KWL to strengthen students' willingness and readiness to learn.
- Provide students receiving special education services in an inclusion setting daily remedial practice in mathematics in a multi-grade homeroom.

**NARRATIVE**

While Holabird Middle School made adequate yearly progress in 2008 – 2009, all student subgroups did not make adequate yearly progress in 2009 – 2010. The areas of concern are reading and mathematics in grades 6, 7, and 8 and all student subgroups. The data reveal that the majority of students performing at the basic level on the mathematics and reading MSAs are in the fourth inner range. The scores have been disaggregated, and the students who scored in the third and fourth inner range have been identified and placed in classes and groups to receive appropriate remediation. The current program includes mathematics and reading classes at each grade level to meet the needs of students scoring basic on the MSAs. In mathematics, the courses are Algebraic Foundations and Algebraic Thinking. In reading, students participate in the *Language!* program or grade-level reading to strengthen their skills to grade-level standards. Contributing factors for the Limited English Proficient student subgroup are the change of schools from their native speaking language to English speaking. In addition, teachers and staff need to review training in working with Limited English Proficient students and students receiving special education services in the inclusion setting. Holabird Middle School's next steps include differentiation of instruction in all classes and the use of the SOLVE method for problem solving in all mathematics classes. In addition, in all English, reading, social studies, and science classrooms, the SOAPSTone graphic organizer is used to focus students' understanding of information and literary text.

**Technical Assistance Provided by Assistant Superintendent's Office**

1. Principal goals conference
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17. Access to the data warehouse through COGNOS

<p style="text-align: center;"><b>Lansdowne Middle School</b>  <b>Priority Comprehensive – Restructuring Implementation</b></p>
<p><b>IDENTIFIED AREAS OF CONCERN</b></p> <ul style="list-style-type: none"> <li>• Reading – All Students, Asian, African American, White, Hispanic, FARMS, Special Education, Limited English Proficient</li> <li>• Mathematics – All Students, African American, White, Hispanic, FARMS, Special Education, Limited English Proficient</li> </ul>
<p><b>MEASURES</b></p> <p><u><b>BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1:</b></u> By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p> <p><u><b>Performance Indicator 1.1:</b></u> All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).</p> <p><u><b>BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 2:</b></u> By 2012, All English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.</p> <p><u><b>Performance Indicator 2.1:</b></u> All English language learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year.</p> <p><u><b>Performance Indicator 2.2:</b></u> All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards.</p> <p><u><b>BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 4:</b></u> All students will be educated in school environments that are safe and conducive to learning.</p> <p><u><b>Performance Indicator 4.2:</b></u> All schools will have published expectations of student behavior and parental/guardian responsibilities and involvement.</p>
<p><b>TIMELINE (TARGETS)</b></p> <p>By June 2011, the number of students performing at or above the proficient level on the reading MSA will increase from 68.6% to 85.6%.</p> <p>By June 2011, Asian/Pacific Islander students performing at or above the proficient level on the reading MSA will increase from 52.2% to 85.6%.</p> <p>By June 2011, African American students performing at or above the proficient level on the reading MSA will increase from 70.5% to 85.6%.</p> <p>By June 2011, White students performing at or above the proficient level on the reading MSA will increase from 72.3% to 85.6%.</p> <p>By June 2011, Hispanic students performing at or above the proficient level on the reading MSA will increase from 63.5% to 85.6%.</p> <p>By June 2011, students receiving free and reduced price meal services performing at or above the proficient level on the reading MSA will increase from 66.2% to 85.6%.</p> <p>By June 2011, students receiving special education services performing at or above the proficient level on the reading MSA will increase from 53.1% to 85.6%.</p> <p>By June 2011, English language learners performing at or above the proficient level on the reading MSA will increase from 38.7% to 85.6%.</p> <p>By June 2011, all students performing at or above the proficient level on the mathematics MSA will increase from 55.2% to 78.6%.</p> <p>By June 2011, African American students performing at or above the proficient level on the mathematics MSA will increase from 54.6% to 78.6%.</p> <p>By June 2011, White students performing at or above the proficient level on the mathematics</p>

MSA will increase from 54.6% to 78.6%.

By June 2011, Hispanic students performing at or above the proficient level on the mathematics MSA will increase from 56.2% to 78.6%.

By June 2011, students receiving free and reduced price meal services performing at or above the proficient level on the mathematics MSA will increase from 55.3% to 78.6%.

By June 2011, students receiving special education services performing at or above the proficient level on the mathematics MSA will increase from 53.1% to 78.6%.

By June 2011, English language learners performing at or above the proficient level on the mathematics MSA will increase from 51.6% to 78.6%.

## **SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES**

### **BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1**

#### **School Improvement Strategy:**

Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading and mathematics.

#### **School Improvement Activities:**

- Implement and monitor the BCPS and MSDE-approved Alternative Governance Proposal.
- Identify the most deficit area of student performance in reading and mathematics on the Maryland School Assessment and implement a schoolwide intervention in accordance with the guidelines as they are addressed in the Alternative Governance Plan and the Accelerate, Review, Enrich (A.R.E.) intervention program.
- Implement daily graphic organizers, selected response items, and brief constructed response items that focus on the SC Standard 1.0—General Reading Processes.
- Implement the research-based *Language!* accelerated literacy curriculum, which encompasses fluency, grammar, comprehension, speaking, phonemic awareness, word recognition, and vocabulary, for all qualifying students who are scoring two grade levels below on the reading assessments.
- Utilize the reading curriculum for all students in grades 7 and 8 who need extra reading assistance.
- Create and maintain matrices to analyze daily objectives which will be used to monitor short-cycle assessment baseline data and ongoing assessment data as it applies to student achievement in the secondary reading/language arts programs.
- Provide additional instructional time to implement the A.R.E. program and strategies needed to help maximize grade-level performance on the most deficit reading and mathematics objectives.
- Identify the most deficit area of student performance in mathematics on the Maryland School Assessment, and implement a schoolwide intervention in accordance with the guidelines as they are addressed in the A.R.E. program. Implement daily activities focusing on Standard 6.0-Knowledge of Number Relationships and Computation/Arithmetic (grades 6 and 7) and Standard 1.0-Knowledge of Algebra, Patterns, and Functions (Grade 8).
- Implement the research-based Algebraic Foundations/Thinking program for all qualifying students.
- Create and maintain matrices to analyze daily objectives which will be used to monitor short-cycle assessment baseline data and ongoing assessment data as it applies to student achievement in the secondary mathematics programs.
- Hold monthly data meetings with all language arts and mathematics teachers to review skill of the week, A.R.E., and short-cycle and benchmark assessment data.



**BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 2**

**School Improvement Strategy:**

Provide professional development opportunities on cross-cultural and differentiated strategies to all staff.

**School Improvement Activities:**

- Implement and monitor the BCPS and MSDE-approved Alternative Governance Proposal.
- Provide staff development opportunities on differentiated instructional strategies that enable English language learners access to grade-level content in mathematics.
- Implement differentiated instructional strategies that enable English language learners to access grade-level content in reading/language arts.
- Provide staff development opportunities to increase effectiveness of co-taught classes to beginning English language learners and in which a content teacher is paired with an ESOL teacher to maximize learning opportunities.
- Provide staff development opportunities to special educators on the MOD-MSA and strategies to incorporate into daily instruction, which will support student achievement.
- Monitor the effectiveness of special education accommodations through the accommodations matrix tool, which is analyzed monthly by the special education action team.
- Provide professional development opportunities through the Office of Special Education to focus on the special education concentration area of Grade 7 reading.

**BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 4**

**School Improvement Strategy:**

Implement active character ethics education.

**School Improvement Activities:**

- Implement and monitor the BCPS and MSDE-approved Alternative Governance Proposal.
- Implement a schoolwide code of conduct.
- Use the Positive Behavior Intervention Supports Program (PBIS) to implement a schoolwide positive behavior plan.
- Continue to implement attendance programs to improve student attendance in order that students may have an opportunity to improve student achievement.
- Implement the AVID program in grades 7 and 8 in order to prepare first generation college attendees.
- Participate in the Educational Talent Search in order to educate students on the potential to attend college.
- Implement the Peer Mediation Program.
- Encourage parent/guardian involvement through the volunteer program and the Three For Me PTA Parent Program.

**NARRATIVE**

Lansdowne Middle School is in the third year implementation of the Alternative Governance Restructuring Plan. The efforts for the restructuring begin with the master schedule and the common planning time for teacher collaboration, planning, and engagement. Teachers and students are involved in the governance efforts of the campus decision making. The leadership team analyzes short-cycle, benchmark, and skill of the week assessment data. Instruction is adjusted based on data used to identify student needs and to provide acceleration, reteaching, and enrichment (A.R.E) in the timeframe that is part of the school master schedule. Monitoring of these objectives is part of the continuous improvement process and continues as the principal meets with individual teachers in the core content areas and identifies next steps. These next steps are monitored by the department chairs and the administrative team to ensure that they

provide recursive instruction in these areas in small group, after-school, or before-school efforts. Teacher mentor efforts are utilized to support staff members with ongoing job-embedded professional development. The school has been provided with additional professional development funds to provide targeted staff development in the reading and mathematics content areas. Differentiated staffing is also evident to ensure that department chairs teach one class per day, allowing for increased collaboration with department members. Additional special education resource hours are also implemented to assist with student intervention plans. The Study Island Online Tutoring programs provide additional student intervention support.

Technical Assistance Provided by Area Assistant Superintendent's Office

1. Principal goals conference
2. Announced and unannounced monitoring school visits
3. Monitoring visit written feedback
4. Classroom observations
5. Teacher focus groups
6. Student focus groups
7. Mid-year principal evaluations
8. Review of School Improvement Plan
9. Written feedback on School Improvement Plan
10. Monthly principal's conferences
11. Understanding Differentiated Accountability Pathways Workshop
12. Use of assessTrax
13. Data workshops
14. Analysis of short-cycle and benchmark assessments
15. Workshops on rigor
16. Effective feedback and appraisal: post-observation conference
17. Access to the data warehouse through COGNOS

The Lansdowne Middle School staff strives to provide students with a quality education to help them increase their achievement in the areas of mathematics and reading. In 2010, 11 more students scored proficient in the MSA mathematics than in 2009, and 21 more students receiving special education services scored in the proficient range. In 2010, 17 more students receiving special education services scored proficient in the reading MSA than in 2009. The attendance rate was 93.8%

Students who have needs in the areas of mathematics and reading are offered the *Language!* program or the secondary reading curriculum as well as Algebraic Foundations/Thinking. Each student receives instruction through a morning A.R.E. class in which their most deficit MSA skills are taught and ample practice time for these skills is given. Students who scored in the basic range for reading and mathematics will be invited to attend an MSA after-school club. In mathematics classes, students focus on the skills of the week using the SOLVE method in which they practice most deficit skills. In language arts classes, students focus on SOAPStone skills in order to increase success with general comprehension of literary and informational text.

Lansdowne Middle School will continue to address improved student achievement through daily instruction and lessons that are aligned with the State Curriculum. The Alternative Governance Plan will be implemented in an effort to focus on positive change.

**Loch Raven Technical Academy**  
**Priority Comprehensive – Restructuring Planning**

**IDENTIFIED AREAS OF CONCERN**

- Reading – FARMS, Special Education
- Mathematics – All Students, African American, FARMS, Special Education

**MEASURES**

**BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 5:** All students will graduate from high school.

**Performance Indicator 5.1:** All high schools will meet the graduation rate established by the state.

**BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 6:** Engage parents/guardians, business, and community members in the educational process.

**Performance Indicator 6.6:** Increase communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes.

**BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 7:** Involve principals, teachers, staff, stakeholders, and parents/guardians in the decision-making process.

**Performance Indicator 7.1:** All schools will develop a results review report that is aligned with the system's annual results report.

**BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 8:** All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.

**Performance Indicator 8.1:** All students, teachers, and office staff will have access to technology to support student achievement, a highly qualified teaching staff, and stakeholder involvement in the educational process.

**TIMELINE (TARGETS)**

By June 2011, students receiving free and reduced price meal services performing at or above the proficiency levels on the reading MSA will increase from 73.6% to 85.6%.

By June 2011, students receiving special education services performing at or above the proficiency levels on the reading MSA will increase from 52.5% to 85.6%.

By June 2011, students performing at or above the proficiency levels on the mathematics MSA will increase from 59.3% to 78.6%.

By June 2011, African American students performing at or above the proficiency levels on the mathematics MSA will increase 56.4% to 78.6%.

By June 2011, students receiving free and reduced price meal services performing at or above the proficiency levels on the mathematics MSA will increase from 55.4% to 78.6%.

By June 2011, students receiving special education services performing at or above the proficiency on the mathematics MSA will increase from 36.3% to 78.6%.

## **SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES**

### **BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1**

#### **School Improvement Strategies:**

1. Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for special education and gifted and talented programs.
2. Use systematic data analysis regarding student achievement in order to screen for additional academic support.
3. Identify and consistently implement a common core of research-based instructional practices resulting in purposeful and engaging work for students.
4. Access all technical assistance provided by the school system regarding continuing school improvement.

#### **School Improvement Activities:**

- Identify students for accelerated curriculum initiatives (*Language!* Algebraic Thinking, Algebra with Assistance) using MSA, short-cycle, and benchmark data.
- Implement rigorous curriculum for all students in grades 6 – 8.
- Provide after-school coach classes and tutorials focused on targeted skills for students who need additional academic support.
- Align instruction and assessment with the state curriculum utilizing: Articulated Instruction Module (AIM), content-based brief constructed responses (BCRs), selected responses (SRs), and MSDE scoring tools (rubrics and exemplary responses).
- Provide differentiated daily skills instruction, aligned with the state curriculum, for all students in order to move students from scoring basic to advanced and from proficient to advanced on the MSA.
- Schedule special educators to teach/co-teach classes for students with IEPs in order to maximize academic support.
- Provide professional development for staff addressing alignment between instruction and assessment as well as schoolwide academic interventions.
- Re-teach Targeted Skills in English/language arts and mathematics classes.
- Reinforce vocabulary and basic mathematical skills in other academic areas including related arts classes.
- Identify students for accelerated curriculum initiatives (*Language!* Algebraic Thinking, Algebra with Assistance) using MSA, short-cycle, and benchmark data.
- Meet with the assistant superintendent and the assistant to the assistant superintendent to review benchmark, short-cycle, and A.R.E. assessments and targeted skills assessment data.
- Meet monthly with the School Improvement Team to review data.
- Meet weekly with school-based leadership teams to review data and to revise instructional practices accordingly.
- Use weekly interdisciplinary team meetings and monthly content meetings to review student achievement data in order to adjust instruction.
- Provide academic and behavioral interventions through the Student Support Team and IEP Team.
- Schedule meetings with individual mathematics and language arts teachers after each short-cycle and benchmark assessment in order to assess student progress and determine next steps for students who did not demonstrate proficiency.
- Identify students for accelerated curriculum initiatives (*Language!* Algebraic Thinking, Algebra with Assistance) using MSA, short-cycle, and benchmark data.
- Implement co-teaching models in all grades.

- Implement extended time initiatives such as A.R.E. and after-school and Saturday programs to re-teach skills in which students are not proficient.
- Assess SOLVE and SOAPSTone interventions daily and weekly in the English/language arts and mathematics classrooms as well as in the A.R.E. classroom.
- Reinforce SOLVE and SOAPSTone in science and social studies classes.
- Attend all professional development opportunities provided by the school system regarding school improvement, data-driven decision making and schools in improvement.
- Display (includes meanings and selected response items with explanations) “Words of the Week” for English/language arts and mathematics on the WLRA Morning Show.

#### **NARRATIVE**

Loch Raven Technical Academy has a faculty and administrative team that are committed to advancing the academic achievement of all students. The student body is diverse and is comprised of 685 students, 333 males and 325 females. The current enrollment of students includes: 72.5% African American, 3.0% Asian, 3.2% Hispanic, 17.3% White and 4.0% two or more races. The enrollment percentages of African American decreased this year (-10%); however, other groups have increased such as the Asian (+.8%) and the White (+3.6%) student subgroups. In that same time period, the enrollment percentage of Hispanic students increased +1.7%. During the past two years, there have also been increases in the percentages of students qualifying for free and reduced price meal services (FARMS) and those receiving special education services. In 2009 –2010, 64% of Loch Raven Technical Academy (LRA) students qualified for FARMS and 13% of LRA students received special education services. Careful analysis of 2010 MSA scores confirms that there are areas of growth to celebrate, yet LRA did not make AYP in reading or mathematics. LRA failed to make AYP for reading in the FARMS and special education subgroups. In mathematics, the following subgroups did not make AYP: All Students, African American, FARMS, and Special Education. The increases for subgroups in 2010, compared to 2009 scores, ranged from 3.6% to 7.9%. The achievement of all students must be addressed, especially the subgroups that did not make AYP. These student groups will be targeted as instruction is differentiated to provide appropriate interventions for all students who are performing at the basic and low proficient levels in reading and/or mathematics. Also targeted will be students who score in the highest quartile of proficient in order to support increases in the percentages of all students scoring advanced in each subgroup.

Commitment to additional instructional time in targeted areas is further demonstrated by the modification of the master schedule to provide additional daily differentiated instruction in mathematics and reading through the use of a web-based resource aligned with the State Curriculum. This resource will also be available to parents/guardians and students to use at home. Teachers will also align instruction and assessment with the state curriculum utilizing: AIM, MSDE teacher toolkits, content-based brief constructed responses (BCRs), selected responses (SRs), and MSDE scoring tools (rubrics and exemplary responses). The leadership of Loch Raven Technical Academy understands that time is essential in addressing areas of deficiency; however, equally important are the systems being utilized to provide ongoing feedback related to students’ strengths and weaknesses. Significant time will be spent by staff reviewing performance data on short-cycle and benchmark assessments. As part of the school improvement process, the administrative team will monitor the data of students receiving special education services in mathematics and reading. In response to the data, focused professional development on best practices for instructional strategies relevant to the targeted areas will be provided. Utilizing the SOLVE and SOAPSTone interventions learned by teachers will maximize instructional time as teachers focus on student growth/mastery in areas of weakness and sustaining achievement in areas of strength. The SOLVE and SOAPSTone strategies are used and assessed daily to track student achievement in every mathematics and English/language arts

classroom. Loch Raven Technical Academy will participate in the Baltimore County Public Schools - Kennedy Krieger early intervention project, providing consultative services and professional development in the areas of differentiating instruction, data-based decision making, brain-based learning, and classroom behavioral management. Grant monies are being used to provide additional after-school instruction in the targeted skills for students who do not receive special education services but who earned IRS scores of 4 and 5. Grant monies are also being used to provide additional Saturday School instruction in the targeted skills areas for students with IEPs who earned IRS scores of 4 and 5. Transportation will be provided for after school and Saturday School students.

In the past, lack of funding for Saturday School was the cause for not offering this opportunity for re-teaching of skills for students with IEPs. Applying for and receiving the money necessary to offer the Saturday School program should produce gains in achievement for this subgroup (students with IEPs). Transportation is often the reason why students cannot take advantage of after-school coach and tutorial classes. Use of the grant funding for transportation home from the after-school targeted skills classes and to and from the Saturday School program will ensure that more students in the 4<sup>th</sup> and 5<sup>th</sup> IRS category will be able to attend the targeted skills instruction. Teacher planning time for targeted skills instruction has been reduced by purchasing a resource for daily differentiated mathematics and reading instruction and assessments (Study Island) that is aligned with the State Curriculum and is provided with the use of operating budget funds. Loch Raven Technical Academy has an Adaptive Learning Support class, a Functional Academic Learning Support class for certificate-bound students, and a Behavior Learning Support (BLS) class. The BLS program has been revised to deter focus on behavior and to encourage and support academics. Inclusion programs are in place at each grade level. Loch Raven Technical Academy's School Improvement Team and Leadership Teams identified reading and mathematics as areas of concern for the students receiving special education services. It was determined that problems with both reading and mathematics achievement in the special education and in all subgroups were related to a lack of diversity in instructional practices. Professional development in effective collaboration, co-teaching, and differentiated instruction are key strategies being put in place to address this concern. While teachers have steadily increased their understanding of data analysis, professional development for the 2010 – 2011 year will focus on increased and more effective use of the data analysis results to individualize, differentiate and assess instruction in order to support increased performance for all students. The Teacher Capacity Needs Assessment disclosed that the LRA faculty believed that they were in need of more professional development regarding reading instruction. We have started that professional development with the help of a resource teacher from the English/language arts curriculum office.

Targeted skills instruction takes place daily in each English/language arts and mathematics classroom. The targeted skills are assessed daily in content classrooms and weekly in Accelerate, Review, Enrich classes. Student achievement is monitored continuously, formative and summative assessments are analyzed across all contents, and instruction is adapted accordingly. The administrative staff and instructional leadership team meet frequently to determine what is or is not working to increase student achievement. Adjustments to instruction based on data analysis have been and will be made based on the analysis. Consistent staff development will be provided in instructional practices that promote increased student achievement. A commitment to establishing a professional learning community where all decisions are data-driven will promote teacher collaboration in all content areas and ultimately promote increased levels of student achievement in all state-tested areas.

Technical Assistance Provided by Assistant Superintendent's Office

1. Principal goals conference
2. Announced and unannounced monitoring school visits
3. Monitoring visit written feedback
4. Classroom observations
5. Teacher focus groups
6. Student focus groups
7. Mid-year principal evaluations
8. Review of School Improvement Plan
9. Written feedback on School Improvement Plan
10. Monthly principal's conferences
11. Understanding Differentiated Accountability Pathways Workshop
12. Use of assessTrax
13. Data workshops
14. Analysis of short-cycle and benchmark assessments
15. Workshops on rigor
16. Effective feedback and appraisal: post-observation conference
17. Access to the data warehouse through COGNOS

**MIDDLE RIVER MIDDLE SCHOOL**  
**Developing Comprehensive – Year 1**

**IDENTIFIED AREAS OF CONCERN**

- Reading – All Students, African American, FARMS, Special Education
- Mathematics – All Students, African American, FARMS, Special Education

**MEASURES:**

Blueprint For Progress/Master Plan Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator 1.1: All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**TIMELINE (TARGETS):**

By June 2011, students performing at or above the proficient levels on the reading MSA will increase from 76.5% to 85.6%.

By June 2011, African American students performing at or above proficient levels on the reading MSA will increase from 72.3% to 85.6%.

By June 2011, students receiving free and reduced price meal services performing at or above proficient levels on the reading MSA will increase from 73.1% to 85.6%.

By June 2011, students receiving special education services performing at or above proficient levels on the reading MSA will increase from 47.4% to 85.6%.

By June 2011, students performing at or above the proficient levels on the mathematics MSA will increase from 59.8% to 76.8%

By June 2011, African American students performing at or above proficient levels on the mathematics MSA will increase from 50.1% to 76.8%.

By June 2011, students receiving free and reduced price meal services performing at or above proficient levels on the mathematics MSA will increase from 54.9% to 76.8%.

By June 2011, students receiving special education services performing at or above proficient levels on the mathematics MSA will increase from 40.0% to 76.8%.

**SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES:**

Blueprint For Progress/Master Plan Goal 1

School Improvement Strategies:

1. Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.
2. Develop, implement, and monitor intervention programs for all targeted student groups who have not demonstrated proficiency in reading and/or mathematics.
3. Support teachers in the reading and mathematics SOLVE and SQ3R techniques through ongoing professional development.
4. Develop, implement, and monitor intervention programs for students receiving special education services who have not demonstrated proficiency in reading and/or mathematics.
5. Identify and consistently implement a common core of classroom expectations based on best instructional practices, which will result in more meaningful and engaging work for students.
6. Plan and implement programs for parents/guardians and community members to enlist them in our efforts to improve reading and mathematics proficiency levels for targeted groups of students.
7. Develop and implement reading and mathematics diagnostic placement tools, assuring



proper placements in all reading and mathematics classes.

**School Improvement Activities:**

1. The instructional leadership team will analyze data, identify next steps for targeted groups, and determine interventions for reading and mathematics.
2. The *Language!* program will continue to be implemented for identified students.
3. The Algebraic Foundations (Grade 6) and Algebraic Thinking programs (grades 7 and 8) will continue to be implemented for identified students.
4. Identified students will be provided with after-school tutoring opportunities in reading and mathematics.
5. After-school clubs will engage students in content area assistance and developmental activities.
6. A schoolwide system for recording, summarizing, monitoring, and analyzing school data in reading and mathematics strategies will be implemented.
7. Increased integration of support personnel from the offices of technology, special education, and content areas will be implemented in order to increase reading and mathematics proficiency levels.

**NARRATIVE:**

For two consecutive years, Middle River Middle School has not met the Adequate Yearly Progress standards established by the Maryland State Department of Education. The specific student subgroups in need of improvement in both reading and mathematics are All Students, African American, FARMS, and Special Education.

For the 2010 – 2011 school year, Middle River Middle School has developed a comprehensive program of data analysis, deficit skill identification, targeted daily skill program implementation, staff development, and analysis of student progress. Individual teachers will identify all class lists by inner range scores, target differentiation, and intervention efforts toward those students identified and monitor the progress of each targeted group of students. The administration will monitor teachers' efforts through the formal and informal observation process and will provide specific feedback to teachers based on observations. The Instructional Leadership Team will analyze data, propose next steps, and monitor progress of the student groups with deficit skill levels in reading and mathematics.

After-school tutoring and developmental programs will be designed to increase the affiliation that students have with their specific interests and more importantly to improve their specific skill deficit areas in reading, mathematics, and writing.

Middle River Middle School is poised for substantial increases in the targeted areas. Morale and teamwork among the faculty and staff are high; the teaching staff is stable and exhibits very little turnover, and community connections are strong. Relationships among teachers and students are positive, caring, and focused upon academic improvement. The renewed focus on reading and mathematics improvement designed to meet specific needs for our targeted groups of students will lead to the necessary academic improvement.

**Technical Assistance Provided by Assistant Superintendent's Office**

1. Principal goals conference
2. Announced and unannounced monitoring school visits
3. Monitoring visit written feedback
4. Classroom observations
5. Teacher focus groups

6. Student focus groups
7. Mid-year principal evaluations
8. Review of School Improvement Plan
9. Written feedback on School Improvement Plan
10. Monthly principal's conferences
11. Understanding Differentiated Accountability Pathways Workshop
12. Use of assessTrax
13. Data workshops
14. Analysis of short-cycle and benchmark assessments
15. Workshops on rigor
16. Effective feedback and appraisal: post-observation conference
17. Access to the data warehouse through COGNOS

**OLD COURT MIDDLE SCHOOL**  
**Priority Comprehensive – Restructuring Implementation**

**IDENTIFIED AREAS OF CONCERN**

- Reading – All Students, African American, FARMS, Special Education
- Mathematics – All Students, African American, FARMS, Special Education

**MEASURES**

**BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**TIMELINE (TARGETS)**

By June 2011, all students performing at or above the proficiency level on the reading MSA will increase from 74.2% to 85%.

By June 2011, African American students performing at or above the proficiency level on the reading MSA will increase from 73.2 to 85%.

By June 2011, students receiving free and reduced price meal services performing at or above the proficiency level on the reading MSA will increase from 72.5% to 85%.

By June of 2011, students receiving special education services performing at or above proficiency level on the reading MSA will increase from 58.1% to 85%.

By June 2011, all students performing at or above the proficiency level on the mathematics MSA will increase from 47.8 % to 85%.

By June 2011, African American students performing at or above the proficiency level on the mathematics MSA will increase from 46% to 85%.

By June 2011, students receiving free and reduced price meal services performing at or above the proficiency level on the mathematics MSA will increase from 44.5% to 85%.

By June 2011, students receiving special education services performing at or above the proficiency level on the mathematics MSA will increase from 29.4% to 85%.

**SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES**

**BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1**

**School Improvement Strategies:**

1. Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.
2. Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.
3. Provide professional development focused on reading, writing, and language usage strategies for use across content areas to improve student achievement on the MSA.

**School Improvement Activities:**

1. Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP).
2. Provide support to schools as needed, particularly to low-performing schools.
3. Continue to provide technical assistance to administrators and teachers on measurement, analysis of disaggregated student data results from the MSA, and the application of the findings to student learning in the classroom

## **NARRATIVE**

### **Brief summary of data related to the area of concern (AYP)**

Old Court Middle School did not make Adequate Yearly Progress (AYP) in the assessed areas of reading and mathematics; the school has not made AYP in special education for reading and mathematics for consecutive years and did not make AYP for the following subgroups: African American, students receiving free and reduced price meal services, and students receiving special education services, respectively. The Alternative Governance Plan sets out to address the areas of weakness noted above and to improve instruction overall for the students in this community. Specific to the 2009 – 2010 school year, students (overall) missed the reading target by approximately 6.6%. Students missed the mathematics target by 23.6%. Approximately 92% of the students who scored at the basic level in grades 6 – 8 scored in Quartile 4 for basic. There were 125 students who scored within 10 points of proficient for mathematics and 175 students for reading. Data revealed that high numbers of students in standard mathematics classes (Math 6, Pre-Algebra) scored at the basic level. To address this challenge, these students will be placed in remedial mathematics programs for the 2010 – 2011 school year (Algebraic Thinking I and Algebraic Thinking II).

### **Current program description related to the areas of concern**

Old Court Middle School will continue to implement the A.R.E. program for students. Students meet for 35 minutes each morning in groups predetermined by the previous school year's test scores. Students are divided by advanced proficient, proficient, and basic groups. They are further divided by inner range scores. There are two interventions to address the achievement gap. For reading, we are implementing and monitoring the use of the SOAPStone strategy. SOAPStone teaches students to address the speaker, occasion, audience, purpose, subject, and tone in reading. Teachers monitor and address student deficiencies using the SOAPStone monitoring tool. For mathematics, we are implementing the SOLVE strategy to address the students ability to respond adequately and accurately to word problems/BCR's. SOLVE requires students to study the problem, organize the facts, line up a logical plan, verify the plan with action, and examine the results. Teachers track student progress and adjust instruction based on results that are recorded and are maintained on our monitoring tool. There is also a schoolwide initiative in each core subject to address student deficiencies. Teachers instruct students daily on the skill of the week, also referred to as SOTW. The SOTW curriculum is developed based on data that reflects student deficiencies specific to each content area.

### **Discussion of contributing factors/root causes**

There are several factors that have impacted achievement at Old Court Middle School. Those within the control of school staff and faculty are lack of effective monitoring and feedback in regards to student assessment. There was no consistent monitoring tool and students were not consistently tracked and monitored based on their academic deficiencies. Another challenge was time lost on task due to suspensions both in-school and out. Old Court Middle School has developed initiatives to address the root causes/challenges that impacted student achievement.

### **Next steps based on root causes-how will the school address areas of concern**

Old Court Middle School will continue with the program adopted to improve achievement. Students will continue A.R.E. throughout the school year. Students will also participate in the after-school reading and mathematics program. They will be assigned to groups based on their achievement level on last year's test in addition to their deficit skills. Teachers will also continue to teach and assess the SOTW (Skill of the Week) in core classes. Data collected and shared from this program will drive shifts in instruction to meet the needs of the students.

### **Technical Assistance Provided by Assistant Superintendent's Office**

1. Principal goals conference
2. Announced and unannounced monitoring school visits
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7. Mid-year principal evaluations
8. Review of School Improvement Plan
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10. Monthly principal's conferences
11. Understanding Differentiated Accountability Pathways Workshop
12. Use of assessTrax
13. Data workshops
14. Analysis of short-cycle and benchmark assessments
15. Workshops on rigor
16. Effective feedback and appraisal: post-observation conference
17. Access to the data warehouse through COGNOS

**Riverview Elementary School**  
**Developing Comprehensive – Year 2**

**IDENTIFIED AREAS OF CONCERN**

- Reading – All Students, African American, FARMS, Special Education
- Mathematics – All Students, African American, FARMS, Special Education

**MEASURES**

**BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Performance Indicator 1.6:** All eligible prekindergarten students will have access to a prekindergarten program by the 2007 – 2008 school year.

**Performance Indicator 1.8:** Students in grades 2 – 6 will achieve grade level standards on reading assessments.

**Performance Indicator 1.21:** All schools will achieve an attendance rate of at least 94.0%.

**BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 2:** By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 2.1:** All English language learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year.

**Performance Indicator 2.2:** All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards.

**BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 3:** By 2005 – 2006, all students will be taught by highly qualified teachers.

**Performance Indicator 3.5:** All parents/guardians will be advised of the qualifications of their child's teacher at the beginning of each school year or upon request if there are changes to a teacher's qualifications during the school year.

**BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 4:** All students will be educated in school environments that are safe and conducive to learning.

**Performance Indicator 4.1:** All schools and school communities will maintain safe, orderly, nurturing environments.

**BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 6:** Engage parents/guardians, business, and community members in the educational process.

**Performance Indicator 6.1:** All parents/guardians will have multiple opportunities to participate in home-school communication.

**Performance Indicator 6.2:** Increase student, parent/guardian, and teacher conferences to 100% in all schools.

**Performance Indicator 6.3:** Increase learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes.

**Performance Indicator 6.5:** Increase parent/guardian, school, business, and community partnerships.

**Performance Indicator 6.6:** Increase communication and positive relationships with

parents/guardians and community members by disseminating information about system, school, and student successes.

**TIMELINE (TARGETS)**

**School Improvement Plan Target for Goal 1:**

By June 2011, students performing at or above the proficient level on the reading MSA will increase from 71.1% to 85.9%.

By June 2011, students performing at or above the proficient level on the mathematics MSA will increase from 62.4% to 84.5%.

**SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES**

**BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1**

**School Improvement Strategies:**

1. Identify and consistently implement a common core of research-based instructional practices resulting in purposeful and engaging work for students.
2. Support teachers in the implementation of the State Curriculum through professional development.
3. Identify and consistently monitor student attendance.
4. Promote the importance of daily attendance.

**School Improvement Activities:**

- Analyze school-level AYP data and individual student-level performance data to determine which students need to participate in small-group interventions within the reading and mathematics programs.
- Provide for the alignment of the State Curriculum through the use of common planning time.
- Teachers in grades PreK – 5 will submit long-range plans for the implementation of the curriculum. Administration will monitor classroom instruction.
- Increase informational reading and writing through the use of science & social studies texts.
- Increase reading fluency through fluency drills.
- Implement fully the Reading Research Lab with a focus on teacher-student conferencing in grades 1 – 5 to increase comprehension.
- Increase independent reading opportunities for kindergarten students in the content area.
- Implement appropriate Tier 3 interventions to include: Wilson, Fluency Formula, and other research-based materials.
- Utilize resource teachers to work with teachers and students to facilitate the reading/writing process.
- Utilize central office instructional resource personnel and/or school-based personnel to provide ongoing, high quality professional development in both reading and mathematics.
- Monitor the implementation of strategies covered in professional development through informal and formal classroom observations.
- Provide ongoing data analysis and monitoring from assessments in order to identify students “at risk.”
- Monitor the progress of identified “at risk” students by subgroups over the course of the school year using various assessments.
- Provide additional reading instructional time through after-school classes designed to help “at risk” students.
- Provide enriched reading/language arts instructional time through curriculum designed to help gifted and talented programs with the support of the GT catalyst teacher.
- Participate in monitoring meetings with teachers and staff to monitor the progress of students.

- Participate in monitoring meetings with the Assistant Superintendent's office.
- Implement small group interventions to identified students from 2010 MSA results.
- Incorporate 94.0% attendance as a target for participating in the business partner incentive program, "Uncle Marty" quarterly luncheon and end-of-year incentive.
- Provide transportation through Title I for students and parents/guardians as needed to participate in afterschool incentives to promote attendance and student achievement for parent/guardians and students in grades 3 – 5.
- Provide monthly, weekly, and daily attendance incentives through the Principal's Attendance Club.
- Recognize quarterly perfect attendance and outstanding attendance and academic achievement through scheduled assemblies and in the lobby display case.
- Initiate weekly and monthly attendance monitoring and contact with parents/guardians.
- Promote quarterly recommendations of attendance of 96.0% + through attendance certificates and display in the lobby display case.
- Continue to mail letters to parents/guardians of all students who have been absent more than five school days. Continue to work with the pupil personnel worker and parents/guardians of students who have repeated absences (both excused and unexcused) over the year.
- Mail postcards to recognize student achievement.
- Continue home visits by social workers for chronic absentees.
- Continue to work with the pupil personnel workers with referrals for repeat offenders of chronic absenteeism.
- Initiate biweekly Connect-Ed messages to promote attendance goals.

#### **BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 2**

##### **School Improvement Strategies:**

1. Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
2. Support teachers in the implementation of the State Curriculum through professional development.
3. Utilize the supports of the ESOL teacher and Office of World Languages for strategies that best meet the needs of the students.

##### **School Improvement Activities:**

- Closely monitor with assistance of the Office of World Languages the enrollment of new students to identify needs.
- Provide the ESOL teacher and classroom teachers with professional development opportunities for assisting the non-English speaking student.
- Provide parents/guardians assistance in the registration process.
- Use the central office organizational structure to implement the process of transitioning children from early childhood programs to the regular day program.
- Work with Head Start in order to reach more parents/guardians of prekindergarten students.
- Provide professional development activities to include, but not limited to, concepts from Strategies that Work, 7 Keys of Comprehension, Comprehension Toolkit, Reading with Meaning; 6+1 Writing, Range Finding, Use of Bloom's Taxonomy, Positive Behavior Intervention System, Cooperative Learning, Problem Solving using Investigations, and Educating the 2E Child.
- Analyze the data from short-cycle and benchmarks assessments DIBEL assessments in



- order to identify “at risk” students earlier in the school year.
- Provide additional reading instructional time through afterschool classes designed to help “at risk” students and/or students not performing on grade level.
- Provide additional reading/language arts instructional time through classes designed to help students enrolled in gifted and talented programs.
- Participate in monitoring meetings with the Assistant Superintendent’s office.

#### **NARRATIVE**

Summary of data related to the area of concern (AYP):

<b>Reading</b>	<b>All students 71.1%</b>	<b>ALL</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
	<b>By subgroups:</b>				
	African American	63.1%	64.3%	48.4%	66.7%
	White (non-Hispanic)	80.0%	79.3%	86.7%	71.4%
	Hispanic	64.3%	80.0%	62.5%	66.7%
	FARMS	70.6%	72.6%	66.7%	70.0%
	Special Education	41.7%	20.0%	42.9%	50.0%
	English Language Learners	66.7%	*	*	*
<b>Mathematics</b>	<b>All students 62.4%</b>	<b>ALL</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
	<b>By subgroups:</b>				
	African American	55.4%	64.3%	61.3%	34.3%
	White (non-Hispanic)	70.9%	79.6%	80.0%	57.1%
	Hispanic	57.1%	60.0%	50.0%	100.0%
	FARMS	60.8%	70.5%	68.1%	47.1%
	Special Education	20.8%	20.0%	42.9%	8.3%
	English Language Learners	50.0%	*	*	*

The performance of the following subgroups presents the areas of greatest need in reading and mathematics: African American, FARMS, and Special Education.

The following programs currently are being implemented and are described as they relate to the areas of concern:

- The whole-to-part method for teaching reading is being used.
- Small-group interventions are provided to work with students who need additional support with phonics and/or fluency.
- The Reading Resource Lab is currently being used to increase independent student reading.
- An extended-day program provides extended support over a 12-week period for reading and mathematics to be offered in the spring.
- *FASTT Math* is used throughout the building to increase mathematic fluency problems with students.
- Differentiation of instruction in reading, mathematics, and written language is provided.
- Staff development in whole group, by grade levels, and one-on-one is provided to address reading, written language, and mathematics.
- A part-time writing resource teacher is used to help teachers increase the writing abilities of their students.
- Staff development is provided using the concepts of Strategies that Work, Reading with Meaning, and Comprehension Toolkit.

- The counselor, behavior intervention teacher, and administration are increasing efforts to support PBIS and a schoolwide effort to reduce student suspensions by examining alternatives in school strategies and activities.

Contributing Factors/Root Causes:

- Last year, 85% of our student population, or 392 out of 461 students, were identified as FARMS, receiving free and reduced price meal services.
- Many students move several times during the year.
- Last year the suspension rate was 15.4%. This was a slight increase over the previous year when the suspension rate was 15.0%.
- Teachers with five or less years of teaching experience dominate the classroom teaching staff at Riverview Elementary.

Next steps based on root causes (How the school will address the areas of concern):

- Implement and monitor the School Improvement Plan.
- Monitor student progress and adjust strategies throughout the process as necessary.
- Continue to promote various attendance activities.
- Continue to encourage parent/guardian involvement.
- Encourage teachers to remain at Riverview Elementary. Last year we experienced four transfers: one guidance counselor, three Grade 5 teachers.

Technical Assistance Provided by Assistant Superintendent's Office

1. Principal goals conference
2. Announced and unannounced monitoring school visits
3. Monitoring visit written feedback
4. Classroom observations
5. Teacher focus groups
6. Student focus groups
7. Mid-year principal evaluations
8. Review of School Improvement Plan
9. Written feedback on School Improvement Plan
10. Monthly principal's conferences
11. Understanding Differentiated Accountability Pathways Workshop
12. Use of assessTrax
13. Data workshops
14. Analysis of short-cycle and benchmark assessments
15. Workshops on rigor
16. Effective feedback and appraisal: post-observation conference
17. Access to the data warehouse through COGNOS

<p style="text-align: center;"><b>SOUTHWEST ACADEMY</b>  <b>Priority Comprehensive – Restructuring Implementation</b></p>
<p><b>IDENTIFIED AREAS OF CONCERN</b></p> <ul style="list-style-type: none"> <li>• Reading – All Students, Special Education, African American, FARMS</li> <li>• Math – All Students, African American, FARMS, Special Education</li> </ul>
<p><b>MEASURES</b></p> <p><u><b>BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1:</b></u> By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.</p> <p><u><b>Performance Indicator 1.1:</b></u> All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).</p> <p><u><b>BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 3:</b></u> By 2005 – 2006, all students will be taught by highly qualified teachers.</p> <p><u><b>Performance Indicator 3.2:</b></u> All teachers and paraprofessionals will participate in high quality differentiated professional development, as defined by No Child Left Behind and the Maryland Professional Development Standards.</p>
<p><b>TIMELINE (TARGETS)</b></p> <p>By June 2011, students receiving special education services performing at the proficient level on the reading MSA will increase from 56.3% to 85.6%.</p> <p>By June 2011, students receiving free and reduced price meal services performing at the proficient level on the reading MSA will increase from 74.7 to 85.6%.</p> <p>By June 2011, African American students performing at the proficient level on the reading MSA will increase from 74.7 to 85.6%.</p> <p>By June 2011, African American students performing at the proficient level on the mathematics MSA will increase from 60.1% to 78.6%.</p> <p>By June 2011, students receiving free and reduced price meal services performing at the proficient level on the mathematics MSA will increase from 62% to 78.6%.</p> <p>By June 2011, students receiving special education services performing at the proficient level on the mathematics MSA will increase from 56.3% to 78.6%.</p>
<p><b>SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES</b></p> <p><u><b>BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1</b></u></p> <p><u><b>School Improvement Strategy:</b></u></p> <p>Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honor students.</p> <p><u><b>School Improvement Activities:</b></u></p> <ul style="list-style-type: none"> <li>• Implement and monitor the BCPS and MSDE-approved Alternative Governance Proposal.</li> <li>• Identify the most deficit areas of student performance in reading on the Maryland School Assessment and implement a schoolwide intervention in accordance with the guidelines as they are addressed in the Alternative Governance Plan and the Accelerate, Review, Enrich (A.R.E.) program designed to help students maximize grade-level performance.</li> <li>• Create and maintain matrices to analyze daily objectives which will be used to monitor short-cycle assessment baseline data and ongoing assessment data as it applies to student achievement in the secondary reading/language arts programs.</li> <li>• Offer vocabulary instruction focusing on definition within context, multiple meanings, word</li> </ul>

origins, and synonyms and antonyms that is integrated with the secondary reading/language arts program for all students.

- Identify students' individualized academic needs and provide differentiated instructional time in reading through the A.R.E. program.
- Identify the most deficit areas of student performance in mathematics on the Maryland School Assessment and implement a schoolwide intervention in accordance with the guidelines as they are addressed in the A.R.E. program.
- Implement the research-based Algebraic Foundations/Thinking program for all qualifying students.
- Implement the research-based *Language!* accelerated literacy curriculum, which encompasses fluency, grammar, comprehension, and speaking.
- Provide after-school and Saturday student workshops for identified students in order to address their designated deficit skills.
- Provide numeracy and literacy coaches to provide additional small group instruction for identified students.

### **BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 3**

#### **School Improvement Strategy:**

Provide a variety of high quality professional development opportunities that focus on teachers' and paraprofessionals' assessed needs to ensure that they meet "highly qualified" status 2005 – 2006.

#### **School Improvement Activities:**

- Implement and monitor the BCPS and MSDE-approved Alternative Governance Proposal.
- Implement a comprehensive professional development plan/calendar for 2010 – 2011.
- Address identified priority needs: data driven decision-making, teambuilding, and differentiated instruction.
- Develop and facilitate a Principals' Academy for non-tenured staff.

### **NARRATIVE**

#### **Data Summary**

The 2010 MSA data indicate mathematics growth in all subgroups compared to the 2009 data as follows: All Students (+6.4), Asian (+9.3), African American (+5.1), White (+0.8), Hispanic (+19.4), FARMS (+8.5), Special Education (+17.6), and Limited English Proficient (+22.8). Regarding the reading MSA data, four subgroups demonstrated an increase as follows: Limited English Proficient (+13.6), Special Education (+6.6), Asian (+4.8), and White (+8.8); and the performance of three subgroups decreased: FARMS (-0.7), African American (-2.6), and All Students (-1.3). The performance of the Hispanic subgroup remained the same (77.8).

#### **Current Program Description**

Response to areas of concern begins with the master schedule and common planning time for teacher collaboration, planning, and engagement. Additionally, teachers and students are involved in the governance efforts of the campus decision making via action teams. Regarding extending the school day, many students were identified based on their inner range scores for the Saturday and after-school programs. These programs offer an individualized instructional plan to address the current reading and mathematics deficits of all participants. In terms of special programs, AVID classes have increased this year; and a new partnership with the North Bay and the Goddard Space Center will continue to promote student achievement in reading and mathematics. Data dialogues are a daily part of the instructional process at Southwest Academy. For instance, the leadership team analyzes classroom and district short-cycle and benchmark assessments to ensure that instruction and next steps are identified. These next steps are monitored by the department chairs and the administrative team to ensure that they provide

recursive instruction in all small group, after-school, or before-school efforts. Teacher mentor efforts are utilized to support staff members with ongoing job-embedded professional development. The school has been provided with additional professional development funds to create targeted staff development in differentiated instruction, reading in the content areas, and technology integration. Technology integration is further promoted via the recent purchase of LCD projectors and Web cams for all classrooms.

**Root Causes**

There were a few root causes that thwarted progress last year as follows: 23 out of 52 non-tenured teaching staff, a late December mathematics teacher hire, the need for additional differentiated professional development, and a scheduling pattern that was not conducive to the mathematics instructional timeline. All of these aforementioned items have been addressed this school year.

**Next Steps**

In response to the root causes, the following actions have been taken this year:

A permanent mathematics teacher has been hired, 12 out of 52 of the teaching staff are non-tenured, a comprehensive professional development plan is in place, and the school schedule complements the instructional program.

Technical Assistance Provided by Assistant Superintendent's Office

1. Principal goals conference
2. Announced and unannounced monitoring school visits
3. Monitoring visit written feedback
4. Classroom observations
5. Teacher focus groups
6. Student focus groups
7. Mid-year principal evaluations
8. Review of School Improvement Plan
9. Written feedback on School Improvement Plan
10. Monthly principal's conferences
11. Understanding Differentiated Accountability Pathways Workshop
12. Use of assessTrax
13. Data workshops
14. Analysis of short-cycle and benchmark assessments
15. Workshops on rigor
16. Effective feedback and appraisal: post-observation conference
17. Access to the data warehouse through COGNOS

**STEMMERS RUN MIDDLE SCHOOL**  
**Developing Comprehensive – Year 1**

**IDENTIFIED AREAS OF CONCERN**

- Reading – African American, FARMS, Special Education
- Mathematics – All Students, African American, White, FARMS, Special Education

**MEASURES**

**BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**TIMELINE (TARGETS)**

By June 2011, students performing at or above the proficient level on the reading MSA will increase from 76.6% to 85.6%

By June 2011, African American students performing at or above the proficient level on the reading MSA will increase from 64.9% to 85.6%.

By June 2011, students receiving special education services performing at or above the proficient level on the reading MSA will increase from 52.9% to 85.6%.

By June 2011, students receiving free and reduced priced meal services performing at or above the proficient level on the reading MSA will increase from 69.9% to 85.6%.

By June 2011, students performing at or above the proficient level on the mathematics MSA will increase from 58.9% to 85.0%.

By June 2011, African American students performing at or above the proficient level on the mathematics MSA will increase from 51.3% to 85.0%.

By June 2011, White students performing at or above the proficient level on the mathematics MSA will increase from 60.1% to 85.0%.

By June 2011, students receiving special education services performing at or above the proficient level on the mathematics MSA will increase from 40.0% to 85.0%.

By June 2011, students receiving free and reduced priced meal services performing at or above the proficient level on the mathematics MSA will increase from 53.6% to 85.0%.

**SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES**

**BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1**

1. Develop, implement, and monitor intervention programs for students receiving special education services who have not demonstrated proficiency in reading and/or mathematics.
2. Develop, implement, and monitor skill-centered mini-lessons to be completed in each of the core subjects by all students four days per week.
3. Develop, implement, and monitor weekly MSA assessments designed to both build skills in reading and mathematics.
4. Encourage independent reading by establishing a minimum goal of 25 books from the recommended list that will be read by each targeted student during the academic year.
5. Complete a needs assessment to determine school-based professional development with the entire staff.
6. Require each content area to select a professional development design model fitted to their own requirements as determined by the needs assessment.
7. Support teachers in maintaining best instructional practices through professional development activities within each department
8. Develop, implement, and monitor after-school intervention programs for students who have attained inner range scores of four and five in MSA reading and/or mathematics.

9. Enlist parents/guardians and community stakeholder groups in academic efforts such as mentoring and club sponsorships at the school (STEM, Engineering Club, Environmental Club, after-school mentors).

### **NARRATIVE**

Stemmers Run Middle School is now entering year one of school improvement. For the second consecutive year, Stemmers Run Middle School did not meet AYP in the area of mathematics. Of significant concern are the African American, FARMS, and Special Education student subgroups. While gains were made in most areas, these gains fell short of the AMO's set forth by the state.

For the 2010 – 2011 school year, Stemmers Run Middle School has made adjustments to the school day for all students. Daily mini-lessons will occur in all reading, language arts and mathematics classes. Department meetings are designed to review assessment data and, through the application of Classroom-Focused Improvement Process, instruction will be adjusted for those students who may not be meeting success. Online, focused after-school tutorials and MSA review sessions will continue to be offered in order to strengthen students' abilities in the areas of mathematics and reading.

The following root causes have been identified:

- With a 2009 – 2010 student mobility rate of 23.0%, an identified root cause is the school's need for an effective, ongoing program to meet the needs of highly mobile students.
- As students transition into the school from outside of the system, their reading and mathematics achievement are generally substantially below that of the students who have been educated in BCPS.
- An identified root cause is a need for the school to provide more effective approaches to increase meaningful parent/guardian involvement. Parent/guardian commitment and oversight is strong among a relatively small group of parents/guardians. There is a need to gain the power of parent/guardian involvement among more parents/guardians, particularly those in the key student subgroups.
- There is a need to instruct new students who enroll performing below grade level and bring those who are deficient in certain skills to proficiency.

