

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: December 20, 2011

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **2011 BRIDGE TO EXCELLENCE MASTER PLAN UPDATE**

PRESENTERS: Renee A. Foose, Deputy Superintendent

RESOURCE PERSONS: E. Grace Chesney, Executive Director, Research, Accountability, and Assessment
Mandi Dietrich, Director, Special Projects

INFORMATION

That the Board of Education receives the 2011 Bridge to Excellence Master Plan Update.

Click on the following link to access the document:
<http://www.bcps.org/board/exhibits/2011/122011ExhibitF.PDF>

Attachment I – 2011 Bridge to Excellence Master Plan Update

Baltimore County Public Schools

Maryland's Reform Plan
Bridge to Excellence in Public Schools
Race to the Top
2011



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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.

Name	Affiliation/Title with Local School System
Dr. Joe A. Hairston	Superintendent
Dr. Renee A. Foose	Deputy Superintendent
Mr. Robert Barrett	Executive Officer, Community Outreach
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, Special Projects, Bridge to Excellence Local Point of Contact
Ms. Sonja Karwacki	Executive Director, Liberal Arts
Ms. Patricia Lawton	Assistant Superintendent, Elementary Schools Zone 2
Ms. Kathy McMahon	Executive Director, Special Programs
Dr. Edward Newsome Jr.	Assistant Superintendent, Middle Schools
Dr. Donald Peccia	Assistant Superintendent, Human Resources
Dr. Roger Plunkett	Assistant Superintendent, Curriculum and Instruction
Ms. Michele Prumo	Chief of Staff
Dr. John Quinn	Executive Director, STEM
Mr. Dale Rauenzahn	Executive Director, Student Support Services
Ms. Phyllis Reese	Chief Communications Officer
Mr. Michael Sines	Executive Director, Physical Facilities

Ms. Barbara Walker	Assistant Superintendent, High Schools
Ms. Verletta White	Assistant Superintendent, Elementary Schools Zone 3

Section A: Executive Summary

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 in a global economy and multicultural society. BCPS believes that despite the current and ongoing climate of economic challenges that have become the “new normal” for school systems; i.e., being asked to do more with less, all students can and will learn and achieve at high levels when the following necessary conditions 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 *Blueprint for Progress* has prepared BCPS for the “new normal” and fully describes the school system’s destination, provides strategies on how to best get there, and offers benchmarks for staying on track.

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 and efficiently and effectively monitored. 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 26th largest school district in the nation—with 173 schools, centers, and programs. The school system continues to thoughtfully 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 its 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.

Achievement highlights from the 2010 Report on Results included, but were not limited to, increased: elementary and middle school reading and mathematics MSA scores; percentage of 100% of graduates meeting HSA graduation requirements; AP and SAT participation and

passing of exams; percentage of highly qualified teachers and paraprofessionals; and high school graduation rate to 86%. Expanded learning opportunities included accessibility to computers and implementation of the College Board partnership and the Advancement Via Individual Determination (AVID) college-preparatory program, to name a few. Additional highlights from the 2010 – 2011 school year are reported below in the Goal Progress section.

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 42% eligible for free and reduced price meal services (FARMS), which nearly doubled since 2000. The number of English language learners (ELL) has more than doubled to 3,862, up from 1,678 ten years ago. This year, nearly 800 more prekindergarten children will be served than in 2000.

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 as BCPS navigates the "new normal." Consistent with system priorities, strategies outlined in the Master Plan will continue to address the challenge of eliminating achievement gaps and ensuring success for all students to 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.

Budget Narrative

In light of the "new normal," the recent economic challenges have touched the lives of virtually every family, community, and institution. While school systems are facing critical variables as they develop operating plans for the future, BCPS continues to exemplify both diversity and excellence in meeting the needs of *all* students through its budget development and administration. The number of homeless students increased from 314 in 2001 to nearly 1,500 last year.

Revenue and Fiscal Climate

Federal State Fiscal Stabilization Funds (SFSF) of \$8.4 million (FY2010) and \$12.4 million (FY2011), issued under the American Recovery and Reinvestment Act (ARRA), and Education Jobs Fund resources of \$19.1 million were used by the state to support direct aid to education distributed through state foundation funding formulae. SFSF funds

were used to support all administrative, instructional, and operating costs. All Education Jobs Fund resources, including \$3.8 million awarded directly to BCPS for FY2012, have been used to support employee health care costs in FY2011 and FY2012.

Under the Bridge to Excellence funding formula, increased enrollment and declining wealth factors account for most of the increase to BCPS. The Baltimore County appropriation increases by \$5.4 million, or 0.8%, over FY2011 funding levels. This is the second consecutive year at the maintenance of effort funding level and the smallest increase since 1996.

The FY2012 special revenue fund declines by \$12.3 million (-12.3%) below the FY2011 adjusted budget that included a significant appropriation of stimulus funds received under the American Recovery and Reinvestment Act (ARRA). The ARRA grants all expire in the first quarter of FY2012. Approximately \$1.9 million of the remaining supplemental stimulus pass-through grant is included in the FY2012 budget. Certain special education programs including early intervention services, assistive technologies, and co-teaching for inclusion classes will be discontinued as was planned when the IDEA Part B stimulus grant was approved. Title I stimulus fund programs to provide classroom technology, early and extended learning opportunities for students, and professional development in 44 elementary schools have also concluded according to plans.

The state's February 2010 mandate to provide an extended Individualized Family Service plan (IFSP) option for preschool special education students had been funded by an ARRA Part C IDEA grant of \$1.8 million that also expires. With no anticipated state funds to support this program, it has been shifted to the general fund. MSDE has provided limited guidance on the status of this unfunded mandate. BCPS has determined that this program can be most efficiently provided by hiring 27.8 full-time positions at a cost of approximately \$1.8 million instead of \$3.6 million in contracted services that have been used since last year. Approximately \$1 million has been included in the general fund budget to hire 20 full