Content-based professional development using a specific design method is one of our key interventions. Each department has chosen one of three methods (Peer Coaching, Reflective Practice, or Action Research) to refine instructional practices. Though these efforts are schoolwide, specific attention is being given to mathematics due to the fact that it is such a critical area of need. Teachers are using web-based online systems and focused re-teaching to make certain that students, who have not learned a skill the first time it is covered, are afforded multiple opportunities. Stemmers Run also recognizes the need for a high degree of rigor in all classes. Engaging instruction that is student based is the expectation. This is reinforced through frequent informal administrative visits to classes as well as formalized, evaluative observations.

### **Technical Assistance Provided by Area Assistant Superintendent's Office**

1. Principal goals conference
2. Announced and unannounced monitoring school visits
3. Monitoring visit written feedback
4. Classroom observations
5. Teacher focus groups
6. Student focus groups
7. Mid-year principal evaluations

8. Review of School Improvement Plan
9. Written feedback on School Improvement Plan
10. Monthly principal's conferences
11. Understanding Differentiated Accountability Pathways Workshop
12. Use of assessTrax
13. Data workshops
14. Analysis of short-cycle and benchmark assessments
15. Workshops on rigor
16. Effective feedback and appraisal: post-observation conference
17. Access to the data warehouse through COGNOS



<b>WINDSOR MILL MIDDLE SCHOOL</b> <b>Developing Comprehensive – Corrective Action</b>	
<b>IDENTIFIED AREAS OF CONCERN</b> <ul style="list-style-type: none"> <li>• Reading – FARMS and Special Education</li> <li>• Mathematics – All Students, African American, FARMS, Special Education</li> </ul>	
<b>MEASURES</b> <u><i>BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1:</i></u> By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies. <u><i>Performance Indicator 1.1:</i></u> All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessments (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).	
<b>TIMELINE (TARGETS)</b> <p>By June 2011, Grade 8 students receiving free and reduced price meal services performing at or above the proficient level on the reading MSA will increase from 77.3% to 85.6%.</p> <p>By June 2011, Grade 7 students receiving free and reduced price meal services performing at or above the proficient level on the reading MSA will increase from 68.7% to 85.6%.</p> <p>By June 2011, Grade 6 students receiving free and reduced price meal services performing at or above the proficient level on the reading MSA will increase from 57.5% to 85.6%.</p> <p>By June 2011, Grade 8 students receiving special education services performing at or above the proficient level on the reading MSA will increase from 68.4% to 85.6%.</p> <p>By June 2011, Grade 7 students receiving special education services performing at or above the proficient level on the reading MSA will increase from 32% to 85.6%.</p> <p>By June 2011, Grade 6 students receiving special education services performing at or above the proficient level on the reading MSA will increase from 62.5% to 85.6%.</p> <p>By June 2011, Grade 8 students performing at or above the proficient level on the mathematics MSA will increase from 46.3% to 78.6%.</p> <p>By June 2011, Grade 7 students performing at or above the proficient level on the mathematics MSA will increase from 57.9% to 78.6%.</p> <p>By June 2011, Grade 6 students performing at or above the proficient level on the mathematics MSA will increase from 67.7% to 78.6%.</p> <p>By June 2011, Grade 8 African American students performing at or above the proficient level on the mathematics MSA will increase from 45.6% to 78.6%.</p> <p>By June 2011, Grade 7 African American students performing at or above the proficient level on the mathematics MSA will increase from 57.7% to 78.6%.</p> <p>By June 2011, Grade 6 African American students performing at or above the proficient level on the mathematics MSA will increase from 66.3% to 78.6%.</p> <p>By June 2011, Grade 8 students receiving free and reduced price meal services performing at or above the proficient level on the mathematics MSA will increase from 41.9% to 78.6%.</p> <p>By June 2011, Grade 7 students receiving free and reduced price meal services performing at or above the proficient level on the mathematics MSA will increase from 51.5% to 78.6%.</p> <p>By June 2011, Grade 6 students receiving free and reduced price meal services performing at or above the proficient level on the mathematics MSA will increase from 57.5% to 78.6%.</p> <p>By June 2011, Grade 8 students receiving special education services performing at or above the proficient level on the mathematics MSA will increase from 68.4% to 78.6%.</p> <p>By June 2011, Grade 7 students receiving special education services performing at or above the proficient level on the mathematics MSA will increase from 40% to 78.6%.</p> <p>By June 2011, Grade 6 students receiving special education services performing at or above the proficient level on the mathematics MSA will increase from 50% to 78%.</p>	

**SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES**  
**BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1**

**School Improvement Strategies:**

1. Develop, implement, and monitor schoolwide interventions – SOLVE and SOAPStone from August 30, 2010, – March 2011 for all students.
2. Develop, implement, and monitor schoolwide the Accelerate, Review, Enrich (A.R.E.) initiative from August 30, 2010, – March 2011 for all students.
3. Develop, implement, and monitor schoolwide the MSA Word of the Week (WOW) initiative from August 30, 2010, – March 2011 for all students.
4. Develop, implement, and monitor content specific MSA Skill of the Week for language arts/reading and mathematics from August 30, 2010, – March 2011.
5. Encourage continuous reading by establishing a minimum goal of 25 books through STRIVE for 25 and Black Eye Susan; Student, Teachers, and Administrators are Reading and Socializing (STARS); American Red Cross in Texas; Reading Wednesdays during lunch time; and the Book it Program for Grade 6 students.
6. Support teachers in the implementation of reading and mathematics techniques through professional development opportunities.
7. Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
8. Develop and implement grade-appropriate assessments for reading and mathematics.

**School Improvement Activities:**

1. The administrative team, leadership team, and school improvement team will continue to analyze data, identify target groups of students, and determine interventions for reading and mathematics with a system for tracking, monitoring, and using individual and group performance data.
2. The school will continue to implement the *Language!* program for identified students.
3. Identified students in Grade 6 will receive the Algebraic Foundations program; identified students in grades 7 and 8 will receive the Algebraic Thinking I & II programs.
4. After-school discovery clubs and programs will engage students in content activities and targeted coach classes will be provided.
5. A schedule will be provided for teacher assistance from resource teachers and program consultants in the classrooms and through professional development.
6. Identified students will be required to attend after-school and evening tutoring and assistance programs.

**NARRATIVE**

For the third year in a row, Windsor Mill Middle School has made gains in reading but these gains continue to fall short of the Annual Measurable Objectives (AMO) set forth by the State of Maryland. During the 2009 – 2010 school year, Adequate Yearly Progress (AYP) was not made in the areas of reading for the FARMS and Special Education student subgroups and in mathematics for the All Students, African American, FARMS, and Special Education student subgroups. In order to meet the AMO next year a gain of 9.2% must be made in reading and a gain of 22.1% in mathematics.

For the 2010 – 2011 school year, Windsor Mill Middle School continues focus on high expectations, setting the bar high for all students, and encouraging them to reach for 85%+ mastery in every aspect of their educational experience daily. Adjustments have been made to the master schedule in order to address the above-named concerns, building into the master schedule daily extended-time initiatives, and a thirty minute A.R.E. session to target identified skills. Students are enrolled in more challenging classes and provided the necessary supports to achieve a high level, striving for 85%+ mastery. Student records are carefully reviewed in order to

identify students for gifted and talented coursework. Data are the focus throughout the entire school. During administrative team meetings, leadership meetings, school improvement meetings and content/department meetings, the leaders in the school work collaboratively with the staff members to review assessment data and provide assistance to those students who may not be meeting with success. Within the school day, schoolwide interventions are utilized to monitor and measure student mastery of skills. Time has been set aside time to work with all students in building on reading and mathematics skills through push-ins and pull-outs. Offering additional learning time to the normal school program, an after-school tutorial program, Energy to Burn, Energy to Learn!, is offered to provide students with additional targeted mathematics and reading instruction. Teachers alternate weekly both regular and targeted skills coach classes at which time teachers accelerate, reteach, and enrich MSA skills in order to strengthen student abilities in the area of reading and mathematics. Being that this is a schoolwide initiative, teachers in the science department support the mathematics department by implementing the SOLVE strategy whenever possible. The teachers in the social studies department support the language arts department by implementing SOAPSTone wherever possible. Related arts classes integrate vocabulary and multiplication facts on a daily basis.

Possible contributing factors and/or root causes include, but are not limited to, the following:

- Current districtwide strategies are designed for steady growth, and the school has made progress in reading and mathematics.
- A root cause is the school's lack of a strategy to support students immediately with programs and schedules to address the wide disparity of student reading and mathematics achievement levels as students transition into the school.
- With the leadership team conducting substantial research and initiating a number of research-based programs, the school has identified strategies that are more effective than the current initiatives.
- An identified root cause is a need for the school to provide more effective programs to substantially increase meaningful parent/guardian involvement in the educational process and to explore other protective measures that could be put into place to support students.

As students enter Windsor Mill Middle School from other jurisdictions, understanding their individual needs and placing them in classes that are designed to move them forward after a diagnostic assessment has been administrated in both reading and mathematics is imperative. Results of assessments are being used appropriately to monitor student achievement. It is important to continue to assess student needs in order to provide teachers with the professional development necessary to allow students to be successful. This includes the implementation of the BCPS Service Model along with outside consultant who will be working with all mathematics teachers. Throughout the summer, interdisciplinary grade-level team leaders worked together to create a student reflection book in order to be reflective learners as well as to communicate in new and better ways with the community with hopes to increase parent/guardian and community involvement. This year, a new PTA executive committee is composed of dedicated parents/guardians who are determined to make a difference for the school. Though many efforts are schoolwide, specific attention is being given to the area of mathematics due to the fact that it is such a critical need area. Windsor Mill Middle School recognizes the need to place students in classes that are rigorous for students. For some students who may not have experienced this increased rigor, supports are in place to ensure that these students are meeting with success.

Technical Assistance Provided by Assistant Superintendent's Office

1. Principal goals conference
2. Announced and unannounced monitoring school visits
3. Monitoring visit written feedback
4. Classroom observations
5. Teacher focus groups
6. Student focus groups
7. Mid-year principal evaluations
8. Review of School Improvement Plan
9. Written feedback on School Improvement Plan
10. Monthly principal's conferences
11. Understanding Differentiated Accountability Pathways Workshop
12. Use of assessTrax
13. Data workshops
14. Analysis of short-cycle and benchmark assessments
15. Workshops on rigor
16. Effective feedback and appraisal: post-observation conference
17. Access to the data warehouse through COGNOS

## 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):

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

- Elementary attendance has continued to exceed the state standard of 94.0% since 2002 – 2003. The 2009 – 2010 elementary school attendance rate was 95.1%.
- Middle school attendance has exceeded the state standard of 94.0% since 2002 – 2003. The 2009-2010 middle school attendance rate was 94.8%.
- Middle school attendance increased by 0.8 percentage points from 2008 – 2009 to 2009 – 2010 for the American Indian/Alaskan Native student group.
- In high schools, the following student subgroups showed improvement during the 2009 – 2010 school year: African American, American Indian/Alaskan Native, Hispanic, FARMS, and Limited English Proficient. In addition, the African American, Asian/Pacific Islander, Hispanic, White, and Limited English Proficient student subgroups exceeded the 2009-2010 AMO of 90%.

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

**2009 – 2010 Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.21:** All schools will achieve an attendance rate of at least 94.0%.

**Key Strategies:**

- q) Provide parents/guardians and community stakeholder groups with strategies that can be implemented with children to enhance student learning.
- r) Strengthen communications and mutual support between and among parents/guardians, teachers, administrators, and students by providing parents/guardians with concrete strategies to use at home to help their children achieve high standards.
- u) Provide staff with access to technology essential to collecting, analyzing, and reporting student achievement data.

**Activities:**

- Utilized the attendance manual to assist school personnel in the development and implementation of systematic approaches to improve student attendance by providing a foundation for good attendance patterns that will follow students throughout their educational careers.
- Established and/or maintained attendance committees to monitor and improve student

attendance.

- Continued to utilize Project Attend as an interagency team approach to improve student attendance. The team includes representatives from Baltimore County Public Schools, the Baltimore County Police Department, the Department of Juvenile Services, the Department of Aging, and the Department of Social Services.
- Communicated attendance expectations to parents/guardians and students to ensure regular, on-time attendance of students.
- Facilitated access to appropriate educational and community resources for families, including homeless and immigrant families.
- Strengthened communication and mutual support between families and school personnel through home visits; student, parent/guardian, or team conferences; and other strategies to use at home to increase attendance.
- Referred chronic absentee cases to the local school Student Support Team, Project Attend, the State's Attorney's Office, or District Court.
- Provided staff with updated technology to collect, analyze, and report student achievement data.
- Implemented school plans for proactive attendance strategies based on the 20.0% absentee list for those schools that did not meet Adequate Yearly Progress (AYP) due to attendance.
- Assisted and monitored schools that did not meet AYP due to attendance.

**Resource Allocation:**

- FY11 Operating Budget

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

- In elementary schools, the Asian/Pacific Islander subgroup's attendance decreased by 0.6 percentage points from 2002 – 2003 through 2005 – 2006. Although this subgroup's attendance rate increased by 0.4 percentage points in 2006 – 2007, it dropped by 0.2 percentage points in the 2007 – 2008 school year and remained the same in the 2008 – 2009 school year. During the 2009 – 2010 school year, the Asian/Pacific Islander subgroup decreased by 0.5 percentage point but remained above the state standard by 2.3 percentage points.
- Although all elementary subgroups continued to meet the state standard for attendance for the 2009 – 2010 school year, attendance decreased for all subgroups.
- In middle schools, FARMS and special education student subgroups' attendance rates were below the state standard of 94.0% in 2009 – 2010.
- While high school attendance has been inconsistent from the 2002 – 2003 through the 2009 – 2010 school years, the following subgroups continue to fall below the state standard of 94.0%: African American, American Indian/Alaskan Native, Hispanic, White, FARMS, Limited English Proficient, and Special Education.
- All high school level student subgroups' attendance rates, except for the Asian/Pacific Islander subgroup, remain 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.**

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern.

**2010 – 2011 Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.21:** All schools will achieve an attendance rate of at least 94.0%.

**Key Strategies:**

- q) Provide parents/guardians and community stakeholder groups with strategies that can be implemented with children to enhance student learning.
- r) Strengthen communications and mutual support between and among parents/guardians, teachers, administrators, and students by providing parents/guardians with concrete strategies to use at home to help their children achieve high standards.

**Activities:**

- Expand and enhance Project Attend and attendance committees to monitor and increase middle school and high school students' attendance.
- Develop and implement a Project Attend program suitable for students in grades 4 and 5.
- Include attendance goals on students' Individualized Education Plans as appropriate.
- Continue to facilitate access to appropriate educational and community resources for families, including homeless and immigrant families.
- Distribute the attendance manual developed to assist school personnel with developing and implementing systematic approaches to improve student attendance by providing a foundation for good attendance patterns that will follow these students throughout their educational careers.
- Continue to refine communication and mutual support between families and school personnel through home visits; student, parent/guardian, or team conferences; and other strategies to use at home so that students may improve attendance.
- Continue to intervene and refer chronic absentee cases to the local school Student Support Team, Project Attend, the State's Attorney's office, or District Court.
- Collaborate with the Local Management Board and community agencies to provide resources to support family interventions on attendance cases.
- Continue to provide staff with updated technology to collect, analyze, and report student achievement and attendance data.
- Collect, analyze, and evaluate attendance data of the FARMS, LEP, and special education subgroups to identify possible root causes of attendance issues such as medical issues, health insurance, and family situations that need addressing through the Student Support Team, court processes, or social agencies.

- Continue to have the Office of Pupil Personnel Services and pupil personnel workers collect, analyze, and evaluate data on attendance rates of high school students, with specific emphasis on the FARMS, LEP, and special education subgroups, to determine interventions appropriate to the grade level of students and needs of schools.
- Continue to review absentee lists with school administrators and other school personnel in order to develop and implement school plans for proactive attendance strategies.
- Continue to work with the state legislature to pass legislation to include Baltimore County in the Pilot Truancy Court Program.
- Establish a workgroup on attendance composed of agency partners, parents/guardians, and representatives from all BCPS offices that are involved with the implementation and evaluation of all strategies, interventions, programs, and services to increase/maintain attendance. This workgroup will assist schools in identifying appropriate strategies to enhance student attendance and support those schools and particular students that need greater support.
- Pilot the Truancy Court Program in two middle schools in conjunction with the University Of Baltimore School Of Law.

**Resource Allocation:**

- FY11 Operating Budget



**I.D.v**  
**Graduation Rates and Dropout Rates**

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

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

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

Graduation 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):

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

**Graduation Rate Progress**

The 2010 graduation rate of 86.08% exceeded the 2010 AMO of 85.50%. The following student subgroups showed improvement from 2008 – 2009 to 2009 – 2010:

- All students (increase of 2.52 percentage points)
- African American (increase of 2.97 percentage points)
- Asian/Pacific Islander (increase of 0.72 percentage point)
- White (increase of 2.59 percentage points)
- FARMS (increase of 6.72 percentage points)
- Limited English Proficient (LEP) (increase of 11.13 percentage points)
- Special Education (increase of 3.22 percentage points)
- Female (increase of 2.58 percentage points)
- Male (increase of 2.53 percentage points).

**Dropout Rate Progress**

The dropout rate for students in Baltimore County Public Schools decreased by 0.71 percentage point in 2009 – 2010 to a rate of 3.03%. Progress in the dropout rate from 2009 – 2010 is evident for the following student groups:

- African American (decrease of 0.7 percentage point)
- American Indian/Alaskan Native (decrease of 0.39 percentage point)
- Asian/Pacific Islander (decrease of 1.09 percentage points)
- White (decrease of 0.86 percentage point)
- FARMS (decrease of 0.31 percentage point)
- Special Education (decrease of 0.62 percentage point)
- Female (decrease of 0.32 percentage point)
- Male (decrease of 1.08 percentage points).

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

**2009 – 2010 Master Plan Goal 5:** All students will graduate from high school.

**Performance Indicator 5.1:** All high schools will meet the graduation rate established by the state.

**Performance Indicator 5.2:** All high schools will have dropout rates of less than 3.0%.

**Key Strategies:**

- a) Educate all students with disabilities in accordance with the objectives defined in the students' Individualized Education Programs (IEP) so that they learn the body of knowledge presented in the general education environment to the maximum extent possible.
- b) Provide supports and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs.
- c) Increase participation in gifted and talented programs in all schools.
- d) Develop, in collaboration with students and parents/guardians, a Career Planning Profile of a four-year plan for studies for all Grade 8 students.
- e) Provide and implement 504 Plans which clearly outline goals, objectives, and accommodations to ensure that students will maximize their educational opportunities.
- f) Develop partnerships with local community colleges and universities to increase student achievement and pathways to college and employment.

**Activities:**

- Continued to implement summer school and evening high school programs to help students meet graduation requirements and to prevent dropouts.
- Continued to enhance programs and curricular designs such as smaller learning communities, College Ed, Advancement Via Individual Determination (AVID), and Maryland's Tomorrow to continue to prepare students for high school graduation and prevent students from withdrawing from school.
- Continued to support the College Readiness partnership with the Community Colleges of Baltimore County (CCBC) in all high schools to increase student achievement pathways to college and employment.
- Continued to support college readiness courses to add academic rigor and higher expectations in preparing students for college readiness after graduating from high school.
- Continued to ensure all student transfers were correctly coded in the system's data warehouse.
- Utilized pupil personnel workers to provide additional support to potential dropouts.
- Hosted a mandatory AYP training for school-based personnel and pupil personnel workers.
- Continued to support the Advance Path Program at Chesapeake High School.
- Implemented the Advance Path Credit Recovery Program at Dundalk High School.

- Expanded the Advance Path Credit Recovery Program into the Dundalk Evening High School Program.
- Enhanced academic advising to ensure that students are placed in appropriate courses, take rigorous coursework, and are prepared for post-secondary education.
- Continued to support curricular programs such as Algebra with Assistance and *Language!* so that students experience success in courses which present academic challenges.
- Provided professional development on course sequences in mathematics and English, high school requirements, college readiness skills, and career readiness skills to all school staff.
- Continued to share data with parents/guardians and students related to the long-term prognosis for income level as it relates to education level.
- Continued to implement academic interventions such as the Bridge Plan for Academic Validation to help students meet graduation requirements.

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

**Graduation Rate Challenges**

Although the graduation rate for All Students increased to 86.08% and BCPS did meet the annual measurable objective of 85.50%, challenges are evident in the decreased graduation rate for the following subgroup:

- Hispanic (decrease of 0.74 percentage points; 3.84 percentage points from the AMO).

In addition, although the following student groups evidenced increases or remained stable relative to the prior year, they did not reach the state standard:

- African American (increase of 2.97 percentage points; 1.07 percentage points from the AMO)
- American Indian/Alaskan Native (no change percentage; 10.5 percentage points from the AMO)
- Limited English Proficient (increase of 11.13 percentage points; 3.78 percentage points from the AMO)
- Special Education (increase of 3.22 percentage points; 13.49 percentage points from the AMO)
- Male (increase of 2.53 percentage points; 2.99 percentage points from the AMO).

**Dropout Rate Challenges**

The dropout rate for All Students decreased to 3.03%; however BCPS did not meet the annual measurable objective of 3.00%. Challenges are evident in the increased dropout rate for the following subgroups:

- Hispanic (increase of 1.68 percentage points; 1.95 percentage points from the AMO)
- Limited English Proficient (increase of 0.67 percentage point; 1.25 percentage points from the AMO).

The following subgroups evidenced a decrease over the previous year, and are improving, yet did not meet the state standard of 3.00%:

- African American (decrease of 0.70 percentage point; 0.32 percentage point from the AMO)
- American Indian/Alaskan Native (decrease of 0.39 percentage point; 5.59 percentage points from the AMO)
- FARMS (decrease of 0.31 percentage point; 0.22 percentage point from the AMO)
- Special Education (decrease of 0.62 percentage point; 2.81 percentage points from the AMO)
- Male (decrease of 1.08 percentage points; 0.73 percentage point from the AMO).

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

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. This is the eighth year of the plan; trend data indicate performance is improving, and any changes or adjustments to the BCPS Master Plan are made at the activity level.

**2010 – 2011 Master Plan Goal 5:** All students will graduate from high school.

**Performance Indicator 5.1:** All high schools will meet the graduation rate established by the state.

**Performance Indicator 5.2:** All high schools will have dropout rates of less than 3.0%.

**Key Strategies:**

- a) Educate all students with disabilities in accordance with the objectives defined in the students' Individualized Education Programs (IEP) so that they learn the body of knowledge presented in the general education environment to the maximum extent possible.
- b) Provide supports and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs.
- d) Develop, in collaboration with students and parents/guardians, a Career Planning Profile of a four-year plan of studies for all Grade 8 students.
- e) Provide and implement 504 Plans which clearly outline goals, objectives, and accommodations to ensure that students will maximize their educational opportunities.
- f) Develop partnerships with local community colleges and universities to increase student achievement and pathways to college and employment.

**Activities:**

- Continue to enhance the services provided by the ESOL liaison to English language learners, which include additional counseling, tutoring, and services to families.

- Recommend use of the Student Support Teams (SST) to provide additional special education services to students including tutoring, counseling, and other services as needed.
- Recommend use of the SST to provide additional supports to students with poor attendance and at risk of dropping out.
- Continue the use of BCPS data resources to monitor secondary course enrollment, credit completion, and testing requirements to ensure that all students in subgroups not reaching the state standard are enrolled in classes needed to meet graduation requirements.
- Continue to provide targeted and differentiated academic supports for English language learners to assist them in passing the English, Algebra/Data Analysis, Government, and Biology High School Assessments (HSA).
- Implement, evaluate, and update the Career Planning Profile/Four-Year Plan with students throughout the high school experience.
- Continue to identify and encourage students in subgroups not reaching the state standard to enroll in the AVID program to improve their study skills and to motivate them to pursue higher education after graduating from high school.
- Continue to use the *Style to Content Learning Preferences Inventory* results to ensure teachers meet the learning needs of all students.
- Continue to enroll students identified with academic and behavioral challenges in the Crossroads Center, an alternative learning center. Students enrolled in the Crossroads Center will receive intensive reading and math supports and interventions needed for success.
- Identify and utilize the alternative education programs for students with behavioral and attendance issues.
- Continue to provide staffing for the Maryland's Tomorrow program in the five high schools with greater than 3.0% dropout rate.
- Continue to annually monitor student cohorts to ensure that all students in grades 9 – 11 are on track to meeting the graduation requirements prior to reaching Grade 12.
- Continue to develop and disseminate an informational packet of resources on how students who withdraw prior to graduation can continue to access educational resources.
- Revise and promote the use of the exit interviews with students planning to withdraw prior to graduation in order to reduce the dropout rate, direct students to other educational opportunities, and gather data on why students exit BCPS schools.
- Continue to collaborate with other offices to monitor all students' transcripts to ensure that they are taking and passing the HSAs and meeting all other graduation requirements.
- Collaborate with other offices and schools to monitor the accuracy of student dropout codes.
- Collaborate with other offices to develop and provide schools access to monthly HSA passing status reports to ensure all students are on track to graduate on time.

- Continue to communicate graduation requirements and coursework expectations to parents/guardians of all students.
- Continue to distribute the *Course Registration Guide* to all students and families in grades 8 – 11.
- Enhance the College Readiness Partnership with CCBC to change the learning environment and provide classes on campus for transitioning from high school to higher education.
- Implement, in collaboration with CCBC, the Gateway Partnership for middle schools.
- Continue to enhance smaller learning communities designed to create a more personalized learning environment, provide more challenging academic course work, and offer academic interventions for students in high schools with high dropout rates.
- Continue to work closely with business partners to increase the number of scholarships that may be offered to students enrolled in alternative programs in Grade 12.
- Work with The Maryland Business Roundtable and other community partners to identify opportunities for post-graduate career opportunities.
- Continue the support of specific schools with AdvancePath Academies as a credit recovery and acceleration program.
- Open evening AdvancePath Academies as part of the evening high school program to support students throughout the county.
- Begin the redesign of the Home and Hospital Program to an e-Center concept to support all students who need non-traditional instructional delivery.
- Continue to provide students and parents/guardians with information about the connection among graduation, post-secondary training, and income.
- Continue to provide professional development for all school staff about course sequences and the requirements for college and career readiness.
- Continue to provide academic programs that highlight relevance to college and career success such as pre-college reading, writing, mathematics, and science.
- Continue to encourage all staff to serve as advisors and mentors to students at risk of dropping out.

**Resource Allocation:**

**FY 11 Operating Budget**

**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.<sup>1</sup> In this section, each LSS should address the factors that prevent the district from attaining the 100% HQT Goal.

**A. Based on the Examination of Core Academic Subject Classes Taught by Highly Qualified Teacher Data (Tables 6.1, 6.2, 6.3):**

**1. Describe where progress is evident.**

In Baltimore County Public Schools, the percentage of core academic subject classes taught by highly qualified teachers increased from 62.5% in 2003 – 2004 to 93.6% in 2009 – 2010.

**2. Identify and describe 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?**

**2009 – 2010 Master Plan Goal 3:** By 2005 – 2006, all students will be taught by highly qualified teachers.

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<sup>1</sup> Section 2141(a) of the Elementary and Secondary Education Act.

**Performance Indicator 3.1:** All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts.

**Key Strategies:**

- a) Ensure that all children have an opportunity to receive instruction from teachers with diverse cultural and experiential backgrounds
- b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers.
- c) Establish a plan to measure Adequate Yearly Progress (AYP) with regard to staffing all schools for all children with highly qualified teachers.
- g) Continue a systematic process for the selection of highly qualified teachers.

**Activities and practices designed that attributed to success include:**

- Provided and maintained competitive salaries.
- Identified the schools where the percentage of non-tenured or conditionally certified teachers was more than twice the system average.
- Developed action plans that included recruitment and retention strategies for any school or area with a percentage of non-tenured or conditionally certified teachers more than twice the school system's average.
- Continued to provide signing bonuses to professionally certified teachers in critical shortage areas who accepted assignments to BCPS-identified priority schools.
- Continued Maryland Approved Alternative Preparation Programs
- Continued to conduct timely and focused reviews with conditionally certified teachers in targeted schools, assisting them in achieving professional certification standards.

**3. Describe where challenges are evident.**

- Hiring highly qualified teachers in critical shortage areas of special education, world languages, mathematics, and science.
- Providing professional development support to teachers who still need to meet the requirements of No Child Left Behind (NCLB).

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

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. While no Master Plan strategies have been added, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern, particularly those activities that address hiring highly qualified teachers in critical shortage areas and providing professional development to teachers who need to



meet the requirements delineated in NCLB. The timeline for full implementation is the spring of 2011.

**2010 – 2011 Master Plan Goal 3:** By 2005 – 2006, all students will be taught by highly qualified teachers.

**Performance Indicator 3.1:** All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts.

**Key Strategies:**

- a) Ensure that all children have an opportunity to receive instruction from teachers with diverse cultural and experiential backgrounds.
- b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers.
- c) Establish a plan to measure Adequate Yearly Progress (AYP) with regard to staffing all schools for all children with highly qualified teachers.
- g) Continue a systematic process for the selection of highly qualified teachers.
- h) Optimize the use of all technology resources to attract and retain highly qualified teachers and paraprofessionals.

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

**1. Describe where progress is evident.**

The percentage of classes taught by highly qualified elementary teachers in high poverty schools is 98.6% compared to 96.6% in low poverty schools. Also, the percentage of classes taught by highly qualified teachers in high poverty secondary schools is 91.0% compared to 93.3 % of classes taught by highly qualified teachers in low poverty secondary schools. There is only a 2.3% percentage point difference between the percentage of classes taught by highly qualified teachers in high poverty and low poverty secondary schools.

**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?**

**2009 – 2010 Master Plan Goal 3:** By 2005 – 2006, all students will be taught by highly qualified teachers.

**Performance Indicator 3.1:** All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts.

**Key Strategies:**

- a) Ensure that all children have an opportunity to receive instruction from teachers with diverse cultural and experiential backgrounds.
- b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers.
- c) Establish a plan to measure Adequate Yearly Progress (AYP) with regard to staffing all schools for all children with highly qualified teachers.
- e) Partner with local universities to design and implement a professional development model for middle school mathematics teachers that focuses on content, conceptual understanding, problem solving, pedagogy, and how children learn mathematics.
- g) Continue a systematic process for the selection of highly qualified teachers.

**Activities:**

- Provided and maintained competitive salaries.
- Teacher transfers in critical shortage areas from priority schools were allowed only when highly qualified replacements were available to fill the resulting vacancy.
- Identified the schools where the percentage of non-tenured or conditionally certified teachers was more than twice the system average.
- Developed action plans that included recruitment and retention strategies for any school or area with a percentage of non-tenured or conditionally certified teachers more than twice the school system's average.
- Continued to provide signing bonuses from general operating funds to highly qualified teachers in critical shortage areas who accepted assignments to BCPS-identified priority schools.
- Provided relocation stipends from grant funds to highly qualified teachers in critical shortage areas who accepted assignments at high poverty schools.
- Continued Maryland Alternative Preparation Programs.
- Continued to conduct timely and focused reviews with conditionally certified teachers in targeted schools, assisting them in achieving professional certification standards.

**Evidence that Strategies and Activities Have Intended Effect:**

The Office of Personnel conducts annual staffing meetings with principals to review and evaluate previous year hiring and to discuss out-of-field teaching assignments to identify strategies for class configuration, inclusion models, and other options to reduce out-of-field assignments. The percentage of core academic subject classes taught by highly qualified teachers increased from 62.5% in 2003 – 2004 to 93.6% in 2009 – 2010.

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

- Hiring highly qualified teachers in critical shortage areas of special education, world languages, mathematics, and science.
- Providing professional development support to teachers who still need to meet the requirements of No Child Left Behind (NCLB).
- Recruiting and hiring additional highly qualified minority teachers for all schools, especially for high poverty schools.
- Retaining highly qualified experience teachers at high poverty secondary schools.

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

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. While no Master Plan strategies have been added, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern, particularly those activities that address hiring highly qualified teachers in critical shortage areas and providing professional development to teachers who need to meet the requirements delineated in NCLB. The timeline for full implementation is the spring of 2011.

**2010 – 2011 Master Plan Goal 3:** By 2005 – 2006, all students will be taught by highly qualified teachers.

**Performance Indicator 3.1:** All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts.

**Key Strategies:**

- Ensure that all children have an opportunity to receive instruction from teachers with diverse cultural and experiential backgrounds.
- Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers.
- Establish a plan to measure Adequate Yearly Progress (AYP) with regard to staffing all schools for all children with highly qualified teachers.
- Continue a systematic process for the selection of highly qualified teachers.
- Optimize the use of technology resources to attract and retain highly qualified teachers and paraprofessionals.

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

**1. Describe where progress is evident.**

- The reduction in the number and percentage of retirements and resignations.
- The reduction in the number and percentage of leaves.

**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?**

**2009 – 2010 Master Plan Goal 3:** By 2005 – 2006, all students will be taught by highly qualified teachers.

**Performance Indicator 3.1:** All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts.

**Key Strategy:**

- b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers.

**Activities:**

- Provided and maintained competitive salaries.
- Identified the schools where the percentage of non-tenured or conditionally certified teachers was more than twice the system average.
- Developed action plans that included recruitment and retention strategies for any school or area with a percentage of non-tenured or conditionally certified teachers more than twice the school system's average.
- Provided mentors for new teachers.
- Continued to conduct new employee orientations.
- Continued to implement and refine the New Teacher Induction Program, providing beginning teachers with information about curriculum, programs, and resources.
- Continued to provide signing bonuses to professionally certified teachers in critical shortage areas who accepted assignments to BCPS-identified priority schools.
- Continued Maryland Approved Alternative Preparation Programs.
- Continued to conduct timely and focused reviews with conditionally certified teachers in targeted schools, assisting them in achieving professional certification standards.

**3. Describe where challenges are evident.**

- Competitive teacher hiring market due to the number of highly qualified teachers graduating from Maryland colleges and universities.
- Continued retirement of teachers in the next three to five years.

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

While no Master Plan strategies have been added, the implementation of the strategies will be refined through modifications at the activity level to address identified areas of

concern, particularly those relative to the competitive teacher hiring market and pending teacher retirements.

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

**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.**

- Continue to utilize the BCPS data warehouse to review and analyze the percentage of highly qualified paraprofessionals by school in order to provide targeted technical assistance.
- Continue to offer professional development courses through college partnerships and cohort programs to paraprofessionals in non-Title I schools.
- Continue to hire paraprofessionals in all schools who meet the highly qualified standards.

**Response to Clarifying Question-**

Summer school classes in Title I schools were included in the calculation of data for the 2009-2010 school year. There were a few Title I core subject classes noted to which teachers assigned were not highly qualified. The Office of Personnel has since sent out letters to the coordinator of summer school and all summer school principals informing them that all Title I summer school classes must be taught by highly qualified teachers.

## High Quality Professional Development

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

### Option I Professional Development Evaluation Report

The Instructional Coach (IC) program is a centrally funded Title I program that provides job-embedded professional development (PD) in Title I schoolwide schools in Baltimore County Public Schools (BCPS). The program includes monthly PD that is designed to provide ongoing opportunities for the coaches to develop a meaningful understanding of the coaching strategies as they relate to the programs supported with Title I funds. Specifically, the reading workshop program entitled *Wide Reading* and the writer's workshop program entitled *Reading Research Lab* (RRL) provide supplemental materials that support independent reading, teacher/student conferencing, and authentic writing experiences. This evaluation report focuses on three sessions relative to the PD in support of *Wide Reading* and RRL.

Three PD sessions were offered from November 2009 through May 2010 to 36 ICs assigned to Title I schoolwide elementary schools. The following intended outcomes were identified to enable ICs to assist in changing teacher practice and building teacher capacity to:

1. Identify the appropriate reading levels for students during independent reading
2. Differentiate instruction for students based on their individual reading levels
3. Design opportunities for students to express their understanding through authentic writing assignments

This final evaluation report addresses the following:

- Data collection activities and instruments
  - Did the activity take place as planned? (Summary of Findings)
  - What were the participants' perceptions of the relevance and usefulness of the professional development? (Summary of Findings)
  - Did the activities achieve the intended participant outcomes as reflected by measurable and/or observable indicators? (Summary of Findings)
  - Did the activities achieve the intended outcomes addressed in the evaluation plan? (Evaluation Findings)
  - Logic Model (NA)
  - Contextual Factors/Limitations
  - Recommendations for 2010 – 2011
- ***What were the data collection activities and instruments?***

Below is a brief description of the various instruments used to collect data. Throughout this report, each instrument is explained as necessary. For each PD session, the BCPS online registration system was utilized to capture registration; and sign-in sheets were utilized to gather

attendance. In addition to the 36 ICs, two Title I resource teachers attended the PD sessions and are included in the survey results.

Online surveys were administered within one week of the PD sessions to collect participant perception of the usefulness and relevance of each session. In addition, follow-up surveys were scheduled three weeks after the PD sessions to provide information regarding the application of content and strategies presented at the sessions. The purpose of the second survey was to measure participant perception as it related to the difference between the immediate understanding of what was presented at the PD session and the actual application of skills and content in the school. All online surveys consisted of questions for each outcome (identifying appropriate reading levels, providing differentiated instruction, and providing opportunities for authentic writing assignments) regarding the usefulness of the session and self-ratings of participants' abilities.

To capture the application of PD in the classroom, formal observations of ICs working with teachers were conducted. An online survey was also administered to principals to gather data regarding the overall quality of program implementation.

Student achievement was also utilized in the evaluation plan. School-level Maryland State Assessment (MSA) scores in reading were utilized to assess the Annual Measurable Achievement Objective (AMAO). Benchmark assessments in reading were administered to students twice to measure student reading progress. Independent reading levels were monitored by teachers throughout the academic year. November data was used as baseline data to compare to June data to identify changes in student independent reading levels.

▪ ***Did the activity take place as planned?***

On November 4, 2009, a six-hour PD session entitled *Reader's Workshop/Conference Notebook Training* was offered with a 65.8% (n=25) attendance rate. A representative from American Reading Company facilitated the session. During this PD, participants reviewed the purpose and process of conferencing. Extensive modeling and examples were demonstrated to ensure that participants had a clear understanding of how conferencing is essential in informing all of the key components of a literacy program. All of the materials needed for this PD session were distributed to each IC prior to the meeting.

On January 6, 2010, a representative from American Reading Company facilitated a three-hour PD session entitled *Advanced Research Lab Writer's Workshop* with 100% (n=38) of the ICs attending. During the PD session, participants were issued a master binder of all research lab Final Project Organizers (FPO) and pacing guides. The facilitator emphasized changes that were made to various grade-level themes, the FPO strategies for conferencing during the reading block, and best practices to increase the rigor in independent writing.

On May 12, 2010, a representative from American Reading Company facilitated a two-hour PD session entitled *Reading Research Lab (RRL) and Wide Reading* with 97.4% (n=37) of the participants attending. During this PD session, participants discussed their progress with implementing all of the elements of the supplemental programs including *Readers' Workshop*,

conferencing, and RRL. The facilitator shared updated graphic organizers and artifacts that could be used to assist classroom teachers with further implementation.

- ***What were the participants' perceptions of the relevance and usefulness of the professional development?***

Immediately following each PD session, an online survey was administered to participants to assess how the session pertains to the three outcomes (identifying appropriate reading levels, providing differentiated instruction, and providing opportunities for authentic writing assignments). In the original proposal, a three-week follow-up survey was scheduled; however, only one follow-up survey was administered. The response to this survey was substantially low, yielding insufficient data to interpret.

Each survey consisted of two questions for each outcome. Different topics were covered in the sessions; therefore, not every session covered all of the focus areas. Participants were asked to respond to whether or not the PD session was relevant and useful regarding each outcome and to rate their own ability to build teacher capacity. The self-reported ratings were collected in order to assess growth in the perception of abilities over time.

Surveys administered immediately following PD sessions had a 100% participant response. Table 1 summarizes the percent agreement of respondents regarding the usefulness of the session. Table 2 summarizes IC self-reported ability to provide job-embedded PD to teachers regarding the three outcomes.

***Table 1: Respondents percent agreement from the PD sessions***

<b><i>After today's professional development are you better able to build teacher capacity in...</i></b>	<b>November</b>	<b>% Agreement January</b>	<b>May</b>
Identifying appropriate reading levels during independent reading.	92.0	NA	78.0
Providing differentiated instruction to students based on their individual reading level.	76.0	84.2	84.0
Designing opportunities for students to express their understanding through authentic writing assignments.	NA	86.8	86.0

***Table 2: Self-reported ability to provided job-embedded PD to teachers***

<b><i>Please rate yourself on your ability in...</i></b>	<b>November</b>	<b>January</b>	<b>May</b>
Identifying appropriate reading levels during independent reading.			
% Low or Emerging	4.0	10.5	0
% Moderate	36.0	10.5	5.4
% High or Mastery	60.0	78.9	94.5



Providing differentiated instruction to students based on their individual reading level.				
% Low or Emerging	4.0	5.3	2.7	
% Moderate	44.0	21.1	2.7	
% High or Mastery	52.0	73.6	94.5	
Designing opportunities for students to express their understanding through authentic writing assignments.				
% Low or Emerging	16.0	2.6	2.7	
% Moderate	48.0	28.9	16.2	
% High or Mastery	32.0	68.4	81.1	

▪ ***Did the activities achieve the intended participant outcomes as reflected by measurable and/or observable indicators?***

The observable indicators used to measure if the activities achieved the intended participant outcomes were the formal observations of ICs conducted by Title I program specialists. The observations served to provide information of IC professional growth in multiple areas. As part of the larger process, observations were at least 30 minutes and captured ICs working in selected areas with teachers through the use of modeling, co-teaching, or co-planning to implement the specific strategies presented at the PD sessions.

ICs were observed implementing strategies from one (or all) of the three PD opportunities. A rating was given of evident, not evident, or not applicable for each PD criteria. Observed strategies included modeling appropriate leveling during independent reading, co-planning lessons that differentiated instruction based on students' reading skills and levels, and co-teaching lessons in which students engaged in opportunities for authentic writing experiences through the research and development of an original, non-fiction book.

ICs were charged with providing support across all curriculum areas; however, the content area observed was determined by the teacher needs identified in the support plan. The data presented below include the only observations pertaining to *Wide Reading* and RRL (n=14). Although 14 ICs were formally observed for *Wide Reading*, only five observations included the writer's workshop RRL. Table 3 summarizes the observation of ICs as they provided job-embedded PD to teachers relative to the specific reading outcomes in this evaluation.

*Table 3: Percent evident of IC and teacher behavior*

Criteria	% Evident
<b>Identify the appropriate reading levels for students during independent reading</b>	
Use conferencing to ensure that students are appropriately leveled. (n = 14 )	92.8
<b>Differentiate instruction for students based on their individual reading levels</b>	
Respond to students who are below target while students sustain at least 15 minutes of reading. (n = 14)	100.0
Use the Independent Reading Level Assessment when conferencing with at least one student. (n = 14)	92.8

<b>Design opportunities for students to express their understanding through authentic writing assignments</b>	
Provide opportunities for students to express understanding through authentic writing assignments. (n = 5)	80.0

To assess the quality of implementation of the *Wide Reading* and RRL programs in schools, an online survey was administered to principals in May 2010. On average, principals reported a moderate level regarding the overall satisfaction with the program (scale 0-10,  $\bar{x} = 7.58$ ,  $sd = 1.64$ ). In terms of students being appropriately leveled, 97.4% of schools engaged in daily independent reading for more than 10 minutes, 65.8% of principals reported that at least 75% of the students met the target set for reading independently, and 78.9% of principals reported that more than 75% of teachers monitored student progress in independent reading. In terms of teachers differentiating instruction based on students' individual reading levels, 60.5% of principals reported that *Reader's Workshop* was implemented three or more times per week, and 81.6% reported the majority of teachers consistently engaged in conferencing with students. Finally, 81.6% of principals reported that 75% or more of students had the opportunity to engage in authentic writing assignments. Refer to Appendix A for complete details of the principal survey.

▪ ***Did the activities achieve the intended outcomes addressed in the evaluation plan?***

The following questions were addressed in the evaluation plan:

***1. Does this PD assist ICs in building teacher capacity to identify the appropriate reading levels for students during independent reading?***

A majority of the ICs (92.0%) reported that the November PD session on *Reader's Workshop/Conference Notebook Training* was beneficial in assisting the building of teacher capacity to identify the appropriate reading levels for students. Although the May PD session extended beyond the topic of identifying appropriate reading levels, the session for *Wide Reading* and RRL also provided a majority of the ICs (78.0%) with skills to assist building teacher capacity to identify the appropriate reading levels for students.

***2. Over time, do ICs increase their ability to build teacher capacity in identifying appropriate reading levels for students during independent reading?***

The ICs were asked to rate their ability to appropriately identify students' reading levels throughout the year. The percentage of ICs who categorized themselves as either at the high or mastery level increased throughout the year from 60.0% in November to 94.5% in May. In addition, the percentage of ICs who considered themselves as low or emerging decreased from 4% to 0%. ICs were observed implementing strategies from the PD sessions with teachers in the classroom. Of those observed, 92.8% used conferencing to ensure that students were appropriately leveled.

***3. Does this PD assist ICs in building teacher capacity to differentiate instruction for students based on their individual reading levels?***

Differentiating instruction based on students' reading levels was embedded in all three PD sessions. A majority of the ICs reported that the PD sessions were beneficial in building teacher capacity to differentiate instruction for students for all three sessions (November = 76.0%, January = 84.2%, May = 84.0%).

***4. Over time, do ICs increase their ability to build teacher capacity in differentiating instruction for students based on their individual reading levels?***

Throughout the year, ICs were asked to rate their ability to differentiate instruction based on students' reading levels. The percentage of ICs who categorized themselves as either at the high or mastery level increased throughout the year from 52.0% in November to 94.5% in May. In addition, the percentage of ICs who considered themselves as low or emerging decreased from 4.0% to 2.7%. In terms of differentiating instruction, observation data indicated that 100.0% of those observed responded to students who were below target, and 92.8% used the leveling assessment when conferencing with students.

***5. Does this PD assist ICs in building teacher capacity to design opportunities for students to express their understanding through authentic writing assignments?***

A majority of the ICs (86.8% and 86.0%, respectively) reported that the January PD session, *Advanced Research Lab Writer's Workshop*, and the May PD session, *RRL and Wide Reading*, were beneficial in assisting building teacher capacity to design opportunities for authentic writing assignments.

***6. Over time, do ICs increase their ability to build teacher capacity in designing opportunities for students to express their understanding through authentic writing assignments?***

The ICs were asked to rate their ability to appropriately identify students' reading levels throughout the year. The percentage of ICs who categorized themselves as either at the high or mastery level increased throughout the year from 32.0% in November to 81.1% in May. In addition, the percentage of ICs who considered themselves as low or emerging decreased from 16.0% to 2.7%. Regarding authentic writing assignments, observation data indicated that 80.0% of those observed provided authentic writing opportunities.

***7. Do all Title I schools meet the AMAO in reading on MSA?***

For 2009 – 2010, 68.4% of Title I schoolwide schools met the reading Annual Measurable Achievement Objective (AMAO) within the confidence interval for all subgroups, thereby achieving Adequate Yearly Progress (AYP.)

***8. Does the percentage of students passing the reading benchmarks increase in Title I schools?***

The benchmark assessments for reading are administered to students in Grades 3 – 5 twice a year. The percentage of students passing the benchmarks increased from 54.0% in October 2009 to 73.0% in January 2010.

### ***9. Do all Title I students raise their independent reading levels?***

Baseline independent reading levels were measured in November 2009 and updated by teachers throughout the year. The number of students reading on target was aggregated, and the school-level percentage of students on target was calculated. The percentage of students reading on grade level increased 18.2% from 32.9% in November 2009 to 51.1% in June 2010.

#### **▪ *Contextual Factors/Limitations***

Attendance at the November 4, 2009, session entitled *Reader's Workshop/Conference Notebook Training* was lower than anticipated due to flu season absences. The original proposal included a follow-up survey to be administered to participants three weeks after PD sessions. It was anticipated that this survey would provide information regarding the application of content and strategies presented at the PD sessions. A follow-up survey for only one of the PD sessions was administered. The survey response was low, yielding insufficient data to interpret. Through on-site technical assistance and monitoring, the Office of Title I will address this limitation by ensuring participants respond to all surveys.

#### **▪ *Recommendations for 2010 – 2011***

The PD plan for ICs during the 2010 – 2011 school year will focus on recursive topics that will continue to build teacher capacity to implement centralized programs supported by Title I funds. Participants will engage in PD activities that enhance their ability to support teachers through non-evaluative observation and feedback, modeling, co-teaching, co-planning, conferencing, and data analysis. Various sessions will support reflective practice as it relates to culturally responsive instruction, reader's/writer's workshop, conferencing, RRL, and effective mathematics coaching. During the 2010 – 2011 school year, the fall 2010 benchmark data will be compared to the fall 2009 data for a more accurate comparison of student achievement.

### **Response to Clarifying Questions-**

Who is responsible for data collection, analysis, and reporting?

- Data Collection
  - Program Specialist: collects attendance data
  - Program Specialist: collects participant survey data of professional development sessions
  - Program Specialist: conducts formal observations of instructional coaches
  - Evaluation Specialist: collects principal survey data
- Analysis and Reporting
- Evaluation Specialist analyzes all data and reports findings

What was the budget for the evaluation?

Due to the federal requirements to evaluate Title I funded programs, the Office of Title I employs a full-time Evaluation Specialist who serves as the in-house evaluation expert; therefore, no additional funds are allocated to evaluate this professional development effort.

## APPENDIX A

### *Principal Survey May 2010: Percentage of principals' responses*

		<i>Daily Independent Reading Time (in minutes)</i>	
<b>1) Time:</b> Every student engages in independent reading using independent leveled text every day in school.	$\frac{15+}{63.2}$	$\frac{10-15}{34.2}$	$\frac{5-10}{2.6}$ $\frac{0}{0}$
<b>2) Independent Reading Log Sheets:</b> Every student has accurate independent reading log sheets (complete with number, title, level, date, and signature for each entry).	$\frac{18.9}{100}$	<i>Log sheets are...</i> mostly complete and accurate partially complete, inaccurate, or have large gaps missing for > 1 student $\frac{8.1}{2.7}$	
<b>3) Home Reading:</b> The students read every night at home completing one or more steps. (1 Step = 15 minutes of reading)	$\frac{95\%+}{15.8}$	<i>Percentage of Students</i> $\frac{75\%}{50.0}$ $\frac{50\%}{21.1}$ $\frac{<50\%}{13.2}$	
<b>4) On Target:</b> The students are on target to complete 400 Steps for the year (or are at 11x # of weeks since wide reading started in this school). (1 Step = 15 minutes of reading)	$\frac{95\%+}{21.1}$	<i>Percentage of Students</i> $\frac{75\%}{44.7}$ $\frac{50\%}{15.2}$ $\frac{<50\%}{21.1}$	
<b>5) Progress Review:</b> The students know what the weekly Step target is and where they are in relation to the target.	$\frac{95\%+}{43.2}$	<i>Percentage of Students</i> $\frac{75\%}{32.4}$ $\frac{50\%}{16.2}$ $\frac{<50\%}{8.1}$	
<b>6) Progress Review:</b> The teachers know the weekly Step target and where students are in relation to the target.	$\frac{95\%+}{64.9}$	<i>Percentage of Teachers</i> $\frac{75\%}{29.7}$ $\frac{50\%}{5.4}$ $\frac{<50\%}{0}$	
<b>7) Progress Review:</b> The principal knows the weekly Step target and where students are in relation to the target.		<i>Percentage of Principals</i> $\frac{Yes}{78.4}$ $\frac{No}{21.6}$	
<b>8) Monitoring:</b> The teachers track student progress in independent reading using tools in the Conference Notebook.	$\frac{95\%+}{32.4}$	<i>Percentage of Teachers</i> $\frac{75\%}{48.7}$ $\frac{50\%}{10.8}$ $\frac{<50\%}{8.1}$	

Principal Survey May 2010: Percentage of principals' responses

	<b>Data Check and Collection</b>		
	<u>Daily</u>	<u>Weekly</u>	<u>Quarterly</u>
<b>9) Data Collection:</b> The teachers collect and update independent reading data in KidPace.	51.4	43.2	5.4
			System not yet established 0
<b>10) Leveling and Fluency:</b> The students can tell you their Reading Zones (i.e., the highest independent level and anything easier).	95% + 73.0	<b>Percentage of Students</b> 75% 21.6	
			50% 5.4
			< 50% 0
<b>11) Wide Reading - Readers' Workshop (RW):</b> Mini-lessons/focus-setting and sharing (whole-class, small groups, or partners) connect independent reading with the strategies and skills taught in the core reading program.	Daily implementation of all RW components	<b>Implementation</b> Implementation of all RW components 3 times a week 40.5	
	21.6		37.8
			0
<b>12) Authentic Writing Assignments:</b> During RRL, students are provided opportunities to express their understanding of reading materials through authentic writing assignments.	95% + 40.5	<b>Percentage of Students</b> 75% 43.2	
			50% 8.1
			< 50% 8.1
<b>13) Conferencing:</b> The majority of teachers are consistently engaged in conferencing. This process includes conferencing individually with students during independent reading time every few weeks.	Teachers use skill cards, keep records, and use KidPace	<b>Percentage of Teachers</b> Teachers use skill cards and maintain records 29.7	
	54.1		13.5
			2.7
			Teachers conferencing with no systematic note-taking system

# Instructional Coach Professional Development Plan Evaluation Logic Model



Department of Professional Development

Office of Title I 2009-2010

Baltimore County Public Schools

# 2010 Master Plan Update

## New Teacher Induction Program Overview

Baltimore County Public Schools

Year: 2010 – 2011

### INTRODUCTION

The Baltimore County Public Schools New Teacher Induction Program (NTI) is a three-year program coordinated by the Department of Professional Development in collaboration with the Offices in the Division of Curriculum and Instruction. New Teacher Induction includes New Teacher Orientation, the Teacher Mentor Program, the New Teacher Fall Seminar, and New Teacher After-school Workshops.

Representatives from the Division of Curriculum and Instruction are members of the New Teacher Induction Advisory Group and the New Teacher Orientation Committee in order to coordinate the planning, implementation, and evaluation of all components of the New Teacher Induction Program.

### NEW TEACHER INDUCTION PARTICIPANT OUTCOMES

#### New teachers with and without experience will:

Identify the curriculum outcomes their students are expected to master during the school year.

Plan differentiated instruction designed to meet student learning needs.

Design classroom (formative) assessments aligned to curriculum outcomes.

Use data from classroom, short-cycle, and benchmark assessments to modify instruction and improve student learning.

Implement classroom management strategies that prevent classroom disruption, increase student engagement, and ensure student safety and well being.

<b>PARTICIPANT OUTCOME/PROGRAM ELEMENT MATRIX</b>	<b>New Teacher Orientation</b>	<b>New Teacher Fall Seminar</b>	<b>Mentoring</b>	<b>After-school Workshops</b>
Identify the curriculum outcomes	X		X	X
Plan differentiated instruction	X	X	X	X
Design classroom (formative) assessments aligned to curriculum outcomes		X	X	X
Use data from classroom, short-cycle,			X	X



and benchmark assessments to modify instruction				
Implement classroom management strategies that prevent classroom disruptions, increase student engagement, and ensure student safety and well being.	X	X	X	X

## (1) CONTENT AND STRUCTURE OF PROGRAM ELEMENTS

### A. New Teacher Orientation (NTO)

A three-day orientation is provided every August for new and newly hired teachers. Day one is devoted to an overview of the curriculum and assessment outcomes and resources. Day two is a school-based orientation that provides new and newly hired teachers with an introduction to the school community and school-based resources. Day three focuses on professional conduct/compliance, classroom management, and differentiation of instruction to meet student learning needs.

**Participants: new and newly hired teachers**  
**Attendance: Voluntary in 2010; Required in 2011**

### B. Teacher Mentor Program

The Department of Professional Development allocates 66.6 school-based Teacher Mentors. Teacher mentors are allocated based on the number of first- and second-year teachers, student achievement data, and FARMs data. Schools with the greatest needs receive teacher mentor positions. Schools with more than 20 new teachers receive more than 1.0 Teacher Mentor FTE. Schools with fewer than five new teachers do not typically receive a teacher mentor position. (See Staff Plan, Section 2 of this report, for gap analysis.) Teacher mentors attend monthly professional development sessions, do not participate in the appraisal process, and are expected to provide schoolwide professional development for teachers as well as intensive co-planning, co-teaching, non-evaluative observation, and feedback for new teachers.

**Participants: new and newly hired teachers**

**Attendance: Voluntary in 2010; Required in 2011**

### C. Regularly Scheduled Opportunities to Observe or Co-Teach with Skilled Teachers

Opportunities to observe or co-teach with skilled teachers are available to all BCPS teachers in 2010. In 2011, new and newly hired teachers will be required to participate in regularly scheduled observations of, or co-teaching with, skilled teachers. Principals will have primary responsibility for ensuring that new and newly hired teachers participate in observation and/or co-teaching with skilled teachers in settings that meet the needs of participants. The Department of Professional Development will prepare a guide to support teacher preparation for and reflection after observation and co-teaching opportunities occur, and principals will use the guide to facilitate professional learning.

<b>Participants: new and newly hired teachers, skilled teachers</b>		<b>Attendance: Voluntary in 2010; Required in 2011</b>
<b>D. Ongoing Professional Development Sessions</b>		
<b>Fall Seminar</b>		
New and newly hired teachers participate in one day of professional development each fall as a follow-up to New Teacher Orientation. Participants benefit from a choice of sessions focused on creating a learner-centered environment, integrating technology into instruction, using differentiated instructional strategies to meet the needs of all students, supporting English language learners, using data from the Style to Content-learning Preferences Inventory to plan culturally responsive instruction, managing student behavior, and preparing for parent/guardian conferences.		
<b>Participants: new and newly hired teachers</b>		<b>Attendance: Voluntary in 2010; Required in 2011</b>
<b>After-school Workshops</b>		
After-school workshops are offered from November through May to provide new and newly hired teachers with quarterly information on curriculum outcomes and assessment resources, classroom management, and cooperative learning strategies. The curriculum workshops are designed to be “just in time” learning that provides participants with an overview of what should be taught in the upcoming quarter, resources to support instruction, and an understanding of student outcomes and assessment timelines.		
<b>Participants: new and newly hired teachers</b>		<b>Attendance: Voluntary in 2010; Required in 2011</b>
<b>E. Ongoing Formative Review of New Teacher Performance Based on Clearly Defined Teaching Standards</b>		
New and newly hired teachers receive ongoing formative review of their performance on the competencies identified on the BCPS Evaluation of Teacher Progress from department chairs, assistant principals, and principals, as appropriate based upon assignment. Instructional walkthroughs provide regular opportunities for teachers to receive feedback aligned to summative evaluation expectations.		
<b>Participants: new and newly hired teachers</b>		<b>Attendance: Voluntary in 2010; Required in 2011</b>
<b>(2) STAFFING PLAN</b>	William S. Burke, Executive Director, Department of Professional Development	
<b>Coordinator (1.0 FTE)</b>	Deborah Piper	
<b>Supervisor (1.0 FTE)</b>	Jennifer Dunkle	
<b>Mentors/New Teachers</b>	There are 66.6 FTE school-based Teacher Mentor positions allocated for 2010-2011 to 51 schools. A total of 529 teachers with three or fewer years of experience are currently assigned to those 51 schools. The ratio of mentors to new and newly hired teachers is 66.6:529 or a mean ratio of 1:8. No mentor is assigned to more than 15 new teachers.	

<b>Mentor Allocation</b>	Allocation decisions are made in collaboration with the Department of Human Resources and assistant superintendents for the allocations of the 66.6 systemwide teacher mentor positions. Detailed data about each school is taken into consideration in order to ensure that teacher mentors are appropriately placed. Data points used in the decision process include the number of new teachers and non-tenured teachers, the percentage of the faculty comprised of new and non-tenured teachers, conditional teachers, and non-highly qualified teachers. Because these data points are each measured on different scales, the data is converted by the Department of Research, Accountability, and Assessment into standard z-scores for comparability. A composite standardized z-score is used to rank schools by comparative need. Analysis of the complete data information serves as the basis for the teacher mentor allocation recommendations.
<b>Gap Analysis</b>	For 2010-2011, teacher mentors are assigned to 51 of 173 Baltimore County Public Schools. The Department of Professional Development is preparing recommendations for expanding the teacher mentor program to reach new teachers in all Baltimore County Public Schools.
<b>(3) PROCESS OF MENTOR RECRUITMENT, SCREENING, SELECTION AND TRAINING</b>	The primary role of the teacher mentor is to provide effective, substantive, and ongoing professional development for new teachers. The focus will be on the improvement of teacher performance and student achievement.
<b>Recruitment and Screening</b>	<p>The teacher mentor position is advertised on the BCPS Web Site. Applicants must meet the following minimum criteria:</p> <ul style="list-style-type: none"> <li>• Possession of/eligibility for Maryland Advanced Professional Certificate</li> <li>• Minimum of five years recent satisfactory inservice teacher mentor performance, modeling effective mentoring, and reflecting best practices as well as current research</li> <li>• Knowledge of current research-based instructional practices</li> <li>• Knowledge of the State Curriculum and/or Core Learning Goals</li> <li>• Experience in curriculum and/or professional development</li> <li>• Commitment to personal and professional growth and learning</li> <li>• Record of engaging in cooperative and collaborative projects with staff, adults, and administrators</li> <li>• Demonstration of strong human relations and problem-solving skills</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstration of effective organization and communication skills</li> <li>• Demonstration of strong technology skills</li> <li>• Availability for flexible work schedule</li> <li>• Background in diverse teaching assignments</li> </ul>
<b>Selection</b>	<p>Candidates for the teacher mentor pool are interviewed each year by teams of principals. They are placed in the pool based on principal references, interview scores, and a writing sample. Principals interview candidates from the pool for teacher mentor vacancies within their buildings.</p>
<b>Training</b>	<p><b>Summer Professional Development-</b> Current teacher mentors as well as pool members attend three days of summer professional development, including curriculum updates, mentoring skills, and technology training. New teacher mentors also attend a full-day orientation that specifically addresses the needs of new mentors.</p> <p><b>Extended Year Employment (EYE) Days-</b> Principals are allocated EYE days for each mentor position in their building. Mentors use EYE days to engage in collaborative job-embedded professional development with their assigned new teachers prior to the opening of school</p> <p><b>Ongoing Professional Development-</b> During the school year mentors and pool members participate in monthly meetings that focus on the components of effective instruction, lesson planning, observation/feedback, assessment, curriculum, technology, and classroom management. The Department of Professional Development schedules visits with mentors upon principal request to engage in site-based coaching in order to improve their mentoring practices. Mentors also participate in a professional learning community within an e-community. The e-community provides book study discussion prompts, resources and collaboration opportunities with mentors throughout the system.</p> <p><b>Mentoring the Mentor-</b> New teacher mentors are paired with veteran, exemplary teacher mentors for ongoing coaching and support throughout the first year. Stipends are provided so that new and veteran mentor pairs meet after school once or twice a month to plan for the next month, debrief problems or concerns, and answer questions that arise.</p>

<p><b>(4) TRAINING PROVIDED TO CENTRAL OFFICE AND SCHOOL-BASED ADMINISTRATORS REGARDING THE NEW TEACHER INDUCTION PROGRAM</b></p>	<p>Leadership of the New Teacher Induction Program is provided by the Department of Professional Development with input from stakeholders throughout the Baltimore County Public Schools.</p>
<p><b>New Teacher Induction Advisory Group</b></p>	<p>The New Teacher Induction Advisory Group meets three times per year to oversee the New Teacher Induction Program. The advisory group is comprised of program leaders from the Department of Professional Development, the Division of Curriculum and Instruction, school-based administrators, and teacher mentors. Led by the Coordinator for new teacher induction, the advisory group determines the theme, content, and evaluations for New Teacher Induction activities, including the Fall New Teacher Seminar and the New Teacher After-school Workshops. Committee members are able to provide seamless integration of professional development for new teachers with professional development for all teachers. For example, the Directors of Mathematics K-12, Science K-12, English/Language Arts, and Social Studies are New Teacher Induction Advisory Group members; therefore, decisions for content-based professional development for new teachers are considered in the context of content-based professional development planning for all teachers. The Director for Leadership Development, Department of Professional Development, attends advisory group meetings and communicates relevant information to school-based administrators.</p>
<p><b>New Teacher Orientation Committee</b></p>	<p>The New Teacher Orientation Committee meets six times per year to plan the New Teacher Orientation. The committee is comprised of representatives from the Department of Professional Development, the Division of Curriculum and Instruction, and school-based administrators. Led by the Coordinator for the New Teacher Induction, the Committee determines the theme, content, and evaluation for the New Teacher Orientation and evaluates the results. Information about New Teacher Orientation is provided to office heads by committee representatives. Information is provided to school-based administrators via the Weekly Bulletin as well as through monthly principal professional development.</p>

- (5) Given the current fiscal climate, it was not practicable to provide teachers hired for 2010 – 2011 with reduced teaching schedules. However, principals were advised to reduce or eliminate non-instructional duties for new teachers. Principals were further advised

to consider class and room assignments for new teachers in order to minimize or eliminate “floating” room assignments for new teachers and to avoid assigning high percentages of students with achievement, discipline, or attendance challenges. Principals received this guidance from the Department of Professional Development as well as the Department of Human Resources.

**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.

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

- **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?**

There have been no schools identified in the Baltimore County Public Schools as persistently dangerous.

Annually, local school systems are required to report incidents of bullying, harassment, or intimidation as mandated by the Safe Schools Reporting Act of 2005.<sup>5</sup>

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

- 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.**

- Baltimore County Public Schools continue to maintain school environments that are safe and conducive to positive learning experiences for all students even though the bullying and harassment reporting data increased slightly.

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<sup>5</sup> Section 7-424 of the Education Article of the Annotated Code.

- The school system has been proactive in implementing Positive Behavior Interventions and Supports (PBIS) and has been recognized by MSDE for its exemplary PBIS program.
- BCPS continues to conduct an annual stakeholders' satisfaction survey. The results indicate that overall the vast majority of stakeholders responding to the survey perceive that BCPS has a strong academic program, that expectations for all students are high, and that teachers are available for discussions regarding the students' achievement in classes. There has been a positive trend of increased satisfaction in all three areas.
- Character-building initiatives have been implemented at the elementary, middle, and high school levels.
- The Second Step Program has been utilized in schools to integrate social and emotional learning within the instructional program.
- Each school is required to have a school code of conduct and to teach students expected behaviors.
- Each school is required to have a positive behavior plan as a component of its school improvement plan.

**2009 – 2010 Master Plan Goal 4:** All students will be educated in school environments that are safe and conducive to learning.

**Performance Indicator 4.1:** All schools and school communities will maintain safe, orderly, nurturing environments.

**Performance Indicator 4.2:** All schools will have published expectations of student behavior and parent/guardian responsibilities and involvement.

**Master Plan Key Strategies:**

- a) Provide attractive, clean, caring, and secure learning environments.
- b) Implement active character/ethics education.
- c) Utilize the Student Support Services Team to address the needs of all students.
- d) Provide integrated services for children and families with linkages to community wellness centers, health care, social services, child care services, recreational services, and law enforcement.
- f) Provide a continuum of services through alternative education programs.
- h) Continue the annual Safe Schools Conference.

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

- All administrators are trained in the requirements for reporting and investigating incidences of bullying, harassment, or intimidation.
- All staff must complete an online bullying, harassment, and intimidation training this school year.
- The Bullying, Harassment, and Intimidation Form are on the BCPS Web page under students, parents/families, and the Department of Student Support Services for easy access.
- Copies of the Bullying, Harassment, and Intimidation Form are available to everyone



in each school's front office and school counseling office.

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

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

**Activities:**

- All school-based staff is expected to teach students how they are expected to behave in schools.
- All school-based staff is expected to teach all students the schools' codes of conduct.
- All school-based staff is expected to model and teach good character traits.
- All school-based staff is expected to intervene appropriately to prevent bullying, harassment, and intimidation in schools.
- All staff is expected to complete the online bullying and harassment training.
- All schools are expected to implement positive behavior plans.

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

**1. Identify the systemwide 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.**

**2009 – 2010 Master Plan Goal 4:** All students will be educated in school environments that are safe and conducive to learning.

**Performance Indicator 4.2:** All schools will have published expectations of student behavior and parent/guardian responsibilities and involvement.

**Key Strategies:**

- a) Provide attractive, clean, caring, and secure learning environments.
- b) Implement active character/ethics education.
- c) Utilize the Student Support Services Team to address the needs of students.
- d) Provide integrated services for children and families with linkages to community wellness centers, health care, social services, child care services, recreational services, and law enforcement.
- i) Establish an action plan in the School Improvement Plan (SIP) for increasing parent/guardian awareness of their responsibilities and knowledge of behavior expectations identified in the *Student Handbook* and school code of conduct.
- j) Communicate to all students and parents/guardians the behavioral expectations identified in the *Student Handbook* and school code of conduct.
- k) Identify and train all staff in the implementation of effective student behavior management programs and the *Student Handbook* requirements.

**Activities:**

- Provide ongoing cultural sensitivity training for all staff.
- Encourage school staff to learn about different cultures.
- Encourage school staff to utilize the knowledge and expertise of staff in the Office of World Languages.
- Continue to provide violence and substance abuse awareness and prevention strategies within the health education programs.
- Continue to inform students of behavior expectations by giving each student a copy of the annual *Student Handbook*, reviewing it with all students, expecting all students to review the handbook with their parents/guardians, and expecting all parents/guardians to acknowledge receipt of the handbook by signing and returning the acknowledgement form included in the handbook.
- Continue to provide training and support for school staff in the development and implementation of positive behavior planning.
- Continue to provide training and support to all newly appointed school-based administrators and those with five or more years of experience on disciplinary procedures and discipline processes.
- Continue to provide training and support to school staff on the implementation of character education as a modeling, teaching, and learning process.
- Continue to provide training and support for Student Support and IEP Teams in all schools.
- Continue to implement and monitor academic behavior interventions and supports to address student behavior and learning through the Student Support Services Team and Instructional Support Team.
- Continue to explore as an option special transfer requests from one school to another to help ensure the safety of students.
- Continue to monitor and expand alternative programs to ensure that all student needs are being addressed.
- Continue to provide psychological consultation, assessment, and intervention services to address student behavior and learning needs for at-risk students and students with intensive needs.
- Continue to provide and evaluate the services of full-time school social workers in schools to assist students and families in accessing mental health care and other social services programs.
- Continue to analyze student behavior data to provide more support, prevention, and interventions to reduce student misbehavior in schools.

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

- Increase support to middle schools that have been identified as top priorities by the school system during the 2010 – 2011 school year.
- Work with principals to increase their time and opportunities for improving student achievement during the 2010 – 2011.

- Provide continuous support and services to all schools.
- Encourage more schools to become PSIB schools.
- Teach school staff how to best use the Second Step Programs.
- Provide continuous positive behavior and character building training for schools.

**Resource Allocations:**

- FY 11 Operating Budget
- Title II Funds

The Code of Maryland Regulations (COMAR) requires that each local school system provide a coordinated program of pupil services for all students (13.A.05.05.01.A)<sup>6, 7, 8</sup> and the program of pupil services focus on the health, personal, interpersonal, academic, and career development of students (13A.05.05.01B).

**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.**

- Community mental health providers must enter into a cooperative agreement with each school before they are permitted to provide services to students in schools.
- Services provided by community mental health providers are expected to enhance participating students' school achievement by addressing unmet needs that interfere with achievement.
- Providers must seek to target a group of students with a specific need and are not expected to provide services to a single student.
- Services will not negatively impact the delivery of the school's instructional program.
- Services provided by community mental health providers will not duplicate services that are provided by the school system for students.
- Services provided by community mental health providers do not replace or duplicate services mandated on an IEP.
- School principals, upon receipt of a request for a partnership, should request that community providers complete the *Proposal for In-School Community Partnership with Mental/Physical Health Care Provider, PS 115, F1*.

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<sup>6</sup> 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.

<sup>7</sup> COMAR 13A.05.05.13(E). Health services provided in school shall be coordinated with other health services within the community.

<sup>8</sup> 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.

- Outside providers must discuss with the school team or principal mechanisms for addressing confidentiality and sharing of information.
- Professional license and Criminal Justice Information Service (CJIS) report for all personnel to work in schools must be attached to the proposal.
- Principals and representatives from the partnership agency should also sign the *Cooperative Agreement, PS 115, F3*, and forward this agreement with the *Community Partnership for Mental or Physical Health Services, PS 115, F1*, to the director of the Department of Student Support Services (DSSS).
- Director of DSSS will review all proposed partnerships for completeness and to determine if the partnership will support achievement of the superintendent's goals articulated in the *Blueprint for Progress*.
- Approved proposals and Cooperative Agreements will be signed by the director and returned to school principals.
- At the end of the school year, each provider is expected to provide the principal and the director of DSSS with a written report, *Community Partnership Annual Report, PS115, F2*, indicating the number of students receiving services and the number of sessions/interventions provided at the school.
- An updated proposal and Cooperative Agreement must be renewed each school year.

F. Based on the Examination of Suspension Data:

**1. Identify how many elementary schools have a suspension rate of 10% or higher, how many of those schools have already been formally trained in PBIS, and how many have not.**

- Seven elementary schools have a suspension rate of 10% or higher.
- All seven elementary schools have been trained in PBIS and have been participating for two or three years.

**2. For those schools previously trained, please describe strategies to support/improve the implementation of the PBIS framework in those schools. Finally, please project the number of elementary schools that will require New Team PBIS Training in the summer of 2011 based on this regulation.**

- Ongoing training through assigned coaches continues in all seven schools.
- Providing support staff based upon needs continues to occur.
- Monitoring behavior data is occurring.
- Training in supports is being provided.
- Training in positive behavior management and character building is being provided.

Three new schools might require New Team PBIS Training in the summer of 2011 based on this regulation.

### **Response to Clarifying Questions-**

Strategies that are being used to address the disproportionate suspensions between African American students and white students and between genders include:

- Enhancing professional development to ensure that all teachers are implementing culturally responsive pedagogy.
- Enhancing professional development to ensure that all teachers are providing rigorous and relevant instruction for all students, with an emphasis on African American and male students.
- Differentiating instruction to ensure all students are actively engaged in the instructional program.
- Providing and monitoring active and engaging learning experiences for students.
- Setting high expectations for all students especially students disproportionately suspended.
- Providing resources and support to address the diverse needs of all students.
- Implementing and monitoring codes of conduct in all schools.
- Developing, implementing, and monitoring positive behavior plans with character education as a component of the plans.
- Enhancing community partnerships to provide mentoring and tutorial support for students.
- Refining and enhancing professional development opportunities for teachers to assist with the utilization of the Positive Behavior and Intervention Supports process to improve teaching and learning for all students.

Given that out-of-school suspensions have not decreased significantly over the past five years, the following adjustments will be made to ensure sufficient progress:

- Enhancing professional development to ensure that all teachers are implementing culturally responsive pedagogy.
- Including staff, students, parents/guardians, and community members in the development and implementation of each school's positive behavior plan.
- Providing and enhancing training and support in the development, implementation, and assessment of positive behavior plans.
- Continuing to provide training and support in the development and implementation of Positive Behavior and Intervention Supports and in using the Second Step Programs to improve student behavior.
- Providing and enhancing training in bullying, harassment, and intimidation prevention.
- Providing integrated services for students and their families with linkages to community interagency partners.

## Addressing Specific Student Groups

### Career and Technology Education

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

#### Instructions:

Please respond to these questions/prompts:

- 1. Describe the school system’s progress on the implementation and expansion of CTE Programs of Study within Career Clusters as a strategy to prepare more students who graduate ready for entry into college and careers.**

BCPS continues to develop and implement new Maryland State Department of Education (MSDE) programs of study in all ten of the Maryland Career Clusters. Programs of study such as Homeland Security, Diesel Mechanics, Project Lead the Way Pre-Engineering, Project Lead the Way Biomedical, and Cyber Security within the information technology cluster are being planned for implementation and/or expansion to additional schools. The Career Research and Development (CRD) program of study was fully implemented in all high schools in the 2009 – 2010 school year. As MSDE requirements change to more rigorous programs of study, CTE programs are upgraded/revised to meet MSDE programs of study standards. The following programs have been revised and converted to reflect new MSDE programs of study standards: Construction Trades, Dietician Assistant, Vocational Home Economics, Environmental Agricultural and Natural Resources, Human Resource Services, Cisco Networking Academy, Automotive Mechanics, and Cooperative Education.

BCPS continues to participate in annual Tech Prep work sessions that bring secondary and postsecondary partners together to update existing articulated agreements and/or develop new agreements aligned with new MSDE programs of study. Students who meet articulation standards are identified so that they may apply for articulated credits and start postsecondary degree programs. BCPS continues to coordinate with the Tech Prep Consortium and CCBC to support the implementation of Accuplacer exams to assist CTE students in pursuing postsecondary education and continues to partner with CCBC to assist students in pursuing postsecondary education.

- 2. What actions are included in the Master Plan to ensure access to CTE programs and success for every student in CTE Programs of Study, including students who are members of special populations?**

BCPS continues to implement strategies to encourage students with disabilities to pursue two- and four-year college options. BCPS CTE staff continue to assist teachers in

identifying and employing strategies that impact positively on enhancing achievement of minority, under-represented, and special needs populations that address the diversity of the BCPS community to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented. CTE staff will disaggregate and analyze achievement data and assist schools to identify and meet the needs of students and align CTE programs with established goals and standards to support the achievement of all students.

CTE programs are available for all students including special populations at every high school in BCPS. Competency profiles for technical programs have been developed and implemented to document all students' (including special populations) skill development and assessment of industry-certification skills. Parents/guardians and all students including special populations receive information about the availability of CTE programs through the annual Magnet Application Process, the BCPS Course Registration Guide, the annual Magnet Fair, special low enrollment open houses and summer academies, and through the annual PTA Fair. Accommodations are made for students with special needs when taking industry certification exams that are required in many CTE program pathways.

Data are collected on students receiving certifications/licensures in selected CTE programs within each Maryland Career Cluster area. Assessment data received from the BCPS data warehouse and from MSDE is analyzed to determine graduation rates, postsecondary placements, completion rates, and nontraditional participation of all CTE students. HSA data for CTE students are analyzed to determine academic achievement and intervention priorities for all students including students with special needs.

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

The 2009 high school Program Quality Index (PQI) showed that 11,798 students were enrolled in CTE programs. Of that number 1,566 students were graduating completers, and 3,083 were concentrators. The 2009 (PQI) data showed that 1,078 of the 1,566 graduating completers also met the University System of Maryland graduation requirements.

The strategies in place for increasing CTE enrollees to become completers of CTE programs of study are as follows:

- Parents/guardians and students receive information about the availability of CTE programs through the dissemination of information by school-based professional counselors.
- School-based professional counselors and CTE teachers monitor that students are enrolled in the sequence of approved courses for completion of the CTE program of study.
- Meetings are held with professional counselors to assess how current CTE programs meet state and industry requirements and what changes are recommended. This

enables professional counselors to have the information needed to match the right student for the right program and to enroll students in the CTE program that matches their needs and interests.

- Students in CTE programs have access to student organizations such as the Distributive Education Club of America, Future Business Leaders of America, Health Occupations Students of America, and Skills for Success to enhance and support skills and knowledge learned in the CTE programs. These organizations give students the opportunity to compete in events related to their CTE program, to practice leadership skills, and to make the connections to their CTE program and workplace and/or college opportunities.

**4. CTE improvement plans are required if a local school system does not meet at least 90% of the negotiated performance target for a Core Indicator of Performance under the Perkins Act. If your school system did not meet one or more Core Indicators of Performance, please respond to the following.**

**a.) Identify the Core Indicator(s) of Performance that did not meet the 90% threshold.**

The Core Indicator of Performance that was not met by at least 90% was 2S1, Technical Skill Attainment.

**b.) Analyze why the indicator was not met, including any disparities or gaps in performance between any category of students and performance of all students.**

Three hundred fifty-two students passed the skills attainment out of 450 who took the assessment. This resulted in a 71.84% pass rate, which was reported in the FY10 plan. The data that are available do not indicate any disparities or gaps in performance between any categories of students.

The method BCPS used to complete this indicator for the FY10 Local Plan for Program Improvement was to contact CTE teachers and have them report the number of students who took a skills attainment assessment and the number who passed the assessment. The figures reported on the local application were the results reported by the teachers.

**c.) For FY 11, indicate the section/subsection in the CTE Local Plan for Program Improvement where the improvement plan/strategy is described.**

For FY11, BCPS used the same teacher reporting process that was used in the past. The data for technical skills attainment are from the 2009 graduates. The data are difficult to accurately collect for several reasons. First, many students only take the assessment after they graduate. Second, BCPS cannot require the students to share this information. The 2010 graduate data, which will be reported in the FY12 Local Plan, will give more accurate data. Teachers are developing a chart for the 2010 graduates. This chart has the student's name and ID number and includes a column for marking when a student takes



the Technical Skills Assessment and another column for indicating that the student has passed the assessment.

Teachers will share this chart with the students and stress the importance of having the student inform the teacher of the assessment and results. The teachers will follow up with the graduates and submit the chart in October for its inclusion in the BCPS CTE data network.

## Early Learning

### A. Based on the examination of 2009-2010 MMSR Kindergarten Assessment Data (Tables 8.1 and 8.2):

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.**

**2010-2011 Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Key Strategies:**

- f) Develop and implement instructional strategies that include multiculturalism and differentiation.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
- m) Develop and implement grade-appropriate assessments for reading and mathematics.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

**Activities:**

- Continue to provide countywide training on effective use of curricular materials that support student learning in the domains of language and literacy, scientific thinking, social studies, and the arts.
- Continue to provide resource support on utilizing instructional materials and implementing intervention strategies for preschool 3, prekindergarten, kindergarten teachers, and other school-based staff who work with young children.
- Continue to provide professional development sessions to support preschool 3, prekindergarten, and kindergarten teachers in the integration of the Early Childhood Accountability System (ECAS) with BCPS curriculum, differentiated instructional strategies, and observation and assessment of young children.
- Continue to provide a continuum of services to support the provision of services in the natural environment or in the least restrictive environment that includes typically developing peers.

**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?**

- Continue to provide professional development activities for general and special education teachers on implementing the Maryland Model for School Readiness including the aggregation of readiness information of entering kindergarten students.
- Continue to integrate scientific thinking and social studies into the prekindergarten and kindergarten curricula.
- Continue to provide inclusive service options for three, four, and five-year old children in early childhood programs.
- Continue to provide comprehensive early care and education services for young children and their families for the purpose of promoting continuous improvement toward school readiness via the Judith P. Hoyer (Judy Center) Early Care and Education Center Grant. Continue to include child care providers as partners of the Judy Center.
- Continue using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a kindergarten early childhood screening and progress monitoring tool to adjust instruction and provide appropriate support and interventions in order to prevent early reading failure.
- Continue to implement the Early Childhood Special Education Accountability System (ECAS) to measure results for preschool 3, prekindergarten, and kindergarten children who have IEPs; utilize results to develop strategies for improving services and instruction to improve child outcomes.
- Implement the Memorandum of Understanding between the Baltimore County Public Schools and the Y of Central Maryland Baltimore County Head Start.
- Continue conducting the Aliza Brandywine Center school-based family involvement program for parents/caregivers and their young children, birth to four years of age.

**B. Based on the examination of the 2009-2010 Public Prekindergarten Enrollment Data (Table 8:3):**

**1. Please verify the accuracy of the Public Prekindergarten enrollment data for school year 2009-2010.**

The public prekindergarten enrollment data for school year 2009-2010 provided on Table 8.3 are 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.**

- Continue to have schools utilize the *Prekindergarten Screening Procedures* to assist in preparing for and conducting prekindergarten screenings and enrolling all eligible children into prekindergarten.
- Continue tracking the number of open seats using the STARS system.
- Continue the practice of contacting the BCPS early childhood supervisor for assistance with placement of economically disadvantaged or homeless students if a prekindergarten space is not available in the student's home school or if a program does not exist in the school.
- Continue the practice of immediate enrollment of students identified as homeless.
- Continue to annually include updated *Prekindergarten Screening Procedures* in the Weekly Bulletin and provide all elementary schools with the procedures following posting in the Weekly Bulletin.
- Continue to highlight additions/revisions to the *Prekindergarten Screening Procedures* to ensure that school office staff is knowledgeable about procedures related to prekindergarten programs.
- Ensure that schools designate one or more office staff member(s) to provide parents/guardians, year round, with information about prekindergarten program eligibility.
- Inform school administrators about prekindergarten program eligibility.
- Place announcements in *The Baltimore Sun* about BCPS prekindergarten screenings.
- Encourage schools to advertise prekindergarten screening dates in school newsletters, PTA newsletters, community publications, places of business, community centers, shelters, transitional housing programs, food pantries, public libraries, Department of Social Services, health clinics, and apartment complexes.
- Provide information about prekindergarten programs on the BCPS Web site.
- Provide a *Prekindergarten Fact Sheet for Parents* to schools for distribution to parents/guardians.

## Gifted and Talented Programs

The *Bridge to Excellence in Public Schools Act* §5-401 requires that the Master Plan “shall include goals, objectives, and strategies regarding the performance of gifted and talented students, as defined in §8-201.”

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

The focus of the 2010 Master Plan Update is on progress toward meeting goals and adjustments made to overcome challenges. In accordance with this focus and in order to provide a status on the progress toward meeting gifted and talented program goals, objectives, and strategies regarding the performance of gifted and talented students, local school systems are expected to provide a cohesive, stand-alone response to the prompts outlined below.

- 1. List the goals, objectives, and strategies for the gifted and talented program student identification and services along with the progress made in 2009 – 2010 toward meeting those goals, objectives, and strategies. Include supporting data as needed to document progress.**

**2010 – 2011 Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Key Strategies:**

- c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.
- f) Develop and implement instructional strategies that include multiculturalism and differentiation.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

**Activities:**

- Continue to support the systemwide implementation of board policy, rule, and procedures for the gifted and talented (GT) program for monitoring and reporting of student participation and retention.

- Continue to support the implementation of graduate-level cohort programs for teachers to develop competencies in GT education.
- Continue to provide ongoing, systemwide professional development in the effective use of differentiated instruction to meet the needs of students enrolled in gifted and talented programs.
- Continue to implement and support GT articulation between elementary and middle schools and between middle and high schools.
- Continue to implement and support comprehensive GT services at the elementary, middle, and high school levels.
- Ensure that all high school special program courses are listed in the *Course Registration Guide* and are supported by rigorous curricula.
- Continue to implement the *Gifted and Talented Education Program Handbook of Procedures for Implementing the Gifted and Talented Program in Elementary Schools, Middle Schools, and High Schools*.
- Continue to provide professional development in the effective use of the school referral and review process in order to improve the identification of GT students.
- Continue to collaborate with offices to provide GT services to address the needs of English language learners and twice exceptional learners.
- Continue to provide professional development resources and support for the CATALYST gifted and talented education resource teachers in all schoolwide Title I elementary schools.
- Continue and expand the MESA (Mathematics Engineering Science Achievement) program in the following elementary, middle, and high schools: Chadwick, Deer Park, Eastwood Center, Hebbville, Powhatan, Seneca, and Winands elementary schools; Catonsville, Deer Park, Southwest Academy, Windsor Mill, and Woodlawn middle schools; and Chesapeake, Eastern Technical, Sollers Point, and Woodlawn high schools.
- Continue to provide ongoing review of the support for the Primary Talent Development (PTD) program for all students PreK – 2 to support access to and achievement in GT education.
- Continue to provide ongoing, differentiated Primary Talent Development professional development to PreK – 2 teachers to facilitate systemwide implementation of the program.
- Continue to analyze implementation of and access to magnet programs.
- Identify activities that integrate the use of technology resources and digital content into the PreK – 12 gifted and talented education and magnet curriculum and provide professional development in the use of these activities.

The progress in meeting the goal of increasing student participation in rigorous courses in all schools is supported by the five-year trend data for student identification and participation in gifted and talented courses in grades 3 – 12. At all grade bands, student participation has increased over the five-year period.

The following reveals the five-year trend in the percentage of students identified/enrolled in gifted and talented (GT) courses in Grades 3 – 12:

- In grades 3 – 5, GT enrollment increased 22.0% in 2005 – 2006 to 23.2% in 2009 – 2010.

- In grades 6 – 8, GT course enrollment increased from 23.2% in 2005 – 2006 to 29.3% in 2009 – 2010.
- In grades 9 – 12, GT course enrollment increased from 26.8% in 2005 – 2006 to 35.7% in 2009 – 2010.

The following illustrates the five-year trend in the MSA results of GT-identified students in Grades 3 – 8:

- In grades 3 – 5, the percentage of GT-identified students scoring proficient or advanced on the Mathematics MSA increased from 99.63% in 2005 – 2006 to 99.84% in 2009 – 2010; an increase of 0.21 percentage points over the five-year period.
- In grades 3 – 5, the percentage of GT-identified students scoring advanced on the Reading MSA increased from 99.59% in 2005 – 2006 to 99.95% in 2009 – 2010. The percentage of students scoring advanced increased by 0.36 percentage points over the five-year period.
- In grades 6 – 8, the percentage of GT-identified students scoring proficient or advanced on the Mathematics MSA increased from 98.43% in 2005 – 2006 to 99.51% in 2009 – 2010; an increase of 1.08 percentage points over the five-year period.
- In grades 6 – 8, the percentage of GT-identified students scoring proficient or advanced on the Reading MSA increased from 98.73% in 2005 – 2006 to 99.74% in 2009 – 2010. The percentage of students scoring proficient or advanced increased by 1.01 percentage points over the five-year period.

## 2. Identify the strategies, including resource allocations, that appear related to the 2009 – 2010 progress.

**2009 – 2010 Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

### **Key Strategies:**

- c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.
- f) Develop and implement instructional strategies that include multiculturalism and differentiation.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

**2009 – 2010 Master Plan Goal 5:** All students will graduate from high school.

**Performance Indicator 5.1:** All high schools will meet the graduation rate established by the state.

**Key Strategy:**

c) Increase participation in gifted and talented programs in all schools.

**Activities:**

- Continued to analyze the implementation of Board Policy and Superintendent's Rule and procedures for the gifted and talented program for monitoring and reporting of student participation and retention.
- Continued to implement and support GT articulation between elementary and middle schools and between middle and high schools.
- Continued to implement the *Gifted and Talented Education Program Handbook of Procedures for Implementing the Gifted and Talented Program in Elementary Schools, Middle Schools, and High Schools*.
- Continued to provide systemwide professional development in the effective use of the school referral and review process in order to improve the identification of GT students.
- Continued to assist the CATALYST gifted and talented education resource teacher project in all schoolwide Title I elementary schools.
- Continued to expand and refine the support for Primary Talent Development programming for all children PreK – 2 to support access to and achievement in GT education.
- Continued to provide professional development to teachers to facilitate systemwide implementation of the PreK component of the existing K – 2 Primary Talent Development.

**Resource Allocations:**

Primary resources include the support of the Executive Director, Special Programs, K-12 and six staff members of the Office of Gifted and Talented Education. The staff provides one-on-one and group technical assistance including professional development for administrators and teachers throughout the county. Gifted and talented CATALYST teachers exist in every schoolwide Title I elementary school. These positions support professional development, student identification, and the instructional program. Secondary resources include GT facilitators in each school and the collaboration of GT office staff members with peers in other content offices.

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

The BCPS' *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern.

**2009 – 2010 Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.



**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Key Strategies:**

- c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.
- f) Develop and implement instructional strategies that include multiculturalism and differentiation.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

**2009 – 2010 Master Plan Goal 5:** All students will graduate from high school.

**Performance Indicator 5.1:** All high schools will meet the graduation rate established by the state.

**Key Strategy:**

- c) Increase participation in gifted and talented programs in all schools.

**Activities:**

The following activities have been planned to increase participation of all subgroups eligible for GT identification with particular focus on students exhibiting twice-exceptional characteristics and overall improvement of the identification process.

- Provide ongoing, content-specific professional development in rigorous instruction for teachers who are new to gifted education. The year-long inservice course will provide the opportunity for modeling instruction and sharing best practices and instructional strategies and will culminate in a classroom visitation. The professional development is provided by five staff members of the Office of Gifted and Talented Education and Magnet Programs, as well as master teachers and department chairs.
- Continue to provide staff development tailored to the needs of individual schools.
- Continue to collaborate with various stakeholders regarding learners with special needs.
- Collaborate with the Department of Research, Accountability, and Assessment regarding processes to enhance identification procedures.
- Continue to provide ongoing systemwide professional development on a variety of topics for various audiences and stakeholders, K – 12, including investigating ways to enhance the school referral and review process, implementing a revised *Handbook of Procedures* that relate to referral, and reviewing enhancements.
- Support the GT Catalyst program in Title I elementary schools by collaborating with specialists in the Office of Title I. This program is designed to support teachers in:
  - Identification of resources to increase participation of typically underrepresented populations.
  - Instructional strategies to compensate for gaps in learning.
  - Differentiation strategies to ensure rigor and student engagement.

Challenges that are evident in meeting the gifted and talented program goals, objectives, and strategies and the activities to address those challenges are as follows:

- Consistent systemwide implementation of board policy, rule, and procedures for the gifted and talented (GT) program for monitoring and reporting of student participation and retention.
  - Activities to address this challenge include the development and implementation of a revised *Handbook of Procedures*.
- Ongoing GT professional development/capacity building.
  - Activities to address this challenge include continued support for the implementation of graduate-level cohort programs for teachers to develop competencies in GT education. BCPS continues to provide ongoing, systemwide professional development in the effective use of differentiated instruction to meet the needs of students enrolled in gifted and talented programs including specialized opportunities for staff in Title 1 schools. BCPS continues its cohort collaboration with Towson University and new cohort collaboration with the College of Notre Dame and external resources, including Dr. Bertie Kingore, Professional Associates, Austin, Texas, as well supporting staff attendance in local, state, and national professional development opportunities.
- Continue to collaborate with offices to provide GT services to address the needs of English language learners and twice exceptional learners.
  - Activities to address this challenge include the ongoing collaboration among staff from the Offices of GT Education, Special Education, and World Languages. Additionally, BCPS will provide external resources including Rich Weinfeld's Educational Consultants, to provide assistance regarding twice exceptional students. This resource is to serve as a catalyst for initiating a previously developed plan that addresses the needs of twice exceptional students.
- Continue to provide professional development resources and support for the CATALYST gifted and talented education resource teachers in all schoolwide Title I elementary schools.
  - Activities to address this challenge include the collaboration between the Office of Title I and the Office of Gifted and Talented Education regarding human and material resources to assist CATALYST gifted and talented education resource teachers.
- Continue to implement and support GT articulation between elementary and middle schools and between middle and high schools; continue to implement and support comprehensive GT services at the elementary, middle, and high school levels.
  - Activities to address this challenge include the support of the Executive Director, Special Programs, K-12, Assistant Superintendents, and the Office of Gifted and Talented Education and collaboration with the schools. An additional activity will be the implementation and interpretation of our new *Handbook of Procedures*.

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

The BCPS' *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern.

**2009 – 2010 Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Key Strategies:**

- c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.
- f) Develop and implement instructional strategies that include multiculturalism and differentiation.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

**2009 – 2010 Master Plan Goal 5:** All students will graduate from high school.

**Performance Indicator 5.1:** All high schools will meet the graduation rate established by the state.

**Key Strategy:**

- c) Increase participation in gifted and talented programs in all schools.

**Activities:**

The following activities have been included in the 2010 – 2011 Master Plan to increase participation of FARMS-eligible and minority subgroups eligible for GT identification.

- Provide ongoing, content-specific professional development in rigorous instruction for teachers who are new to gifted education. The year-long inservice course will provide the opportunity for modeling instruction and sharing best practices and instructional strategies and will culminate in a classroom visitation. The professional development is provided by five staff members of the Office of Gifted and Talented Education and Magnet Programs, as well as master teachers and department chairs.
- Continue to provide ongoing systemwide professional development on a variety of topics for various audiences and stakeholders, K – 12, including the effective use of the school referral and review process in order to improve the identification of GT students.
- Continue to provide staff development tailored to the needs of individual schools.
- Support strategies provided in the Paul Slocumb professional development opportunity

provided in the spring of 2009.

- Support the GT Catalyst program in Title I elementary schools by collaborating with specialists in the Office of Title I. This program is designed to support teachers in:
  - Identification of resources to increase participation of typically underrepresented populations.
  - Instructional strategies to compensate for gaps in learning.
  - Differentiation strategies to ensure rigor and student engagement.

Activities will include reviewing school data during the first and second quarter of 2010.

Outcomes of this analysis will determine targeted ongoing professional development, assistance to be implemented, and BCPS resources including the Office of Gifted and Talented Education as a primary resource beginning in the third quarter of 2010.

Additional resources will include support from the Executive Director, Special Programs, K-12, and Assistant Superintendents. Related activities include collaboration with specialists in the Office of Title I for FARMS-eligible students and minority students in Title I schools.

**Resource Allocations:**

- FY 11 Operating Budget

**I.F**  
**Cross-Cutting Themes**

**Educational Technology**

In addition to including technology strategies across the Master Plan to outline specifically how your district will use all sources of funding in meeting No Child Left Behind Statutory Goals, please respond to the prompts below. Include targets from the *Maryland Educational Technology Plan for the New Millennium, 2007 – 2012*, district technology and school system strategic plans, data from the Maryland Technology Inventory and technology literacy measurements, and data from any other relevant sources as appropriate. If these items were discussed elsewhere in the Master Plan Update, you can reference the sections and page numbers in your responses below instead of repeating information.

1. Identify the major technology goals that were addressed by the school system during the 2009 – 2010 academic year. Include a description of:
  - the progress that was made toward meeting these goals and a timeline for meeting them.
  - the programs, practices, strategies, or initiatives that were implemented related to the goals to which you attribute the progress.
  - the goals supporting data and evaluation results as appropriate.

The major goals for educational technology that were addressed by Baltimore County Public Schools (BCPS) during the 2009 – 2010 school year related directly to the BCPS *Blueprint for Progress* and the Master Plan Strategies for Goal I and Goal 8. These include:

**2009 – 2010 Master Plan Goal I:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Key Strategy:**

j) Integrate technology in the teaching/learning process.

**2009 – 2010 Master Plan Goal 8:** All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.

**Performance Indicator 8.1:** All students, teachers, and office staff will have access to technology to support student achievement, a highly qualified teaching staff, and stakeholder involvement in the educational process.

**Performance Indicator 8.2:** All schools and offices will have high-capacity computers at the ratio of:

- One computer per five students by 2005;
- One computer per school-based teacher, administrator, and clerical by 2006; and

- One computer per central office administrative/supervisory and clerical staff by 2007.

**Key Strategies:**

- a) Provide teachers with professional development opportunities for using and integrating technology into curriculum and instruction.
- b) Continue to have a standard platform for computer hardware and the identification, purchase, and use of instructional software.
- h) Provide opportunities for all students so they will acquire and apply information through the use of educational media, including technology and media centers.
- i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.

During the 2009 – 2010 school year, much progress was made toward meeting the BCPS *Blueprint for Progress* goals and indicators and the Master Plan Strategies for Goal 1 and Goal 8. Technology continues to be infused increasingly into all aspects of teaching and learning and evidence of this progress is reflected in student achievement and educational technology results.

**PROGRESS for Master Plan Goal 1:**

On the 2009 – 2010 MSA, diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I met or exceeded Maryland School Assessment (MSA) standards as follows:

- Elementary school reading MSA, 89.0% (exceeded AMO by 7.8 percentage points)
- Elementary school mathematics MSA, 88.2% (exceeded AMO by 8.8 percentage points)
- Middle school reading MSA, 82.1% (exceeded AMO by 1.3 percentage points)
- Middle school mathematics MSA, 72.0% (exceeded AMO by 0.6 percentage points)
- English MSA, 84.5% (exceeded AMO by 11.8 percentage points)
- Algebra/Data Analysis MSA, 86.6% (exceeded AMO by 21.7 percentage points)

Note: English 10 and Algebra I MSA serve dual purposes as the HSA for graduation requirements and the MSA for AYP purposes.

BCPS remains committed to the integration of technology into all aspects of the work of the school system. BCPS' *Blueprint for Progress* and Master Plan include goals, indicators, and strategies related to the accomplishment of this commitment. Each strategy in the Master Plan is supported by activities designed to implement the strategy and achieve the Master Plan indicator. The strategies and activities listed below appear related to the identified increases in student performance achieved on MSA and HSA. These strategies also align with the objectives of the *Maryland Educational Technology Plan for the New Millennium* and BCPS' *Framework for Technology Implementation, 2008 – 2011*.

**2009 – 2010 Master Plan Goal I:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Key Strategy:**

j) Integrate technology in the teaching/learning process.

**Activities:**

- Continued professional development on effective strategies to ensure differentiation of instruction/assessments and opportunities for acceleration for all students.
- Applied research-based methodologies and interventions to meet the needs of diverse learners.
- Continued to implement adaptive technology in schools to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continued to monitor and support teachers in the use of technology to include training on graphing calculators, TI Navigator System, tablet technology, and computer integration to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continued to implement the web-based IEP format mandated by Maryland State Department of Education (MSDE).
- Provided instructional guidance and professional development that ensure levels of rigor consistent with high expectations, higher level thinking, and preparation for advanced programs of study.
- Provided opportunities for students to demonstrate their acquisition and processing of knowledge through writing, products, and performance. Continued to conduct demonstration lessons and coaching for teachers to share research-based instructional practices and to enable teachers to provide differentiated instruction in reading, English/reading/writing, mathematics, science, and social studies.
- Provided a grid to schools and offices that aligned the *Maryland Technology Literacy Standards for Students* to the BCPS curriculum in Grades PreK – 8 in science, reading/language arts, mathematics, and social studies.
- Provided professional development for administrators in incorporating the use of technology into the School Improvement Plan and into daily instruction and student learning.
- Continued to partner and work collaboratively with the University of Maryland Baltimore County and the National Science Foundation to develop challenging mathematics and science curricula and professional development for the students and teachers of the Science, Technology, Engineering, and Mathematics (STEM) Academy Schools, as well as for other schools within the system.
- Continued to work with Channel 73 to produce the mathematics programming for Homework Helpers and to produce mathematics training videos for use on Video Safari Montage.
- Continued to implement problem-based learning units for grades PreK – 5

- that incorporate design and technology concepts and electronic data acquisition activities aligned with the State Curriculum.
- Continued to expand upon the course offerings for the Elementary Summer Science Institute with more emphasis on Maryland State Department of Education Technology Standards in partnership with the Community College of Baltimore County.
  - Continued to support the implementation of the course *Using Technology to Teach Science* to be offered to all elementary science cohorts and the *Elementary Summer Science Institute*.
  - Continued to offer the Maryland State Department of Education approved course *The Active Science Classroom: Teaching Science Content Through Information, Technology, and Visual Literacies*, a collaborative professional development through BCPS, CCBC, and UMBC.
  - Provided the interactive instructional resource, “Learning Games to Go,” for integration into middle school mathematics classrooms to engage students in the learning of mathematics.
  - Continued to monitor and support teachers in the use of electronic mathematics resources such as Video Safari Montage, Gizmos, Geometer Sketchpad, and Fathom.
  - Continued to support the implementation of interactive whiteboard/tablet technology in middle school science classrooms by creating exemplary science lessons for each middle school unit.
  - Continued to provide and support school-based technology integration teachers in elementary and selected secondary schools to support teachers and instruct students in the development of effective strategies for integrating technology and digital content into teaching and learning.
  - Continued to develop and revise Online Research Models to promote best practices in engaging student problem solving by integrating information literacy with curriculum content standards in reading, English, science, mathematics, language arts, and social studies.
  - Continued to infuse and integrate the *Maryland Technology Standards for Students* in curriculum design, teaching, learning, and assessment.
  - Continued to provide online AP and general education courses for students as outlined in the *BCPS Guidelines and Procedures Manual for Online Courses*.
  - Continued to provide an online database of *Curriculum-Based Technology Integration Activities* as models of “Best Practices” in integrating technology into existing and new BCPS curriculum.
  - Provided access to collaborative communication tools and electronic resources for both teachers and students to meet 21<sup>st</sup> Century Learning Skills.
  - Continued to facilitate the *BCPS Instructional Software and Web-based Resources Evaluation Process* to provide quality resources for improving both student achievement and instruction while providing equity and standardization of resources.
  - Provided supplemental technology programs that support mathematics instruction and academic preparation for local, state, and national assessments.
  - Provided professional development for teachers and administrators in the use of the *Maryland Technology Standards for Teachers* and the *Maryland Technology Standards for School Administrators* to assist them in understanding the standards



and how they relate to their professional growth and contribute to increased student learning.

**2009 – 2010 Master Plan Goal 8:** All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.

**Performance Indicator 8.1:** All students, teachers, and office staff will have access to technology to support student achievement, a highly qualified teaching staff, and stakeholder involvement in the educational process.

**Performance Indicator 8.2:** All schools and offices will have high-capacity computers at the ratio of:

- One computer per five students by 2005;
- One computer per school-based teacher, administrator, and clerical by 2006; and
- One computer per central office administrative/supervisory and clerical staff by 2007.

**Key Strategies:**

- c) Provide teachers with professional development opportunities for using and integrating technology into curriculum and instruction.
- d) Continue to have a standard platform for computer hardware and the identification, purchase, and use of instructional software.
- h) Provide opportunities for all students so they will acquire and apply information through the use of educational media, including technology and media centers.
- i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.

**Activities:**

- Continued to offer differing levels of professional development at the system level to meet the basic, application, and integration skills of teachers in integrating technology into instruction to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continued to assess and modify the role of the instructional technology resource teachers in providing support to administrators, liaisons, technology integration teachers, and other instructional staff as they continue to learn to integrate technology into teaching and learning based on the *Maryland Technology Standards for Students*, the *Maryland Teacher Technology Standards*, and *Maryland Technology Standards for School Administrators*.
- Continued to provide regularly scheduled professional development and support at the school and system level for elementary technology integration teachers and technology liaisons and alternates so they can better serve the needs of their schools' staff and students.
- Facilitated the online measurement of the technology literacy of students, teachers, and administrators to determine their technology literacy competencies related to the *Maryland Technology Standards for School Administrators*, *Maryland Technology Standards for School Administrators*, the *Maryland Technology Standards for Teachers*, and the *Maryland Teacher Professional Development Standards*.

- Continued to offer graduate-level cohort programs for teachers to develop leaders in instructional technology and library media through collaborative efforts with the Johns Hopkins University and Towson University. These cohort programs provide teachers with an opportunity to receive a Master's degree in Instructional/Educational Technology.
- Continued to offer a graduate Certificate Program in School Leadership in Technology Integration, in collaboration with the Johns Hopkins University, for school teams of teachers and administrators who will work together to build capacity within a school for the effective use of technology.
- Continued to develop a data cube of library media program data (collection, staffing, and technology) that correlates with student achievement research.
- Continued to develop, pilot, and implement online collaborative initiatives which provide online alternatives for professional growth in the effective use of technology for teachers, paraprofessionals, and other instructional staff.
- Provided 24/7 access to school library media collections and digital content for staff, students, and their families.
- Continued to increase teacher access to digital content for technology integration for daily classroom instruction through the use of the Internet and the Intranet connections.
- Continued to provide professional development and support to school-based technology liaisons in maintaining hardware and software inventories and in managing, maintaining, and troubleshooting hardware resources in schools.
- Continued to support all offices in the Divisions of Curriculum and Instruction and Business Services requesting support for the use and integration of technology into their professional development activities.
- Continued to implement the BCPS Enterprise Student Information System.
- Implemented a professional development web application that tracks and reports professional development activities for all school-based personnel.
- Continued to work collaboratively with the Office of Research, Accountability, and Assessment to support the training program for technical assistance for the online assessment program.
- Provided staff development and quality control systems designed to ensure the accurate and expedient entry of data into the data warehouse.
- Provided mobile laptop carts to middle and high schools through STEM.
- Replaced file servers in 24 high schools.
- Continued to provide professional development and support to school-based technology liaisons in maintaining hardware and software inventories and in managing, maintaining, and troubleshooting hardware resources in schools based on the Maryland Teacher Professional Development Standards.
- Continued to adjust the budget development and decision-making processes to increase connections to curriculum goals and strategic priorities by using various assessment tools including ranking, cost-benefit analysis, and other measures of effectiveness.
- Continued to implement processes and software to increase electronic purchasing, electronic submission of payroll data, and electronic access to financial reports.

- Continued to provide an online instrument for administrative staff to access the Allocation Spreadsheet and the Projected Resource Allocation Sheet.
- Continued to resolve Technology Support Services issues (related to technical support for the use of technology in all BCPS locations) in a timely manner.
- Continued to maintain Wide Area Network availability.
- Continued to maintain Enterprise System availability
- Provided to schools, as appropriate, online MSA, Alt-MSA, HSA, and Mod-HSA.
- Provided professional development to all technical support personnel in the schools for the delivery of the online assessments.
- Reviewed and revised the Articulated Instruction Module (AIM) database and reporting tool.
- Provided professional development in the use of AIM.
- Provided high-capacity computers at the following ratios: students to computers, 3.4 to 1; teachers to computers, 1 to 1; administrators to computers, 1 to 1; clericals to computers, 1 to 1; and supervisory personnel to computers, 1 to 1.

**Data for Master Plan Goals 1 and 8:**

- MSA and HSA data from 2009 – 2010 (see previous Maryland School Assessment and High School Assessments section for specific results)
- Provided high-capacity computers at the following ratios: students to computers, 3.4 to 1; teachers to computers, 1 to 1; administrators to computers, 1 to 1; clericals to computers, 1 to 1; and supervisory personnel to computers, 1 to 1.

**2. Describe where challenges in making progress toward meeting the major technology goals are evident and the plans for addressing those challenges. Include a description of the adjustments that will be made to the Master Plan and local Technology Plan and timelines where appropriate.**

The major challenges in making progress toward the integration of technology into the teaching and learning process are:

- With interactive technologies, document cameras, high capacity computing devices, student response systems as well as simple web cams and flip cams requested by teachers and parents/guardians, the demand exceeds the capacity to provide these technologies across the system.
- The need to continue to develop and refine curriculum that incorporates the effective use of technology into the written curriculum is another challenge. Technology must be infused into the written curriculum and aligned to the goals, objectives, and activities from the *Maryland Technology Literacy Standards for Students*.
- Monitoring the teaching of the curriculum to ascertain the effective infusion of technology into the taught curriculum is also a major challenge.
- Providing onsite support to teachers and other staff members as they work to integrate technology into daily instruction is another major challenge.
- Another major challenge is the need to provide sufficient ongoing, site-based professional development that is planned and implemented to provide teachers with differentiated training that includes models of effective technology integration.

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern. In addition, the following activities, included in the BCPS Master Plan, are evidence of progress in meeting the challenges:

**2009 – 2010 Master Plan Goal I:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Key Strategy:**

j) Integrate technology in the teaching/learning process.

**2009 – 2010 Master Plan Goal 8:** All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.

**Performance Indicator 8.1:** All students, teachers, and office staff will have access to technology to support student achievement, a highly qualified teaching staff, and stakeholder involvement in the educational process.

**Performance Indicator 8.2:** All schools and offices will have high-capacity computers at the ratio of:

- One computer per five students by 2005;
- One computer per school-based teacher, administrator, and clerical by 2006; and
- One computer per central office administrative/supervisory and clerical staff by 2007.

**Key Strategies:**

- e) Provide teachers with professional development opportunities for using and integrating technology into curriculum and instruction.
- f) Continue to have a standard platform for computer hardware and the identification, purchase, and use of instructional software.
- h) Provide opportunities for all students so they will acquire and apply information through the use of educational media, including technology and media centers.
- i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.

**Activities:**

- Continue to implement assistive technology in schools to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continue to offer differing levels of professional development at the system level to meet the basic, application, and integration skills of teachers in integrating technology

- into instruction to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continue the work of the Technology Governance Committee to review the implementation of the *Framework for Technology Implementation 2008-2012* (BCPS Technology Plan) to meet the guidelines in the *Maryland Technology Plan 2007-2012*. The Governance Committee bases its work on 21<sup>st</sup> Century Learning as it examines the role that technology plays in providing classrooms with the resources, staff, and professional development needed for 21<sup>st</sup> century learners.
  - Continue to provide professional development on effective strategies to ensure differentiation of instruction and assessments and opportunities for acceleration for all students.
  - Continue to integrate Web-based digital content resources (databases, evaluated Internet resources, Safari Montage videos, e-books, and Web 2.0 tools) into curriculum and instruction.
  - Provide opportunities for students to demonstrate their acquisition and processing of knowledge through writing, products, and performance.
  - Continue to conduct demonstration lessons and coaching for teachers to share research-based instructional practices and to enable teachers to provide differentiated instruction in reading, English, mathematics, science, and social studies.
  - Continue to design, deliver, and manage a dynamic repository of rigorous digital curricula that provide a “click away” access to multimedia, print, and interactive resources; best practices and demonstration lessons; research-based professional development; assessments; and a collaborative workspace for teacher feedback.
  - Continue to provide parents/guardians with 24/7 anytime/anywhere access to school library media collections, evaluated Web sites, and digital content via the Destiny Library Manager public access catalog and the library information services digital content portal in order to promote independent reading and to support homework assignments.
  - Apply research-based methodologies and interventions to meet the needs of diverse learners.
  - Continue to implement the Web-based IEP format mandated by the Maryland State Department of Education (MSDE).
  - Continue to maximize access to professional development opportunities by offering 24/7 anytime/anywhere access to Web-based learning modules, videos, distance learning, and online learning communities.
  - Continue to integrate the Maryland Technology Literacy Standards for Students (Educational Technology SC) into the written curriculum.
  - Continue to provide professional development for teachers and administrators in the use of the *Maryland Technology Standards for Teachers* and the *Maryland Technology Standards for School Administrators* to assist them in understanding the standards and how they relate to their professional growth and contribute to increased student learning.
  - Continue to implement the elementary science, technology, engineering, and mathematics (STEM) fair.

- Continue to implement problem-based learning units for grades PreK – 5 that incorporate design and technology concepts and electronic data acquisition activities aligned with the SC.
- Continue to produce model lessons demonstrating best practices in reading and language arts instruction for use on Safari Montage.
- Continue to monitor and support teachers in the use of electronic mathematics resources such as Video Safari Montage, Gizmos, Geometer Sketchpad, Fathom, etc.
- Continue to support the implementation of whiteboard/tablet technology in middle school science classrooms by creating exemplary science lessons for each middle school unit.
- Continue to support the attainment of skills and knowledge in algebra/data analysis through the use of e-Learning, including an online student course and an online professional development course for mathematics teachers for use in instruction including acceleration for students.
- Continue to monitor implementation of COMAR 13A.04.05.01 to ensure quality instructional resources for diverse populations and learning preferences.
- Continue to provide an online database of Curriculum-Based Technology Integration Activities as models of “Best Practices” in integrating technology into existing and new BCPS curriculum.
- Continue to provide and support school-based technology integration teachers in elementary and selected secondary schools to instruct students as well as support teachers in the development of effective strategies for integrating technology and digital content into teaching and learning.
- Infuse and integrate the *Maryland Technology Standards for Students* in curriculum design, teaching, learning, and assessment.
- Continue to provide online AP and general education courses for students as part of the e-Learning initiative as outlined in the *BCPS Guidelines and Procedures Manual for Online Courses*.
- Continue to support the use of online collaborative tools for use by administrators, teachers, and students to encourage online communication and collaboration.
- Continue to facilitate the BCPS Instructional Software and Web-based Resources Evaluation Process to provide quality resources for improving both student achievement and instruction while providing equity and standardization of resources.
- Provide supplemental technology programs that support mathematics instruction and academic preparation for local, state, and national assessments.
- Continue to add electronic data acquisition activities to all science units.
- Continue to develop and implement e-curricula for chemistry and physics to expand the application of interactive instructional technology to support the achievement of all students.
- Offer the online practice SAT to students.
- Continue to assess and modify the role of the instructional technology (IT) resource teachers in providing support to administrators, liaisons, technology integration teachers, and other instructional staff as they continue to learn to integrate technology into teaching and learning based on the *Maryland Technology Standards for School*

*Administrators*, the *Maryland Technology Standards for Teachers*, and the *Maryland Teacher Professional Development Standards*.

- Continue to provide regularly scheduled professional development and support at the school and system levels for elementary technology integration teachers and technology liaisons and alternates so they can better serve the needs of their schools' staff and students.
- Offer the online institute, *Using Technology to Teach Reading and Writing Across the Curriculum*, for elementary and secondary teachers to improve instruction and meet the needs of diverse learners.
- Participate in the statewide review and revision of the online assessment tool to determine the technology literacy competencies of school-based administrators related to the *Maryland Technology Standards for School Administrators*.
- Use the online technology measurement tool, based on the *Maryland Technology Standards for Teachers*, to assist teachers in planning their professional growth activities as they relate to the use of instructional technology and to assist central office staff in the planning of systemwide professional development.
- Continue to offer graduate-level cohort programs for teachers to develop leaders in instructional technology and library media and provide an online graduate-level cohort program in instructional technology.
- Continue to offer a *Graduate Certificate Program in School Leadership in Technology Integration* cohort, in collaboration with the Johns Hopkins University, for school-based teachers and administrators who will work together to build capacity within a school for the effective use of technology.

**3. Describe how the local school system is incorporating research-based instructional methods and the Maryland technology literacy standards for students, teachers, and school administrators into professional development to support teaching, learning, and technology leadership. Include a description of how the results of the student, teacher, and school administrator measurements have been used to inform professional development.**

All professional development activities for the integration of technology into classroom instruction meet both the technology literacy standards for students, teachers, or school administrators (as appropriate); and they also meet the *Maryland Teacher Professional Development Standards*. These activities are planned and implemented primarily through the Department of Professional Development and the offices of Instructional Technology and Library Information Services. In addition, as other offices in the Division of Curriculum and Instruction plan professional development that includes technology integration, they consult with the offices mentioned above for support in presenting activities that model good instructional practice in the integration of technology.

Professional development activities are planned to meet the identified needs of administrators, teachers, other staff members, and even volunteers from the community. All activities presented incorporate "best practices" in the delivery of professional development using examples of classroom applications in the activity. Participants are given hands-on practice in almost all professional development activities and all activities are evaluated by

the participants. In addition, many delivery systems are employed in the delivery of professional development for technology integration and these include face-to-face activities, online webinars, online courses, blended courses, Elluminate sessions, Safari Live! presentations, online tutorials, teleconferences, and one-on-one onsite support.

During the 2009 – 2010 school year, great progress was made in incorporating technology into the written curriculum when the Department of Professional Development instituted mandatory workshops for curriculum writers that included basic and advanced training in integrating technology into curriculum writing. Both of these workshops included training on the use of technology tools and examples of good instructional practices. Both workshops referenced the Maryland technology standards for students and teachers.

BCPS is in the process of implementing a plan for using the results of the student, teacher, and school administrator measurements to inform professional development. Although all professional development is planned using the technology literacy standards, specific results are not the basis of professional development planning. However, it should be noted that the *Maryland Technology Literacy Standards for Students* form the basis for curriculum integration of technology skills into the written curriculum and the professional development for both curriculum writers and for teachers includes references to these standards.

**4. Describe how the local school system is ensuring the effective integration of technology into curriculum and instruction to support student achievement, technology/information literacy, and the elimination of the digital divide.**

BCPS is ensuring the effective integration of technology into curriculum and instruction to support student achievement, technology/information literacy, and the elimination of the digital divide through the following Master Plan activities:

- Continuing to design, deliver, and manage a dynamic repository/library of rigorous digital content that provides a “click away” access to multimedia, print, and interactive resources; best practices and demonstration lessons; research-based professional development; assessments; and a collaborative work space for teacher feedback.
- Providing staff, students, and parents/guardians with 24/7 anytime/anywhere access to school library media collections, evaluated Web sites, and digital content via the Destiny Library Manager public access catalog and the Library Information Services digital content portal in order to promote independent reading and to support homework assignments.
- Providing access to school library media resources by Lexile reading and interest levels via the Destiny Library Manager online public access catalog.
- Continuing to provide support to schools on the use of interactive technologies and provide professional development opportunities for monitoring and measuring the impact on instruction and performance of students with disabilities.
- Maximizing access to professional development opportunities by offering 24/7 anytime/anywhere access to Web-based modules, videos, distance learning, and online learning communities.



- Continuing to provide professional development to teachers and administrators in the effective use of technology resources and digital content to support instruction and professional learning; e.g., Professional ProQuest database that provides access to 800 academic journals and teacher wikis.
- Continuing to provide professional development for teachers and administrators in the use of instructional technology to meet the literacy proficiency standards outlined in the *Maryland Teacher Technology Standards* and the *Maryland Technology Standards for School Administrators* to assist them in understanding the standards and how they relate to their professional growth and contribute to increased student learning.
- Implementing a data-based plan to address gaps in student technology literacy through the integration of technology into the curriculum, changes in daily instruction, in-school support by technology integration teachers, and professional development.
- Providing computers for use at after-school tutoring and homework clubs held in homeless shelters to provide students with access to updated technology.
- Revising and implementing the approved plan for providing a keyboarding program for students in Grade 4 in order to build motor patterns and efficiency in keyboarding and to increase productivity.
- Continuing to identify and integrate technology-based resources for early childhood learning and elementary English/language arts, reading, and writing.
- Continuing to identify activities that integrate the use of technology resources and digital content into the middle school English/language arts, reading, and writing curriculum and providing professional development activities.
- Continuing to monitor and support teachers in the use of electronic mathematics resources such as Safari Montage, Explore Learning Gizmos, Geometer Sketchpad, First in Math, etc.
- Supporting the use of the online tutoring program, Apangea Learning, at several middle schools and expanding to other middle schools as requested.
- Continuing to monitor and support teachers in the use of technology to include training on graphing calculators, TI Navigation Systems, TI-Nspire Systems, and technology integration to support the achievement of all students.
- Continuing to integrate technology resources and digital content into the social studies curriculum and provide professional development.
- Identifying activities that integrate the use of technology resources and digital content into the high school English, reading, and writing curriculum and providing professional development in the use of these activities.
- Expanding components of virtual learning to additional high schools (Western School of Technology and Woodlawn High)
- Continuing to develop and revise K – 12 Online Research Models to promote best practices in engaging student problem solving by integrating information and technology literacies with curriculum content standards in reading, English, science, mathematics, language arts, and social studies.
- Facilitating virtual field trips and collaboration with experts using Safari Live web conferencing to support teaching and learning.

- Continuing to provide support to school-based elementary technology integration teachers who support teachers in the implementation of effective strategies for integrating technology into classroom instruction.
- Providing for the integration of technology into the written curriculum through the alignment of the Maryland State Curriculum with the *Maryland Teacher Technology Standards* and by providing technology integrationists to support curriculum writing teams.
- Continuing to provide online AP and general education courses for students as outlined in the *BCPS Guidelines and Procedures Manual for Online Courses*.
- Continuing to provide an online database of Curriculum-Based Technology Integration Activities as models of best practices in integrating technology into existing and new BCPS curricula.
- Continuing to provide online collaborative communication tools for all staff through the use of Desire2Learn, Elluminate, PBWorks, VoiceThread, and other Web 2.0 tools.
- Continuing to facilitate the BCPS Instructional Software and Web-Based Resources Evaluation Process to provide quality resources for improving both student achievement and instruction while providing equity and standardization of resources.
- Continuing to provide support to teachers as they design and implement model lessons demonstrating best practices in the integration of technology into teaching and learning.
- Implementing an action research project focusing on the use of technology interventions to improve student learning in order to determine their effectiveness in increasing student performance and helping schools meet their school improvement goals.
- Continuing to provide in-school professional development to teachers as they learn to use new technologies and new instructional strategies to support 21<sup>st</sup> century learning.

##### **5. Discuss how the local school system is using technology to support low-performing schools.**

In addition to the funding provided to local schools through the operating budget, BCPS committed the following resources to support low-performing schools:

- Provided Title I School Level Allocations in the amount of \$8,546,750 to 44 Title I schools to purchase technology during the 2009 – 2010 school year. This large infusion of funding allowed low-performing Title I schools to equip classrooms with interactive technologies including whiteboards, tablets, student response systems, document cameras, computers, flipcams, sound systems, and other technologies to support student learning. The intent of this project was to enhance teacher capacity to differentiate instruction, increase student engagement, and provide student-centered learning opportunities through the use of ARRA-funded technology in Title I schools to meet the needs of 21<sup>st</sup> century learners and increase student achievement.

In addition, a system was put in place to monitor the use of technology resources provided to Title I schools with ARRA funding in order to determine the need for additional professional development for integrating technology into classroom instruction to improve student engagement and to differentiate instruction.

- Provided professional development in technology integration to GT catalyst teachers, mathematics and science resource teachers, mentors, and other support staff that work with low-performing schools.
  - Continued to use technology to collect and analyze data to make informed decisions about daily instruction and improved student achievement.
  - Provided professional development for school-based staff who are responsible for the implementation of the online assessments (HSA and MSA).
  - Worked with the Maryland State Department of Education's Breakthrough Center to provide \$1,100,000 of technology and professional development to schools in the Dundalk cluster. This project also provided laptops computers for all teachers in the Dundalk cluster.
  - Continued to support the implementation of whiteboard/tablet and other types of instructional technology in middle school science classrooms by creating exemplary science lessons for each middle school unit.
  - Continued to provide the Advanced Path program to Chesapeake and Dundalk High School students to provide support for completing high school graduation requirements.
6. Please update the district's Accessibility Compliance chart, **bolding or underlining any changes**. The district's completed chart from last year can be accessed at:  
<http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-20709>
7. Please update the district's Children's Internet Protection Act (CIPA) Certification Form. If there are no changes, check the first box. The form only needs to be signed if there are any changes. Access the district's completed form from last year at:  
<http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-20709>

## ACCESSIBILITY COMPLIANCE

On December 4, 2001, the Maryland State Board of Education approved a regulation (COMAR 13A.05.02.13H) concerning accessible technology-based instructional products. This regulation requires that accessibility standards be incorporated into the evaluation, selection, and purchasing policies and procedures of public agencies. Subsequently, Education Article § 7-910: Equivalent Access for Students with Disabilities was passed during the 2002 General Assembly session and further requires that all teacher-made instructional materials be accessible also. MSDE is charged with monitoring local school systems' compliance with the regulation and the law. For more information on the regulation and the law, visit the following Web site:  
<http://cte.jhu.edu/accessibility/Regulations.cfm>.

Please review the information submitted with the October 2009 Annual Update and use the chart on the following page to address additional progress on or changes to the items below related to

accessibility compliance. If you choose to use last year's chart with this Update, please bold or underline any changes. Note: to review your system's 2009 master plan update, go to: <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-20709>.

**1. Process:**

- a) Describe your policy and/or procedures for addressing the requirement that invitations to bids, requests for proposals, procurement contracts, grants, or modifications to contracts or grants shall include the notice of equivalent access requirements consistent with Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended.
- b) Describe your policy and/or procedures for addressing the requirement that the equivalent access standards (Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended) are included in guidelines for design specifications and guidelines for the selection and evaluation of technology-based instructional products.
- c) Describe how you are addressing the requirement that any teacher-developed materials (Web sites, etc.) are accessible.

**2. Implementation:**

- a) Describe how you are ensuring that all educators are being provided information and training about Education Article 7-910 of the Public Schools - Technology for Education Act (Equivalent Access for Students with Disabilities). Include who, to date, has received information and/or training (e.g. all teachers, teachers at select schools, special education teachers only, building level administrators, etc.) and any future plans for full compliance.

**3. Monitoring:**

- a) Describe how you are monitoring the results of the evaluation and selection of technology-based instructional products set forth in COMAR 13A.05.02.13.H, including a description of the accessible and non-accessible features and possible applicable alternative methods of instruction correlated with the non-accessible features.
- b) Describe how you are ensuring that teachers and administrators have a full understanding of the regulation and law and how you are monitoring their adherence to the process and/or procedures governing accessibility.

PROCESS	IMPLEMENTATION	MONITORING
<p>1. a) A procedure is in place whereby all bids, requests for proposals, procurement contracts, grants, or modifications to contracts or grants are carefully examined to ensure that the access requirements consistent with Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended are addressed. In addition, the purchase requisition process is being modified to ensure that all software purchases have addressed the requirements.</p> <p>1. b) <b>This requirement is addressed in the guidelines for the selection and evaluation of instructional materials that has been reviewed, revised, and approved by the Board of Education.</b> The <i>BCPS Instructional Software and Web-based Resources Evaluation Process</i> has been revised to include accessibility criteria in all software and Web-based resources evaluations.</p> <p>1. c) All development tools that are purchased for teachers must be 508B compliant. For example, new software for all teachers to create Web sites which was purchased in the summer of 2003 with the requirement that it be 508B compliant and all software that is purchased with major textbook implementations are evaluated to determine accessibility compliance.</p> <p>The Office of Special Education (Assistive Technology) schedules teacher workshops on a regular basis to help teachers learn to create materials that take advantage of accessibility features.</p> <p>State funding through the <i>Supporting Reading Through Assistive Technology</i> grant has provided a Kurzweil 3000 Text Reader to every BCPS school to provide access to digitally created materials. <b>Additional readers can be purchased by schools and/or offices with operating budget funds.</b></p>	<p>2. a) BCPS formed a committee to receive information from MSDE regarding accessibility compliance. The committee was charged with the dissemination of information regarding COMAR 13A.05.02.13H to BCPS employees. The committee work is ongoing and includes presenting information to and working with:</p> <ul style="list-style-type: none"> <li>▪ All BCPS teachers and other staff members who serve as school-based technology liaisons.</li> <li>▪ Curriculum office coordinators and staff members.</li> <li>▪ Special education teachers and related services personnel.</li> <li>▪ The Director of the Department of Purchasing to discuss accessibility issues.</li> <li>▪ Vendors to discuss accessibility requirements.</li> </ul> <p>Major projects of the 2009 – 2010 school year include:</p> <ul style="list-style-type: none"> <li>▪ <b>Working with special education staff to develop technology supports for Alt-MSA.</b></li> <li>▪ Implementing and disseminating information regarding the <i>BCPS Instructional Software and Web-based Resources Evaluation Process</i>, which includes criteria to meet accessibility laws.</li> <li>▪ Introducing the use of whiteboard technology in special education classrooms.</li> <li>▪ <b>Planning and implementing a Symposium on Universal Design for Learning, which was presented to all members of the BCPS Department of Humanities and other invited guests at the beginning of a major initiative in BCPS to incorporate Universal Design for Learning into instructional practice in BCPS.</b></li> </ul> <p>The Offices of Instructional Technology, Library Information Services, and Technology in Special Education (Assistive Technology) continue to provide a variety of technology-based professional development activities to schools and offices which provide training on the effective uses of technology to differentiate instruction and meet the needs of all students.</p>	<p>3. a) Training designed for all BCPS instructional staff includes a description of the accessible and non-accessible features that could be included for compliance with 508B. Also, possible alternative methods correlated with the non-accessible features are described in this training. In addition, BCPS instructional staff has received, and continues to receive, information regarding Universal Design for Learning and the differentiation of instruction to meet the needs of all students. This includes using technology for differentiation. These results are monitored through the observation process and through the continuous assessment of student progress as determined by instructional staff.</p> <p>In addition, information regarding accessibility guidelines and alternatives is available and updated regularly at the following Web sites:</p> <p><a href="http://www.bcps.org/offices/assistech/default.html">http://www.bcps.org/offices/assistech/default.html</a></p> <p><a href="http://www.bcps.org/offices/oit">http://www.bcps.org/offices/oit</a></p> <p>3. b) Several processes are in place for ensuring that BCPS staff has an understanding of the regulation and the law (see "Implementation" column on this chart). Monitoring adherence to this process is done in several ways:</p> <ul style="list-style-type: none"> <li>▪ Through compliance with the <i>BCPS Instructional Materials Selection and Evaluation Guidelines</i> and the <i>BCPS Instructional Software and Web-based Resources Evaluation Process</i> when materials are purchased. All hardware and software purchases are monitored by the Office of Purchasing, the Department of Technology, the Office of Technology in Special Education (Assistive Technology), and the Office of Instructional Technology.</li> </ul>

<p><b>A process for transferring text from hardcopy to digital format has been developed and implemented by the Office of Special Education (Assistive Technology).</b></p>	<p>The Office of Technology in Special Education (Assistive Technology) continues to support the implementation of the Kurzweil 3000 Text Reader through extensive training offerings and the transfer of books into digital format.</p> <p><b>The Office of Technology in Special Education (Assistive Technology) gave three presentations on technology tools for all educators to principals at the Principal's Summer Academy at Rocky Gap in June 2010.</b></p>	<ul style="list-style-type: none"> <li>▪ Curriculum offices work with the Office of Instructional Technology and Office of Technology in Special Education (Assistive Technology) to ensure that software that is purchased meets the 508B technical requirements.</li> </ul> <p>The Office of Technology in Special Education (Assistive Technology) works with special education teachers to ensure that they complying with the 508B requirements.</p> <p>In 2003, BCPS formed an Accessibility Committee that is charged with overseeing the implementation of the 508B requirements. This committee meets regularly and continues to address BCPS compliance with 508B requirements.</p>
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## CHILDREN'S INTERNET PROTECTION ACT (CIPA) CERTIFICATION FORM

**NOTE:** Complete only if there have been changes to your last certification submitted to MSDE.

**X Check here if there are no changes to your CIPA certification status.**

Any Local Education Agency seeking Ed Tech funds must certify to its State Education Agency that schools have adopted and are enforcing Internet safety policies. It is the intent of the legislation that any school (or district) using federal money ESEA or E-rate) to pay for computers that access the Internet or to pay for Internet access directly should be in compliance with CIPA and should certify to that compliance EITHER through E-rate or the Ed Tech program. Please check one of the following:

- ☐ **Our local school system is certified compliant, through the E-rate program, with the Children's Internet Protection Act requirements.**
- ☐ **Every school in our local school system benefiting from Ed Tech funds has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA.**
- ☐ **The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet.**
- ☐ **Not all schools have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA. However, our local school system has received a one-year waiver from the U.S. Secretary of Education under section 2441(b) (2) (C) of the ESEA for those applicable schools not yet in compliance.**

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**School System**

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**Authorizing Signature**

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**Date**

## 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 12A.04.05 by responding to the following questions:

1. **Identify the major ETM goals that were addressed by the school system during the 2009 – 2010 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.**

BCPS recognizes *Education That Is Multicultural* as an overarching theme and, as such, ensures that the written curriculum is infused with diversity in themes, representation of cultural experiences, challenges to stereotypes, etc. in pursuit of providing a quality educational experience for all students. The BCPS curriculum is constructed to provide students wide reading and writing opportunities that allow meaningful infusion, expression, and celebration of tenets of *Education That Is Multicultural*. All BCPS curriculum approved for implementation must be reviewed by the districtwide Curriculum Review Oversight Committee comprised of various stakeholders who ensure that what is taught to students represents cultural pluralism.

Additionally, the ETM Regulation mandates that school systems recognize students' various cultural background factors as well as ongoing needs of students from diverse backgrounds. To address these areas, BCPS continues to implement initiatives to address the needs of students as well as professional staff. Representative resources that enhance curriculum implementation include:

- *Cultural Contexts for Learning* – A guide to addressing cultural aspects in students' education. Information includes differentiation of instruction, description of cultures, as well as instruments for evaluation of resources and materials based on multicultural content.
- *Crossroads* – A comprehensive guide for families and professional staff who are new to Baltimore County. It is translated into various languages and provides information ranging from basic community services to cultural sites and activities.
- *Learning Preferences in the Curriculum* – All BCPS curricula include alternative activities that address certain learning styles. These activities form a bridge between students' culture and cognition that is essential for learning and in alignment with the state ETM Regulation.



- **Instruction. Identify how you ensure that students are not denied access to equally rigorous academic instruction on the basis of cultural background.**

All ETM strategies embedded in the original Master Plan are in the ongoing stage of full implementation in BCPS. The ETM strategies are inherent in the school system's *Blueprint for Progress*, which stresses structuring a school environment that is conducive to learning for all students; and there are certain areas of the ETM Regulation that have been and continue to be specifically enhanced in implementation. Additionally, BCPS staff have access to and are expected to use the Style to Content Learning Preference Inventory, the Articulated Instruction Module, and system, school, and classroom level data to drive the delivery of instruction. School principals, resource teachers, content specialists, mentors, coaches, and other qualified observers provide support to teachers to ensure instruction is differentiated so that all students, regardless of background, are provided access to a rigorous academic program. Further, there are ETM liaisons who assist teachers by providing professional development as well as other instructional resources to aid them in providing differentiated instruction to meet the needs of diverse groups of students.

- **Staff Development. Include descriptions of ETM course and workshop offerings and disaggregated enrollment data for these staff development programs.**

The Office of Equity and Assurance and the Department of Professional Development continue to offer course work and workshops related to ETM, students with disabilities, gifted learners, ESOL students, and differentiation. Distribution of these courses has increased significantly by placing them online. Workshops for schools and offices, curriculum writers, and mentors are provided on an ongoing basis. BCPS currently has an ETM liaison in almost all of its schools. The liaisons are responsible for disseminating information related to instruction, resources, climate, and other cogent ETM matters. Specialized workshop offerings such as Learning Preferences, Diversity, as well as Matching Teaching Styles with Learning Styles, are provided both districtwide and on a school-by-school basis as requested. Finally, New Teacher Induction training represents a continuing effort to provide timely professional development to new teachers. All teachers who are new to BCPS receive training and resources in the tenets of ETM and the Regulation as a key part of their induction.

- **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.**

According to BCPS Policy 6002, the selection of instructional resources is performed with input from a variety of stakeholders. The process is designed to allow diversity in perspective to ensure balance in selecting instructional materials. Superintendent's Rule 6002 outlines the responsibility for the Division of Curriculum and Instruction offices to adopt new instructional materials. These procedures include the requirements to establish review and selection committees, ensure materials selected do not present biased images

or representations, be open to public review and comment, and have a compliant procedure that may be initiated by any concerned citizen.

- **School Climate. Explain how your school climate reflects the diversity of your community and encourages respect for different cultures.**

The Superintendent, Dr. Joe Hairston, sets both the tone and the expectation for the school climate throughout the Baltimore County Public Schools. Through the *Blueprint for Progress*, in addition to the Superintendent's annual address, the expectation is established that educational experiences meet the needs of all students. Further, material resources, as well as resource personnel from the Divisions of Curriculum and Instruction and Business Services, are made available to all schools to support the goal of improved student achievement for all learners. These actions collectively create an environment that both encourages and respects diverse school communities. Additionally, BCPS celebrates numerous cultural events and supports programs such as AVID/College Board, Black Sage events, America's Tomorrow, and Future Educators of America as expressions of appreciation of the diverse populations of students we serve.

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

No specific challenges beyond refining implementation have been identified.

**3. Describe the changes, adjustments, or revisions that will be made to programs or strategies for 2010 – 2011 to address the identified challenges.**

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern.

**2010 – 2011 Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Performance Indicator 1.1:** All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

**Key Strategies:**

- c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.
- f) Develop and implement instructional strategies that include multiculturalism and differentiation.

- g) Provide the opportunity for students to participate in music, art, athletic, and extracurricular activities.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
- q) Provide parents/guardians and community stakeholder groups with strategies that can be implemented with children to enhance student learning.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

**2010 – 2011 Master Plan Goal 3:** By 2005 – 2006, all students will be taught by highly qualified teachers.

**Performance Indicator 3.1:** All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts.

**Key Strategies:**

- a) Ensure that all children have an opportunity to receive instruction from teachers with diverse cultural and experiential backgrounds.
- b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers.

**Activities:**

- Continue to focus on developing a partnership between BCPS and the Community Colleges of Baltimore County to assist immigrant parents/guardians and parents/guardians of English language learners in becoming familiar with the school system, American educational practices, and how to navigate offices and schools in order to obtain appropriate assistance.
- Expand the understanding of differentiation from the perspective of cultural background by implementing *Style to Content* to address differences based on cultural background.
- Enhance the implementation of AIM to enable educators to differentiate instruction based upon student performance in meeting curriculum objectives.
- Develop a comprehensive professional development plan, which provides central leadership and coordination of all professional development, including workshop and technical assistance on learning preferences, AIM, and practices for addressing diverse student populations.
- Continue to implement the learning preferences survey to assess how students from various backgrounds best intake, process, and retain knowledge.
- Continue to provide training for ETM liaisons and school-based staff and central office staff to explore related facets of ETM.
- Continue to investigate and identify, at the international, national, and state levels, research-based best practices designed to eliminate achievement gaps. Continue to participate in establishing international partnerships to learn and share best practices.
- Transition and expand Black Saga, a multicultural program that enriches the social studies curricula to reflect the contributions of African Americans, to the Office of Elementary Social Studies.

- Establish professional development workshops with the Reginald F. Lewis Museum of Maryland African American History and Culture to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Provide resources that assist schools in addressing diverse students, professionals, and communities.
- Sponsor Future Educators Association chapters to provide students opportunities to enhance social skills and self-esteem.
- Provide a series of workshops for schools and office personnel that address issues relevant to diversity and multiculturalism.
- Continue national and international recruiting efforts to provide a diverse teaching staff.
- Continue to recruit and support high quality instructional staffs who meet recognized teaching and certification standards.
- Provide an annual update of diversity of administrative leadership and instructional staff.

## 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.

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### **GOAL 6**

#### **1. The following progress was made in 2009 – 2010 toward local goals:**

**2009 – 2010 Master Plan Goal 6:** Engage parents/guardians, business, and community members in the educational process.

**Performance Indicator 6.1:** All parents/guardians will have multiple opportunities to participate in home-school communication.

- One hundred percent of schools provided home-school communication to all parents/guardians.
- One hundred percent of schools have published expectations of student behavior and parental/guardian responsibilities and involvement.

**Performance Indicator 6.2:** Increase student, parent/guardian, and teacher conferences to 100% in all schools.

- One hundred percent of schools increased the number of student, parent/guardian, and teacher conferences.

**Performance Indicator 6.3:** Increase learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes.

- One hundred percent of schools increased learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes.

**Performance Indicator 6.4:** Increase parent/guardian attendance at school-based events and activities such as back-to-school nights and school improvement teams.

- One hundred percent of schools increased parent/guardian attendance at school-based events and activities such as back-to-school nights and school improvement teams.

**Performance Indicator 6.5:** Increase parent/guardian, school, business, and community partnerships.

- One hundred percent of schools increased parent/guardian, school, business, and community partnerships.

**Performance Indicator 6.6:** Increase communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes.

- One hundred percent of schools increased communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes.

**2. The progress can be attributed to the following programs, practices, or strategies:**

- Providing professional development opportunities to principals and school-based staff to assist in aligning parent/guardian and community involvement strategies with school improvement goals.
- Providing professional development and technical support to new and current teachers to conduct effective student-parent/guardian-teacher conferences.
- Continuing to structure and monitor parent/guardian involvement goals in individual school improvement plans (SIP) and enhance effective home-school partnerships to improve student achievement.
- Continuing to implement Board Policy and Superintendent's Rule 1270, which states that schools, parents/guardians, and families have a mutual responsibility to work together in order to increase student achievement.
- Collaborating with PTAs, advisory groups, and community to conduct countywide parent/guardian education meetings.
- Soliciting local business and community partnerships through participation in the Maryland Business Roundtable for Education, local chambers of commerce, rotary clubs, and other civic groups to support student achievement.
- Monitoring volunteer and tutor involvement and including this data in each SIP.
- Coordinating by geographic area and according to feeder schools within a cluster a schedule for back-to-school nights to optimize parent/guardian opportunities to attend.
- Providing workshops for staff to increase awareness of and sensitivity to the needs of stakeholders in order to increase parent/guardian and community participation at school events and programs.
- Providing opportunities for parents/guardians to celebrate student successes.
- Implementing parent/guardian support services in all communities and internally evaluating their effectiveness.

**3. Challenges in making progress toward meeting local goals include:**

**Performance Indicator 6.2:** Increase student, parent/guardian, and teacher conferences to 100% in all schools.

- All schools continue working toward the target of increasing the number of volunteers and tutors focused on improving student achievement.
- Collaboration with PTAs and other advisory groups is dependent on diverse stakeholder availability and involvement.
- The ability to recruit and retain volunteers to support the instructional program frequently fluctuates as children enter and leave the school.

- There is some inconsistency in how these data are collected by individual schools.

**Performance Indicator 6.4:** Increase parent/guardian attendance at school-based events and activities such as back-to-school nights and school improvement teams.

- Parents who have children in more than one school, who work in the evenings, or who have transportation issues have a difficult time attending back-to-school nights and other school events.

**Performance Indicator 6.6:** Increase communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes.

- Parent/guardian contact in homes where English is not the primary language spoken continues to be a challenge.
- Maintaining accurate contact information for families continues to be a challenge.

#### **4. The following adjustments or changes will be made to ensure sufficient progress:**

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern.

**2010 – 2011 Master Plan Goal 6:** Engage parents/guardians, business, and community members in the educational process.

**Performance Indicator 6.2:** Increase student, parent/guardian, and teacher conferences to 100% in all schools.

- Continuing to monitor student-parent/guardian-teacher conferences quarterly and including this data in each SIP.
- Providing administrators with information about multicultural infusion, diversity, and cultural sensitivity to promote positive relationships among students, parents/guardians, and professional staff in schools.

**Performance Indicator 6.6:** Increase communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes.

- Facilitating home-school communication by publishing key system documents in other languages.
- Implementing the Parental Outreach, Attendance Notification, and Emergency Communication System to deliver messages to parents/guardians through automatic telephone and e-mail communication.

## **GOAL 7**

### **1. The following progress was made in 2009 – 2010 toward local goals:**

**2009 – 2010 Master Plan Goal 7:** Involve principals, teachers, staff, stakeholders, and parents/guardians in the decision-making process.

**Performance Indicator 7.1:** All schools will develop a results review report that is aligned with the system's annual results report.

All key strategies under Performance Indicator 7.1 were fully implemented and did assist in increasing involvement of principals, teachers, staff, stakeholders and parent/guardians in the decision-making process. Schools and the community were able to use school-level data contained in the school improvement data sheets and local results report to determine progress toward meeting the established standards.

### **2. The progress can be attributed to the following programs, practices, or strategies:**

- Continuing to train school leadership to help parents/guardians, teachers, and students serve as advocates for educational issues.
- Publishing an annual educational performance report (electronically and in hard copy) designed to increase community-wide awareness and advocacy.
- Presenting the results report (electronically and in hard copy) which includes the alignment of the results in the school improvement plans, financial information, and student achievement, to the parents/guardians and community members of all schools.
- Reporting achievement results to the community by way of school newsletters, flyers, mailings, and/or at PTA/PTSA meetings.
- Publishing the *Maryland School Performance Program Report* (electronically and in hard copy), which includes state, local, and individual schools' information.
- Communicating individual school results of the *Maryland School Performance Program Report* to parents/guardians and stakeholders.
- Communicating the individual school results report to stakeholders based on the BCPS *Blueprint for Progress Report on Results*.
- Developing and implementing processes to expand stakeholder input into the school improvement plans, and communicating the school results reports.

**3.** Challenges in making progress toward meeting local goals include ensuring increased parent/guardian involvement from all communities. Schools will continue to work to ensure that parents/guardians and community members are aware of school results and school improvement issues.



**4. The following adjustments or changes will be made to ensure sufficient progress:**

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern. BCPS will continue to implement the established strategies and activities for Goal 7 as they have been effective. For the 2010 – 2011 school year, schools will continue to work to ensure that parents/guardians and community members are aware of school results and school improvement issues.

## **GOAL 8**

### **1. The following progress was made in 2009 – 2010 toward local goals:**

All Goal 8 Master Plan strategies were fully implemented in 2009 – 2010, and they resulted in the intended effects. The district will continue with the strategies and activities, as they have been successful. Highlights of the implementation of the strategies are provided below. For more detail, please access the BCPS Web site to view the *Report on Results* and Master Plan at [www.bcps.org](http://www.bcps.org).

**2009 – 2010 Master Plan Goal 8:** All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.

**Performance Indicator 8.5:** The student enrollment projections will have a 99.0% accuracy rate.

- For the past five years, projected student enrollments have been consistently accurate within 1.0% of the actual enrollments.
- The accuracy for September 30, 2009, was 99.69%.

**Performance Indicator 8.6:** Ninety percent of buses will arrive each day within the established opening/closing window.

- Baltimore County Public Schools buses have consistently met this goal.
- During the 2009 – 2010 school year, 97.1% of buses arrived each day within the established opening/closing window.
- The full-day kindergarten initiative has been fully implemented with the necessary transportation services.

**Performance Indicator 8.7:** All students will have total ride times of less than three hours per day.

- During the 2009 – 2010 school year, 96.0% of student bus riders had daily total ride times of less than three hours per day.

**Performance Indicator 8.8:** Each school will provide meal service at optimal capacity.

- During the 2009 – 2010 school year, 41 secondary schools met the standard of service of 3.5 students per minute.

**Performance Indicator 8.18:** Reduce the number of schools in which full-time equivalent (FTE) enrollment of students exceeds seating capacity (state-rated capacity plus available relocatable seats).

- In 2009 – 2010, 16 elementary schools were over seating capacity, the same number as in 2008 – 2009.
- In 2009 – 2010, no middle schools were over capacity, the same as in 2008 – 2009.
- In 2009 – 2010, two high schools were over capacity, the same number as in 2008 – 2009.

**2. The progress can be attributed to the following programs, practices, or strategies:**

- Updating methodologies for student enrollment projections and demographic trends consistent with state and national standards.
- Developing, modifying, and monitoring business operations to ensure efficient and effective use of resources.
- Maintaining adequate staffing to allow for appropriate planning and oversight of transportation routes and schedules.
- Monitoring ride times and making adjustments to route schedules where practical.
- Establishing benchmarks for food service operations.
- Providing case management for those employees referred for frequent and excessive absences.
- Continuing to review print jobs that may be given to outside vendors.
- Continuing to promote effective and efficient use of instructional space in all schools.
- Reviewing annually relocatable classroom inventories and allocations.
- Conducting monthly meetings with the Baltimore County Department of Planning.

**3. Challenges in making progress toward meeting local goals include:**

- Bus driver turnover.
- Recruitment of bus drivers for all areas of the county.
- An expanding homeless population.
- A challenging economic environment.
- Making appropriate resource adjustments for additional equipment and positions to reduce the total ride time to less than three hours.
- Monitoring student meal schedules and meal service and working with school administrators to make appropriate adjustments.
- Continuing to upgrade printing equipment for increased production.

**4. The following adjustments or changes will be made to ensure sufficient progress.**

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern. BCPS will continue to implement the established strategies and activities for Goal 8 as they have been effective.

<b>ATTACHMENT 5-A</b> <b>TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)]</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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Local school systems may transfer ESEA funds by completing this page as part of the Bridge to Excellence Master Plan Annual Update submission, or at a later date by completing and submitting a separate Attachment 5-A form. Receipt of this Attachment as part of the Annual Update will serve as the required 30 day notice to MSDE. A local school system may transfer up to 50 percent of the funds allocated to it by formula under four major ESEA programs to any one of the programs, or to Title I (Up to 30 percent if the school system is in school improvement)<sup>1</sup>. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

50% limitation for local school systems not identified for school improvement or corrective action. 30% limitation for districts identified for school improvement. A school system identified for corrective action may not use the fund transfer option.						
Funds Available for Transfer	Total FY 2011 Allocation	\$ Amount to be transferred out of each program	\$ Amount to be transferred into each of the following programs			
			Title I-A	Title II-A	Title II-D	Title IV-A
			N/A	N/A	N/A	N/A
			N/A	N/A	N/A	N/A
Title II-A Teacher Quality	N/A	\$0				
Title II-D Ed Tech	N/A	\$0				
Title IV-A Safe and Drug Free Schools &Communities	N/A	\$0				

<sup>1</sup> A school system that is in school improvement may only use funds for school improvement activities under sections 1003 and 1116 (c) of ESEA.

<p><b>ATTACHMENT 5-B</b>  <b>CONSOLIDATION OF ESEA FUNDS FOR LOCAL ADMINISTRATION [Section 9203]</b>  <b>Fiscal Year 2011</b></p>	<p><b>Local School System: <u>Baltimore County Public Schools</u></b></p>
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Section 9203 of ESEA allows a local school system, with approval of MSDE, to consolidate ESEA administrative funds. In consolidating administrative funds, a school system *may not* (a) designate more than the percentage established in each ESEA program, and (b) use any other funds under the program included in the consolidation for administrative purposes. A school system may use the consolidated administrative funds for the administration of the ESEA programs and for uses at the school district and school levels for such activities as –

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

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

If the school system plans to consolidate ESEA administrative funds, indicate below the ESEA programs and amounts that the school system will consolidate for local administration. Provide a detailed description of how the consolidated funds will be used.					
Title I-A (Reasonable and Necessary)	Title II-A (Reasonable and Necessary)	Title II-D (Reasonable and Necessary)	Title III-A (Limit: 2 Percent)	Title IV-A (Limit: 2 Percent)	Total ESEA Consolidation (Reasonable and Necessary)
\$ N/A	\$ N/A	\$ N/A	\$ N/A	\$ N/A	\$ N/A

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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Enter the complete information for each participating nonpublic school, including mailing address. Use the optional "Comments" area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under "Comments." NOTE: Complete Attachment 6-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.  
*Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Al-Rahmah 6631 Johnnycake Road Baltimore, Maryland 21244	Private School	34	23	26	230	26	1	0
	Public School							
	Neutral Site							
Bais Hamedrash and Mesivta Of Baltimore 6823 Old Pimlico Road Baltimore, Maryland 21209	Private School	0	0	*	85	*	0	0
	Public School							
	Neutral Site							
Bais Yaakov School for Girls Elementary School 11111 Park Heights Avenue Baltimore, Maryland 21117	Private School	31	25	*	568	*	1	0
	Public School							
	Neutral Site							

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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Enter the complete information for each participating nonpublic school, including mailing address. Use the optional "Comments" area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under "Comments." NOTE: Complete Attachment 6-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.  
*Use separate pages as necessary.*

Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)												
NONPUBLIC SCHOOL NAME AND ADDRESS	Title I-A						Title II-A		Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:			Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff	Students	
	Private School			0	0	74	257	74	413	110	0	
	Public School											
	Neutral Site											
Bais Yaakov School for Girls Middle School 6300 Smith Avenue Baltimore, Maryland 21209												
Bais Yaakov Eva Winer High School 6302 Smith Avenue Baltimore, Maryland 21209												
Baltimore Lutheran Upper School 1145 Concordia Drive Towson, MD 21286												

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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Enter the complete information for each participating nonpublic school, including mailing address. Use the optional "Comments" area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under "Comments." NOTE: Complete Attachment 6-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.  
*Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)									
	Title I-A			Title II-A		Title II-D Ed Tech		Title III-A		
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff		
Baltimore White Marsh Adventist 7427 Rossville Boulevard Baltimore, MD 21237	Private School	0	0	*	20	*	0	0	0	
	Public School									
	Neutral Site									
Bethany Christian 1932 Gwynn Oak Avenue Baltimore, MD 21207	Private School	0	0	0	9	0	0	0	0	
	Public School									
	Neutral Site									
Calvert Hall College High School 8102 LaSalle Road Baltimore, MD 21286	Private School	0	0	100	1,212	100	0	0	0	
	Public School									
	Neutral Site									



<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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Enter the complete information for each participating nonpublic school, including mailing address. Use the optional "Comments" area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under "Comments." NOTE: Complete Attachment 6-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.  
*Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)									
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A		
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff		
Colonial Christian Academy 9411 Liberty Road Randallstown, MD 21133	Private School	10	8	8	12	56	12	0	0	
	Public School									
	Public School									
	Neutral Site									
The Day School at Baltimore Hebrew 7401 Park Heights Avenue Baltimore, MD 21208	Private School		0	44	65	44	0	0		
	Public School									
	Public School									
	Neutral Site									
Epworth Children's Center 600 Warren Road Cockeysville, MD 21030	Private School		0	0	0	0	0	New School	New School	
	Public School									
	Public School									
	Neutral Site									

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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Enter the complete information for each participating nonpublic school, including mailing address. Use the optional "Comments" area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under "Comments." NOTE: Complete Attachment 6-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.  
*Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)									
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A			
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff		
Faith Christian 9304 Winands Road Owings Mills, MD 21117	Private School	0	0	0	35	0	0	0		
	Public School									
	Neutral Site									
Free State Montessori School 12536 Harford Road Fork, MD 21051	Private School	0	0	12	15	12	0	0		
	Public School									
	Neutral Site									
The Forbush School at Glyndon 407 Central Avenue Reisterstown, MD 21133	Private School	0	0	55	120	55	0	0		
	Public School									
	Neutral Site									

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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Enter the complete information for each participating nonpublic school, including mailing address. Use the optional "Comments" area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under "Comments." NOTE: Complete Attachment 6-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.  
*Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
The Forbush School in Hunt valley 11201 Pepper Road Hunt Valley, MD 21031	Private School	0	0	*	73	*	0	0
	Public School							
	Neutral Site							
Good Shepherd Center 4100 Maple Avenue Baltimore, MD 21227	Private School	0	0	44	103	44	0	0
	Public School							
	Neutral Site							
Harbour School of Baltimore 11251 Dolfeld Blvd. Owings Mills, MD 21117	Private School	0	0	23	74	23	0	0
	Public School							
	Neutral Site							

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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*Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Havenwood Preschool Center 100 E. Ridgely Road Timonium, Maryland 21093	Private School	0	0	23	10	23	0	0
	Public School							
	School							
	Neutral Site							
Immaculate Conception School 112 Ware Avenue Towson, MD 21204	Private School	4	2	48	519	48	0	0
	Public School							
	School							
	Neutral Site							
Immaculate Heart of Mary School 8501 Loch Raven Blvd. Towson, MD 21286	Private School	8	5	33	470	33	0	0
	Public School							
	School							
	Neutral Site							

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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*Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)									
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A		
	Number nonpublic T-1 students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff		
Israel Henry Beren High School 400 Mt. Wilson Lane Baltimore, MD 21208	Private School	0	0	30	237	30	0	0		
	Public School									
	Neutral Site									
Jewish Community Center Nursery School 3506 Gwynnbrook Avenue Owings Mills, MD 21117	Private School	0	0	0	18	0	0	0		
	Public School									
	Neutral Site									
John Paul Regional Catholic School 6946 Dogwood Road Baltimore, MD 21244	Private School	18	15	16	165	16	0	0		
	21									
	Public School									
	Neutral Site									

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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*Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)									
	Title I-A			Title II-A		Title II-D Ed Tech		Title III-A		Staff
	Number nonpublic T-1 students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Students	Staff	
Krieger Schechter Day School 8100 Stevenson Road Baltimore, MD 21208	Private School									
	Public School	0	0	*	420	*	0	0	0	
	Neutral Site									
	11									
Lamb of God School 1810 Fairview Avenue Halethorpe, MD 21227	Private School	9	7	16	153	16	0	0	0	
	Public School									
	Neutral Site									
Liberty Christian School 11303 Liberty Road Owings Mills, MD 21117	Private School	0	0	32	329	32	0	0	0	
	Public School									
	Neutral Site									

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)									
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A		
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff	Students	
Loyola Blakefield 500 Chestnut Avenue Towson, MD 21204	Private School	0	0	92	1,002	92	0	0	0	
	Public School									
	School									
	Neutral Site									
Maryvale Preparatory School 11300 Falls Road Brooklandville, MD 21022	Private School	0	0	50	386	50	0	0	0	
	Public School									
	School									
	Neutral Site									
Mount de Sales Academy 700 Academy Road Catonsville, MD 21228	Private School	0	0	60	499	60	0	0	0	
	Public School									
	School									
	Neutral Site									

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Mount Pleasant Christian School 6000 Radecke Avenue Baltimore, MD 21206	Private School	0	0	14	109	14	0	0
	Public School							
	School							
	Neutral Site							
Mount Providence Child Development Center 701 Gun Road Baltimore, MD 21227	Private School	0	0	14	9	14	0	0
	Public School							
	School							
	Neutral Site							
New Mark of Excellence 2605 North Rolling Road Baltimore, MD 21244	Private School	18	16	14	107	14	0	0
	Public School							
	School							
	Neutral Site							



<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)									
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A		
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff		
Notre Dame Preparatory School 815 Hampton Lane Towson, MD 21286	Private School	0	0	85	753	85	0	0	0	
	Public School									
	Neutral Site									
Oak Ridge Country School 6712 Dogwood Road Baltimore, MD 21207	Private School	0	0	*	18	*	0	0	0	
	Public School									
	Neutral Site									
Our Lady of Grace School 18310 Middletown Road Parkton, MD 21120	Private School	0	0	30	0	0	0	0	0	
	Public School									
	Neutral Site									

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)									
	Title I-A			Title II-A		Title II-D Ed Tech		Title III-A		
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Students	Staff	
Our Lady of Hope/St. Luke's 8003 North Boundary Road Baltimore, MD 21222	Private School	37								
	Public School		13	20	205	20	0	0	0	
	Neutral Site									
Our Lady of Mount Carmel Elementary School 1702 Old Eastern Avenue Essex, MD 21221	Private School	43								
	Public School		34	24	432	24	0	0	0	
	Neutral Site									
Our Lady of Mount Carmel High School 1706 Old Eastern Avenue Essex, MD 21221	Private School									
	Public School		0	*	222	*	0	0	0	
	Neutral Site									

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Our Lady of Victory School 4416 Wilkens Avenue Baltimore, MD 21229	Private School	32	28	21	30	400	30	0
	Public School							
	Neutral Site							
Park School of Baltimore 2425 Old Court Road Baltimore, MD 21208	Private School	0	0	111	905	111	0	0
	Public School							
	Neutral Site							
Perry Hall Christian School 3919 Schroeder Avenue Perry Hall, MD 21128	Private School	0	0	*	236	*	0	0
	Public School							
	Neutral Site							

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Pilgrim Christian Day School 7200 Liberty Road Baltimore, MD 21207	Private School	0	0	11	28	11	0	0
	Public School							
	School							
	Neutral Site							
Play and Learn at Hunt Valley 11350 McCormick Road Hunt Valley, MD 21031	Private School	0	0	2	26	2	0	0
	Public School							
	School							
	Neutral Site							
Redeemer Classical Christian School 6415 Mount Vista Road Kingsville, MD 21087	Private School	0	0	38	292	38	0	0
	Public School							
	School							
	Neutral Site							

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Sacred Heart School (Glyndon) 63 Sacred Heart Lane Glyndon, MD 21071	Private School	10						
	Public School		9	65	706	65	0	0
	School							
	Neutral Site							
Saint Agnes School 603 St. Agnes Lane Baltimore, MD 21229	Private School	17						
	Public School		11	23	264	23	0	0
	School							
	Neutral Site							
Saint Demetrios Greek Orthodox Bilingual Day School 2504 Cub Hill Road P.O. Box 28218 Baltimore, MD 21234	Private School							
	Public School		0	16	37	16	0	0
	School							
	Neutral Site							

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)									
	Title I-A			Title II-A		Title II-D Ed Tech		Title III-A		
	Number nonpublic T-1 students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Students	Staff	
Saint John the Evangelist School 13311 Long Green Pike Hydes, MD 21082	Private School	0	0	*	235	*	0	0	0	
	Public School									
	Neutral Site									
St. John's Lutheran School 13300 Manor Road Glen Arm, MD 21057	Private School	0	0	15	14	15	0	0	0	
	Public School									
	Neutral Site									
Saint Joseph (Cockeysville) 105 Church Lane Cockeysville, MD 21030	Private School	0	0	*	455	*	0	0	0	
	Public School									
	Neutral Site									

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)									
	Title I-A				Title II-A		Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff	Students	Staff
Saint Joseph (Fullerton) 8416 Belair Road Baltimore, MD 21236	Private School	4								
	Public School		4	40	3	40	38	40	10	0
	School									
	Neutral Site									
Saint Mark's School 26 Melvin Avenue Catonsville, MD 21228	Private School	10								
	Public School		8	*	7	*	470	*	0	0
	School									
	Neutral Site									
Saint Michael the Archangel School 10 Willow Avenue Baltimore, MD 21206	Private School	33								
	Public School		32	29	25	29	286	29	0	0
	School									
	Neutral Site									

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)									
	Title I-A			Title II-A		Title II-D Ed Tech		Title III-A		
	Number nonpublic T-1 students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Students	Staff	
Saint Paul's Lutheran School (Kingsville) 12022 Jerusalem Road Kingsville, MD 21087	Private School									
	Public School	0	0	12	121	12	0	0	0	
	Neutral Site									
Saint Paul's School 11152 Falls Road Brooklandville, MD 21022	Private School									
	Public School	0	0	100	851	100	0	0	0	
	Neutral Site									
Saint Paul's School for Girls 11232 Falls Road Brooklandville, MD 21022	Private School									
	Public School	0	0	60	464	60	0	0	0	
	Neutral Site									



<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)									
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A		
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff		
Saint Peter's Christian Day School 7910 Belair Road Baltimore, MD 21236	Private School	0	0	7	72	7	0	0		
	Public School									
	Neutral Site									
Saint Pius X School 6432 York Road Baltimore, MD 21212	Private School	24	19	24	286	24	1	0		
	Public School									
	Neutral Site									
Saint Stephen's Christian Academy 1527 Old Eastern Avenue Essex, MD 21221	Private School	0	0	3	18	3	0	0		
	Public School									
	Neutral Site									

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)									
	Title I-A			Title II-A		Title II-D Ed Tech		Title III-A		
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff	Students	
Saint Stephen School 8028 Bradshaw Road Kingsville, MD 21087	Private School	0	0	24	274	24	0	0	0	
	Public School									
	School									
	Neutral Site									
Saint Thomas Parish Day School 232 St. Thomas Lane Owings Mills, MD 21117	Private School	2	3	5	5	5	0	0	0	
	Public School									
	School									
	Neutral Site									
Saint Ursula School 8900 Harford Road Baltimore, MD 21234	Private School	16	18	40	706	40	0	0	0	
	Public School									
	School									
	Neutral Site									

<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)									
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A		
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff		
Sisters Academy of Baltimore 139 First Avenue Baltimore, MD 21227	Private School	7	7	17	68	17	0	0		
	Public School									
	Neutral Site									
Talmudical Academy of Baltimore 4445 Old Court Road Baltimore, MD 21208	Private School	39	18	84	732	84	2	0		
	Public School									
	Neutral Site									
Torah Institute of Baltimore 35 Rosewood Lane Owings Mills, MD 21117	Private School	24	12	28	543	28	0	0		
	Public School									
	Neutral Site									

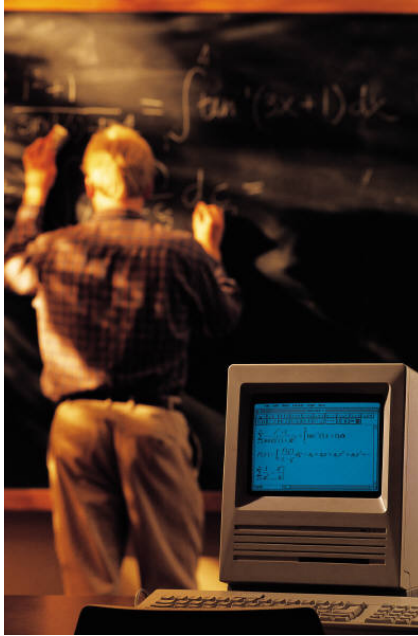
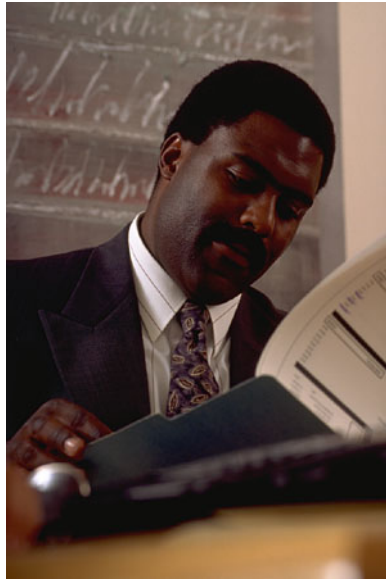
<b>ATTACHMENT 6-A</b> <b>NONPUBLIC SCHOOL INFORMATION</b> <b>FOR ESEA PROGRAMS</b> <b>Fiscal Year 2011</b>	<b>Local School System: <u>Baltimore County Public Schools</u></b>
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Enter the complete information for each participating nonpublic school, including mailing address. Use the optional "Comments" area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under "Comments." NOTE: Complete Attachment 6-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.  
*Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Trinity Church Day School 12400 Manor Road Glen Arm, MD 21057	Private School	0	0	10	11	10	0	0
	Public School							
	Neutral Site							
Wards Chapel Preschool 11023 Liberty Road Randallstown, MD 21133	Private School	0	0	*	0	0	0	0
	Public School							
	Neutral Site							
Youth in Transition School 7205 Rutherford Road Baltimore, MD 21244	Private School	0	0	69	120	69	0	0
	Public School							
	Neutral Site							

\*The information has been requested but it has not been provided by the school.

## Attachment 8



## Title II, Part A Preparing, Training, and Recruiting High-Quality Teachers and Principals

**TITLE II, PART A  
PREPARING, TRAINING, AND RECRUITING  
HIGH-QUALITY TEACHERS AND PRINCIPALS**

<b>Local School System:</b> <u>Baltimore County Public Schools</u>	<b>Fiscal Year</b> 2011
<b>Title II-A Coordinator:</b> <u>William S. Burke, Executive Director</u>	
<b>Telephone:</b> <u>410-887-6400</u>	<b>E-mail:</b> <u>wburke@bcps.org</u>

- A. PERFORMANCE GOALS, INDICATORS, AND TARGETS.** In the October 1, 2003 submission of the five-year comprehensive master plan, school systems provided an analysis of the teacher quality performance indicators detailed in Table 8-1. MSDE has established performance targets as part of the September 2003 Consolidated State Application submission to the United States Department of Education (USDE). Although local school systems do not need to respond to this section as part of the Master Plan Annual Update, local planning teams should review the teacher quality information to determine progress in meeting State and local performance targets. School systems should use the annual review of the teacher quality data to determine allowable Title II, Part A activities as well as to revise goals, objectives, and/or strategies in the Master Plan that relate to improving teacher quality.

<b>Table 8-1</b>	<b>IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS</b>	
<b>Performance Goal</b>	<b>Performance Indicators</b>	<b>Performance Targets</b>
<b>Performance Goal 3:</b> By 2005-2006, all students will be taught by highly qualified teachers.	3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA.	Percentage of Classes Taught by Highly Qualified Teachers State Aggregate* 2002-2003 Baseline: 64.5 2003-2004 Target: 65 2004-2005 Target: 75 2005-2006 and thereafter Target: 100
	3.2 The percentage of teachers receiving "high-quality professional development" [(as the term "professional development" is defined in section 9101(34)].	Percentage of Classes Taught by Highly Qualified Teachers in High Poverty Schools* 2002-2003 Baseline: 46.6 2003-2004 Target: 48 2004-2005 Target: 65 2005-2006 and thereafter Target: 100
	3.3 The percentage of paraprofessionals who are qualified [See criteria in section 1119(c) and (d)].	Percentage of Teachers Receiving High-Quality Professional Development* 2002-2003 Baseline: 33 2003-2004 Target: 40 2004-2005 Target: 65 2005-2006 Target: 90 2006-2007 and thereafter Target: 100
		Percentage of Qualified Title I Paraprofessionals* 2002-2003 Baseline: 21 2003-2004 Target: 30 2004-2005 Target: 65 2005-2006 and thereafter Target: 100

\*Note: MSDE will collect data. The local school system does not have to respond.

**ATTACHMENT 8    TITLE II, PART A  
PREPARING, TRAINING, AND RECRUITING  
HIGH-QUALITY TEACHERS AND PRINCIPALS**

**Local School System: Baltimore County Public Schools**

**Fiscal Year 2011**

- B. ALLOWABLE ACTIVITIES [Section 2123].** For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
1.1 Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances) [section 2123(a)(1)].	<ul style="list-style-type: none"> <li>Two Financial Assistants</li> </ul> <p>To develop and maintain accounting system for Title II funding. Positions are “reasonable,” within the 5% administrative cap, and “necessary” as they will be used to monitor expenditures including nonpublic base.</p> <p>7/10 – 6/11</p>	\$128,392	

<b>1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
<p>1.2 Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [section 2123(a)(2)].</p> <p>*Note: Because the purpose of Title II-A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].</p>	<ul style="list-style-type: none"> <li>Minority Recruitment To implement a program for recruiting and hiring highly qualified teachers from populations underrepresented in the current teacher workforce. 7/10 – 6/11 Master Plan 3, 3.1; a, b</li> </ul>	\$52,238	
	<ul style="list-style-type: none"> <li>Relocation Stipends To provide relocation stipends for all new highly qualified teachers in critical shortage areas in high poverty middle and high schools. 7/10 – 6/11 Master Plan 3, 3.1; a</li> </ul>	\$75,719	
	<ul style="list-style-type: none"> <li>(NEW) Teach for America Participation fee for implementing the program in order to hire and train from different backgrounds. 7/10 – 6/11 Master Plan 3, 3.1; a</li> </ul>	\$50,000	
<p>1.3 Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades [section 2123(a)(7)].</p>	<ul style="list-style-type: none"> <li>Resident Teacher Coaches To provide coaches in alternative certification program for teachers holding conditional certificates in mathematics, science, special education, English, and world languages. 7/10 – 6/11 Master Plan 3, 3.1; b</li> </ul>	\$183,100	



**ATTACHMENT 8    TITLE II, PART A  
PREPARING, TRAINING, AND RECRUITING  
HIGH-QUALITY TEACHERS AND PRINCIPALS**

**Local School System: Baltimore County Public Schools**

**Fiscal Year 2011**

**B. ALLOWABLE ACTIVITIES [Section 2123], Continued.**

<b>2. Strategies and Activities to Improve the Quality of the Teaching Force</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
<p>2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <p><i>(a) Content knowledge.</i> Providing training in one or more of the core academic subjects that the teachers teach;</p> <p><i>(b) Classroom practices.</i> Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [section 2123(a)(3)(A)].</p>	<ul style="list-style-type: none"> <li>To plan and implement workshops, academies, and institutes for mathematics and science teachers in content, effective instructional strategies, and preparation for national and state assessments.</li> </ul> <p>7/10 – 6/11 Master Plan 1, 1.1; t, y</p> <ul style="list-style-type: none"> <li>To develop and implement cohorts for general and special educators in order to ensure they achieve highly qualified status in mathematics and technology integration.</li> </ul> <p>7/10 – 6/11 Master Plan 3, 3.1; e, f, h</p>	<p>\$275,066</p> <p>\$133,275</p>	

<b>2. Strategies and Activities to Improve the Quality of the Teaching Force</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
	<ul style="list-style-type: none"> <li>To provide workshops and academies for PreK-12 general and special education teachers of English/language arts in order to implement core classroom curriculum, effective written language instruction, assessment, and adolescent literacy.  7/10 – 6/11 Master Plan 1, 1.1; c Master Plan 2, 2.1; e</li> </ul>	\$379,129	
	<ul style="list-style-type: none"> <li>8.0 Science Resource Teachers (STEM-RT)  To provide positions that will improve teacher effectiveness and student achievement in science in targeted high poverty schools.  7/10 – 6/11 Master Plan 1, 1.1; x, y</li> </ul>	\$705,269	
	<ul style="list-style-type: none"> <li>To provide paraeducators with professional development in core content subjects and best practices.  7/10 – 6/11 Master Plan 1, 1.1; y Master Plan 3, 3.1; f</li> </ul>	\$88,769	
	<ul style="list-style-type: none"> <li>To implement new teacher and administrator academies in English/language arts and mathematics.  7/10 – 6/11 Master Plan 1, 1.1; w, x, y Master Plan 3, 3.1; k</li> </ul>	\$218,634	

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
	<ul style="list-style-type: none"> <li>To provide secondary teachers with professional development in social studies with a focus on content standards, core learning goals, and state and national assessments.  7/10 – 6/11 Master Plan 1, 1.1; w, x, y</li> <li>To implement a Praxis preparation program for general and special educators to provide new teachers with strategies and techniques to pass Praxis I and Praxis II certification exams and MS Praxis Mathematics Certification.  7/10 – 6/11 Master Plan 3, 3.1; a, b</li> <li>To provide activities for nonpublic school teachers and principals in content and pedagogy.  7/10 – 6/11 Master Plan 1, 1.1; w, x, y</li> <li>To provide systemwide department chair training and year-long workshops on leadership and coaching.  7/10 – 6/11 Master Plan 1, 1.1; w, x, y</li> </ul>	<p>\$15,099</p> <p>\$9,941</p> <p>\$9,667</p>	<p>\$526,644</p>

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
	<ul style="list-style-type: none"> <li>To provide professional development training for teachers of summer school/evening high school.  7/10 – 6/11 Master Plan 1, 1.1; w, x, y</li> </ul>	\$55,052	
	<ul style="list-style-type: none"> <li>To provide CTE teachers with strategies and techniques on effective lesson planning and delivery, classroom management, and implementation of CTE programs.  7/10 – 6/11 Master Plan 1, 1.1; x Master Plan 1, 1.20</li> </ul>	\$42,477	
	<ul style="list-style-type: none"> <li>To provide professional development for fine arts teachers to improve teaching practices.  7/10 – 6/11 Master Plan 1, 1.1; x, y</li> </ul>	\$116,658	
	<ul style="list-style-type: none"> <li>To provide professional development for physical education/health teachers to improve teaching practices.  7/10 – 6/11 Master Plan 1, 1.1; x, y</li> </ul>	\$49,546	

<b>2. Strategies and Activities to Improve the Quality of the Teaching Force</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
<p>2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that –</p> <ul style="list-style-type: none"> <li>• Involve collaborative groups of teachers and administrators;</li> <li>• Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency;</li> <li>• Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;</li> <li>• Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and</li> <li>• Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a)(3)(B)].</li> </ul>	<ul style="list-style-type: none"> <li>• To provide teachers, principals, and paraprofessionals with training in differentiating instruction, addressing the learning styles of students with special needs, and collaborative teaming for best inclusive practices.</li> </ul> <p>7/10 – 6/11 Master Plan 1, 1.1; f, y Master Plan 2, 2.1; e Master Plan 5, 5.2</p>	\$101,419	
	<ul style="list-style-type: none"> <li>• To provide essential training in effective instruction for students with autism spectrum disorders.</li> </ul> <p>7/10 – 6/11 Master Plan 5, 5.1; a</p>	\$30,162	
	<ul style="list-style-type: none"> <li>• To provide professional development for general and special education teachers and principals in positive behavior support and instructional interventions for at-risk students.</li> </ul> <p>7/10 – 6/11 Master Plan 4, 4.1; k</p>	\$65,295	

## 2. Strategies and Activities to Improve the Quality of the Teaching Force

[illegible]

**ATTACHMENT 8    TITLE II, PART A  
PREPARING, TRAINING AND RECRUITING  
HIGH-QUALITY TEACHERS AND PRINCIPALS**

<b>Local School System: <u>Baltimore County Public Schools</u></b>	<b>Fiscal Year 2011</b>
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**B. ALLOWABLE ACTIVITIES [Section 2123], Continued.**

<b>2. Strategies and Activities to Improve the Quality of the Teaching Force</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
2.3 Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders [section 2123(a)(6)].	<ul style="list-style-type: none"> <li>To develop and implement workshops and academies for principals and aspiring leaders with a focus on instructional leadership, observation/feedback, and assessment/evaluation.</li> </ul> <p>7/10 – 6/11 Master Plan 3, 3.1; k</p>	\$67,428	

**ATTACHMENT 8    TITLE II, PART A  
PREPARING, TRAINING AND RECRUITING  
HIGH-QUALITY TEACHERS AND PRINCIPALS**

**Local School System: Baltimore County Public Schools**

**Fiscal Year 2011**

**B. ALLOWABLE ACTIVITIES [Section 2123], Continued.**

<b>3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
3.1 Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success [section 2123(a)(4)].	<ul style="list-style-type: none"> <li>To provide an intensive orientation and year-long induction and mentoring program for new teachers in curriculum, instruction, assessment, and management.</li> </ul> <p>7/10 – 6/11 Master Plan 1, 1.1; c, x, y Master Plan 3, 3.1; k</p>	\$726,332	
3.2 Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs. [section 2123(a)(5)].	<ul style="list-style-type: none"> <li>To provide teachers with professional development programs that focus on using technology to enhance instruction.</li> </ul> <p>7/10 – 6/11 Master Plan 3, 3.1; b, e, g</p>	\$88,219	
3.3 Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation [section 2123(a)(8)].			
<b>TOTAL TITLE II-A FUNDING AMOUNTS</b>		<b>\$3,710,000</b>	<b>\$526,644</b>



**ATTACHMENT 8    TITLE II, PART A  
PREPARING, TRAINING, AND RECRUITING  
HIGH-QUALITY TEACHERS AND PRINCIPALS**

**Local School System: Baltimore County Public Schools**

**Fiscal Year 2011**

**C.    HIGHLY QUALIFIED TEACHERS**

- 1.    Given your school system's analysis of data on highly qualified teachers in core academic subjects, describe how these strategies and activities will directly contribute to attracting and retaining highly qualified teachers in core academic subjects at the elementary and secondary level.**

The strategies and activities have directly contributed to attracting and retaining highly qualified teachers in core academic subjects at the elementary and secondary level. Since the first year of implementation of No Child Left Behind in 2003-2004, Baltimore County Public Schools (BCPS) has realized a steady increase in the percentage of highly qualified teachers in core subjects. The percentage of highly qualified teachers for all schools has increased from 31.7% in 2003-2004 to 97.49% in 2009-2010. This has been accomplished through expanding recruitment efforts and implementing a staffing plan for hiring and supporting highly qualified teachers.

- 2.    If applicable, describe how these strategies and activities will contribute to reducing the gap between high poverty schools and low poverty schools with respect to the percentage of core academic classes taught by highly qualified teachers.**

The strategies and activities have had a very positive impact on reducing the gap between high poverty schools and low poverty schools with respect to the percentage of core academic classes taught by highly qualified teachers. Currently, 100% of classes in high poverty elementary schools are taught by highly qualified teachers compared to 98.9% in low poverty elementary schools. Also, 97.9% of classes are taught by highly qualified teachers in high poverty secondary schools compared to 93.3% of classes taught by highly qualified teachers in low poverty secondary schools.

**D.    ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 9501]:**

- 1.    Participating Private Schools and Services: Complete information in Attachment 6 regarding the names of participating private schools and the number of private school staff that will benefit from the Title II-A services.**
- 2.    Describe the school system's process for providing equitable participation to students in private schools:**
  - a)    The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-A services. Also, if your nonpublic schools did not respond to your initial invitation, please describe your follow-up procedures;**

MSDE-approved nonpublic schools attend an annual federal program meeting to express initial interest in accessing Title II, Part A funds. If a nonpublic school does not respond to the invitation, the school receives a follow-up letter and intent form to be filled out and mailed in.

BCPS spends an equal amount of funds per student to serve the needs of public and private school teachers and students; nonpublic school teachers have the opportunity to participate in Title II activities equivalent to the opportunity provided public school teachers.

Interested nonpublic schools receive a preliminary allotment figure based on a per-pupil allotment that is multiplied by the number of students enrolled. Each school then submits a preliminary proposal, which includes a needs statement, proposed activities that improve teachers' and principals' knowledge in content and classroom practices, estimated costs, and an evaluation plan. The Department of Professional Development reviews the preliminary proposals ensuring the activities meet the provisions of the grant. Once BCPS receives the final award notice, the per-pupil figure is recalculated and a final allotment figure is given to each school along with feedback on the preliminary proposal. Simultaneously, all schools are invited to an articulation meeting to review the allowable activities and the process for accessing benefits and services from the grant. The nonpublic schools revise their proposals to incorporate the feedback and submit final proposals. The Department of Professional Development reviews and approves the final proposals and begins to process the requests for funding. The Department of Professional Development monitors the implementation, expenditures, and correspondence with the schools quarterly.

**b) The basis for determining the professional development needs of private school teachers and other staff;**

Interested private schools developed and submitted proposals regarding how they would use Title II, Part A funds to provide high quality professional development in order to meet the identified needs of their teachers. The proposal includes a needs statement with supporting data.

**c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and**

Title II, Part A funds are provided to nonpublic staff based on the identified professional development needs outlined in the approved proposal. Professional development activities must be reasonable and necessary.

**d) The differences, if any, between the Title II-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title II-A services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title II-A services provided to public school children.)**

Any differences in services provided between public and private school students and teachers are based upon the individual identified needs of students and teachers in those schools.

## **E. BUDGET INFORMATION AND NARRATIVE**

1. Provide a detailed budget on the MSDE Proposed Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in the Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).

2. Provide a detailed budget narrative using the “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp. 11-13 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use program funds to pay only reasonable and necessary direct administrative costs associated with the operation of the program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

**F. ATTACHMENTS 4-A and B, 5-A and B, and 6-A and B**

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Budget Narrative					
Title II, Part A					
Fiscal Year 2011					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Centralized Support Salaries & Wages	Financial Assistants <b>Activity 1.1</b>	Financial Assistants: 1.0 FTE @ \$36,997 1.0 FTE @ \$50,464	\$87,461		\$87,461
Fixed Charges	Financial Assistants <b>Fixed Charges Activity 1.1</b>	FICA @ 7.65% = \$6,690.77 + W/C @ 0.52% = \$454.80 + State Retirement @ 14.34% = \$12,541.91 + Health (2 @ \$10,622) = \$21,244	\$40,931		\$40,931
				<b>Subtotal</b>	<b>\$128,392</b>
				<b>Total Activity 1.1</b>	<b>\$128,392</b>
Centralized Support Other Charges	Minority Recruitment <b>Travel Activity 1.2</b>	Hotel and Travel: 20 individuals @ \$561.90	\$11,238		\$11,238
Centralized Support Contracted Services	Minority Recruitment <b>Contracted Services Activity 1.2</b>	Minority Recruiting Fairs: fees to various universities \$14,000; local minority recruitment fair expenses \$3,500 facilities fee + \$8,500 equipment rental fees	\$26,000		\$26,000
Centralized Support Supplies	Minority Recruitment <b>Supplies Activity 1.2</b>	Recruiting Supplies: 20 x \$750	\$15,000		\$15,000
				<b>Subtotal</b>	<b>\$52,238</b>
Instructional Regular Programs Salaries & Wages	Relocation Stipends <b>Salaries Activity 1.2</b>	Relocation Stipends: 35 teachers @ \$2,000	\$70,000		\$70,000
Fixed Charges	Relocation Stipends <b>Fixed Charges Activity 1.2</b>	FICA @ 7.65% = \$5,355 + W/C @ 0.52% = \$364	\$5,719		\$5,719
				<b>Subtotal</b>	<b>\$75,719</b>
Instructional Staff Development Contracted Services	Teach for America <b>Contracted Services Activity 1.2</b>	Participation fee for implementing program (hiring and training)	\$50,000		\$50,000
				<b>Subtotal</b>	<b>\$50,000</b>
				<b>Total Activity 1.2</b>	<b>\$177,957</b>

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Contracted Services	Resident Teacher Coaches in alternative certification programs <b>Contracted Services Activity 1.3</b>	<b>Coaching fees for two semesters: Towson University:</b> Year 1 participants = \$30,000; Year 2 participants = \$33,300 <b>Goucher College:</b> Year 1 participants = \$31,100; Year 2 participants = \$48,700 <b>College of Notre Dame:</b> Year 1 participants = \$15,000; Year 2 participants = \$25,000 Total \$183,100	\$183,100		\$183,100
				<b>Subtotal</b>	<b>\$183,100</b>
				<b>Total Activity 1.3</b>	<b>\$183,100</b>
Instructional Staff Development Salaries & Wages	Workshops, academies, and institutes for math and science teachers <b>Salaries Activity 2.1</b>	Teacher Stipends: 8,053 hours x \$28.25/hr = \$227,497.25	\$227,497		\$227,497
Fixed Charges	Workshops, academies, and institutes for math and science teachers <b>Fixed Charges Activity 2.1</b>	FICA @ 7.65% = \$17,403.52 + W/C @ 0.52% = \$1,182.98	\$18,587		\$18,587
Instructional Staff Development Contracted Services	Workshops, academies, and institutes for math and science teachers <b>Contracted Services Activity 2.1</b>	Food: 640 lunches @ \$12.50 = \$8,000 + 540 Refreshments @ \$10.00 = \$5,400 + 60 Refreshments @ \$9.00 = \$540; Equipment Rental = \$100	\$14,040		\$14,040
Instructional Staff Development Supplies	Workshops, academies, and institutes for math and science teachers <b>Supplies Activity 2.1</b>	Training Materials: 60 @ \$50 = \$3,000 + 100 @ \$35.30 = \$3,530 + 120 @ \$12 = \$1,440 + 540 @ \$9.25 = \$4,995 + 60 @ \$29 = \$1,740 + Presenter's Materials = \$236.57	\$14,942		\$14,942
				<b>Subtotal</b>	<b>\$275,066</b>

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Contracted Services	Cohorts for general and special educators <b>Contracted Services Activity 2.1</b>	Cohort Tuition Fees: Mathematics Cohorts for Secondary Certification and Special Education (Fall 2010-Spring 2012) - Secondary certification mathematics cohort with Loyola College (1 cohort x 20 teachers x 3 courses x \$630/course = <b>\$37,800</b> ) and (new) special education cohort with Loyola College (25 teachers x 3 courses x \$630/course = <b>\$47,250</b> ; Graduate Certificate Program in School Leadership in Technology Integration Cohort (15 teachers x 5 courses x \$538/course = <b>\$40,350</b> )	\$125,400		\$125,400
Instructional Staff Development Supplies	Cohorts for general and special educators <b>Supplies Activity 2.1</b>	Supplies (graphing calculators) and Course Materials: \$175 x 45 participants	\$7,875		\$7,875
				<b>Subtotal</b>	<b>\$133,275</b>
Instructional Staff Development Contracted Services	Workshops and academies for PreK-12 general and special ed. teachers of English/language arts <b>Contracted Services Activity 2.1</b>	Food: Breakfast and Lunch - 210 x \$6/person x 3 days = \$3,780; 640 @ \$20 = \$12,800; 200 @ \$15 = \$3,000; 350 @ \$10 = \$3,500 Use of facilities: 210 x \$10/person x 3 days = \$6,300; 940 @ \$10 = \$9,400; 300 @ \$15 = \$4,500	\$43,280		\$43,280
Instructional Staff Development Supplies	Workshops and academies for PreK-12 general and special ed. teachers of English/language arts <b>Supplies Activity 2.1</b>	Training Materials: 205 sets of books x \$70 = \$14,350 + 230 x \$35 = \$8,050 + 30 @ \$200 = \$6,000 + 80 @ \$106.25 = \$8,500	\$36,900		\$36,900
Instructional Staff Development Salaries & Wages	Workshops and academies for PreK-12 general and special ed. teachers of English/language arts <b>Salaries Activity 2.1</b>	Teacher Stipends: 9,783 hrs. x \$28.25/hr = \$276,370	\$276,370		\$276,370

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Fixed Charges	Workshops and academies for PreK-12 general and special ed. teachers of English/language arts <b>Fixed Charges Activity 2.1</b>	FICA @ 7.65% = \$21,142.31 + WC @ 0.52% = \$1,437.12	\$22,579		\$22,579
				<b>Subtotal</b>	<b>\$379,129</b>
Instructional Regular Programs Salaries & Wages	8 Science Resource Teachers <b>Salaries Activity 2.1</b>	8 FTE's - Projected FY11 salaries: \$70,960, \$55,685, \$54,103, \$69,771, \$65,658, \$79,338, \$53,172, \$57,634	\$506,321		\$506,321
Fixed Charges	8 FTE's Science Resource Teachers <b>Fixed Charges Activity 2.1</b>	FICA @ 7.65% = \$38,733 + W/C @ 0.52% = \$2,633 + Retirement @ 14.34% = \$72,606 + Health, \$84,976 (8 x \$10,622)	\$198,948		\$198,948
				<b>Subtotal</b>	<b>\$705,269</b>
Instructional Staff Development Salaries & Wages	Content Training for Paraprofessionals <b>Salaries Activity 2.1</b>	Paraprofessional Stipends: 2,571.15 hours x \$28.25/hr. = \$72,634.99	\$72,635		\$72,635
Fixed Charges	Content Training for Paraprofessionals <b>Fixed Charges Activity 2.1</b>	FICA @ 7.65% = \$5,556 + W/C @ 0.52% = \$378	\$5,934		\$5,934
Instructional Staff Development Contracted Services	Content Training for Paraprofessionals <b>Contracted Services Activity 2.1</b>	Facilities: 3 days @ \$2,500/day = \$7,500; Refreshments: 15 paraprofessionals x \$7/ea. x 15 workshops = \$1,575	\$9,075		\$9,075
Instructional Staff Development Supplies	Content Training for Paraprofessionals <b>Supplies Activity 2.1</b>	Materials: 15 paraprofessionals x \$5/ea. x 15 workshops = \$1,125	\$1,125		\$1,125
				<b>Subtotal</b>	<b>\$88,769</b>
Instructional Staff Development Supplies	New teacher academies in Prek-6 English/language arts and PreK-6 Mathematics <b>Supplies Activity 2.1</b>	Training Materials: English/language arts - 720 x \$3.25 = \$2,340; Mathematics - 450 x \$22 = \$9,900	\$12,240		\$12,240
Instructional Staff Development Contracted Services	New teacher academies in PreK-6 English/language arts and PreK-6 Mathematics <b>Contracted Services Activity 2.1</b>	Catering (breakfast/lunch): English/language arts - 720 @ \$18 = \$12,960; Mathematics - 450 @ \$18 = \$8,100	\$21,060		\$21,060

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	New teacher academies in PreK-6 English/language arts and PreK-6 Mathematics <b>Salaries Activity 2.1</b>	Teacher Stipends: English/language arts - 2,900 hrs. @ \$28.25/hr. = \$81,925; Mathematics - 3,165 hrs. @ \$28.25 = \$89,411.25	\$171,336		\$171,336
Fixed Charges	New teacher academies in PreK-6 English/language arts and PreK-6 Mathematics <b>Fixed Charges Activity 2.1</b>	FICA @ 7.65% = \$13,107+ W/C @ 0.52% = \$891	\$13,998		\$13,998
				<b>Subtotal</b>	<b>\$218,634</b>
Instructional Staff Development Salaries & Wages	Professional development for social studies teachers <b>Salaries Activity 2.1</b>	Teacher Stipends: 320 hrs. @ \$28.25/hr. = \$9,040	\$9,040		\$9,040
Fixed Charges	Professional development for social studies teachers <b>Fixed Charges Activity 2.1</b>	FICA @ 7.65% = \$692 + W/C @ 0.52% = \$47	\$739		\$739
Instructional Staff Development Contracted Services	Professional development for social studies teachers <b>Contracted Services Activity 2.1</b>	Refreshments/Snacks: 20 teachers x \$5/session x 5 sessions = \$500 Tuition: 14 teachers at Goucher College AP Summer Institutes @ \$300 per teacher = \$4,200	\$4,700		\$4,700
Instructional Staff Development Supplies	Professional development for social studies teachers <b>Supplies Activity 2.1</b>	Coursework Materials: 20 teachers x \$31 = \$620	\$620		\$620
				<b>Subtotal</b>	<b>\$15,099</b>
Instructional Staff Development Salaries & Wages	Praxis preparation program for general and special educators <b>Salaries Activity 2.1</b>	Stipends: 96 hrs. @ \$28.25/hr. = \$2,712	\$2,712		\$2,712
Fixed Charges	Praxis preparation program for general and special educators <b>Fixed Charges Activity 2.1</b>	FICA @ 7.65% = \$207.47 + W/C @ 0.52% = \$14.10	\$222		\$222



Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Contracted Services	Praxis preparation program for general and special educators <b>Contracted Services Activity 2.1</b>	Test Fee Reimbursements: 30 teachers @ \$160	\$4,800		\$4,800
Instructional Staff Development Supplies	Praxis preparation program for general and special educators <b>Supplies Activity 2.1</b>	Training Materials: 30 teachers @ \$73.57	\$2,207		\$2,207
				<b>Subtotal</b>	<b>\$9,941</b>
Transfers	Nonpublic Schools - Activities for nonpublic school teachers, principals, and paraeducators in content and pedagogy <b>Transfers Activity 2.1</b>	FY11 projected allocation \$4,397,636 - \$705,269.86 (8 STEM resource teacher positions) - \$128,392.47 (Two Fiscal Asst. positions) - \$160,992.46 (BCPS Indirect Fee) = \$3,402,981.21 divided by 123,480 (the total of 19,109 projected nonpublic school students + 104,371 projected public school students for 2011) = \$27.56 per pupil. \$27.56 per pupil x 19,109 nonpublic school students = \$526,644.04	\$526,644		\$526,644
				<b>Subtotal</b>	<b>\$526,644</b>
Instructional Staff Development Salaries & Wages	Systemwide Department Chair Training <b>Salaries Activity 2.1</b>	Stipends: 300 hours @ \$28.25/hr.	\$8,475		\$8,475
Fixed Charges	Systemwide Department Chair Training <b>Fixed Charges Activity 2.1</b>	FICA @ 7.65% = \$648 + W/C @ 0.52% = \$44	\$692		\$692
Instructional Staff Development Contracted Services	Systemwide Department Chair Training <b>Contracted Services Activity 2.1</b>	Use of Facilities: 50 x \$10	\$500		\$500
				<b>Subtotal</b>	<b>\$9,667</b>
Instructional Staff Development Salaries & Wages	Training for Summer School & Evening School Teachers <b>Salaries Activity 2.1</b>	Teacher Stipends (Summer School): 1,445 hrs. @ \$28.25/hr. = \$40,821.25; (Evening School): 118 hrs. @ \$28.25/hr. = \$3,333.50	\$44,155		\$44,155

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Fixed Charges	Training for Summer School & Evening School Teachers <b>Fixed Charges Activity 2.1</b>	FICA @ 7.65% = \$3,377.86 & W/C @ 0.52% = \$229.61	\$3,607		\$3,607
Instructional Staff Development Contracted Services	Training for Summer School & Evening School Teachers <b>Contracted Services Activity 2.1</b>	Catering: (Summer School training): 528 staff x \$12.50 = \$6,600; (Evening School training): breakfast 6 @ \$12 x 3 days = \$216; lunch 6 @ \$18 x. 3 days = \$324	\$7,140		\$7,140
Instructional Staff Development Supplies	Training for Summer School & Evening School Teachers <b>Supplies Activity 2.1</b>	Training Materials: 6 flash drives @ \$25	\$150		\$150
				<b>Subtotal</b>	<b>\$55,052</b>
Instructional Staff Development Salaries & Wages	Training for CTE Teachers <b>Salaries Activity 2.1</b>	Teacher Stipends: 1,370 hrs. @ \$28.25/hr.	\$38,703		\$38,703
Fixed Charges	Training for CTE Teachers <b>Fixed Charges Activity 2.1</b>	FICA @ 7.65% = \$2,960.78 & W/C @ 0.52% = \$201.26	\$3,162		\$3,162
Instructional Staff Development Contracted Services	Training for CTE Teachers <b>Contracted Services Activity 2.1</b>	Catering: 34 @ \$18	\$612		\$612
				<b>Subtotal</b>	<b>\$42,477</b>
Instructional Staff Development Salaries & Wages	Training for Fine Arts Teachers <b>Salaries Activity 2.1</b>	Stipends: 3,132 hrs. @ \$28.25/hr.	\$88,479		\$88,479
Fixed Charges	Training for Fine Arts Teachers <b>Fixed Charges Activity 2.1</b>	FICA @ 7.65% = \$6,768.64 & W/C @ 0.52% = \$460.09	\$7,229		\$7,229
Instructional Staff Development Contracted Services	Training for Fine Arts Teachers <b>Contracted Services Activity 2.1</b>	Catering: 16 participants x \$10 x 2 meetings = \$320; 69 x \$15 = \$1,035; Consultant Fees: \$3,470	\$4,825		\$4,825
Instructional Staff Development Supplies	Training for Fine Arts Teachers <b>Supplies Activity 2.1</b>	Training Materials: 11 @ \$100 = \$1,100; 15 @ \$27 = \$405; 25 @ \$8 = \$200; 30 @ \$20 = \$600	\$2,305		\$2,305

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Other	Training for Fine Arts Teachers <b>Other Activity 2.1</b>	<b>Visual Arts:</b> National Art Education Association Conference: Travel \$500 x 5 = \$2,500; Registration fees \$200 x 5 = \$1,000; Total \$3,500 <b>Music:</b> American Choral Directors Association (ACDA) Regional Conference - Travel \$500 x 5 = \$2,500; Conference Fee \$200 x 5 teachers = \$1,000; Midwest Band and Orchestra Conference - Travel: \$500 x 5 = \$2,500 and \$100 x 5 teachers = \$500; Total \$6,500 <b>Dance:</b> National Conference Fees: 2 teachers x \$400 = \$800; Airfare: 2 teachers x \$500 = \$1,000; Hotel: 2 teachers x \$500 = \$1,000; Per diem: 2 teachers x \$70/day x 3/days = \$420. State Conference Fees: 10 teachers x \$50 = \$500; CAFE Conference Fees: 2 teachers x \$50 = \$100; Total \$3,820	\$13,820		\$13,820
				<b>Subtotal</b>	<b>\$116,658</b>
Instructional Staff Development Salaries & Wages	Training for Health/Physical Education <b>Salaries Activity 2.1</b>	Stipends: 1,192hrs. @ \$28.25/hr. = \$33,674	\$33,674		\$33,674
Fixed Charges	Training for Health/Physical Education <b>Fixed Charges Activity 2.1</b>	FICA @ 7.65% = \$2,576.06 & W/C @ 0.52% = \$175.10	\$2,751		\$2,751
Instructional Staff Development Contracted Services	Training for Health/Physical Education <b>Contracted Services Activity 2.1</b>	Catering: 48 participants x \$9/day x 3 days = \$1,296; 15 participants x \$13.50/day x 2 days = \$405; 35 participants x \$4/day x 3 days = \$420	\$2,121		\$2,121
Instructional Staff Development Supplies	Training for Health/Physical Education <b>Supplies Activity 2.1</b>	110 training video modules x \$100/ea. = \$11,000	\$11,000		\$11,000
				<b>Subtotal</b>	<b>\$49,546</b>
				<b>Total Activity 2.1</b>	<b>\$2,625,226</b>

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	Professional development in differentiating instruction, addressing the learning styles of students with special needs, and collaborative teaming for best inclusive practices <b>Salaries Activity 2.2</b>	Stipends: Special Education - 2,350 hrs. @ \$28.25/hr. = \$66,387.50 + Library Information Services - 655 hrs. @ \$28.25/hr. = \$18,503.75	\$84,891		\$84,891
Fixed Charges	Professional development in differentiating instruction, addressing the learning styles of students with special needs, and collaborative teaming for best inclusive practices <b>Fixed Charges Activity 2.2</b>	FICA @ 7.65% = \$6,494.16 + W/C @ 0.52% = \$441.43	\$6,936		\$6,936
Instructional Staff Development Supplies	Professional development in differentiating instruction, addressing the learning styles of students with special needs, and collaborative teaming for best inclusive practices <b>Supplies Activity 2.2</b>	Training Materials: Kurzweil 3000 and Clicker 5 materials \$535; 100 x \$15.57 = \$1,557; 40 @ \$25 x 2 = \$2,000; 30 @ \$20 = \$600; 50 @ \$20 = \$1,000	\$5,692		\$5,692
Instructional Staff Development Contracted Services	Professional development in differentiating instruction, addressing the learning styles of students with special needs, and collaborative teaming for best inclusive practices <b>Contracted Services Activity 2.2</b>	Refreshments/Snacks: 200 @ \$4 = \$800; Lunch: 120 @ \$15 = \$1,800; 80 @ \$3.75 = \$300; 40 @ \$17.50 = \$700; 1200 @ \$2.50 = \$300	\$3,900		\$3,900
				<b>Subtotal</b>	<b>\$101,419</b>
Instructional Staff Development Salaries & Wages	Essential Training in Effective Instruction for Students with Autism Spectrum Disorders <b>Salaries Activity 2.2</b>	Stipends: 326 hrs. @ \$28.25/hr.	\$9,210		\$9,210

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Fixed Charges	Essential Training in Effective Instruction for Students with Autism Spectrum Disorders <b>Fixed Charges</b> <b>Activity 2.2</b>	FICA @ 7.65% = \$704.57 + W/C @ 0.52% = \$47.89	\$752		\$752
Instructional Staff Development Contracted Services	Essential Training in Effective Instruction for Students with Autism Spectrum Disorders <b>Contracted Services</b> <b>Activity 2.2</b>	Outside Consultant Fees: 5 @ \$1,000 = \$5,000; Refreshments/Snacks: 1,600 @ \$6.25 x 10 sessions = \$10,000	\$15,000		\$15,000
Instructional Staff Development Supplies	Essential Training in Effective Instruction for Students with Autism Spectrum Disorders <b>Supplies</b> <b>Activity 2.2</b>	Training Materials: 50 @ \$104 = \$5,200	\$5,200		\$5,200
				<b>Subtotal</b>	<b>\$30,162</b>
Instructional Staff Development Salaries & Wages	Professional development for general and special education teachers and principals in positive behavior support and early intervention strategies <b>Salaries</b> <b>Activity 2.2</b>	Stipends: 1,781 hrs. @ \$28.25/hr. = \$50,313.35	\$50,313		\$50,313
Fixed Charges	Professional development for general and special education teachers and principals in positive behavior support and early intervention strategies <b>Fixed Charges</b> <b>Activity 2.2</b>	FICA @ 7.65% = \$3,848.95 + W/C @ 0.52% = \$261.63	\$4,111		\$4,111
Instructional Staff Development Contracted Services	Professional development for general and special education teachers and principals in positive behavior support, and early intervention strategies <b>Contracted Services</b> <b>Activity 2.2</b>	Certification Fees for Teachers: 15 @ \$100 = \$1,500; 25 @ \$16 = \$400; 160 @ \$18.58 = \$2,972.80	\$4,873		\$4,873

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Supplies	Professional development for general and special education teachers and principals in positive behavior support and early intervention strategies <b>Supplies</b> <b>Activity 2.2</b>	Training Materials: 25 @ \$20 = \$500; 145 @ \$37.92 = \$5,498.40	\$5,998		\$5,998
				<b>Subtotal</b>	<b>\$65,295</b>
Instructional Staff Development Salaries & Wages	<b>NEW</b> Professional development for world languages teachers <b>Salaries</b> <b>Activity 2.2</b>	Stipends: 516 hrs. @ \$28.25/hr. = \$14,577	\$14,577		\$14,577
Fixed Charges	<b>NEW</b> Professional development for world languages teachers <b>Fixed Charges</b> <b>Activity 2.2</b>	FICA @ 7.65% = \$1,115.14 + W/C @ 0.52% = \$75.80	\$1,191		\$1,191
Instructional Staff Development Contracted Services	<b>NEW</b> Professional development for world languages teachers <b>Contracted Services</b> <b>Activity 2.2</b>	Catering: 35 participants @ \$17 = \$595; Site Rental/Maintenance: \$350; \$50 x 5 sessions = \$250.00	\$1,195		\$1,195
Instructional Staff Development Other	<b>NEW</b> Professional development for world languages teachers <b>Other</b> <b>Activity 2.2</b>	Conference Fees: 30 @ \$120 = \$3,600; Per Diem: 30 @ \$59 = \$1,770	\$5,370		\$5,370
				<b>Subtotal</b>	<b>\$22,333</b>
Instructional Staff Development Salaries & Wages	Professional development training on aligning SAT data to instruction, AP course training for teachers, PSAT/SAT prep, training for updated AIM AVID curriculum <b>Salaries</b> <b>Activity 2.2</b>	Stipends: 360 hrs. @ \$28.25/hr.	\$10,170		\$10,170

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Fixed Charges	Professional development training on aligning SAT data to instruction, AP course training for teachers, PSAT/SAT prep, training for updated AIM AVID curriculum <b>Fixed Charges</b> <b>Activity 2.2</b>	FICA @ 7.65% = \$778.01 + W/C @ 0.52% = \$52.85	\$831		\$831
Instructional Staff Development Contracted Services	Professional development training on aligning SAT data to instruction, AP course training for teachers, PSAT/SAT prep, training for updated AIM AVID curriculum <b>Contracted Services</b> <b>Activity 2.2</b>	Catering: 40 @ \$8.50 = \$340; 80 @ \$10 = \$800	\$1,140		\$1,140
Instructional Staff Development Supplies	Professional development training on aligning SAT data to instruction, AP course training for teachers, PSAT/SAT prep, training for updated AIM AVID curriculum <b>Supplies</b> <b>Activity 2.2</b>	Training Materials: 40 @ \$130 = \$5,200; 80 x \$43 = \$3,440	\$8,640		\$8,640
				<b>Subtotal</b>	<b>\$20,781</b>
				<b>Total Activity 2.2</b>	<b>\$239,990</b>
Administrative & Supervisory Other	Academies for principals and aspiring leaders with a focus on instructional leadership, observation/feedback and assessment/evaluation <b>Travel &amp; Conference Fees</b> <b>Activity 2.3</b>	Conference Fees: 10 principals x \$1,000 = \$10,000 + Travel Fees: 10 principals x \$1,650 = \$16,500	\$26,500		\$26,500

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Administrative & Supervisory Contracted Services	Academies for principals and aspiring leaders with a focus on instructional leadership, observation/feedback and assessment/evaluation <b>Contracted Services Activity 2.3</b>	Conference Center Rental Fee - 5 dates @ \$2,000 = \$10,000; Catering 5 dates 10 x \$20 = \$1,000; rental fee 10 dates @ \$1,000 = \$10,000; Catering 5 dates x 10 @ \$20 = \$1,000; rental fee - 2 dates @ \$2,500 per date = \$5,000. 2 Speakers @ \$2,500 per speaker = \$5,000; 8 sessions at \$200 per session for conference center rental = \$1,600. Catering for 8 sessions x 10 @ \$20 = \$1,600; equipment rental 1 @ \$728	\$35,928		\$35,928
Administrative & Supervisory Supplies	Academies for principals and aspiring leaders with a focus on instructional leadership, observation/feedback and assessment/evaluation. <b>Supplies Activity 2.3</b>	Training Materials: 200 books x \$25/ea. = \$5,000	\$5,000		\$5,000
				<b>Subtotal</b>	<b>\$67,428</b>
				<b>Total Activity 2.3</b>	<b>\$67,428</b>
Instructional Staff Development Salaries & Wages	Intensive induction and mentoring program for new teachers in curriculum, instruction, assessment, and management <b>Salaries Activity 3.1</b>	Stipends: New Teacher Orientation - 650 teachers x \$183.66/day x 3 days = \$358,137; Year-long New Teacher Induction - 9,600 hrs. @ \$28.25/hr. = \$271,200	\$629,337		\$629,337
Fixed Charges	Intensive induction and mentoring program for new teachers in curriculum, instruction, assessment, and management <b>Fixed Charges Activity 3.1</b>	FICA @ 7.65% = \$48,144 + W/C @ 0.52% = \$3,273	\$51,417		\$51,417



Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Contracted Services	Intensive induction and mentoring program for new teachers in curriculum, instruction, assessment, and management <b>Contracted Services Activity 3.1</b>	Monthly mentor meetings - 70 mentors x 8 meetings x \$6 breakfast = \$3,360. Facilities: 8 @ \$2,500 = \$20,000. 1 Outside presenter @ \$2,000; Facilities: 500 teachers @ \$10/day = \$5,000 + Breakfast for 500 teachers @ \$6 = \$3,000 + Outside Consultant \$1,500/day x 3 days = \$4,500; \$1,718 equipment rental	\$39,578		\$39,578
Instructional Staff Development Other	Intensive induction and mentoring program for new teachers in curriculum, instruction, assessment, and management <b>Other Activity 3.1</b>	National Middle School Conference Fees for 20 middle school mentors @ \$300 = \$6,000	\$6,000		\$6,000
				<b>Subtotal</b>	<b>\$726,332</b>
				<b>Total Activity 3.1</b>	<b>\$726,332</b>
Instructional Staff Development Salaries & Wages	Professional development programs that focus on using technology to enhance instruction <b>Salaries Activity 3.2</b>	Stipends: Instructional Technology - 1,660 hrs. @ \$28.25 = \$46,895 Library Information Services - 1,135 hrs. @ \$28.25 = \$32,063.75 Elementary Social Studies - 75 hrs. @ \$28.25/hr. = \$2,118.75	\$81,078		\$81,078
Fixed Charges	Professional development programs that focus on using technology to enhance instruction <b>Fixed Charges Activity 3.2</b>	FICA @ 7.65% = \$6,202.47 + W/C @ 0.52% = \$421.61	\$6,624		\$6,624
Instructional Staff Development Supplies	Professional development programs that focus on using technology to enhance instruction <b>Supplies Activity 3.2</b>	Training Materials: \$157 for technology to enhance elementary social studies instruction	\$157		\$157
Instructional Staff Development Contracted Services	Professional development programs that focus on using technology to enhance instruction <b>Contracted Services Activity 3.2</b>	Catering: 12 participants @ \$10.00/session x 3 sessions	\$360		\$360
				<b>Subtotal</b>	<b>\$88,219</b>

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
				<b>Total Activity 3.2</b>	<b>\$88,219</b>
Business Support Transfers - Indirect Fee	<b>Indirect Fee</b>	BCPS Indirect Fee charged for grant administration (based on 3.80%) $\$4,397,636 / 1.0380 =$ $\$4,236,643.55 \times 0.0380 =$ $\$160,922.46$			\$160,992
				Total Grant (per MSDE based on 6-17-10 estimated allocation \$4,397,636)	<b>\$4,397,636</b>

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

ORIGINAL GRANT BUDGET	\$4,397,636	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	FY2011 Improving Teacher Quality, Title II, Part A	GRANT RECIPIENT NAME	Baltimore County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	3350-096-3132		
REVENUE SOURCE	Title II, Part A	RECIPIENT AGENCY NAME	Baltimore County Public Schools Department of Professional Development		
FUND SOURCE CODE		GRANT PERIOD	7/1/2010	6/30/2012	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						160,992.00	160,992.00
Prog. 23 Centralized Support	87,461.00	26,000.00	15,000.00	11,238.00			139,699.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.		35,928.00	5,000.00	26,500.00			67,428.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	576,321.00						576,321.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						526,644.00	526,644.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	1,852,652.00	536,699.00	115,051.00	25,190.00			2,529,592.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				396,960.00			396,960.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	<b>2,516,434.00</b>	<b>598,627.00</b>	<b>135,051.00</b>	<b>459,888.00</b>	<b>0.00</b>	<b>687,636.00</b>	<b>4,397,636.00</b>

Finance Official Approval	Nancy Golub, CPA	<i>Nancy Golub, CPA</i>	7/13/10	410-887-4345 x368
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Joe A. Hairston	<i>Joe A. Hairston</i>	8/19/10	410-887-4281
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

## **Responses to Clarifying Questions:**

**1. In Section 1.3, what are the resident teacher coach's job descriptions and how is the effectiveness of the program and the coach being measured to meet the established objectives? Some details were provided last year and need to be included this year as well.**

*Activity: To provide coaches in alternative certification program for teachers holding conditional certificates in mathematics, science, special education, English, and world languages.*

Maryland Approved Alternative Preparation Program (MAAPP) coaches support the MAAPP teacher with activities such as lesson planning, unit planning, program organization, and management.

Coaches use the *Collaborative Communication Record* to keep a record of the meetings, other than observations, and kinds of assistance they have provided to the MAAPP teacher. The form helps to focus the meetings and indicate the degree of the MAAPP teacher's progress. The coach begins the entire process by conducting an expectation conference with the MAAPP teacher and the principal. As the MAAPP teacher's needs change, new expectation conferences may be held. Expectation conferences will be held at least once each semester. College supervisors meet with coaches on a quarterly basis in order to evaluate the progress of MAAPP teachers and the effectiveness of the coach.

**2. In Section 2.1, Bullet 1, what are the specific goals and objectives for the science and math workshops? What are the supporting materials?**

*Activity: To plan and implement workshops, academies, and institutes for mathematics and science teachers in content, effective instructional strategies, and preparation for national and state assessments.*

The specific goals of the mathematics and science workshops are to provide the opportunity for content teachers to improve their teaching practices and content backgrounds in order to help students better understand science and mathematics concepts.

Supporting Materials:

Math -This might include resources pertinent to the workshop, e.g., calculator material purchased for TI workshops, mathematics methodology books for mathematics institutes, instructional materials provided, or manipulatives purchased for modeling purposes for mathematics professional development.

Science - In terms of supporting materials, books and other materials of instruction (special science books, kits, materials, equipment, and technology) are purchased for professional development workshops and then the book/kit/piece of technology/instructional material are given to each participant to take back for use at the school. Participants are also asked to inservice their colleagues back at the school in terms of proper and creative use of the referenced item.

**3. In Section 2.1, Bullet 2, what are the criteria to select the teachers? How is the effectiveness of the program being measured? Are all participants expected to have dual certification at the end of the programs?**

*Activity: To develop and implement cohorts for general educators and special educators in order to ensure they achieve highly qualified status in mathematics and technology integration.*

Office of Instructional Technology:

The teachers are first selected to be part of the Office of Instructional Technology's (OIT) leadership cohort with strong recommendations from their principals. Once selected at this beginning level, they must apply to the Johns Hopkins University's (JHU) Graduate School and meet the criteria for acceptance. This includes a grade point average of 3.0 or above in their previous degree(s), acceptance into the OIT cohort, a written essay, and an interview by the coordinator of the program at JHU.

The effectiveness of the program is being measured in two ways: (1) The entire certificate program was reviewed and revised in the winter/spring of 2010 by a committee comprised of the coordinator of the program at JHU, the supervisor of the BCPS Office of Instructional Technology (OIT), the instructors of the five courses included in the program, and the outside evaluator of the program, Dr. Ronald Thomas. The objectives for each course were matched to the standards for the program and also each course syllabus was reviewed to ensure that the program was meeting the goals and objectives that were pre-determined when the program was started. (2) Each new cohort team meets with the evaluator of the program to determine the vision of that team as it relates to its school. During the 2010 - 2011 school year, we are going to be going back to the first and second cohort teams to evaluate the long-term effectiveness of the program. The grant evaluator has already met with the supervisor of OIT to develop this plan.

No, this is not a certification cohort; rather, participants have a 15-hour certificate of completion of the program from the Johns Hopkins University. This 15-hour program can be used toward completion of a Master's program at JHU but not for certification purposes.

Office of Mathematics:

For the *Mathematics Cohorts for Secondary Certification and Special Education*, any interested teacher is invited to attend the cohort awareness sessions and subsequently apply through the graduate school at Loyola University. Applicants need to meet the requirements of Loyola University in order to enter the cohort. Any applicant who is accepted into the Loyola University Graduate School enters the cohort.

The effectiveness of the program is measured through the number of participants who finish the cohort program and who have successfully completed the requirements of the particular cohort program.

It would be expected that the teachers completing the secondary mathematics cohort would receive a secondary mathematics endorsement as well as whatever certification they previously

possessed. Typically, those who enter this cohort are elementary certified. Those in the special education cohort would not be expected to have dual certification but would complete a program that would include credits in teaching mathematics (Algebra I, geometry, Algebra II, methods) and additional credits in courses relating special education to the teaching of mathematics.

**4. In Section 2.1, Bullets 4 – 11, what are the specific goals and measurable objectives for these professional development activities? How are you targeting high need schools in the selection of participants?**

*Activity: 8.0 Science Resource Teachers (STEM-RT) – To provide positions that will improve teacher effectiveness and student achievement in science in targeted high poverty schools.*

Each STEM Science Resource Teacher is assigned as 0.5 FTE at each of two high poverty elementary schools. They have been instrumental in moving science forward at the elementary level providing much needed professional development in content, pedagogy, and delivery of instruction.

Provide for the consistent and systematic implementation of the science Essential Curriculum and monitor the relationship among the intended, assessed, and learned curriculum in order to ensure access to rigorous curriculum and increased performance on the Grade 5 and Grade 8 Science MSA and the Biology HSA.

Work with the Community College of Baltimore County (CCBC) and other local colleges and universities to establish partnerships and collaborate on programs of study/course offerings to prepare students for college entrance and increased success in the higher education environment. Partner with local universities to design and implement a professional development model for teachers that focuses on content, conceptual understanding, problem solving, pedagogy, and how children learn.

*Activity: To provide paraeducators with professional development in core content subjects and best practices.*

The paraeducator mathematics content workshops are designed to provide paraeducators with the skills and knowledge needed to assist students, grades K through 8, with mathematics skills taught in the classroom. It includes the specific skill-building areas of number sense; computational techniques for fractions, decimals, and percentages; algebraic thinking; and related applications for primary, intermediate, and middle-school learners.

The paraeducator reading content workshops are designed to provide the paraeducator with the information and skills needed to assist classroom teachers in meeting the literacy needs of a variety of students. The workshops prepare paraeducators to understand important phonics and fluency concepts and terms and to use a variety of research-based instructional techniques that improve phonemic awareness and reading fluency at the word, phrase, sentence, and connected text levels.

The paraeducator workshops are offered to paraeducators throughout BCPS and registration is voluntary. The workshops are offered after school and advertised in the Weekly Bulletin. Principals of high-need schools receive an e-mail encouraging them to promote the workshops within their buildings.

*Activity: To implement new teacher academies and administrator academies in English/language arts and mathematics.*

#### Language Arts:

Goal: Providing support to new teachers with the implementation of the Core Reading Program (reading, written language, and grammar) through professional development, such as New Teacher Academy

Objective of New Teacher Academy: The successful implementation of the Core Reading Program by the new teachers.

Targeting High School Needs: Not Applicable - BCPS hires and places teachers.

#### Mathematics:

The goals and measurable objectives come from the *Blueprint for Progress* for this activity and are listed under Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Indicator 1.1: All diploma-bound students in grades 3 – 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

Strategy: c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.

These academies will provide teachers newly hired in Baltimore County Public Schools with specific information for teaching elementary language arts and mathematics beyond what is presented at New Teacher Orientation. Participants will have the opportunity to work with experienced grade level teachers, as well as familiarize themselves with materials used to teach reading and mathematics.

An informational letter and registration form are provided to all elementary administrators through the Weekly Bulletin and is distributed directly from the Personnel Office in order to provide the information immediately to all newly hired elementary teachers of mathematics and language arts. Newly hired teachers who are not able to attend the New Teacher Academy are provided similar information during New Teacher Orientation prior to the beginning of the school year.

*Activity: To provide secondary teachers with professional development in social studies with a focus on content standards, core learning goals, and state and national assessments.*

Professional development activities for secondary social studies train teachers to prepare students for success on standardized tests such as the Government High School Assessment and Advanced Placement examinations.

Objectives for these training sessions are related to selecting and using appropriate materials, increasing student engagement, and providing rigorous instruction. The success of this training is based upon student performance measures such as pass rates and scores of 3, 4, or 5.

High schools are selected and targeted based upon the success rates of the total student population and sub-groups.

*Activity: To implement a Praxis preparation program for general educators and special educators to provide new teachers with strategies and techniques to pass Praxis I and Praxis II certification exams and MS Praxis Mathematics Certification.*

The goals and measurable objectives come from the *Blueprint for Progress* for this activity and are listed under Goal 3: By 2005 – 2006, all students will be taught by highly qualified teachers.

Performance Indicator 3.1: All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts.

Performance Indicator 3.3: All mathematics teachers in middle schools will demonstrate content mastery through comprehensive testing or will possess a Maryland State Department of Education teaching certificate with an endorsement in secondary mathematics.

In 2008 – 2009, 96.4% of teachers and 96.0% of paraprofessionals met the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts. BCPS continues to offer preparatory courses and review sessions for the tests required to obtain highly qualified status in mathematics in order to meet the goal that all students will be taught by highly qualified teachers.

The Praxis tutoring sessions for middle school and secondary mathematics are advertised through the Weekly Bulletin, the Personnel Office, and mathematics department chairs at both the middle and high school levels. Any teacher in need of preparation for the Praxis tests is invited to attend. Specific teachers at any school who are not highly qualified are contacted either by the Personnel Office or the mathematics department chair and advised to attend the Praxis tutoring sessions.

*Activity: To provide activities for non-public school teachers and principals in content and pedagogy.*



All MSDE approved non-public schools in Baltimore County are given an equal opportunity to access Title II, Part A funds. Through an individual school-based needs analysis, each school determines its professional development objectives and outcomes for the year. It is not applicable to respond to the question regarding targeting high need schools in the selection of non-public school participants.

Provide Systemwide Department Chair Training. Year-long workshops on leadership and coaching.

Goals:

- Improve department chair effectiveness and to retain highly effective department chairs in all secondary schools.
- Identify the department chair's role in the development, implementation, and assessment of curricula.
- Focus on content standards, core learning goals, and state and national assessments.
- Identify the department chair's role in collecting, analyzing, and managing departmental data to improve student performance.
- Distinguish between a 10-month and a 12-month department chair's role.

Measurements: The effectiveness of the program is measured by teacher/participant surveys, focus groups, principal surveys about the effectiveness of current department chairs, and department chair retention data for both 10-month and 12-month positions.

Participants for schools with high needs are selected and targeted based upon their proven success rates of the total student population and their various subgroups.

*Activity: To provide professional development training for teachers of Summer School/Evening High School.*

### **Summer School**

Goal: All students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies. To meet the system goal, professional development programs were designed to review academic classroom expectations and provide both support and practice for writing appropriate lesson plans.

Measurable Objectives:

Students enrolled in English 10, Algebra 1, American Government, and Biology will pass the High School Assessments (HSA). Elementary and middle school students will meet or exceed Maryland School Assessment (MSA) standards. During the summer, elementary and middle school students will improve their comprehension levels in reading and mathematics as measured by the Star Assessments. To meet the system objectives, appropriate staff completed fidelity checklists at all elementary and middle school sites during the five-week session.

Targeting high need schools:

Summer school programs are offered in all Title I schools. Extended School Year (ESY) programs are offered for all eligible students countywide. Centralized summer programs are offered to all students who score at the basic level on the Maryland School Assessments (MSA). For 2010 all new Title 1 school teachers were invited to participate in professional development. All ESY teachers were required to attend professional development training. All centralized summer school teachers (representing every high need school in the county) and teaching new programs/HSA programs or programs with new curriculum were required to attend professional development.

### **Evening School**

Goal – Provide information and strategies on discipline and behavior in order that the students in evening and Saturday schools can learn in safe environments that are conducive to learning.

Objective – Obtain authorities in the area of positive behavior and student discipline to present information and strategies to teachers, counselors, and administrators in order that they can implement conducive learning environments at night and on Saturdays.

Goal – Provide curriculum information to instructors in the areas of English, social studies, mathematics, science, and health to improve instruction and student achievement in order that students can obtain credits toward graduation.

Objective – Curriculum office directors, coordinators, and supervisors present curriculum information and instructional strategies to instructors in order that the curriculum is effectively delivered, resulting in student achievement, students being able to receive passing grades, and students receiving a credit toward graduation in order to decrease the dropout rate.

Target – All evening and Saturday high school instructors from the five evening/Saturday programs are required to attend professional development meetings.

**5. In Section 2.2, for each section, what are the specific goals and measurable objectives for these professional development activities? Are the activities open for all teachers or is Baltimore County targeting specific high needs schools? When a speaker or outside consultant is listed, please include the name of the speaker or topic.**

*Activity: To provide teachers, principals, and paraprofessionals with training in differentiating instruction, addressing the learning styles of students with special needs, and collaborative teaming for best inclusive practices.*

### **Special Education**

Data Collection in the Early Childhood Classroom

Goal – Improve child outcomes by supporting classroom teachers to utilize effective and efficient data collection strategies.

Objective – Ninety-five percent of the participants in this session will report an increased knowledge of data collection strategies to be utilized in the classroom.

Activity was open to all early childhood teachers in BCPS.

#### Differentiation for ECLS Kindergarten Teachers

Goal – Improve child outcomes by supporting kindergarten teachers to differentiate instruction utilizing resources included in the new integrated language arts guide for kindergarten.

Objective – Ninety-five percent of the participants in this session will report increased knowledge of differentiation strategies in their kindergarten classrooms.

Activity was open to all kindergarten teachers in BCPS.

#### Early Childhood Assessment

Goal – Improve child outcomes by supporting teachers to implement high quality assessments and evidence-based interventions.

Objective – Ninety-five percent of the participants in this session will report an increased knowledge of early childhood assessment tools and strategies.

Activity was open to all early childhood teachers in BCPS.

#### Linking preschool, prekindergarten, and kindergarten curricula to school readiness through developmentally appropriate instruction

Goal – Improve child outcomes by supporting teachers' implementation of high quality instruction for young children.

Objective – Ninety-five percent of the participants in this session will report an increased understanding of the connections of BCPS curriculum and the Early Childhood Accountability System (ECAS).

Activity was open to all early childhood teachers and kindergarten teachers in BCPS.

#### Assistive Technology

Goal – Participants will develop the ability to edit digital text in the Kurzweil 3000 software program.

Objective – Participants will create useable e-text related to the Baltimore County curriculum.

Goal – Participants will infuse features of the Kurzweil 3000 software program into copyright and teacher-created curriculum.

Objective – Participants will adapt a variety of curriculum materials including, but not limited to: elementary science and language arts, secondary English, and secondary mathematics and science.

Activities are open to all teachers in BCPS.

#### New Special Education Teacher Academy

Goals – To provide professional development on BCPS Office of Special Education guidelines and procedures as it relates to compliance, writing standards-based Individualized Education Program (IEP), and using Tienet, the BCPS' Web-based program.

Objective – Ninety-five percent of the participants in this session will report an increased knowledge of data.

Training is offered to all special education teachers new to BCPS.

#### Library Information Services

Goal – Increase collaboration with colleagues and administrators

Objective – Librarians will be able to build a collaborative workspace, invite colleagues, share documents and resources, and use online tools to collaboratively plan lessons.

Assessment – Performance based – The collaborative workspace will be assessed for each component of the objective.

Goal – Increase librarians’ understanding of the diversity of student learning styles and needs.

Objective – Librarians will be able to use VoiceThread to identify and describe student learning styles and needs.

Assessment – Performance based – The VoiceThread will be assessed for each component of the objective.

Goal – Provide opportunities for librarians to develop the knowledge and skills necessary to design and implement instructional strategies that meet diverse student learning needs.

Objective – Librarians will be able to match at least three digital resources and Web 2.0 tools to each student learning style and need.

Assessment – Performance based – The collaborative workspace will be assessed to see if at least three appropriate digital resources and Web 2.0 tools were identified for each student learning style and need.

Priority for attending the training is being given to low-performing, high-need schools.

*Activity: To provide essential training in effective instruction for students with autism spectrum disorders.*

Goal – Teachers instructing students with Autism Spectrum Disorders (ASD) will be proficient at understanding and implementing evidence based strategies that are effective for students with ASD.

Objectives – Teachers will integrate evidence based instructional strategies into daily instruction. Teachers will successfully include and implement “Best Practice Look Fors” on the BCPS developed Communication and Learning Support Rubric.

The Professional Development activities will be open specifically to teachers of students with ASD.

Outside Consultants from TEACCH: Roger Cox, PhD, Susan Bowell, M.Ed

*Activity: To provide professional development for general and special education teachers and principals in positive behavior support and instructional interventions for at-risk students.*

Student Support Services (Targeted Master Plan Goal - Student Support Team/Positive Behavioral Interventions and Supports/504 Training for Teachers)

Student Support Team Training:

Goal – Student Support Team (SST) chairpersons, resource teachers, and school-based teachers will gain knowledge about the SST/504 process to implement academic and behavioral interventions at the large group, classroom, and individual student levels in their schools.

Measurable Objective(s) –

Evaluation feedback will report increased knowledge of the SST/504 process to implement

academic and behavioral interventions at the large group, classroom, and individual student levels in their schools.

Audience – Systemwide trainings for all schools and school-based trainings for targeted schools that are not making AYP, have suspension rates over 10%, and/or have truancy rates over 6%, including schools that self-refer or are referred by Executive Leadership for trainings.

Positive Behavioral Interventions and Supports (PBIS):

Goal – PBIS coaches, team leaders, and teachers will gain knowledge about the PBIS process to implement behavioral interventions at the schoolwide, classroom, and individual student levels in their schools.

Measurable Objective(s) –

Evaluation feedback will report increased knowledge to facilitate PBIS and implement behavioral interventions at the schoolwide, classroom, and individual student levels in their schools.

Audience – Systemwide trainings for all 73 PBIS schools and school-based trainings for targeted PBIS schools that are not making AYP, have student suspension rates over 10%, and/or have truancy rates over 6%, including schools that self-refer or are referred by Executive Leadership for trainings.

Special Education

Goal – PBIS coaches, team leaders, and teachers will gain knowledge about the PBIS process to implement behavioral interventions at the schoolwide, classroom, and individual student levels in their schools.

Measurable Objective(s) –

Evaluation feedback will report increased knowledge to facilitate PBIS and implement behavioral interventions at the schoolwide, classroom, and individual student levels in their schools.

Audience – Systemwide trainings for all 73 PBIS schools and school-based trainings for targeted PBIS schools that are not making AYP, have student suspension rates over 10%, and/or have truancy rates over 6%.

*NEW Activity: To provide professional development for teachers of world languages to improve classroom practices and student learning.*

The specific goals are to provide world languages teachers with concrete examples of best practices in world languages instruction and enable all teachers to implement these practices in the classroom. (speaking in the target language, teaching vocabulary and grammar in context)

Measurable objectives would be the increased student engagement and expression in the classroom. One activity is to allow teachers to attend the Northeast Conference on Teaching of Foreign Languages to be held in Baltimore, Maryland in 2011. National consultants and experts will present on best practices.

The activities are open to all world languages teachers, especially teachers new to Baltimore County.

*Activity: To provide professional development training on aligning SAT data to instruction, AP course training for teachers, PSAT/SAT prep, training for updated Articulated Instruction Module AVID curriculum.*

Goals:

- Provide high school principals with professional development to continue to move forward in aligning data with instructional skills to improve quality instruction and to improve achievement.
- Increase principals' instructional leadership skills.
- Ensure each high school principal and PSAT/SAT English and mathematics prep teachers are knowledgeable and using available BCPS (Cognos Data Warehouse) and College Board data tools to improve student performance on SAT and AP exams.

Measurable Objectives:

All students will successfully complete Algebra I, biology, English 10, and government and pass the Maryland High School Assessments.

All high schools will meet or exceed the national average of 7.0% participation rate on the Advanced Placement (AP) examinations.

All high schools will have 70.0% of their students who take the Advanced Placement (AP) examinations achieve passing scores.

All high schools will meet or exceed the national average for participation on the SAT.

All high schools will meet or exceed the national average for critical reading, mathematics, and writing scores on the SAT.

Activities are open for all high school principals and PSAT/SAT prep English and mathematics teachers with an expectation that there will be school-based professional development follow up at the schools for all mathematics and English teachers. Also, the activities include small group professional development for underachieving and/or high need high schools.

There is a systemwide committee including staff from the Division of Curriculum and Instruction, the Department of Research, Accountability, and Assessment, and the Department of Professional Development and the high school assistant superintendent, with the Superintendent's Assistant as leader, currently planning the professional development.

**6. In Section 3.1, are all new teachers required to participate in the induction and mentoring program? What are the specific goals and measurable objectives? How is the effectiveness of the program being measured?**

*Activity: To provide an intensive orientation and year-long induction and mentoring program for new teachers in curriculum, instruction, assessment, and management.*

New teachers are encouraged to participate in induction and mentoring activities but

participation is not required. Participants will be required as BCPS works with MSDE through the induction program academies.

Goals – To improve new teacher effectiveness and to retain effective new teachers.

Objective – Identify the curriculum outcomes students are expected to master during the school year.

Plan differentiated instruction designed to meet student learning needs.

Design classroom (formative) assessments aligned to curriculum outcomes.

Use data from classroom, short-cycle, and benchmark assessments to modify instruction and improve student learning. Implement classroom management strategies that prevent classroom disruption, increase student engagement, and ensure student safety and well being.

The effectiveness of the program is measured by the Teacher Survey, Mentor Surveys, Principal Surveys, Retention Data, and Appraisal Data.

**7. In Section 3.2, what are the specific goals and measurable objectives? If they are attending conferences, which ones will they be attending and how will the participants be selected? Will priority be given to low performing or high need schools?**

*Activity: To provide teachers with professional development programs that focus on using technology to enhance instruction.*

#### Library Information Services

The professional development is focused on helping librarians achieve the following standards, outcomes, and indicators from the Maryland Teacher Technology Standards:

#### II. Communication

- A. Use technology effectively and appropriately to interact electronically.
  - 1. Use telecommunications to collaborate with peers, parents/guardians, colleagues, administrators, and experts in the field.
- B. Use technology to communicate information in a variety of formats.
  - 1. Select appropriate technologies for a particular communication goal.
  - 2. Use productivity tools to publish information.
  - 3. Use multiple digital sources to communicate information online.

#### Measurable Objectives:

By the end of the professional development session, participants will be able to cite at least two significant differences between wikis and blogs.

Based on individual analysis, participants select the appropriate technology to communicate information online and increase collaboration between home and school.

With the assistance of the presenter, participants customize the wiki template and invite users (staff, parents/guardians, and students) to collaborate on the construction of new knowledge.

Priority is given to librarians at low performing, high-need schools.

#### Elementary Social Studies

Goal – Using technology to enhance student engagement and achievement in elementary social studies.

Measurable Outcomes – Teachers will use technology during elementary social studies instruction to promote 21st century learning.

Students will use technology to explore concepts in, collaborate on projects in, and communicate about elementary social studies.

PD offerings under this activity will follow from the “Teaching the Nintendo Generation” professional study day activity. Although teachers in other schools can participate in PD activities if space allows, first preference will be given to teachers from the 37 schools that participated in this PD session. Of these 37 schools, 15 receive Title I funding and 3 have been identified as priority schools based on 2010 AYP status.

#### **8. Allowable Activities – Please list your indirect costs.**

\$160,992 BCPS Administrative Costs.

#### **9. The Budget Narrative and C-125 do not match up for two items:**

- **Under Contract Services for Instructional Staff Development the narrative adds up to \$537,824 but the C-125 requests \$536,699 (\$1,125 over).**
- **Under Supplies and Material for Instructional Staff Development the narrative adds up to \$113,936 but the C-125 requests \$115,051 (\$1,115 under).**

Changes made:

- Cell A38 description was changed from “Instructional Staff Development Contracted Services” to “Instructional Staff Development Supplies”.
- Cell B38 description was changed from “Contracted Services” to “Supplies”.
- No corrections were needed on the C-125.



## Attachment 10



### Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement

**ATTACHMENT 10 TITLE III, PART A  
ENGLISH LANGUAGE ACQUISITION, LANGUAGE  
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

**Local School System: Baltimore County Public Schools**

**Fiscal Year 2011**

***SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.***

**A. REQUIRED ACTIVITIES [Section 3115 (c)]: For all required activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, (d) the amount of funding for services to public and nonpublic students and teachers, and (e) any revision to the plan as part of this annual update (including page numbers). Use separate pages as necessary for descriptions.**

<b>1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115 (c)(1)]</b>			
<b>Authorized Activities</b>	<b>Descriptions a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers)</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
1.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].	N/A		
1.2 Improving the instruction program for ELL children by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].	a) To prepare secondary students with limited math skills due to interrupted or substandard education for the HSA Algebra I, purchase supplemental mathematics intervention materials developed for ELL to support secondary students enrolled in mainstream mathematics courses. b) 7/10 – 6/11 c) Continue to develop and revise curricula for secondary English language learners with a focus on English/writing, reading, mathematics, and American Government. d) To purchase instructional materials for ELL upon consultation with nonpublic schools.	\$10,000	\$ 9,250
1.3 Providing intensified instruction for ELL children [section 3115(d)(3)(B)].	N/A		
1.4 Improving the English proficiency and academic achievement of ELL children [section 3115(d)(5)].	N/A		

**TITLE III, PART A  
ENGLISH LANGUAGE ACQUISITION, LANGUAGE  
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

**Local School System: Baltimore County Public Schools**

**Fiscal Year 2011**

**A. REQUIRED ACTIVITIES [Section 3115(c)] continued**

<b>2. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. [section 3115(c)(2)]</b>			
<b>Authorized Activities</b>	<b>Descriptions</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
<p><b>Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. Also, high quality professional development shall apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher or the teacher's supervisor based on an assessment of needs of the teacher, supervisor, the students of the teacher, and any school system employing the teacher [section 3115(c)(2)(D)].</b></p>	<p>a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers)</p>		
<p>2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].</p>	<p>a) Provide ongoing scientifically-based, high quality professional development to increase the knowledge and teaching skills of ESOL personnel. The professional development will provide instructional strategies to teachers for enhancing the achievement of ELL in the mainstream classroom. Participants will include content area teachers, principals, administrators, and other school or community-based personnel. b) 7/10 – 6/11 c) Continue to provide professional development for ESOL teachers in collaboration with resource personnel from English, language arts, science, mathematics, and social studies to align ESOL instruction with best practices to support the achievement of English language learners on MSA and HSA. Continue to provide professional development for administrators and teachers, speech language pathologists, school-based clericals, and paraeducators on second language acquisition and cross-cultural and differentiation strategies.</p>	\$14,420	
<p>2.2. Providing for professional development designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for ELL children [section 3115(c)(2)(B)].</p>	N/A		

<p>2.3 Providing for professional development to substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers [section 3115(c)(2)(C)].</p>	<p>a) Ten teachers and two central office personnel will attend the International Teachers of English to Speakers of Other Languages (TESOL) Conference in New Orleans, LA. Attendees will share information from the conference with ESOL teachers, classroom teachers, and school-based administrators during systemwide and local school meetings. Application of this new information will be monitored through field observations by staff from the Office of World Languages.</p> <p>b) 3/11</p> <p>c) Continue to provide professional development for administrators and teachers on second language acquisition and cross-cultural and differentiation strategies.</p>	<p>\$17,988</p>	
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**ATTACHMENT 10 TITLE III, PART A  
ENGLISH LANGUAGE ACQUISITION, LANGUAGE  
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

**Local School System: Baltimore County Public Schools**

**Fiscal Year 2011**

***SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.***

**B. ALLOWABLE ACTIVITIES [Section 3115(d)]: An eligible entity receiving funds under section 3114 (a) may use the funds to achieve one or more of the following activities:**

<b>3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)]</b>			
<b>Authorized Activities</b>	<b>Descriptions a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers)</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].	a) Fund one ELL support liaison (1.0 FTE) to provide services targeted for ELL who need additional vocational educational support and assistance in the development of a post-secondary plan for transitioning from school to career. Develop and provide mentoring, academic, or career counseling services to ELL and families. Fund a part-time bilingual speech language pathologist trained in distinguishing between developmental problems and the language acquisition process to provide services to families of ELL and the schools. b) 7/10 – 6/11 c) Continue to provide services for newcomer families at intake conferences in ESOL intake centers, including regional locations. Facilitate access to appropriate educational and community resources for immigrant families.	\$131,606	
3.2 Providing programs to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].	a) Continue to develop a support program for ESOL students/families to enhance and expand ESOL advocacy services by providing 4.8 FTE bilingual ESOL family/school liaisons and a 0.5 FTE ESOL traveling teacher. The ESOL family/school liaisons will provide support to families and will facilitate a home/school connection for ESOL students. The ESOL traveling teacher will provide high quality supplemental language instruction to	\$468,614	

	<p>students identified as gifted and talented, at risk, in specialized magnet programs, and/or with special needs.</p> <p>Fund additional interpreter services for ESOL parents/guardians and students to foster greater home/school communication.</p> <p>b) 7/10 – 6/11</p> <p>c) Facilitate access to appropriate educational and community resources for immigrant families; provide professional development opportunities on cross-cultural and differentiated strategies for all staff; provide parent/guardian orientations on how to access services from the school system; facilitate interpretation and translation services for parents/guardians and families who speak a language other than English to strengthen communication among homes, schools, and the community.</p>		
<b>4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(2)(3)]</b>			
4.1 Providing tutorials and academic and vocational education for ELL children [section 3115(d) (3) (A)].	<p>a) Develop and provide supplemental tutorial services for an after-school program targeting academically at risk ELL needing support in areas such as English, mathematics, and science.</p> <p>b) 7/10 – 6/11</p> <p>c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which include differentiated curriculum for English language learners, honors students, and students enrolled in special education and gifted and talented programs.</p>	\$6,111	
4.2 Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].	<p>a) Increase rigor and incorporate technology into elementary ESOL instruction delivered by itinerant elementary ESOL teachers by providing the teachers with laptop computers.</p> <p>b) 7/10 – 6/11</p> <p>c) Provide uniform access to instructional enhancements, including electronic networks, curricula-embedded technology, and other programming to support ESOL instruction on the elementary level for low incidence ELL population elementary schools.</p>	\$6,200	
4.3 Providing for access to, and participation in electronic networks for materials, training, and communication [section 3115(d)(7)(B)].	<p>a) Increase communication between school and home and expedite the recording and collection of data by providing laptops with foreign language characters for the bilingual family/school liaisons.</p> <p>b) 7/10 – 6/11</p> <p>c) Facilitate interpretation and translation services for parents/guardians and families who speak a language other than English to strengthen communication among homes, schools, and the community.</p>	\$9,000	
4.4 Incorporation of educational technology and electronic networks into curricula and programs [section 3115(d)(7)(C)].	N/A		
4.5 Developing and implementing elementary or secondary school language instruction educational programs that are coordinated with other relevant programs and services	<p>a) Provide transportation for ELL to participate in after-school tutoring or intervention programs at local schools.</p> <p>b) 7/10 – 6/11</p>	\$3,000	

[section 3115(d)(4)].	c) Facilitate access to appropriate educational and community resources for immigrant families.		
<b>5. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>No Child Left Behind</i>. (Specify and describe below.) [section 3115(d)(8)]:</b>			
5.1 Carrying out other activities that are consistent with the purposes of this section [section 3115(d)(8)].	N/A	<b>Public School Costs</b>	<b>Nonpublic Costs</b>

**ATTACHMENT 10 TITLE III, PART A**  
**ENGLISH LANGUAGE ACQUISITION, LANGUAGE**  
**ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

<b>Local School System: <u>Baltimore County Public Schools</u></b>	<b>Fiscal Year 2011</b>
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**C. ADMINISTRATIVE EXPENSES [section 3115(b)]:** Each eligible entity receiving funds under section 3114(a) for a fiscal year may not use more than 2% for the cost of administering this subpart.

<b>6. Administrative Expenses</b>		<b>Public School Costs</b>	<b>Nonpublic Costs</b>
6.1 Each eligible entity receiving funds under section 3114 (a) for a fiscal year may use not more than 2 percent of such funds for the cost of administering this subpart [section 3115(b)].	Allowable administrative costs not more than 2%	\$13,524	
<b>TOTAL ELL TITLE III-A (FUNDING) AMOUNT</b>		\$689,713	



**ATTACHMENT 10 TITLE III, PART A  
ENGLISH LANGUAGE ACQUISITION, LANGUAGE  
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

**Local School System: Baltimore County Public Schools**

**Fiscal Year 2011**

***SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.***

**D. IMMIGRANT ACTIVITIES [section 3115(e)]: Activities by agencies experiencing substantial increases in immigrant children and youth.**

<b>1. An eligible entity receiving funds under section 3114 (d) (1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth. [section (e)(1)]</b>			
<b>Authorized Activities</b>	<b>Descriptions a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d) services to non public schools e) any revision to the plan as part of this annual update (including page numbers)</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
1.1 Providing for family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children [section 3115(e) (1) (A)].	a) Develop and distribute a multi-lingual video in order to introduce parents/guardians to the school system, the community, and available resources. b) 7/10 – 6/11 c) Continue school-based and regional bilingual parent/guardian information sessions for families; provide parent/guardian orientations on how to access services from the school.	\$5,689	
1.2 Supporting personnel including teacher aides who have been specifically trained or are being trained to provide services to immigrant children and youth [section 3115(e) (1) (B)].	a) Train interpreters to interpret at school and community activities for non-English speaking families. b) 7/10 – 6/11 c) Continue to recruit and train interpreters/translators. d) Provide instructional materials and/or services upon consultation with nonpublic schools.	\$5,240	
1.3 Providing tutorials mentoring and academic or career counseling for immigrant children and youth [section 3115(e) (1) (C)].	N/A		
1.4 Identifying and acquiring curricular materials, educational software, and technologies to be used carried out with these funds [section 3115(e) (1) (D)].	a) Purchase and use portable transmitters with headsets in order to interpret multiple languages at school and community events. b) 7/10 – 6/11 c) Continue school-based and regional bilingual parent/guardian information sessions for families; continue to recruit and train interpreters.	\$38,875	\$700
1.5 Providing basic instructional services that are directly attributable to the presence in the school district of immigrant children and youth, including the payment of costs of providing additional classroom supplies,	N/A		

cost of transportation, or such other costs [section 3115(e) (1) (E)].			
1.6 Providing other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the USA, such as programs of introduction to the educational system and civics education [section 3115(e) (1) (F)].	N/A		
1.7 Providing activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services [section 3115(e) (1) (G)].	N/A		
<b>2. Administrative Expenses</b>		<b>Public School Costs</b>	<b>Nonpublic Costs</b>
2. 1 Each eligible entity receiving funds under section 3114(a) for a fiscal year may use not more than 2 percent of such funds for the cost of administering this subpart [section 3115(b)].	Allowable administrative costs not more than 2%	N/A	
<b>TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT</b>		\$50,504	

**B. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]:**

- 1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 9 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title III-A services.**

- 2. Describe the school system's process for providing equitable participation to students in private schools:**

- a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title III-A services;**

All nonpublic schools in the BCPS service area were invited to one of two federal programs meetings held on February 17, 2010, and March 15, 2010, to review the allowable activities and the process for accessing benefits and services from the grant. If a nonpublic school did not respond to the invitation, a follow-up letter and intent form were mailed requesting their completion and return.

- b) The basis for determining the needs of private school children and teachers;**

Interested schools contacted the Office of World Languages in order to have students tested with the state mandated LAS Links placement test for English language proficiency. Based on the number of eligible students, schools received a preliminary allotment of \$185 per student from the ELL Title III-A funding and \$14 per student from the Immigrant Title III-A funding. Students are tested annually in order to determine eligibility.

- c) How services, location of services, and grade levels or areas of services were decided and agreed upon;**

Students who were tested and met the same eligibility requirements as BCPS students were designated as English language learners. Funding per student was based on the calculation used to determine per pupil expenditure for BCPS English language learners. A designated representative from the nonpublic school consulted with the Office of World Languages to determine how the needs of the students and teachers would be addressed. Services included materials, professional development, and the opportunity for students to receive direct services at their BCPS home school or in their nonpublic school. All BCPS students in grades K – 12 who were eligible for ESOL may have received services; the same applied to K – 12 eligible students in nonpublic schools.

- d) The differences, if any, between the Title III-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title III-A services the district provides to the public school children.)**

Any differences in services would be based on the preferences of the nonpublic schools.

- 3. ATTACH WRITTEN AFFIRMATION (meeting dates, agenda, sign-in sheets, letters/ forms,) for the school year 2009-2010 signed by officials at each participating nonpublic school and/or their designee that consultation regarding Title III services has occurred. DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 10.**

**ATTACHMENT 10 TITLE III, PART A**  
**ENGLISH LANGUAGE ACQUISITION, LANGUAGE**  
**ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

**Local School System: Baltimore County Public Schools**

**Fiscal Year 2011**

**B. BUDGET INFORMATION AND NARRATIVE**

1. Provide a detailed budget on the *MSDE Proposed Title III-A Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Part C, Allowable Activities*. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).
2. Provide a detailed budget narrative using the attached “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp. 11-13 of this guidance document). The accompanying budget narrative should (a) detail how the school system will use Title III-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title III-A program and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

**C. ATTACHMENTS 4-A & B, 5-A & B, and 6-A & B**

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Attachment 7: Affirmation of Consultation (with nonpublic schools) documentation

<b>Budget Narrative</b>					
<b>Title III, Part A</b>					
<b>Fiscal Year 2011</b>					
<b>Category/Object</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In-Kind</b>	<b>Total</b>
Instruction/Special Programs Transfers	Nonpublic	50 students x \$185 per student	\$9,250		\$9,250
	Activity 1.2				
Instruction/Special Programs Supplies & Materials	Math Intervention Materials	5 centers x \$2,000 per center	\$10,000		\$10,000
	Activity 1.2				
<b>Total Activity 1.2</b>			<b>\$19,250</b>		<b>\$19,250</b>
Instructional Staff Development Supplies & Materials	Professional development instructional materials, printing, books, and supplies	Materials and supplies: \$1,500; printing costs: \$2,500; professional development texts: \$2,060; software: \$1,000	\$7,060		\$7,060
	Activity 2.1				
Instructional Staff Development Contractual Services	Location and meals	60 teachers x \$15 x 3 meetings	\$2,700		\$2,700
	Activity 2.1				
Instruction/Staff Development/Salaries & Wages	40 secondary teachers for a professional development workshop	20 substitute teachers @ \$84.58 @ day x 2 days	\$3,383		\$3,383
	Activity 2.1				
Fixed Charges	FICA	7.65% x \$3,383	\$259		\$259
	Activity 2.1				
Fixed Charges	W/C	0.52% x \$3,383	\$18		\$18
	Activity 2.1				
Instructional Staff Development Contractual Services	Location and meals	20 teachers x \$25 x 2 days	\$1,000		\$1,000
	Activity 2.1				
<b>Total Activity 2.1</b>			<b>\$14,420</b>		<b>\$14,420</b>
Administration/Central Support Other Charges	2 central office staff attending TESOL conference - registration	\$315 registration (per person) x 2	\$630		\$630
	Activity 2.3				
Administration/Central Support Other Charges	2 central office staff attending TESOL conference - lodging	\$250 per night x 1 rooms x 4 nights	\$1,000		\$1,000
	Activity 2.3				
Admin/Central Supp Other Charges	2 central office staff attend TESOL conference in New Orleans - per diem	\$71 per day x 4 days x 2 people	\$568		\$568
	Activity 2.3				
Administration/Central Support Other Charges	2 central office staff attending TESOL conference - travel	\$300 per flight x 2 people plus ground travel	\$800		\$800
	Activity 2.3				
Instructional Staff Development Other Charges	10 teachers attend TESOL conference - registration	\$315 registration (per person) x 10	\$3,150		\$3,150
	Activity 2.3				
Instructional Staff Development Other Charges	10 teachers attending TESOL conference - lodging	\$250 per night x 5 rooms x 4 nights	\$5,000		\$5,000
	Activity 2.3				

Budget Narrative					
Title III, Part A					
Fiscal Year 2011					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Other Charges	10 teachers attend TESOL conference in New Orleans- per diem	\$71 x 10 people x 4 days	\$2,840		\$2,840
	Activity 2.3				
Instructional Staff Development Other Charges	10 teachers attending TESOL conference - travel	\$300 per flight x 10 people plus ground travel	\$4,000		\$4,000
	Activity 2.3				
<b>Total Activity 2.3</b>			<b>\$17,988</b>		<b>\$17,988</b>
Instruction/Special Programs Salaries & Wages	1 ELL support liaison	1.0 FTE	\$57,663		\$57,663
	Activity 3.1				
Fixed Charges	FICA	7.65% x \$57,663	\$4,411		\$4,411
	Activity 3.1				
Fixed Charges	W/C	0.52% x \$57,663	\$300		\$300
	Activity 3.1				
Fixed Charges	Retirement	14.34% x \$57,663	\$8,269		\$8,269
	Activity 3.1				
Fixed Charges	Health	1.0 FTE	\$10,622		\$10,622
	Activity 3.1				
Instruction/Special Programs Salaries & Wages	0.5 bilingual speech language pathologist	0.5 FTE	\$35,838		\$35,838
	Activity 3.1				
Fixed Charges	FICA	7.65% x \$35,838	\$2,742		\$2,742
	Activity 3.1				
Fixed Charges	W/C	0.52% x \$35,838	\$186		\$186
	Activity 3.1				
Fixed Charges	Retirement	14.34% x \$35,838	\$5,139		\$5,139
	Activity 3.1				
Fixed Charges	Health	0.5 FTE x \$10,622	\$5,311		\$5,311
	Activity 3.1				
Instruction/Special Programs Salaries & Wages	Extended year employment	3 days @ \$375 per day	\$1,125		\$1,125
	Activity 3.1				
<b>Total Activity 3.1</b>			<b>\$131,606</b>		<b>\$131,606</b>
Instruction/Special Programs Salaries & Wages	ESOL family/ school liaisons	4.8 FTE	\$279,144		\$279,144
	Activity 3.2				
Fixed Charges	FICA	7.65% x \$279,144	\$21,355		\$21,355
	Activity 3.2				
Fixed Charges	W/C	0.52% x \$279,144	\$1,452		\$1,452
	Activity 3.2				
Fixed Charges	Retirement	14.34% x \$279,144	\$40,030		\$40,030
	Activity 3.2				
Fixed Charges	Health	4.8 FTE x \$10,622	\$50,986		\$50,986
	Activity 3.2				
Instruction/Special Programs Salaries & Wages	Extended year employment	32 days x daily rate	\$9,838		\$9,838

Budget Narrative					
Title III, Part A					
Fiscal Year 2011					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
	Activity 3.2				
Instruction/Special Programs Salaries & Wages	Itinerant ESOL teacher for special populations	0.5 FTE	\$27,998		\$27,998
	Activity 3.2				
Fixed Charges	FICA	7.65% x \$27,998	\$2,142		\$2,142
	Activity 3.2				
Fixed Charges	W/C	0.52% x \$27,998	\$146		\$146
	Activity 3.2				
Fixed Charges	Retirement	14.34% x \$27,998	\$4,015		\$4,015
	Activity 3.2				
Fixed Charges	Health	0.5 FTE	\$5,311		\$5,311
	Activity 3.2				
Instruction/Special Programs Salaries & Wages	Interpreters	\$32.29 per hour x 750 hours	\$24,218		\$24,218
	Activity 3.2				
Fixed Charges	FICA	7.65% x \$24,218	\$1,853		\$1,853
	Activity 3.2				
Fixed Charges	W/C	0.52% x \$24,218	\$126		\$126
	Activity 3.2				
<b>Total Activity 3.2</b>			<b>\$468,614</b>		<b>\$468,614</b>
Instruction/Special Programs Salaries & Wages	ESOL tutors	\$28.25 per hour x 200 hours	\$5,650		\$5,650
	Activity 4.1				
Fixed Charges	FICA	7.65% x \$5,650	\$432		\$432
	Activity 4.1				
Fixed Charges	W/C	0.52% x \$5,650	\$29		\$29
	Activity 4.1				
<b>Total Activity 4.1</b>			<b>\$6,111</b>		<b>\$6,111</b>
Instruction/Special Programs Technology	Computers	10 x \$620	\$6,200		\$6,200
	Activity 4.2				
<b>Total Activity 4.2</b>			<b>\$6,200</b>		<b>\$6,200</b>
Technology	Computers and language software	6 x \$1,500	\$9,000		\$9,000
	Activity 4.3				
<b>Total Activity 4.3</b>			<b>\$9,000</b>		<b>\$9,000</b>
Transportation	Bus	\$60 per trip x 50 trips	\$3,000		\$3,000
	Activity 4.5				
<b>Total Activity 4.5</b>			<b>\$3,000</b>		<b>\$3,000</b>
Administration Business Support Services/Transfers	Indirect Costs	2% of total	\$13,524		\$13,524
	Activity 5.1				
<b>Total Activity 5.1</b>			<b>\$13,524</b>		<b>\$13,524</b>
<b>TOTAL</b>			<b>\$689,713</b>		<b>\$689,713</b>

Budget Narrative					
Title III, Part A					
Fiscal Year 2011					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
<b>IMMIGRANT ACTIVITIES</b>					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Parent Outreach Salaries and Wages	Bilingual family/school liaisons	\$220.39 per day x 10 days	\$2,204		\$2,204
	Activity 1.1				
Fixed Charges	FICA	7.65% x \$2,204	\$169		\$169
	Activity 1.1				
Fixed Charges	W/C	0.52% x \$2,204	\$11		\$11
	Activity 1.1				
Salaries and Wages	Interpreters	\$32.29 per hour x 25 hours	\$807		\$807
	Activity 1.1				
Fixed Charges	FICA	7.65% x \$807	\$62		\$62
	Activity 1.1				
Fixed Charges	W/C	0.52% x \$807	\$4		\$4
	Activity 1.1				
Parent Outreach Supplies	DVDs and cases	1,000 DVD x \$.25 1,000 cases x \$.27 printing and supplies \$1,912	\$2,432		\$2,432
	Activity 1.1				
<b>Total Activity 1.1</b>			<b>\$5,689</b>		<b>\$5,689</b>
Supporting Personnel Wages and Salaries	Interpreters	\$32.29 per hour x 150 hours	\$4,844		\$4,844
	Activity 1.2				
Fixed charges	FICA	7.65% x \$4,844	\$371		\$371
	Activity 1.2				
Fixed charges	W/C	0.52% x \$4,844	\$25		\$25
	Activity 1.2				
<b>Total Activity 1.2</b>			<b>\$5,240</b>		<b>\$5,240</b>
Educational Software and Technologies	Nonpublic	50 students x \$14 per student	\$700		\$700
	Activity 1.4				
Educational Software and Technologies	Portable transmitter with headset receivers	5 sets x \$7,775 per set	\$38,875		\$38,875
	Activity 1.4				
<b>Total Activity 1.4</b>			<b>\$39,575</b>		<b>\$39,575</b>
<b>TOTAL</b>			<b>\$50,504</b>		<b>\$50,504</b>



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

ORIGINAL GRANT BUDGET	\$689,713	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	English Language Acquisition	GRANT RECIPIENT NAME	Baltimore County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	3350-054-XXXX		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME			
FUND SOURCE CODE	6949	GRANT PERIOD	7/1/2010	6/30/2012	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						13,524.00	13,524.00
Prog. 23 Centralized Support				2,998.00			2,998.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	441,474.00		25,200.00				466,674.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						9,250.00	9,250.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	3,383.00	3,700.00	7,060.00	14,990.00			29,133.00
10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>		3,000.00					3,000.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				165134			165,134.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	<b>444,857.00</b>	<b>6,700.00</b>	<b>32,260.00</b>	<b>183,122.00</b>	<b>0.00</b>	<b>22,774.00</b>	<b>689,713.00</b>

Finance Official Approval Kathleen Courtney

Name

Signature

Date

410-887-4345 x340

Telephone #

Supt./Agency Head Approval Joe A. Hairston

Name

Signature

Date

410-887-4281

Telephone #

MSDE Grant Manager Approval \_\_\_\_\_

Name

Signature

Date

Telephone #

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

ORIGINAL GRANT BUDGET	\$50,504	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	English Language Acquisition - Immigrant	GRANT RECIPIENT NAME	Baltimore County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	3350-054-XXXX		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME			
FUND SOURCE CODE	6949	GRANT PERIOD	7/1/2010	6/30/2012	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	7,855.00		41,307.00				49,162.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						700.00	700.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				642			642.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	7,855.00	0.00	41,307.00	642.00	0.00	700.00	50,504.00

Finance Official Approval	Kathleen Courtney	<i>Kathleen Courtney</i>	7/27/10	410-887-4345 x340
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Joe A. Hairston	<i>Joe A. Hairston</i>	8/10/10	410-887-4281
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

December 17, 2009

Dear Head Administrator or Principal:

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Baltimore County Public Schools will hold its annual federal and state grant program meeting for private schools on Wednesday, February 10, 2010 from 9:00 am to 12:00 pm. The meeting will be held at:

Crowne Plaza  
2004 Greenspring Drive  
Timonium, MD 21093

At this meeting, you will learn more about the various BCPS federal and state grant programs that serve private institutions. This information will allow you to provide feedback on the needs of your school and determine if you wish to participate in any of the programs offered.

If winter weather causes BCPS schools to operate on a *delayed* schedule, the meeting will be held as scheduled. However if weather causes schools to *close*, the meeting will be held at the same time and place on Wednesday, February 17, 2010.

If you cannot attend the meeting, please feel free to send a representative on your behalf. The enclosed form has been provided for you to register your attendance.

If you have any questions, please contact the Accounting and Financial Reporting Office at 410-887-4345 ext. 320 or at [ahandy@bcps.org](mailto:ahandy@bcps.org).

Sincerely,

Anthony Handy  
Accountant II

Enclosure

**Registration for Baltimore County Public Schools  
State and Federal Grant Programs  
For Private Schools Meeting**

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Please complete the information below and return the form to Anthony Handy at:

**Baltimore County Public Schools  
Office of Accounting and Financial Reporting  
c/o Anthony Handy  
1940-G Greenspring Drive  
Timonium, MD 21093**

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**Or fax to:  
410-252-6079**

\_\_\_\_\_ Either I or a representative will attend the state and federal grant programs meeting. The total number of attendees from my school will be \_\_\_\_\_.

\_\_\_\_\_ I am unable to attend the state and federal grant programs meeting. However, my school plans to participate in the following programs during the 2010-2011 school year:

\_\_\_\_\_ Title I, Part A – Supplemental program for academically low-achieving students in schools with high concentrations of low-income students.

\_\_\_\_\_ Title II, Part A - Preparing, Training, and Recruiting High Quality Teachers and Principals

\_\_\_\_\_ Title II, Part D – Enhancing Education through Technology

\_\_\_\_\_ Title III, Part A – English Language Acquisition

\_\_\_\_\_ Title IV, Part A – Safe and Drug Free Schools and Communities

\_\_\_\_\_ Title V, Part A – Innovative Programs

\_\_\_\_\_ Other grants that BCPS may apply for during the course of the school year.

\_\_\_\_\_ My school **declines participation** in all state and federal grant programs for the **2010-2011** school year.

Name of School: \_\_\_\_\_

Address: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Fax Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

\_\_\_\_\_  
Principal or Head Administrator's Signature

\_\_\_\_\_  
Date

# BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent

6901 Charles Street Towson, Maryland 21204-3711

## \*\*\*\*\*IMPORTANT NEW INFORMATION\*\*\*\*\*

**TO:** Private School Head Administrators or Principals

**FROM:** Angela Euculano-Leigh, Supervisor  
Mandatory Programs and Equitable Services, Office of Title I  
Roe Davis, Grants Compliance Specialist

**RE:** Rescheduled Meeting

**DATE:** February 8, 2010

Baltimore County Public Schools' Federal and State Grant Programs Meeting for Private Schools has been rescheduled to **Wednesday, February 17, 2010, 9:00 a.m. – 12:00 p.m.**

### \*\*\*\*Please note new location\*\*\*\*

Baltimore Marriott Hunt Valley Inn  
245 Shawan Road  
Hunt Valley, MD 21031

We apologize for any inconvenience that this may cause. If you have any questions or need additional information, please don't hesitate to contact Roe Davis, 410-887-4345, x382.

Thank you and hope to see you on the 17<sup>th</sup>.

**Baltimore County Public Schools  
Federal and State Grant Programs for Private Schools**

**February 17, 2010  
9:00a.m. – 12:00p.m.**

**Meeting Agenda**

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<b>9:00 – 9:30</b>	<b>Continental Breakfast</b>
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<b>9:30 – 10:00</b>	<b>Welcome and Overview</b>	<b>Angela Euculano-Leigh Roe Davis</b>
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<b>10:00 – 10:15</b>	<b>Title I, Part A</b>	<b>Katie Filling Carol Ann Ruth</b>
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<b>10:15 – 10:30</b>	<b>Title II, Part A</b>	<b>Jeanne Imbriale Kim Spahn</b>
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<b>10:30 – 10:45</b>	<b>Title II, Part D</b>	<b>Thea Jones Nadine Noon</b>
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<b>10:45 – 11:00</b>	<b>Title III, Part A</b>	<b>Peggy Johnson Judy Opfer</b>
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<b>11:00 – 11:15</b>	<b>Title IV, Part A</b>	<b>Glenda Myrick</b>
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<b>11:15 – 11:30</b>	<b>Q&amp;A</b>
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<b>11:30 – 11:45</b>	<b>Intent to Participate &amp; Evaluation</b>
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<b>12:00</b>	<b>Adjournment</b>
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# Federal and State Grant Programs Meeting for Private Schools

February 17, 2010  
9:00a.m.-12:00p.m.

Last Name	First Name	Title	Name of School	Signature
Buth	Carol Ann	Resource Teacher	Title I	Carol Ann Buth
Evolution-Kish	Angela	Supervisor	Title I	Al M. S. - 1st
Myrick	Glenda	Coordinator	Safe & Drug-Free Schools	Glenda Myrick
Thagerson	JAMES	Grant Acft	BCPS	James Thagerson
Courtney	Kathy	Grant Acft	BCPS	K. Courtney
FELDER	Carmel	Coordinator	BAIS YAAKOV	Carmel Felder
Fondelheit	Rab	Administrative	Redeemer Classical	R. Fondelheit
Fatzinger	A. Saver	Doc/Asst.	Safa's Dream Free Sch	A. Saver-Fatzinger
Zamind	Gay	Secretary	W. D. Fatzinger	Gay Zamind
Brown	David	Dir. of Education	Good Shepherd School	David B. Brown
Life	Sandra	Dir of DEV.	Good Shepherd Chr	Sandra Life
Kennedy	Sharon	Gov. Govt + Public Funding	Immaculate Conception L. Kennedy	Sharon Kennedy
Deborah	Wilson	Title # A		Deborah Wilson
Spahn	Kim	Title, II A		Kim Spahn
Murray	Antoinette	Administrative	Colonial Christian Acad	Antoinette Murray

# Federal and State Grant Programs Meeting for Private Schools

February 17, 2010  
9:00a.m.-12:00p.m.

Last Name	First Name	Title	Name of School	Signature
Slafkosky	Kit	Admin Asst	St. Paul's School	Kit Slafkosky
Duff	Carole	Curriculum Tech	NDD	Carole Duff
Schraeder	Stephen	Principal	St. Paul's Lutheran <sup>Kingwood</sup>	Stephen Schraeder
Reisberg	Pauline	Director	Ward's Chapel Preschool	Pauline W. Reisberg
Imbriale	Jeanne	Coordinator	BCPS	Jeanne Imbriale
Callanan	Sandra	Grants Specialist	St. Joseph-Cockeysville	Sandra Callanan
Phillips	Colonia	Carl Vert Hall		
Rogers	Julie	Asst Director	Archdiocese of Baltimore	Julie Rogers
Rosenberg	Judy	Grants Specialist	Bqis Vgaki	Judy Rosenberg
Clark	Lawrence	Bus Mgr	Mt de Sales Acad	Lawrence Clark



# Federal and State Grant Programs Meeting for Private Schools

February 17, 2010  
9:00a.m.-12:00p.m.

Last Name	First Name	Title	Name of School	Signature
Neon	NADINE	Adm Secy	OIT	Nadine Neon
GOLUB	NANCY	Grant Acct	BAPS	Nancy Golub
KATZ	MARKE	Education Director	Trach Institute	Margo Katz
ABPLANALP	LYNN	DIRECTOR	TRINITY CHURCH DAY SCHOOL	Lynn Abplanalp
SANDERS	YITZCHOK	ASSISTANT PRINCIPAL	BAIS YAAKOV ELEMENTARY	Yitzchok Sanders
JONES	THEA	SUPERVISOR	Instructional Tech	Thea Jones
Filling	Katie	Resource Teacher	Title I	Katie Filling
belz	Larry	Principal	Immaculate Heart of Mary	Larry Belz

**Baltimore County Public Schools'**  
**Federal/State Programs Intent to Participate Form**  
**2010 – 2011 School Year**

School Name	Administrator's Name (Please Print)
Street Address	City, State, Zip
Email Address	Signature <span style="float: right;">Date</span>

Please indicate the number of instructional staff (teachers & paraprofessionals/instructional assistants) in your building for the 2009-2010 school year.

**Directions:** Please place a check next to all programs in which your school is interested in participating during the 2010 – 2011 school year.

	<b>Title I, Part A – Improving the Academic Achievement of the Disadvantaged</b> Supplemental program for academically low-achieving students who reside in participating Title I schools attendance areas. Please note: this information was collected for the 2010 – 20011 school year during the Fall of 2009. If your school did not return the Income Survey and Intent form, please contact Katie Filling at 410-887-3487.
	<b>Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals</b>
	<b>Title II, Part D – Enhancing Education through Technology</b>
	<b>Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students</b>
	<b>Title IV, Part A - Safe and Drug Free Schools and Communities</b>
	<b>Please check here if you are interested in being contacted when Baltimore County Public Schools applies for other grants that require involvement of private schools.</b>

**Please return by March 19, 2010**  
 BCPS - Office of Accounting  
 c/o Anthony Handy  
 1940-G Greenspring Drive  
 Timonium, MD 21093  
 Fax: 410-252-6079

# BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent

6901 Charles Street Towson, Maryland 21204-3711

February 22, 2010

Dear Head Administrator or Principal:

Baltimore County Public Schools will hold a second session of its annual federal and state grant program meeting for private schools on Monday, March 15, 2010 from 9:00 a.m. to 11:15 a.m. This session will be a repeat of the meeting that was held on February 17<sup>th</sup>. The meeting will be held at:

Baltimore County Public Schools  
Education Support Services (ESS) Building, Room 114  
6901 North Charles Street  
Towson, MD 21204


At this meeting, you will learn more about the various BCPS federal and state grant programs that serve private institutions. This information, a repeat of the information presented on February 17<sup>th</sup>, will allow you to provide feedback on the needs of your school and determine if you wish to participate in any of the programs offered.

If winter weather causes BCPS schools to operate on a *delayed* schedule, the meeting will be held as scheduled. However if weather causes schools to *close*, the meeting will be rescheduled.

If you cannot attend the meeting, please feel free to send a representative on your behalf. The enclosed form has been provided for you to register your attendance. Please return the form via fax or U.S. mail

If you have any questions, please don't hesitate to contact me at 410-887-4345 ext. 382 or at [rdavis9@bcps.org](mailto:rdavis9@bcps.org).

Sincerely,



Roe Davis  
Grants Compliance Specialist

Enclosure

**Registration for Baltimore County Public Schools  
State and Federal Grant Programs  
For Private Schools Meeting  
Session 2, March 15, 2010**

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Please complete the information below and return the form to Roe Davis at:

**Baltimore County Public Schools  
Office of Accounting and Financial Reporting  
c/o Roe Davis  
1940-G Greenspring Drive  
Timonium, MD 21093**

---

**Or fax to:  
410-252-6079**

\_\_\_\_\_ Either I or a representative will attend the state and federal grant programs meeting. The total number of attendees from my school will be \_\_\_\_\_.

\_\_\_\_\_ I am unable to attend the state and federal grant programs meeting. However, my school plans to participate in the following programs during the **2010-2011** school year:

- \_\_\_\_\_ Title I, Part A – Supplemental program for academically low-achieving students in schools with high concentrations of low-income students.
- \_\_\_\_\_ Title II, Part A - Preparing, Training, and Recruiting High Quality Teachers and Principals
- \_\_\_\_\_ Title II, Part D – Enhancing Education through Technology
- \_\_\_\_\_ Title III, Part A – English Language Acquisition
- \_\_\_\_\_ Title IV, Part A – Safe and Drug Free Schools and Communities
- \_\_\_\_\_ Other grants that BCPS may apply for during the course of the school year.

\_\_\_\_\_ My school **declines participation** in all state and federal grant programs for the **2010-2011** school year.

Name of School: \_\_\_\_\_

Address: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Fax Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

\_\_\_\_\_  
Principal or Head Administrator's Signature

\_\_\_\_\_  
Date

**Baltimore County Public Schools'**  
**Federal/State Programs Intent to Participate Form**  
**2010 – 2011 School Year**

School Name	Administrator's Name (Please Print)
Street Address	City, State, Zip
Email Address	Signature <span style="float: right;">Date</span>

Please indicate the number of instructional staff (teachers & paraprofessionals/instructional assistants) in your building for the 2009-2010 school year.

**Directions:** Please place a check next to all programs in which your school is interested in participating during the 2010 – 2011 school year.

	<b>Title I, Part A – Improving the Academic Achievement of the Disadvantaged</b> Supplemental program for academically low-achieving students who reside in participating Title I schools attendance areas. Please note: this information was collected for the 2010 – 2011 school year during the Fall of 2009. If your school did not return the Income Survey and Intent form, please contact Katie Filling at 410-887-3487.
	<b>Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals</b>
	<b>Title II, Part D – Enhancing Education through Technology</b>
	<b>Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students</b>
	<b>Title IV, Part A - Safe and Drug Free Schools and Communities</b>
	Please check here if you are interested in being contacted when Baltimore County Public Schools applies for other grants that require involvement of private schools.

**Please return by April 12, 2010**

BCPS - Office of Accounting  
c/o Roe Davis  
1940-G Greenspring Drive  
Timonium, MD 21093  
Fax: 410-252-6079

**Baltimore County Public Schools  
Federal and State Grant Programs for Private Schools**

**March 15, 2010  
9:00 a.m. – 11:15 a.m.**

**Meeting Agenda**

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**9:00 – 9:15**

**Continental Breakfast**

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**9:15- 9:30**

**Welcome and Overview**

**Angela Euculano-Leigh  
Roe Davis**

**9:30 -9:45**

**Title II, Part A**

**Jeanne Imbriale  
Kim Spahn**

**9:45- 10:00**

**Title IV, Part A**

**Glenda Myrick**

**10:00-10:15**

**Title I, Part A**

**Katie Filling  
Carol Ann Ruth**

**10:15-10:30**

**Title III, Part A**

**Peggy Johnson  
Judy Opfer**

**10:30 – 10:45**

**Title II, Part D**

**Thea Jones  
Nadine Noon**

**10:45 – 11:00**

**Q&A**

**11:00 – 11:15**

**Intent to Participate & Evaluation**

**Adjournment**

# Federal and State Grant Programs Meeting for Private Schools

March 15, 2010  
9:00 a.m. - 11:15 a.m.

Last Name	First Name	Title	Name of School	Signature
Kelly	Patricia	Principal	St. Michael the Archangel	Patricia R. Kelly
Tragleson	James	Accountant	BCPS	James Tragleson
Bailes	Susan	Principal	St. Agnes School	Susan Bailes
Haynes	Brenda	Director	Mount Pleasant	Brenda Haynes
Pettigrew	Samuel	Principal	Pilgrim Christian	Samuel Pettigrew
Heard-Gues	Sadie	School Day	Pilgrim Christian	Sadie Heard-Gues
Shipley	Lisa	Principal	Our Lady of Mt Carmel	Lisa Shipley <sup>signatures/donations attention only</sup>
Rubens	Rachel	Admin Assist	TA	Rachel Rubens
Severin	Nia	Principal	TA	Nia Severin
Falck	Kare	Asst. principal	The Day School Balto Hebrew	Kare Falck

# Federal and State Grant Programs Meeting for Private Schools

March 15, 2010  
9:00 a.m. - 11:15 a.m.

Last Name	First Name	Title	Name of School	Signature
Sanders	Joy	Ed. Specialist	Baltimore City Schools	Joy Sanders
Tankins	Julie	Ed. Spec.	Baltimore City Public Schools	Julie Tankins
Gilub	Nancy	Grant Asst	BCPS	Nancy Gilub
MAGAR	Kira	Asst. Pres.	St. Venera School	Kira Magar
Reenehan	Mary	Asst. Prin.	Sacred Heart Glynndon	Mary Reenehan
Filling	Katie	Title I	BCPS	Katie Filling
Ruth	Carol Ann	Title I	BCPS	Carol Ann Ruth
Khan	Donna	Administrat	Al Rahmeh School	Donna Khan



# Federal and State Grant Programs Meeting for Private Schools

March 15, 2010  
9:00 a.m. - 11:15 a.m.

Last Name	First Name	Title	Name of School	Signature
Courtney	Kathryn	Grant Act	Accounting	K Courtney
SKINNER	BOBBI	SAFE SCHOOLS	BCPS	BE SKINNER
SEABORN	DONALD	BOARD MEMBER	ST JOHNS LUTHERAN	DD Seaborn
SEABORN	JACQUE	BOARD MEMBER	ST JOHNS LUTHERAN	J Seaborn
RIEGER	SUSAN	DIRECTOR	Havenwood Preschool	Susan Rieger
Evenden-Lough	Angela	Titile I	BCPS	ghm Ph-1-L
Gicking	Monica		Liberty Christian School	W Gicking
Dalina	Nancy	Tech Coord-Teacher	St Stephen School	Nancy Dalina
Holmes	Mary	Teacher	Our Lady of Hope/St L	Mary Holmes
Wolfe	JANET	academic Dean	St. Paul's School for Girls	Janet Wolfe
Brooks	Theresa	Principal	John Paul Regional	Theresa Brooks
Hagan	Renee	teacher	Our Lady of Victory	Renee M Hagan
KARLO	PHYLLIS	PRINCIPAL	ST JOSEPH FULLERTON	Phyllis Karlo
VanDervort	Bruce	Grant Writer	The Children's Home	B VanDervort
Ribickow	MARKIA	Chiropractor	NeDorale Henry Health	Markia Ribickow

Christ  
Stephanie  
Teacher  
Saint-Demetrios Day School  
Stephanie Christ

**March 15, 2010**  
**9:00 a.m. - 11:15 a.m.**

Page 391 of 440

# BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent

6901 Charles Street Towson, Maryland 21204-3711

March 23, 2010

Dear Head Administrator or Principal:

A representative from your school was not able to attend either session of *Baltimore County Public Schools' Federal and State Grant Programs Meeting for Private Schools*, held on February 17, 2010 and March 15, 2010. We would like to know whether your school has an interest in participating in any available federal or state grant programs.

Enclosed, please find an "Intent to Participate" form. On this form you can indicate which programs your school may want to participate in during the 2010-2011 school year (for Title I-A, participation would be for the 11-12 school year). Additionally, for your reference, I have included contact information for the various individuals who manage these federal and state grant programs if you have specific questions.

Please complete the form and send it back by **April 12, 2010**.

**Please mail or fax to:**  
BCPS – Office of Accounting  
c/o Roe Davis  
1940-G Greenspring Drive  
Timonium, MD 21093  
Fax: 410-252-6079

If you need additional information or have any questions, please don't hesitate to contact me at (410) 887-4345 ext.382, or email [rdavis9@bcps.org](mailto:rdavis9@bcps.org).

Thank you,



Roe Davis

Enclosure

## Attachment 12



## Title I, Part D Prevention and Intervention Programs for Children And Youth Who Are Neglected, Delinquent, or At-Risk

**ATTACHMENT 12 TITLE I, PART D****PREVENTION AND INTERVENTION PROGRAMS FOR  
CHILDREN AND YOUTH WHO ARE NEGLECTED,  
DELINQUENT, OR AT-RISK****Local School System: Baltimore County Public Schools****Fiscal Year 2011****TITLE I-D COORDINATOR: Andrew Pariser****Telephone: 410-887-2373****E-mail: apariser@bcps.org**

- A. ALLOWABLE ACTIVITIES [Section 1424]:** For all allowable activities that will be implemented under Title I-D, (a) provide a brief description of services, (b) how the services will be coordinated with local institutions for neglected and delinquent youth and/or correctional institutions, and (c) timelines or target dates. Provide the amount of funding for the Title I-D services. *Use separate pages as necessary for descriptions.*

<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers</b>	<b>Public School Costs</b>
1.1 Programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education [section 1424(1)].	The special education lead teacher provides instruction in the classroom. This teacher is the content area teacher of record. The teacher uses test results and observations to plan instruction and improve students' academic achievement leading to the accumulation of high school credits or a General Education Development (GED) certificate. This teacher is paid by Baltimore County Public Schools. The transition specialist coordinates the intake of students, scheduling, etc. The transition teacher acts as a liaison between Baltimore County Public Schools and the Baltimore County Detention Center, local schools, and community colleges, etc., where students will be returning. The clerk collects and enters data for use by the dropout prevention teacher and the transition specialist.  7/10 – 9/11 Master Plan 5, 5.1; a, e, f	\$113,492
1.2 Dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members [section 1423(2)].		

<p>1.3 The coordination of health and social services for such individuals if there is likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education [section 1424(3)].</p>	<p>Based on test results and classroom observations, the dropout prevention teacher and the transition specialist make referrals to appropriate agencies for counseling, drug/alcohol treatment, and/or education. They also work with Baltimore County personnel to make interagency referrals for services, including health care, nutrition, parenting, HIV/AIDS, risk assessment and counseling, substance abuse issues, and child care.</p> <p>7/10 – 9/11 Master Plan 4, 4.1; c, d, f</p>	
<p>1.4 Special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education [section 1424(4)].</p>	<p>The clerk collects and enters data to facilitate the dropout prevention teacher and transition specialist in working with personnel from other offices to coordinate services related to career counseling, technology education, job searches, skill building, resumes, and tutoring. If appropriate, this teacher gathers data on IEPs and also works with students to set goals and instructional management plans. The Aztec software program and STAR pre- and post-testing are used to track progress and provide other instructional options to students. The independent, outside evaluator uses this data to determine the overall efficacy of the program.</p> <p>7/10– 9/11 Master Plan 4, 4.1; c Master Plan 5, 5.1; a, e, f</p>	
<p>1.5 Programs providing mentoring and peer mediation [section 1424(5)].</p>		

## ATTACHMENT 12 TITLE I, PART D

### PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK

<b>Local School System: <u>Baltimore County Public Schools</u></b>
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<b>Fiscal Year 2011</b>
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#### B. LOCAL AGENCY PROGRAMS

1. **Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities, and an accounting of these individuals. Also include the number of individuals returning to the system. Describe what services are provided.**

In addition to classroom instruction, the students housed at the Baltimore County Detention Center have needs such as counseling, drug/alcohol/substance abuse; health, including HIV/AIDS; nutrition; career counseling; learning disabilities; and academic needs. The dropout prevention teacher and/or transition specialist make referrals for services provided by the detention center, such as substance abuse treatment, anger management therapy groups, life skills instructional classes, and medical and psychiatric treatment. Incarcerated youth receive assistance in accessing linkages to community programs when students are released. Additionally, students receive case management and transition services upon their return to the community. This occurs through the use of resources at the school, in the community, and at the detention center, including specialized programs, counseling, life skill enhancement, and health service referral.

There is a comprehensive program at the detention center to serve at-risk, incarcerated students and case management/referral for students when they return to the community. When students who are released from the detention center are eligible for alternative schools, GEDs, or community colleges, the transition specialist makes these referrals. Since many of the students released from the detention center are studying for the GED, they are referred to one of the GED sites supported by Baltimore County Public Schools (BCPS) and the Department of Labor, Licensing, and Regulation. A GED recruiter receives lists of students being released and attempts to contact them at their residences and enroll them in a community program. If the student is still enrolled in high school and has worked on the regular curriculum, he or she is referred back to a pupil personnel worker and the home school for placement. Students referred to alternative high schools receive innovative curriculum, counseling, and social skills. Staff from the detention center, BCPS Office of Alternative Education, Dropout Prevention, and Summer School, and Baltimore County Department of Social Services (DSS) work collaboratively to ensure students return to regular public schools, alternative schools, or participate in GED programs and receive appropriate assistance in order to be successful. During the 2009-2010 school year, 28 students received GEDs, 1 student returned to BCPS, 35 individuals received transition services (resume writing, job search activities, etc.), and 14 students went on to find employment.

2. **Provide a description of how the programs will involve the parents in efforts to improve the education achievement of their children.**

Pupil personnel workers, the liaisons between the home, school, and community, collaborate with school administrators, teachers, agencies, human services providers, and other BCPS Student Support Services personnel to coordinate services for families in order that students may achieve. As a site-based service, school social workers provide professional mental health services to the students and families through individual, family, and group counseling. Regular and intensive interventions are provided to parents/guardians and families. Reports of student progress from the computer-integrated program, STARS, will be sent to schools and parents/guardians, as appropriate. Parents/guardians and families are notified of student attendance. Students who are eligible are invited to attend graduation. During the 2009-2010 school year, one student and his parent attended.

**3. Provide a description of how the Neglected or Delinquent Program will be coordinated with other federal, state, and local programs.**

Title I, Part D, provides funding for a part-time transition classroom teacher and hourly transition specialist to identify, assess, and instruct delinquent and at-risk youth incarcerated at the Baltimore County Detention Center (BCDC). BCPS provides a 1.0 FTE special education teacher. The AGE grant supports three hourly teachers for evening class. Furthermore, the BCPS Office of Title I provides software for student use; and the Office of Special Education provides support for the full-time teacher. In addition to recurring instruction while detained, students receive case management and transition services upon return to the community. The detention center staff members work with the BCPS Office of Alternative Education, Dropout Prevention, and Summer School to place students in GED programs or at the community college for job readiness/retention skills. Students who return to Baltimore County schools where Maryland's Tomorrow programs are housed receive assistance in study skills, individualized help in subject areas, and career planning. Transition coordinators in these programs aid students in the transition between school to work or higher education. At the alternative high school level, a school counselor provides educational, personal, and vocational counseling. Staff from BCDC, the BCPS Office of Alternative Education, Dropout Prevention, and Summer School, and DSS work collaboratively to ensure that students are appropriately placed in either a regular public school or alternative program; and homeless students are placed in shelters.

**4. Provide a description of the steps the local school system will take to find alternative placement for children and youth interested in continuing their education, but unable to participate in the regular public school program.**

Since many of the students released from the Baltimore County Detention Center are studying for the GED, they are referred to one of the programs in the alternative schools or the evening high schools. If the student has worked on the regular curriculum, he or she is referred back to the pupil personnel worker and the home school for alternative placement.

**5. Report by charting the last three years the progress the local school system is making in dropout prevention. [Section 1426]**

Since Title I, Part D, funds are used to support the educational program at the Baltimore County Detention Center, a locally operated correctional facility for delinquent children in which more than 30 percent of its youth reside outside the boundaries of Baltimore County upon leaving the facility, BCPS is not required to operate a dropout prevention program within its schools and uses all of its Subpart 2 funds for programs at the detention center.

**6. Provide annually the number served during the period of the grant. The "period" is described as the school year or period of funding from July 1 to September 30 the following year. [Section 1412 – Eligibility]**

During the FY10 period of the grant, 300 students were served at the detention center with Title I, Part D, funds.



## ATTACHMENT 12 TITLE I, PART D

### PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK

Local School System: Baltimore County Public Schools

Fiscal Year 2011

**C. EVALUATION OF TITLE I-D PROGRAM ACTIVITIES: The local school system must evaluate the program at least once every three years, disaggregating data on participation by gender, race, ethnicity, and age to determine the program's impact on the ability of participants —**

- To maintain and improve educational achievement;
- To accrue school credits that meet State requirements for grade promotion and secondary school graduation;
- To make the transition to a regular program or other education program operated by the school system;
- To complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
- As appropriate, to participate in postsecondary education and job training programs.

At a minimum, the evaluation must include information and data on the use of funds, the types of services provided, and the students served by the programs. However, the evaluation should contain sufficient information for the services that were provided and the effect on academic achievement.

In conducting each evaluation, the school system must use multiple and appropriate measures of student progress. Because the new requirements under No Child Left Behind began in 2002, the first evaluation was due to MSDE on October 17, 2005, as part of the annual Bridge to Excellence update, and a new evaluation will be due this October as part of the annual update. The school system will use the results of the evaluation to plan and improve subsequent programs for participating children and youth.

#### **D. BUDGET INFORMATION AND NARRATIVE**

1. Provide a detailed budget on the MSDE Proposed Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in the Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).
2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 11-13 of this guidance document). The accompanying budget narrative should (a) detail how the school system will use program funds to pay only reasonable and necessary direct administrative costs associated with the operation of the program, and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

#### **E. ATTACHMENTS 4-A and B, 5-A and B, and 6-A and B**

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

**Budget Narrative**  
**Title I, Part D**  
**Fiscal Year 2011**

<b>Item</b>	<b>Requested</b>	<b>In-Kind</b>	<b>Total</b>
<b>1. Personnel</b>			
Salary for part-time transition teacher 30 hrs. per wk., 48 wks @ \$28.25/hr.	\$40,680		\$40,680
Transition specialist 30 hrs. per wk., 48 wks @ \$28.25/hr.	\$40,680		\$40,680
Salary for part-time clerical 15 hrs. per week, 48 wks. @ \$13.58/hr.	\$9,778		\$9,778
<b>Total Personnel</b>	<b>\$91,138</b>		<b>\$91,138</b>
<b>2. Fringe Benefits</b>			
FICA .0765 x \$91,138	\$6,972		\$6,972
WC .0052 x \$91,138	\$474		\$474
<b>Total Fringe Benefits</b>	<b>\$7,446</b>		<b>\$7,446</b>
<b>3. Travel</b>			
<b>Total Travel</b>	<b>\$0</b>		<b>\$0</b>
<b>4. Equipment</b>			
<b>Total Equipment</b>	<b>\$0</b>		<b>\$0</b>
<b>5. Supplies</b>			
Materials and supplies to address specific needs of students, textbooks, printers, technical supplies, etc.	\$7,093		\$7,093
<b>Total Supplies</b>	<b>\$7,093</b>		<b>\$7,093</b>
<b>6. Contractual</b>			
Aztec Software Upgrade	\$4,815		\$4,815
Program Evaluator	\$3,000		\$3,000
<b>Total Contractual</b>	<b>\$7,815</b>		<b>\$7,815</b>
<b>7. Construction</b>			
<b>Total Construction</b>	<b>\$0</b>		<b>\$0</b>
<b>8. Other</b>			
<b>Total Other</b>	<b>\$0</b>		<b>\$0</b>
<b>9. Total Direct Costs</b>	<b>\$113,492</b>		<b>\$113,492</b>
<b>10. Indirect Costs (Please use the indirect cost rate approved for your LEA.)</b>			
\$113,492 x .038	\$4,313		\$4,313
<b>Total Indirect Costs</b>	<b>\$4,313</b>		<b>\$4,313</b>
<b>11. Total Costs</b>	<b>\$117,805</b>		<b>\$117,805</b>

**MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET**

ORIGINAL GRANT BUDGET	117,805	AMENDED BUDGET #		REQUEST DATE	June 7, 2010
GRANT NAME	Title I, Part D, Sub-part 2, Program for Neglected or Delinquent Children '11		GRANT RECIPIENT NAME	Baltimore County Public Schools	
MSDE GRANT #			RECIPIENT GRANT #	3350-011-3141	
REVENUE SOURCE	ESEA, Title I Part D		SCHOOL NAME	Office of Alternative Education	
FUND SOURCE CODE			GRANT PERIOD	July 1, 2010 through September 30, 2011	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						4,313.00	4,313.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal	9,778.00						9,778.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	81,360.00	7,815.00	7,093.00				96,268.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							
<b>212 Fixed Charges</b>				7,446.00			7,446.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	<b>91,138.00</b>	<b>7,815.00</b>	<b>7,093.00</b>	<b>7,446.00</b>	<b>0.00</b>	<b>4,313.00</b>	<b>117,805.00</b>

Finance Official Approval

Nancy Golub, CPA  
Name

*Nancy Golub, CPA*  
Signature

6/4/10  
Date

410-887-4345 x368  
Telephone #

Supt./Agency Head Approval

Dr. Joe A. Halston, Superintendent  
Name

*Joe A. Halston*  
Signature

6/17/2010  
Date

410-887-4281  
Telephone #

MSDE Grant Manager Approval

Name

Signature

Date

Telephone #

## **The Bridge to Excellence in Public Schools Act**

### **Fine Arts Responses**

#### **1. Describe the progress that was made in 2009-2010 toward meeting programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.**

##### **Dance**

###### **Fine Arts Strategic Plan Strategy I**

###### *Curriculum Alignment*

- Curriculum workshops for the Patapsco High School and Center for the Arts and George Washington Carver Center for the Arts and Technology were held in the summer 2010.
- Curriculum revisions to the high school and middle school comprehensive programs were written in the summer 2010.

###### **Fine Arts Strategic Plan Strategy II**

###### *Performance-based Assessments*

- The high school comprehensive exams for Dance I, II, and III were reviewed and revised in the summer 2010.
- The middle school comprehensive Grade 8 written assessment was piloted in 2009-2010, reviewed, and revised in the summer 2010.
- A bank of formative and summative assessments for the high school comprehensive exams for Dance I, II, and III were created in the summer 2010.

###### **Fine Arts Strategic Plan Strategy III**

###### *Professional Development*

- Two professional development days were held during the 2009-2010 school year for dance teachers. One session addressed technology and dance and the second session addressed building community partnerships.
- The systemwide professional study day was held in August 2009 and addressed best practices in dance education with master teachers in pilates and yoga as well as content-level meetings to address current updates and issues.
- The Dance Educator's Training Institute was held in August 2009 as a partnership with ClancyWorks Dance Company.
- A dance resource teacher attended and presented at the National Dance Association's Pedagogy Conference.
- One leadership cadre' meeting was held in May 2010.

Fine Arts Strategic Plan Strategy IV  
*Facilities, Equipment, Materials, and Supplies*

- Resources for teachers and students were purchased, including the Martha Graham DVD.
- A textbook specifically written for the middle school was identified and purchased for examination at the summer curriculum workshop.
- A textbook for the high school programs was identified and purchased for examination at the summer curriculum workshop.
- Costumes and supporting accessories were purchased for the All-County Dance Honors Ensemble.

Fine Arts Strategic Plan Strategy V  
*Enhance and Develop Programs*

- Guest artist residencies and guest choreographers were offered in eight fine arts dance programs.

Fine Arts Strategic Plan Strategy VI  
*Provide Fine Arts Staff, Supervisors, and Support Staff*

- Baltimore County Public Schools maintained the dance resource teacher position to support fine arts dance programs.
- Fifteen teachers provided fine arts dance education in ten programs.

**Music**

Fine Arts Strategic Plan Strategy I  
*Curriculum Alignment*

- The revision of *Creative Musical Theatre* began in the summer of 2009. Further revisions are necessary in order to upgrade the course from a half-semester course to a full-year course in which students will be able to earn one fine arts credit instead of the half credit currently offered.
- Revisions to *World Music Grade 6* were completed.
- All Honors audition music was revised.
- Articulated Instruction Module (AIM) objectives, knowledge and skill indicators, and activities were further developed and maintained for the K-12 music program.

Fine Arts Strategic Plan Strategy II  
*Performance-based Assessments*

- Middle and high school performance ensembles were assessed at adjudications in March and April 2010.
- Teachers served as assistants to participate in the high school performance assessment process in order to gain a better understanding of ensemble adjudications and best practices for improved student achievement.

- Office staff provided support to schools not meeting standards. Support included formal and informal observations, modeling of best practices, providing feedback, and provision of appropriate materials and resources.

### Fine Arts Strategic Plan Strategy III

#### *Professional Development*

- Professional development to reinforce curriculum expectations and to review the components of AIM was provided to over 300 music teachers in August 2009. Curricula sessions were facilitated by teachers. Guest presenters provided sessions on pedagogy and best practices. Office staff reviewed the components of AIM.
- Newly hired first- and second-year teachers participated in a seven-week in-service course designed to address the content issues and specialized needs of music teachers in the elementary, middle, and high schools.
- College Board presented three Advanced Placement (AP) mentoring cadre sessions to teachers of AP music theory.

### Fine Arts Strategic Plan Strategy IV

#### *Facilities, Equipment, Materials, and Supplies*

- Fine arts programs were included in the Capital Improvement Plans and new school building plans.
- Textbooks, music supplies, and other support materials were purchased to support the delivery of curriculum and instruction.
- Instrument repair and replacement continued, and the instrument inventory was maintained.

### Fine Arts Strategic Plan Strategy V

#### *Enhance and Develop Programs*

- Partnership with the Baltimore Symphony Orchestra once again provided:
  - an experience for high school instrumentalists in a side-by-side concert
  - high School Honors Concert in November for chorus, band, and orchestra
  - free concerts for targeted elementary schools
- The Hippodrome Theatre provided free tickets for Baltimore County Public Schools' theatre and music students to attend a performance of *Dream Girls*.
- The 2009 Marching Band Showcase was held at Towson University.

### Fine Arts Strategic Plan Strategy VI

#### *Provide Fine Arts Staff, Supervisors, and Support Staff*

- Office staff attended national and state music conferences including the Midwest Band and Orchestra Conference, the Chorus America Conference, and the Maryland Music Educators Association inservice day.

## **Theatre**

### **Fine Arts Strategic Plan Strategy I** *Curriculum Alignment*

- Articulated Instruction Module (AIM) objectives and knowledge and skill indicators were created for all theatre programs.

### **Fine Arts Strategic Plan Strategy II** *Performance-based Assessments*

- Theatre Arts I curricula and assessments were created by master teachers.

### **Fine Arts Strategic Plan Strategy III** *Professional Development*

- A theatre lead teacher was assigned to middle and high schools to act as a consultant on an as-needed basis.
- A technical theatre consultant to elementary, middle, and high schools was used on an as-needed basis.

### **Fine Arts Strategic Plan Strategy V** *Enhance and Develop Programs*

- Students from select schools attended theatrical presentations in local theatres and universities.

## **Visual Arts**

### **Fine Arts Strategic Plan Strategy I** *Curriculum Alignment*

- Articulated Instruction Module (AIM) objectives were developed for the K-12 visual arts program.
- Curriculum updates were completed to align the middle school guide with the Maryland State Curriculum.

### **Fine Arts Strategic Plan Strategy II** *Performance-based Assessments*

- Presentations were made at the August professional development day to introduce teachers to curriculum revisions, the K-12 Scope and Sequence, and components of AIM.

Fine Arts Strategic Plan Strategy III  
*Professional Development*

- Over 260 art teachers attended the August 2009 professional development sessions on curriculum revision and curricula best practices.
- Elementary representatives, middle school team leaders, and high school department chairmen attended three liaison meetings to be informed of current best practices.

Fine Arts Strategic Plan Strategy IV  
*Facilities, Equipment, Materials, and Supplies*

- Kilns were repaired and vented.
- A new kiln was purchased and installed at General John Stricker Middle School.

Fine Arts Strategic Plan Strategy V  
*Enhance and Develop Programs*

- Paula Rees, Museum Liaison, continued to implement Developing Language and Literacy Through the Arts (DLLA) in coordination with the Baltimore Museum of Art (BMA). Janet Gold acted as a liaison with the Walters Art Museum.

**2. Identify the programs, practices, or strategies and related resource allocations that are related to the progress in prompt #1.**

Implementation of Fine Arts Strategic Plan activities are aligned with the 2009-2010 Baltimore County Public Schools' Master Plan and resource allocations. Funded by the Fine Arts Initiative and the general fund, implementation included summer opportunities for teacher involvement in curriculum development, professional development during the summer and school year, and new initiatives for enhancement and enrichment of programs. Some grant subsidized activities were revised because of the change in the grant end date from June 30, 2011, to September 30, 2010.

**Dance**

Fine Arts Strategic Plan Strategy I  
*Curriculum Alignment*

- The Fine Arts Initiative funded the creation of all fine arts dance curricula with the exception of the high school magnet courses and the middle school magnet Grade 8 assessment. The Office of Magnet Programs funded the writing of these documents.

Fine Arts Strategic Plan Strategy II  
*Performance-based Assessments*

- The Fine Arts Initiative funded the review and revision of the high school dance exams for high school elective courses. Student exemplars from the exams were collected at the summer curriculum workshop.



Fine Arts Strategic Plan Strategy III  
*Professional Development*

- Professional development for dance teachers focusing on technology and building community partnerships was funded by the Fine Arts Initiative and the operating budget for the Offices of Health, Physical Education, and Dance.
- The fourth annual summer Dance Educators Teaching Institute (DETI) focusing on arts integration, dance composition, and building the healthy dancer was partially funded by the Fine Arts Initiative.

Fine Arts Strategic Plan Strategy IV  
*Facilities, Equipment, Materials, and Supplies*

- The Fine Arts Initiative funding provided several books, videos, and other resources to support curriculum and instruction.

Fine Arts Strategic Plan Strategy V  
*Enhance and Develop Programs*

- The Fine Arts Initiative helped to fund the systemwide dance festival and the adjudication. Additional funding was provided from the operating budget of the Offices of Health, Physical Education, and Dance.
- The Fine Arts Initiative funded residencies and guest artist choreography in all fine arts dance programs.
- The Fine Arts Initiative provided funding for the artistic director, costuming, concert tech, awards, and the selection committee for the All-County Honors Ensemble.
- The Fine Arts Initiative funded the taping of a pilates instructional video by the Education Channel for Safari Montage.
- The Fine Arts Initiative funded the Grade 5 Ballroom Stars, a program that targeted eight Title I schools with a five-day intensive ballroom program.

**Music**

Fine Arts Strategic Plan Strategy  
*Curriculum Alignment*

- The Fine Arts Initiative financially supported teacher salaries for revisions to the All-Honors audition music.
- The general fund and the Fine Arts Initiative financially supported teacher salaries for the writing of music curricula.
- The Fine Arts Initiative financially supported contracting assessment judges for performance assessments.

Fine Arts Strategic Plan Strategy II  
*Performance-based Assessments*

- The middle and high school adjudication process was financially supported by the Fine Arts Initiative and the general fund. Six panels of four judges were contracted to assess middle and high school performance ensembles. Busses were provided for schools to attend.
- Performance Assessment Report 2010 for Secondary Music Ensembles was published and distributed to central office staff, principals, and teachers to provide school administrators and music teachers with valid program assessment and feedback in order to assist in process planning.
- The cost for providing teachers as assistants in the high school performance assessment process was funded by the Fine Arts Initiative.

Fine Arts Strategic Plan Strategy III  
*Professional Development*

- Professional development, which was provided at the August 2009 systemwide professional development day for over 300 music teachers, was financially supported by the general fund.
- The Continuing Professional Development (CPD) course for new teachers and the meetings with department chairs and team leaders were supported by the general fund.

Fine Arts Strategic Plan Strategy IV  
*Facilities, Equipment, Materials, and Supplies*

- The general fund supported instrument repair and replacement, purchase of textbooks, music supplies, and other support materials for the delivery of the music curriculum.

Fine Arts Strategic Plan Strategy V  
*Enhance and Develop Programs*

- The general fund supported rental of the Meyerhoff Symphony Hall, rental of risers, and stage-hand salaries for the High School Honors Concert.
- The side-by-side concert with the Baltimore Symphony Orchestra was provided through the Fine Arts Initiative and the general fund.
- Free tickets provided by the Baltimore Symphony Orchestra and the Hippodrome Theatre were made available through grants and private donors.
- The general fund supported rental of a control unit and Unitas Stadium at Towson University for the 2009 Marching Band Showcase.

#### Fine Arts Strategic Plan Strategy VI

##### *Provide Fine Arts Staff, Supervisors, and Support Staff*

- The general fund supported all staff positions in the Office of Music. The positions of music supervisor and music specialist provided support to schools, especially as it related to assistance for those not meeting standards as measured by the adjudication process. The enrichment specialist position provided support in the planning and implementation of systemwide enrichment activities.

#### **Theatre**

##### Fine Arts Strategic Plan Strategy III

##### *Professional Development*

- The cost of providing a technical theatre consultant to go into schools to give guidance in the areas of staging, lighting, and costuming was provided by the Fine Arts Initiative.
- The cost of providing a lead theatre teacher to go into schools to give guidance in the area of instruction was provided by the Fine Arts Initiative.

#### Fine Arts Strategic Plan Strategy V

##### *Enhance and Develop Programs*

- The Fine Arts Initiative enabled students to attend theatrical performances at local theatres and universities.
- A portion of the salary of the secondary English supervisor was supported by the general fund for overseeing the implementation of the theatre curriculum and the theatre portion of the Fine Arts Initiative.

#### **Visual Arts**

##### Fine Arts Strategic Plan Strategy I

##### *Curriculum Alignment*

- The Fine Arts Initiative funded aligning the middle and elementary guides to the State Curriculum.
- The Fine Arts Initiative funded writing AIM activities K-12.

#### Fine Arts Strategic Plan Strategy II

##### *Performance-based Assessments*

- The Fine Arts Initiative funded presentation preparation for the 2009 professional development activities that supported program assessment and growth.

Fine Arts Strategic Plan Strategy III  
*Professional Development*

- The Fine Arts Initiative funded supplies and presentations for the 2009 professional development day.
- The Fine Arts Initiative funded substitutes to allow three liaison meetings during the school year.

Fine Arts Strategic Plan Strategy IV  
*Facilities, Equipment, Materials, and Supplies*

- The Fine Arts Initiative funded the purchase of a kiln for General John Stricker Middle School.
- The Fine Arts Initiative funded the repair and maintenance of kilns in several schools.

Fine Arts Strategic Plan Strategy V  
*Enhance and Develop Programs*

- The Fine Arts Initiative funded two museum liaisons to work with the Baltimore Museum of Art and the Walters Art Museum in implementing Developing Language and Literacy Through the Arts I, II, and III.

**3. Describe which goals, objectives, and strategies included in the BTE Master Plan were not attained and where challenges in making progress toward meeting Programs in Fine Arts goals and objectives are evident.**

Baltimore County Public Schools continues to identify strategies and activities for effective implementation of job-embedded professional development focused on ensuring consistent delivery of curriculum. Specific activities relative to increased professional development for teachers, namely at the middle and high school level, to address the articulation of the written, taught, and assessed curriculum will continue to be an area of focus.

**Dance**

- Baltimore County Public Schools schedules one full day for professional study in August of each school year. Dance teachers are actively involved in after-school activities and have limited time throughout the school year for professional development. Therefore, professional development has been held during the school day with substitute pay provided.
- Due to a limited number of magnet high school teachers who teach the 18+ courses for the school system, the process for developing curriculum at the high school magnet level is a challenge. The Office of Dance is working with the Office of Magnet Programs to develop a timeline for curriculum development. The process is in its third year in summer 2010, and the intention is to complete the curriculum draft for approval for both George Washington Carver Center for the Arts and Technology and Patapsco High School and Center for the Arts in the summer 2010.

- With limited resources, the fine arts dance programs continue to grow and offer students a unique mode for creative expression and an opportunity to earn a fine arts graduation requirement credit as required by COMAR. A high school comprehensive program was eliminated in the fall 2009 due to staffing cuts. A part-time position in a comprehensive high school was eliminated in a program for the fall 2010. A new program is being developed in a comprehensive high school starting in the fall 2010.

### **Music**

- Training of teachers continues to be partially implemented on one designated professional development day. Creating additional opportunities for teachers to participate in professional development activities continues to be a challenge.

### **Theatre**

- Training of theatre teachers continues to be partially implemented on one designated professional development day. Creating additional opportunities for teachers to participate in professional development activities continues to be a challenge.

### **Visual Arts**

- The Office of Visual Arts would like to have more opportunities for professional development that would include all members of the visual arts staff. One day in August does not provide adequate time to share best practices. While many other optional professional development activities are offered throughout the year, limited numbers attend based on schedules and workload.
- It is the goal to inspire greater system interest in developing and implementing more opportunities for teachers to explore arts integration to improve student success.

4. **Describe the goals, objectives, and strategies that will be implemented during 2010-2011 and plans for addressing challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.**

**Master Plan Goal 1:** By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

**Master Plan Indicator 1.11:** All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards.

### **Master Plan Strategies:**

d) Provide an array of courses aligned with the Maryland Content Standards for students to meet their fine arts credit requirement.

f) Develop and implement instructional strategies that include multiculturalism and differentiation.

- g) Provide the opportunity for students to participate in music, art, athletic, and extracurricular activities.
- i) Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.
- j) Integrate technology in the teaching/learning process.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
- o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

### **Activities:**

#### **Dance**

- Substitute pay will continue to be provided as appropriate in order for teachers to attend professional development activities.
- The Office of Dance is working with the Office of Magnet Programs to develop a timeline for curriculum development. The process is in its third year and the intention is to complete the curriculum draft for approval for the programs at George Washington Carver Center for the Arts and Technology and Patapsco High School and Center for the Arts in the summer of 2010.
- The Office of Dance applied for additional grants to support initiatives and programming. Title II funding requests were approved from 2009-2011, enabling professional development costs to be covered outside of grants. A new program is being developed in a comprehensive high school starting in the fall 2010.

#### **Music**

- Support will continue to be provided to schools in establishing, maintaining, and implementing best practices for increased student achievement in music.
- Title II funding has been designated to provide additional professional development focused on providing teachers support in making connections among the written, taught, and assessed music curriculum.
- Assistance will continue to be provided to middle and high schools not meeting standards on systemwide performance assessments. Title II funding will allow for additional opportunities to provide professional development in this area.

**Theatre**

- Implementation of the revised Theatre I curriculum will continue to be monitored.
- *Theatre Arts II* will be revised during summer 2010.
- Support will continue to be provided to theatre teachers through the use of a lead theatre teacher and an outside consultant.
- Opportunities for students will continue to be provided to view and/or participate in theatre performances in local theatres and universities.

**Visual Arts**

- The use of other funding sources will continue to be incorporated to support professional development and enhance the programs started with the Fine Arts Initiative. Title II funds have allowed professional development activities to be held to promote and educate teachers on using the DLLA curriculum materials. Collaborative planning sessions have allowed for the development of an e-community to share lesson ideas and resources.
- Kilns will continue to be replaced and maintained using grant funding as well as the general fund to ensure that equipment is in safe working order to deliver the visual arts curriculum.
- The fine arts team will continue to educate and promote the success of arts integration and its impact on student learning and success.

**Fine Arts Initiative Summary Schedule  
Fiscal Year 2011**

Category/Object	Line Item	Amount	In-Kind	Total
<b>DANCE</b>				
Strategy 1		\$0	\$7,510	\$7,510
Strategy 2		\$0	\$3,616	\$3,616
Strategy 3		\$2,772	\$3,604	\$6,376
Strategy 4		\$2,200	\$400	\$2,600
Strategy 5		\$4,699	\$12,555	\$17,254
Strategy 6		\$0	\$1,299,691	\$1,299,691
Administrative Business Support Services - Transfers	Indirect Costs	\$193	\$0	\$193
<b>Dance TOTAL</b>		<b>\$9,864</b>	<b>\$1,327,376</b>	<b>\$1,337,240</b>
<b>MUSIC</b>				
Strategy 1		\$0	\$16,688	\$16,688
Strategy 2		\$15,223	\$78,000	\$93,223
Strategy 3		\$1,000	\$3,000	\$4,000
Strategy 4		\$116	\$200,000	\$200,116
Strategy 5		\$0	\$24,800	\$24,800
Strategy 6		\$0	\$28,232,129	\$28,232,129
Administrative Business Support Services - Transfers	Indirect Costs	\$327	\$0	\$327
<b>Music TOTAL</b>		<b>\$16,666</b>	<b>\$28,554,617</b>	<b>\$28,571,283</b>
<b>THEATRE</b>				
Strategy 1		\$7,232	\$0	\$7,232
Strategy 2		\$556	\$0	\$556
Strategy 3		\$0	\$0	\$0
Strategy 4		\$911	\$0	\$911
Strategy 5		\$554	\$0	\$554
Strategy 6		\$387	\$2,307,365	\$2,307,752
Administrative Business Support Services - Transfers	Indirect Costs	\$193		\$193
<b>Theatre TOTAL</b>		<b>\$9,833</b>	<b>\$2,307,365</b>	<b>\$2,317,198</b>
<b>VISUAL ARTS</b>				
Strategy 1		\$0	\$0	\$0
Strategy 2		\$0	\$0	\$0
Strategy 3		\$5,948	\$0	\$5,948
Strategy 4		\$7,000	\$7,000	\$14,000
Strategy 5		\$1,228	\$3,900	\$5,128
Strategy 6		\$2,163	\$15,549,392	\$15,551,555
Administrative Business Support Services - Transfers	Indirect Costs	\$327	\$0	\$327
<b>Visual Arts TOTAL</b>		<b>\$16,666</b>	<b>\$15,560,292</b>	<b>\$15,576,958</b>
<b>GRAND TOTAL</b>		<b>\$53,029</b>	<b>\$47,749,650</b>	<b>\$47,802,679</b>



# Budget Narrative

## Fine Arts

### Fiscal Year 2011

#### Strategy 1: Align existing and developing curriculum with the Maryland Essential Learner Outcomes

##### Master Plan Goal 1, Performance Indicator 1.11

All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards.

##### Key Strategies:

- d) Provide an array of courses aligned with the Maryland Content Standards for students to meet their fine arts credit requirement.
- f) Develop and implement instructional strategies that include multiculturalism and differentiation.
- j) Integrate technology in the teaching/learning process.
- o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
<b>Dance</b>					
Regular Programs - Salaries & Wages	Curriculum Writers - HS Magnets - funded by Office of Magnet Programs	3 teachers x 5 days x \$257.14		\$3,857	\$3,857
Fixed Charges	FICA & W/C	.0765 x \$3,857 = \$295 .0052 x \$3,857 = \$20		\$315	\$315
Regular Programs - Salaries & Wages	Curriculum Writers - MS Magnets- funded by Office of Magnet Programs	2 teachers x 3 days x \$257.14		\$1,543	\$1,543
Fixed Charges	FICA & W/C	.0765 x \$1,543 = \$118 .0052 x \$1,543 = \$8		\$126	\$126
Regular Programs - Salaries & Wages	Curriculum Writers - HS Comprehensive - Operating Budget	3 teachers x 2 days x \$257.14		\$1,543	\$1,543
Fixed Charges	FICA & W/C	.0765 x \$1,543 = \$118 .0052 x \$1,543 = \$8		\$126	\$126
<b>Total Dance</b>			<b>\$0</b>	<b>\$7,510</b>	<b>\$7,510</b>
<b>Music</b>					
Regular Programs - Salaries & Wages	Revise Music for Life Curriculum	4 teachers x 15 days x \$257.13		\$15,428	\$15,428
Fixed Charges	FICA & W/C	.0765 x \$15,428 = \$1,180 .0052 x \$15,428 = \$80		\$1,260	\$1,260
<b>Total Music</b>			<b>\$0</b>	<b>\$16,688</b>	<b>\$16,688</b>
<b>Theatre</b>					
Regular Programs - Salaries & Wages	Curriculum Writers - Revision of Theatre Arts III Curriculum	3 teachers x 7 days x \$257.13 1 teacher x 5 days x \$257.13	\$6,686		\$6,686
Fixed Charges	FICA & W/C	.0765 x \$6,686 = \$511 .0052 x \$6,686 = \$35	\$546		\$546
<b>Total Theatre</b>			<b>\$7,232</b>	<b>\$0</b>	<b>\$7,232</b>
<b>Visual Arts</b>					
<b>Total Visual Arts</b>			<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Total Strategy 1</b>			<b>\$7,232</b>	<b>\$24,198</b>	<b>\$31,430</b>

**Strategy 2: Include performance-based assessments developed from Essential Curriculum****Master Plan Goal 1, Performance Indicator 1.11**

All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards.

**Key Strategies:**

- d) Provide an array of courses aligned with the Maryland Content Standards for students to meet their fine arts credit requirement.
- f) Develop and implement instructional strategies that include multiculturalism and differentiation.
- j) Integrate technology in the teaching/learning process.
- o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
<b>Dance</b>					
Regular Programs - Salaries & Wages	Exam Review and Revision HS Comprehensive - Operating Budget	3 teachers x 3 days x \$257.14		\$2,314	\$2,314
Fixed Charges	FICA & W/C	.0765 x \$2314 = \$177 .0052 x \$2314 = \$12		\$189	\$189
Regular Programs - Salaries & Wages	Middle School Cognitive Assessment Review and Revision - Magnet - funded by Office of Magnet Programs	2 teachers x 2 days x \$257.14		\$1,029	\$1,029
Fixed Charges	FICA & W/C	.0765 x \$1,029 = \$ 79 .0052 x \$1,029 = \$ 5		\$84	\$84
<b>Total Dance</b>			<b>\$0</b>	<b>\$3,616</b>	<b>\$3,616</b>
<b>Music</b>					
Regular Programs - Contract Services	Assess secondary music performance ensembles using performance-based assessments	4 assessors @ \$200/day x 3 days	\$2,400		\$2,400
Regular Programs - Contract Services	Assess potential Side-by-Side membership using performance-based assessments	6 assessors @ \$100 each	\$600		\$600
Regular Programs - Transportation	Provide bus transportation to BCPS secondary assessments	160 buses @ \$400 per bus		\$64,000	\$64,000
Regular Programs - Transportation	Provide bus transportation to MD state assessments	20 buses @ \$700 per bus		\$14,000	\$14,000
Regular Programs - Salaries & Wages	Assess high school band and choral program development using performance-based assessments	20 teachers @ \$28.25/hr. x 5 hours x 4 days	\$11,300		\$11,300
Fixed Charges	FICA & W/C	.0765 x \$11,300 = \$864 .0052 x \$11,300 = \$59	\$923		\$923
<b>Total Music</b>			<b>\$15,223</b>	<b>\$78,000</b>	<b>\$93,223</b>
<b>Theatre</b>					
Regular Programs - Salaries & Wages	Curriculum Writers - revision of existing Theatre Art II assessment	2 teachers x 1 day x \$257.14	\$514		\$514
Fixed Charges	FICA & W/C	.0765 X \$514 = \$39 .0052 x \$514 = \$3	\$42		\$42
<b>Total Theatre</b>			<b>\$556</b>	<b>\$0</b>	<b>\$556</b>
<b>Visual Arts</b>					
<b>Total Visual Arts</b>			<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Total Strategy 2</b>			<b>\$15,779</b>	<b>\$81,616</b>	<b>\$97,395</b>

**Strategy 3: Train fine arts teachers in the effective use of standards-based curriculum****Master Plan Goal 1, Performance Indicator 1.11**

All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards.

**Key Strategies:**

- i) Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.
- j) Integrate technology in the teaching/learning process.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

**Master Plan Goal 3, Performance Indicator 3.2**

- f) Provide a variety of high quality professional development opportunities that focus on teachers' and paraprofessionals' assessed needs to ensure that they meet highly qualified status by 2005-2006.

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
<b>Dance</b>					
Instructional Staff Development - Contract Services	Guest Artists - master classes for teachers' professional development	2 teachers x \$150	\$300		\$300
Instructional Staff Development - Contract Services	Catering for professional development days	16 teachers x \$10 x 2 days	\$320		\$320
Instructional Staff Development - Other	National Conference - flight	1 teacher x \$500	\$500		\$500
Instructional Staff Development - Other	Airport Parking	7 days x \$7.14 = \$50	\$50		\$50
Instructional Staff Development - Supplies and Materials	Supplies and materials for professional development	16 teachers x \$50	\$800		\$800
Instructional Staff Development - Other	Conference fees	1 teachers x \$300	\$300		\$300
Instructional Staff Development - Other	Hotel room fees	\$502	\$502		\$502
Instructional Staff Development - Salaries & Wages	Substitutes for professional development days	2 days x 16 substitutes x \$82.92		\$2,653	\$2,653
Fixed Charges	FICA & W/C	.0765 x \$2,653 = \$203 .0052 x \$2,653 = \$14		\$217	\$217
Instructional Staff Development - Salaries & Wages	Plenary Meeting/curriculum writer and Leadership Cadre - Title II funding	2 meetings x 2 hours x 6 teachers x \$28.26/hr.		\$678	\$678
Fixed Charges	FICA & W/C	.0765 x \$678 = \$52 .0052 x \$678 = \$4		\$56	\$56
<b>Total Dance</b>			<b>\$2,772</b>	<b>\$3,604</b>	<b>\$6,376</b>
<b>Music</b>					
Mid-Level Administration and Supervision - Other Charges	Instructional Professional Development Day - Out of State Travel - National Convention - travel, hotel, registration	3 supervisory staff x \$1,000		\$3,000	\$3,000
Mid-Level Administration and Supervision - Other Charges	Instructional Professional Development Day - Out-of-State Travel - National Convention - travel, hotel, registration	1 supervisory staff x \$1,000	\$1,000		\$1,000
<b>Total Music</b>			<b>\$1,000</b>	<b>\$3,000</b>	<b>\$4,000</b>

<b>(Strategy 3 Continued)</b>					
<b>Category/Object</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In-Kind</b>	<b>Total</b>
<b>Theatre</b>					
<b>Total Theatre</b>			<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Visual Arts</b>					
Instructional Staff Development - Salaries & Wages	Substitutes for teacher leadership meetings	65 teachers x \$84.58	\$5,498		\$5,498
Fixed Charges	FICA & W/C	.0765 x \$5,498 = \$421 .0052 x \$5,498 = \$29	\$450		\$450
<b>Total Visual Arts</b>			<b>\$5,948</b>	<b>\$0</b>	<b>\$5,948</b>
<b>Total Strategy 3</b>			<b>\$9,720</b>	<b>\$6,604</b>	<b>\$16,324</b>

**Strategy 4: Provide and maintain facilities, equipment, materials, and supplies****Master Plan Goal 1, Performance Indicator 1.11**

All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards.

**Key Strategies:**

- g) Provide the opportunity for students to participate in music, art, athletic, and extracurricular activities.
- i) Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.
- j) Integrate technology in the teaching/learning process.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
<b>Dance</b>					
Regular Programs - Supplies & Materials	Books, videos, resource materials for programs	11 schools x \$200	\$2,200		\$2,200
Regular Programs - Supplies & Materials	Honors Ensemble awards	20 students x \$20		\$400	\$400
<b>Total Dance</b>			<b>\$2,200</b>	<b>\$400</b>	<b>\$2,600</b>
<b>Music</b>					
Regular Programs - Contract Services	Repair instrument inventory	1,000 instruments x \$50		\$50,000	\$50,000
Regular Programs - Supplies & Materials	Replace instruments	200 instruments x \$750		\$150,000	\$150,000
Instructional Staff Development - Instructional Materials	Provide materials for professional development activities		\$116		\$116
<b>Total Music</b>			<b>\$116</b>	<b>\$200,000</b>	<b>\$200,116</b>
<b>Theatre</b>					
Regular Programs - Supplies & Materials	Purchase texts and instructional videos to support the theatre program as needed per school	\$32.54 x 28 schools	\$911		\$911
<b>Total Theatre</b>			<b>\$911</b>	<b>\$0</b>	<b>\$911</b>
<b>Visual Arts</b>					
Regular Programs - Equipment	1 new kiln, ventilation, and electrical		\$7,000	\$7,000	\$14,000
<b>Total Visual Arts</b>			<b>\$7,000</b>	<b>\$7,000</b>	<b>\$14,000</b>
<b>Total Strategy 4</b>			<b>\$10,227</b>	<b>\$207,400</b>	<b>\$217,627</b>

**Strategy 5: Enhance existing programs and develop new models****Master Plan Goal 1, Performance Indicator 1.11**

All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards.

**Key Strategies:**

- d) Provide an array of courses aligned with the Maryland Content Standards for students to meet their fine arts credit requirement.
- g) Provide the opportunity for students to participate in music, art, athletic, and extracurricular activities.
- j) Integrate technology in the teaching/learning process.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
<b>Dance</b>					
Regular Programs - Contract Services	Guest artists and residencies for fine arts dance programs	11 schools x \$151.36	\$1,665		\$1,665
Regular Programs - Contract Services	Guest artists for Dance & Rhythms units	12 schools x \$500		\$6,000	\$6,000
Instructional Staff Development - Other	Instructor(s) for continuing professional development course	2 credit course = \$945		\$945	\$945
Regular Programs - Salaries & Wages	Honors Ensemble Artistic Director	\$2,805 extra duty compensation	\$2,805		\$2,805
Fixed Charges	FICA & W/C	.0765 x \$2,805 = \$214 .0052 x \$2,805 = \$15	\$229		\$229
Regular Programs - Contract Services	Adjudicators for BCPS Dance Festival & All-County Honors Ensemble	\$100 x 7 = \$700		\$700	\$700
Regular Programs - Transportation	Busses for BCPS Dance Festival	\$100 x 4 = \$400		\$400	\$400
Regular Programs - Contract Services	Guest Artists for BCPS Dance Festival	\$150 x 6 = \$900		\$900	\$900
Regular Programs - Supplies & Materials	Costumes for Honors Ensemble	16 students x \$50		\$800	\$800
Regular Programs - Contract Services	Videographer & DVD copies	\$11 x 10 schools = \$110 + \$350 fee		\$460	\$460
Regular Programs - Contract Services	Tech crew & director for festival and showcase	\$400 x 2 events		\$800	\$800
Regular Programs - Salaries & Wages	Custodians for BCPS Dance Festival	\$33.35/hr. x 12 hours		\$400	\$400
Mid-Level Admin. and Supervision - Supplies & Materials	Dell laptop for presentations & meetings	BCPS equipment catalog: \$1,150		\$1,150	\$1,150
<b>Total Dance</b>			<b>\$4,699</b>	<b>\$12,555</b>	<b>\$17,254</b>
<b>Music</b>					
Regular Programs - Contract Services	Provide guest conductors for High School Honors ensembles	5 conductors x \$1,500		\$7,500	\$7,500
Regular Programs - Contract Services	Provide guest conductors for Middle School Honors ensembles	3 conductors x \$600		\$1,800	\$1,800
Regular Programs - Supplies & Materials	Provide supplies and materials for enrichment activities and secondary festivals	155 schools x \$100		\$15,500	\$15,500
<b>Total Music</b>			<b>\$0</b>	<b>\$24,800</b>	<b>\$24,800</b>

<b>(Strategy 5 Continued)</b>					
<b>Theatre</b>					
Regular Programs - Contract Services	Provide guest enrichment programs as needed for targeted schools		\$554		\$554
<b>Total Theatre</b>			<b>\$554</b>	<b>\$0</b>	<b>\$554</b>
<b>Visual Arts</b>					
Regular Programs - Contract Services	Exhibit Materials: postcards, programs	2 exhibits x \$414	\$828	\$3,700	\$4,528
Regular Programs - Contract Services	Exhibit Receptions: Catering	2 receptions x \$200	\$400	\$200	\$600
<b>Total Visual Arts</b>			<b>\$1,228</b>	<b>\$3,900</b>	<b>\$5,128</b>
<b>Total Strategy 5</b>			<b>\$6,481</b>	<b>\$41,255</b>	<b>\$47,736</b>

<b>Strategy 6: Provide sufficient fine arts teachers, supervisors, and support staff to meet fine arts standard:</b> <b>Master Plan Goal 1, Performance Indicator 1.11</b> All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards. <b>Key Strategies:</b> d) Provide an array of courses aligned with the Maryland Content Standards for students to meet their fine arts credit requirement. g) Provide the opportunity for students to participate in music, art, athletic, and extracurricular activities. y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas. <b>Master Plan Goal 3, Performance Indicator 3.1</b> b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers.					
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<b>Category/Object</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In-Kind</b>	<b>Total</b>
<b>Dance</b>					
Regular Programs - Salaries & Wages	dance resource teacher	\$83,371		\$83,371	\$83,371
Fixed Charges	FICA & W/C	.0765 x \$83,371 = \$6,378 .0052 x \$83,371 = \$434		\$6,811	\$6,811
Regular Programs - Salaries & Wages		14.0 FTE teachers x \$60,120		\$841,680	\$841,680
Fixed Charges	FICA & W/C	.0765 x \$84,1680 = \$64,388 .0052 x \$841,680 = \$4,377		\$68,765	\$68,765
Fixed Charges	Retirement	14.34% x \$925,051		\$132,652	\$132,652
Fixed Charges	Health	15.0 FTE teachers x \$10,622		\$159,330	\$159,330
Regular Programs - Salaries & Wages	curriculum workshop coordinator- EYE days	\$83,371 divided by 191 = \$436.50 x 15 days		\$6,547	\$6,547
Fixed Charges	FICA & W/C	.0765 x \$6,547 = \$501 .0052 x \$6,547 = \$34		\$535	\$535
<b>Total Dance</b>			<b>\$0</b>	<b>\$1,299,691</b>	<b>\$1,299,691</b>
<b>Music</b>					
Mid-Level Administration and Supervision - Salaries & Wages	335 teachers to deliver program of instruction	335 FTE teachers x \$60,120		\$20,140,200	\$20,140,200
Fixed Charges	FICA, W/C, Retirement & Benefits	.0765 x \$20,140,200 = \$1,540,725 .0052 x \$20,140,200 = \$104,729  14.34% x \$20,140,200 = \$2,888,105 335 teachers x \$10,622 = \$3,558,370		\$8,091,929	\$8,091,929
<b>Total Music</b>			<b>\$0</b>	<b>\$28,232,129</b>	<b>\$28,232,129</b>

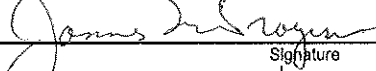
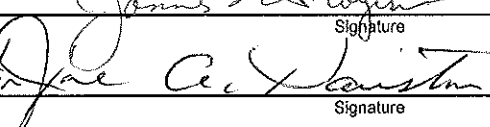
<b>(Strategy 6 Continued)</b>					
<b>Category/Object</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In-Kind</b>	<b>Total</b>
<b>Theatre</b>					
Regular Programs - Salaries & Wages	lead teacher to work with teachers on an as needed basis	\$33.91/hr. x 10 hours	\$339		\$339
Fixed Charges	FICA & W/C	.0765 x \$339 = \$26 .0052 x \$339 = \$2	\$28		\$28
Regular Programs - Other Costs	Mileage		\$20		\$20
Regular Programs - Salaries & Wages	35 theatre teachers for programs in 35 schools	35 teachers x \$44,589		\$1,560,615	\$1,560,615
Fixed Charges	FICA & W/C	.0765 x \$1,560,615 = \$119,387 .0052 x \$1,560,615 = \$8,115		\$127,502	\$127,502
Fixed Charges	Health	\$10,622 x 35 teachers = \$371,770		\$371,770	\$371,770
Fixed Charges	Retirement	14.34% x \$1,560,615 = \$223,792		\$223,792	\$223,792
Regular Programs - Salaries & Wages	Supervisor of English to supervise theatre program in 35 schools	0.20 x \$88,000		\$17,600	\$17,600
Fixed Charges	FICA & W/C	.0765 x \$17,600 = \$1,346 .0052 x \$17,600 = \$92		\$1,438	\$1,438
Fixed Charges	Health	0.20 x \$10,622 = \$2,124		\$2,124	\$2,124
Fixed Charges	Retirement	14.34% x \$17,600 = \$2,524		\$2,524	\$2,524
<b>Total Theatre</b>			<b>\$387</b>	<b>\$2,307,365</b>	<b>\$2,307,752</b>
<b>Visual Arts</b>					
Regular Programs - Salaries & Wages	Exhibit Installation and D-install	10 days x 2 supervisors x \$302		\$6,040	\$6,040
Fixed Charges	FICA & W/C	.0765 X \$6,040 = \$462 .0052 x \$6,040 = \$31		\$493	\$493
Regular Programs - Salaries & Wages	Art Museum Liaisons BMA \$2,000		\$2,000		\$2,000
Fixed Charges	FICA & W/C	.0765 x \$2,000 = \$153 .0052 x \$2,000 = \$10	\$163		\$163
Instructional Staff Development - Instructional Material	Materials for Professional Development Activities				\$0
Mid-Level Administration and Supervision - Salaries & Wages	248 visual arts teachers to deliver countywide program and instruction	248 teachers x \$42,487		\$10,536,776	\$10,536,776
Fixed Charges	FICA, W/C, Retirement & Benefits	.0765 x \$10,536,776 = \$806,063 .0052 x \$10,536,776 = \$54,791 14.34% x \$10,536,776 = \$1,510,973 248 x \$10,622 = \$2,634,256		\$5,006,083	\$5,006,083
<b>Total Visual Arts</b>			<b>\$2,163</b>	<b>\$15,549,392</b>	<b>\$15,551,555</b>
<b>Total Strategy 6</b>			<b>\$2,550</b>	<b>\$47,388,577</b>	<b>\$47,391,127</b>
Administrative Business Support Services Transfers	Indirect costs	\$53,029 x .02/1.02	\$1,040		\$1,040
<b>Total Grant</b>			<b>\$53,029</b>	<b>\$47,749,650</b>	<b>\$47,802,679</b>



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

ORIGINAL GRANT BUDGET	53,029	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Fine Arts Initiative	GRANT RECIPIENT NAME	Baltimore County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	Fine Arts Initiative	RECIPIENT AGENCY NAME			
FUND SOURCE CODE	1299	GRANT PERIOD	7/1/2010	6/30/2012	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						1,040.00	1,040.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.				1,000.00			1,000.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	23,644.00	6,447.00	3,111.00	20.00	7,000.00		40,222.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	5,498.00	620.00	916.00	1,352.00			8,386.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				2,381			2,381.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	<b>29,142.00</b>	<b>7,067.00</b>	<b>4,027.00</b>	<b>4,753.00</b>	<b>7,000.00</b>	<b>1,040.00</b>	<b>53,029.00</b>

Finance Official Approval	James M. Trageser		7/8/10	410-887-4345 ext 384
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Joe A. Hairston		8/14/10	410-887-4281
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

# Victims of Violent Criminal Offenses in Schools (VVCO) SY 2009-2010

## August 31, 2009 – June 18, 2010

**Local School System:** Baltimore County Public Schools

**Local Point of Contact:** Patsy J. Holmes, Director, Department of Student Support Services

**Telephone:** 410-887-0238

**E-mail:** pholmes@bcps.org

<b>Violent Criminal Offenses</b>	<b>Number of VVCOs (Note 1)</b>	<b>Number of Victims Requesting Transfers (Note 2)</b>	<b>Transfers Granted Prior to Final Case Disposition (Note 3)</b>
Abduction & attempted abduction	0	0	0
Arson & attempted arson in the first degree	0	0	0
Kidnapping & attempted kidnapping	0	0	0
Manslaughter & attempted manslaughter, except involuntary manslaughter	0	0	0
Mayhem & attempted mayhem	0	0	0
Murder & attempted murder	0	0	0
Rape & attempted rape	0	0	0
Robbery & attempted robbery	23	0	0
Carjacking & attempted carjacking	0	0	0
Armed carjacking & attempted armed carjacking	0	0	0
Sexual offense & attempted sexual offense in the first degree	0	0	0
Sexual offense & attempted sexual offense in the second degree	0	0	0
Use of a handgun in the commission or attempted commission of a felony or other crime of violence	3	0	0
Assault in the first degree	38	0	0
Assault with intent to murder	0	0	0
Assault with intent to rape	0	0	0
Assault with intent to rob	29	0	0
Assault with intent to commit a sexual offense in the first degree	0	0	0
Assault with intent to commit a sexual offense in the second degree	0	0	0
<b>TOTAL</b>	90	0	0

## Achieving Equity in Teacher and Principal Distribution

### **Summary**

To enable State officials, parents, the Department of Education, local educators and other key stakeholders to measure States' progress towards improving teacher effectiveness and achieving equity in the distribution of teachers and principals, States will need to collect, publish, and analyze basic information about how districts evaluate teacher and principal effectiveness and distribute their highly qualified and effective teachers among schools. The objective is to highlight inequities that result in low-income and minority students being taught by inexperienced, unqualified, out-of-field or ineffective teachers at higher rates than other students. Similarly, because principals play a critical role in teaching and learning, it is important to highlight inequities that result in low-income and minority students being taught in schools overseen by ineffective principals at higher rates than other students.

### **General Instructions:**

In this section, as appropriate, please update the information that was submitted as part of the American Reinvestment and Recovery Act (ARRA) supplement to the Bridge to Excellence Master Plan Guidance in December 2009. You should use the December 2009 report as a starting point and update as needed.

<b>Citation</b>	<b>Description</b>	<b>Rationale</b>
<b>Descriptor (a)(1)</b>	Describe, for each local education agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.	Teacher evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective teachers.

### **Directions**

Include the following information on the local school system's designated Web site reporting the evaluation systems of teachers. The description of the teacher evaluation system must explain how evaluation results are used in decisions regarding each of the following: teacher professional development, compensation, promotion, retention, and removal. If this information has already been included and updated on your school system's Web site, please indicate so below and provide the link.

1. Please provide the link to this information on the school system's designated Web site below:

[http://www.bcps.org/offices/staff\\_relations/](http://www.bcps.org/offices/staff_relations/)

<b>Citation</b>	<b>Description</b>	<b>Rationale</b>
<b>Indicator (a)(3)</b>	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

**Directions:**

1. Do your evaluation systems include achievement outcomes or student growth? (Mark "Yes" or "No.")
  - a. \_\_\_\_\_ Yes, the systems used to evaluate the performance of teachers include student achievement outcomes or student growth as an evaluation criterion.
  - b. If Yes, please respond (check one):
   
\_\_\_\_\_ Student achievement outcomes are included as an evaluation criterion.
   
\_\_\_\_\_ Student growth is included as an evaluation criterion.
  - c.   X   No, the systems used to evaluate the performance of teachers do not include student achievement outcomes or student growth as an evaluation criterion.

<b>Citation</b>	<b>Description</b>	<b>Rationale</b>
<b>Indicator (a)(4)</b>	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.	Ratings from teacher evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective teachers across districts.

**Directions:**

1. Complete the table below by listing each of the rating or performance levels in the LEA's performance evaluation systems, and the number and percentage of teachers rated at each performance rating or level.

<b>Performance Rating or Level</b>	<b>Number of Teachers</b>	<b>Percentage of Teachers</b>
Satisfactory – final evaluation (FY10)	2,707/2,761	98.66%
Unsatisfactory – final evaluation (FY10)	37/2,761	1.34%
	<b>Total: 2,761</b>	

2. Provide the link to this information on the school system's designated Web site below:

[http://www.bcps.org/offices/staff\\_relations/](http://www.bcps.org/offices/staff_relations/)

3. If the LEA does not currently publicly report this data, please list the major action steps that you will take to make this information publicly available by 6/30/11. Update the Action Steps Table (below) as appropriate to reflect progress to date.

Action Steps	Person(s) Responsible	Completion Date
BCPS is developing pilot principal and teacher evaluation instruments in collaboration with MSDE and according to the Education Reform Act of 2010.	Dr. Thomas Rhoades, Executive Director, Department of Research, Accountability, and Assessment  Dr. Donald Peccia, Assistant Superintendent, Department of Human Resources	June 2011

Citation	Description	Rationale
<b>Indicator (a)(5)</b>	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.	To the extent information on the distribution of teacher performance ratings is readily accessible by school, State officials, parents and other key stakeholders can identify and address inequities in the distribution of effective teachers on an ongoing basis.

**Directions:**

1. Is the number and percentage of teachers rated at each performance rating or level publicly reported for each school in the LEA? (Mark "Yes" or "No.")
  - a. \_\_\_\_ Yes, the number and percentage of teachers rated at each performance rating or level are publicly reported for each school in the LEA.
  - b. Please provide the link to this information on the LSS's designated Web site below:
  - c.   X   No, the number and percentage of teachers rated at each performance rating or level are not publicly reported for each school in the LEA.

2. If the LEA does not currently publicly report these data, please list the major action steps that you will take to publicly report this information by 6/30/11. Update the Action Steps Table (below) as appropriate to reflect progress to date.

Action Steps	Person(s) Responsible	Completion Date
BCPS is developing pilot principal and teacher evaluation instruments in collaboration with MSDE and according to the Education Reform Act of 2010.	Dr. Thomas Rhoades, Executive Director, Department of Research, Accountability, and Assessment  Dr. Donald Peccia, Assistant Superintendent, Department of Human Resources	June 2011
BCPS has updated teacher performance data on a systemwide basis but the data are not yet disaggregated by school. The Department of Human Resources will be upgrading the Advantage HR software program.	George Duque, Manger, Staff Relations, Department of Human Resources	October 2010
When the upgrades are completed teacher evaluation data will be reported and posted by school on the public Web site.	George Duque, Manger, Staff Relations, Department of Human Resources	June 2011

Citation	Description	Rationale
<b>Descriptor (a)(2)</b>	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.	Principal evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective principals.

**Directions:**

Include the following information on the local school system's designated Web site reporting the evaluation systems of principals. The description of the principal evaluation system must explain how evaluation results are used in decisions regarding each of the following: principal professional development, compensation, promotion, retention and removal. If this information has already been included and updated on your school system's Web site, please indicate so below and provide the link.

1. Provide the link to this information on the school system's designated Web site below:

[http://www.bcps.org/offices/staff\\_relations/](http://www.bcps.org/offices/staff_relations/)

<b>Citation</b>	<b>Description</b>	<b>Rationale</b>
<b>Indicator (a)(6)</b>	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

**Directions:**

1. Do the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion? (Mark "Yes" or "No.")
  - a. \_\_\_\_ Yes, the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion.
  - b. If Yes, please respond (check one):
   
\_\_\_\_ Student achievement outcomes are included as an evaluation criterion.
   
\_\_\_\_ Student growth is included as an evaluation criterion.
  - c.   X   No, the systems used to evaluate the performance of principals do not include student achievement outcomes or student growth as an evaluation criterion.

<b>Citation</b>	<b>Description</b>	<b>Rationale</b>
<b>Indicator (a)(7)</b>	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.	Ratings from principal evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective principals across districts.

**Directions:**

1. Complete the table below by listing each of the rating or performance levels in the LEA's performance evaluation systems, and the number and percentage of principals rated at each performance rating or level.

<b>Performance Rating or Level</b>	<b>Number of Principals</b>	<b>Percentage of Principals</b>
Satisfactory (FY10)	159/159	100%
	<b>Total: 159</b>	

2. Please provide the link to this information on the school system's designated Web site below:

[http://www.bcps.org/offices/staff\\_relations/](http://www.bcps.org/offices/staff_relations/)

3. If the LEA does not currently publicly report this data, please list the major action steps that you will take to make this information publicly available by 6/30/11. Update the Action Steps Table (below) as appropriate to reflect progress to date.

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Completion Date</b>
BCPS is developing pilot principal and teacher evaluation instruments in collaboration with MSDE and according to the Education Reform Act of 2010.	Dr. Thomas Rhoades, Executive Director, Department of Research, Accountability, and Assessment  Dr. Donald Peccia, Assistant Superintendent, Department of Human Resources	June 2011



## **Facilities to Support Master Plan Strategies**

The purpose of this section is to a.) Identify any major changes to the school system's overall plan for facilities in support of Bridge to Excellence Master Plan strategies and b.) Monitor the implementation of mandated prekindergarten programs. All school systems reported implementing mandatory full-day kindergarten programs for all children by school year 2007-2008 as was required. Submission of the table of school names and program locations required in prior year updates is not required. Detailed capital improvement project descriptions and schedules are not required.

### **A. Overall Facilities Plan:**

- 1. Provide a brief narrative description of any major facilities needs, processes, participants, and/or timelines identified in the last update that have changed substantially due to actual State and local government capital budget allocations or other factors.**

See response to number 2 below.

- 2. List any changes to board of education goals, objectives, and implementation strategies that will impact facility needs.**

No state or local capital allocations were required to meet the facility needs of mandated prekindergarten or full-day kindergarten. These needs were accommodated through a reallocation of space within schools and/or the placement of relocatable classrooms where necessary.

### **B. Full or Half-Day Prekindergarten Programs:**

Please address the following statements related to mandatory early childhood programs:

- 1. Provide a brief narrative description of any continuing issues related to providing facilities for mandated prekindergarten programs.**

N/A

- 2. Provide a list of schools by name where new prekindergarten programs will be added for school year 2010-2011. Please identify if the new programs will be full-day or half-day.**

N/A

**Transfer of School Records for Children in State-Supervised Care  
Annual Certification Statement**

**Local School System:** Baltimore County

**Point of Contact:** Sharon Ochs

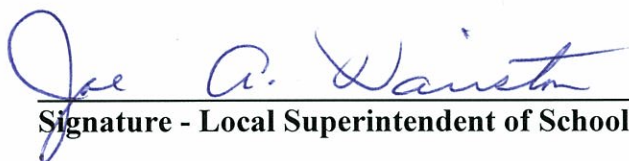
**Address:** 9610 Pulaski Park Drive, Suite 219

Baltimore, Maryland 21220

**Telephone:** 410-887-0404 **FAX:** 410-918-9329

**Email:** [sochs@bcps.org](mailto:sochs@bcps.org)

**I certify that the local school system is implementing the requirements for the transfer of educational records for children in State-supervised care in compliance with §8-501 - 8-506 of the Education Article, Annotated Code of Maryland, and Code of Maryland Regulations (COMAR) 13A.08.07.**



**Signature - Local Superintendent of Schools/Chief Executive Officer**

7/13/10

**Date**

Please complete this certification statement and submit as part of your 2010 Master Plan Annual update. If you have questions, please contact:

John McGinnis  
Pupil Personnel Specialist  
Maryland State Department of Education  
200 West Baltimore Street, 4<sup>th</sup> Floor  
Baltimore, Maryland 21201

**Phone:** (410) 767-0295

**Fax:** (410) 333-8148

**Email:** [jmcginnis@msde.state.md.us](mailto:jmcginnis@msde.state.md.us)

**STUDENT RECORDS REVIEW AND UPDATE VERIFICATION  
Certification Statement**

**Local School System:** Baltimore County

**Point of Contact:** Lynne Muller

**Address:** ESS-Educational Support Services

6901 Charles Street, Baltimore, MD 21204

**Telephone:** 410-887-0291 **FAX:** 410-321-5721

**Email:** [lmuller@bcps.org](mailto:lmuller@bcps.org)

**I certify that the local school system is implementing the requirements for the Student Records regulation outlined in COMAR 13A.08.02.07 Review and Updating:**



Are being implemented by evidence of local school and school system procedures that addresses the ongoing maintenance and accuracy of student records. These procedures include, but are not limited to:

- Professional Development
- Ongoing review of student records
- Policies and Procedures addressing the maintenance of student records



Are not being implemented. (Please attach an explanation.)

*RIDER WOOD ELEM., WOODLAWN MIDDLE*

*Joe A. Harston*

Signature - Local Superintendent of Schools/Chief Executive Officer

*7/12/10*

Date

**Please complete certification statement and submit as part of your 2010 Master Plan**

**Annual update. If you have questions, please contact:**

John McGinnis  
Pupil Personnel Specialist  
Maryland State Department of Education  
200 West Baltimore Street, 4<sup>th</sup> Floor  
Baltimore, Maryland 21201

Phone: (410) 767-0295

Fax: (410) 333-8148

Email: [jmcginnis@msde.state.md.us](mailto:jmcginnis@msde.state.md.us)

# Student Records Review and Update Verification Certification Statement

Area Superintendent: Dr. Kendra Johnson

I certify that by June 18<sup>th</sup> 2010 the Student Records regulation outlined in COMAR 13.A.08.02.07:

- A. To ensure that student records maintained under this title are relevant and accurate, a local school system and educational institution regulated by the State Board of Education shall provide for review and updating of student records.
- B. Changes in identifying information, results of individual and group standardized tests and health data shall be made within reasonable time after these changes occur during the school year.
- ~~C. Review of student records shall occur at least under the following conditions:~~
  - 1. When a student transfers to the next higher organizational unit, such as from elementary to middle school level;
  - 2. When a student graduates from high school; and
  - 3. When a student withdraws for any reason.

☐ The following schools in my area have reported they have fully implemented.

## Northwest Area Elementary Schools

Bedford	Glyndon	Summit Park
Campfield	Hernwood	Timber Grove
Cedarmere	Milbrook	Wellwood
Chatsworth	New Town	Winand
Church Lane	Owings Mills	Woodholme
Deer Park	Randallstown	
Fort Garrison	Reisterstown	
Franklin	Scotts Branch	

## Northwest Area Middle Schools

Deer Park  
Franklin  
Old Court  
Pikesville  
Sudbrook

## Northwest Area High Schools

Franklin  
Milford Mill  
New Town  
Owings Mills  
Pikesville  
Randallstown

☐ The following schools in my area have reported that they have not fully implemented.  
(Please attach an explanation.)

  
Area Assistant Superintendent's Signature

June 29, 2010

Date

# Student Records Review and Update Verification Certification Statement

Area Superintendent: Patricia Lawton

I certify that by June 18<sup>th</sup> 2010, the Student Records regulation outlined in COMAR 13.A.08.02.07:

- A. To ensure that student records maintained under this title are relevant and accurate, a local school system and educational institution regulated by the State Board of Education shall provide for review and updating of student records.
- B. Changes in identifying information, results of individual and group standardized tests and health data shall be made within reasonable time after these changes occur during the school year.
- C. Review of student records shall occur at least under the following conditions:
  - 1. When a student transfers to the next higher organizational unit, such as from elementary to middle school level;
  - 2. When a student graduates from high school; and
  - 3. When a student withdraws for any reason.

☒ The following schools in my area have reported they have fully implemented.

## Elementary Schools

Battle Gove ES	Deep Creek ES	Middleborough ES
Battle Monument ES	Dundalk ES	Norwood ES
Bear Creek ES	Eastwood ES	Oliver Beach ES
Berkshire ES	Edgemere ES	Sandalwood ES
Charlesmont ES	Grange ES	Sandy Plains ES
Chase ES	Hawthorne ES	Seneca ES
Chesapeake Terrace ES	Logan ES	Sussex ES
Colgate ES	Mars Estates ES	

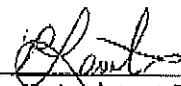
## Middle Schools

Deep Creek MS	Gen. John Stricker MS	Sparrows Pt. MS
Dundalk MS	Holabird MS	

## High Schools

Chesapeake HS	Patapsco HS	Sparrows Pt. HS
Dundalk HS	Sollers Pt. HS	

The following schools in my area have reported that they have not fully implemented. (Please attach an explanation.)

  
Area Assistant Superintendent's Signature

July 1, 2010

Date

Please return this certification statement to the Superintendent by July 15, 2010.  
(Attach copy of each principal's certification)

# Student Records Review and Update Verification Certification Statement

Area Superintendent: Dr. Manuel Rodriguez

I certify that by June 18<sup>th</sup> 2010, the Student Records regulation outlined in COMAR 13.A.08.02.07:

- A. To ensure that student records maintained under this title are relevant and accurate, a local school system and educational institution regulated by the State Board of Education shall provide for review and updating of student records.
- B. Changes in identifying information, results of individual and group standardized tests and health data shall be made within reasonable time after these changes occur during the school year.
- C. Review of student records shall occur at least under the following conditions:
  - 1. When a student transfers to the next higher organizational unit, such as from elementary to middle school level;
  - 2. When a student graduates from high school; and
  - 3. When a student withdraws for any reason.

☐ The following schools in my area have reported they have fully implemented.

## Southwest Area Elementary Schools

Arbutus	Hillcrest	Winfield
Baltimore Highlands	Johnnycake	Woodbridge
Catonsville	Lansdowne	Woodmoor
Dogwood	Powhatan	
Edmondson Heights	Relay	
Featherbed Lane	Riverview	
Halethorpe	Westchester	
Hebbville	Westowne	

## Southwest Area Middle Schools

Arbutus  
Catonsville  
Lansdowne  
Southwest Academy  
Windsor Mill

## Southwest Area High Schools

Catonsville  
Lansdowne  
Western  
Woodlawn

The following schools in my area have reported that they have not fully implemented. (Please attach an explanation.)

Woodlawn MS

  
Area Assistant Superintendent's Signature

July 1, 2010

Date

Please return this certification statement to the Superintendent by July 15, 2010.

(Attach copy of each principal's certification)

## Student Records Review and Update Verification Certification Statement

Name of School: Woodlawn Middle

I certify that by June 18, 2010, the Student Records Regulation outlined in COMAR 13.A.08.02.07:

- A. To ensure that student records maintained under this title are relevant and accurate, a local school system and educational institution regulated by the State Board of Education shall provide for review and updating of student records.
- B. Changes in identifying information, results of individual and group standardized tests, and health data shall be made within reasonable time after these changes occur during the school year.
- C. Review of student records shall occur at least under the following conditions:
  - 1. When a student transfers to the next higher organizational unit, such as from elementary to middle school level.
  - 2. When a student graduates from high school.
  - 3. When a student withdraws for any reason.

Check one:

☐

Has been fully implemented.

☒

Has not been fully implemented. (Please attach an explanation.)

  
Principal's Signature

6/30/10  
Date

Please return this certification statement to your area assistant superintendent by June 30, 2010.

(See reverse for additional information)

# Woodlawn Middle School

3033 St. Lukes Lane  
Baltimore, MD 21207

*Doing Whatever it Takes to Achieve  
Making the Impossible...Possible*

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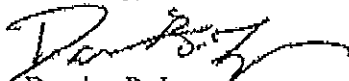
June 30, 2010

Dr. Rodriguez,

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The student records review and update verification and certification statement has not been fully implemented because the MSA labels that we received were incorrect. We are awaiting an email from the testing office to inform us when corrected labels will be mailed.

Sincerely,

  
Damien B. Ingram  
Principal



# Student Records Review and Update Verification Certification Statement

Area Superintendent: Barbara Walker

I certify that by June 18<sup>th</sup> 2010, the Student Records regulation outlined in COMAR 13.A.08.02.07:

- A. To ensure that student records maintained under this title are relevant and accurate, a local school system and educational institution regulated by the State Board of Education shall provide for review and updating of student records.
- B. Changes in identifying information, results of individual and group standardized tests and health data shall be made within reasonable time after these changes occur during the school year.
- C. Review of student records shall occur at least under the following conditions:
  - 1. When a student transfers to the next higher organizational unit, such as from elementary to middle school level;
  - 2. When a student graduates from high school; and
  - 3. When a student withdraws for any reason.

☐ The following schools in my area have reported they have fully implemented.

## Elementary Schools

Carroll Manor, Cromwell Valley, Fifth District, Halstead Academy, Hampton, Jacksonville, Lutherville, Oakleigh, Padonia, Pinewood, Pleasant Plains, Pot Spring, Prettyboy, Ridge Ruxton, Rodgers Forge, Seventh District, Sparks, Stoneleigh, Timonium, Villa Cresta, Warren, White Oak

## Middle Schools

Cockeysville, Dumbarton, Hereford, Loch Raven, Ridgely

## High Schools

Dulaney, George Washington Carver Center, Hereford, Loch Raven, Towson

The following schools in my area have reported that they have not fully implemented. (Please attach an explanation.)

Riderwood Elementary -- see attached

Barbara Walker /es

Area Assistant Superintendent's Signature

July 1, 2010

Date

Please return this certification statement to the Superintendent by July 15, 2010.

(Attach copy of each principal's certification)

## Student Records Review and Update Verification Certification Statement

Name of School: Riderwood Elementary

I certify that by June 18, 2010, the Student Records Regulation outlined in COMAR 13.A.08.02.07:

- A. To ensure that student records maintained under this title are relevant and accurate, a local school system and educational institution regulated by the State Board of Education shall provide for review and updating of student records.
- B. Changes in identifying information, results of individual and group standardized tests, and health data shall be made within reasonable time after these changes occur during the school year.
- C. Review of student records shall occur at least under the following conditions:
  - 1. When a student transfers to the next higher organizational unit, such as from elementary to middle school level.
  - 2. When a student graduates from high school.
  - 3. When a student withdraws for any reason.

Check one:

☐

Has been fully implemented.

☒

Has not been fully implemented. (Please attach an explanation.) We have completed 70% reverification of our 5th graders moving to middle school as of this date. All other school files are current.

Sherry DeHart  
Principal's Signature

June 18 2010  
Date

Please return this certification statement to your area assistant superintendent by June 30, 2010.

(See reverse for additional information)

Will update on  
June 30th

20/88 not verified  
17.3% verified  
grade 5 embel-  
ment.

## Student Records Review and Update Verification Certification Statement

Area Superintendent: Verletta White

I certify that by June 18, 2010, the Student Records regulation outlined in COMAR 13.A.08.02.07:

- A. To ensure that student records maintained under this title are relevant and accurate, a local school system and educational institution regulated by the State Board of Education shall provide for review and updating of student records.
- B. Changes in identifying information, results of individual and group standardized tests, and health data shall be made within reasonable time after these changes occur during the school year.
- C. Review of student records shall occur at least under the following conditions:
  - 1. When a student transfers to the next higher organizational unit, such as from elementary to middle school level;
  - 2. When a student graduates from high school; and
  - 3. When a student withdraws for any reason.

x The following schools in my area have reported they have fully implemented.

Carney El.	McCormick El.	Golden Ring Middle
Chapel Hill El.	Middlesex El.	Middle River Middle
Elmwood El.	Orems El.	Parkville Middle
Essex El.	Perry Hall El.	Perry Hall Middle
Fullerton El.	Pine Grove El.	Pine Grove Middle
Glenmar El.	Red House Run El.	Stemmers Run Middle
Gunpowder El.	Seven Oaks El.	Eastern Tech. High
Harford Hills El.	Shady Spring El.	Kenwood High
Joppa View El.	Victory Villa El.	Overlea High
Kingsville El.	Vincent Farm El.	Parkville High
Martin Blvd. El.	Crossroads Center	Perry Hall High

☐ The following schools in my area have reported that they have not fully implemented. (Please attach an explanation.)

Verletta White  
Area Assistant Superintendent's Signature

7/1/10  
Date

Please return this certification statement to the Superintendent by July 15, 2010.

(Attach copy of each principal's certification)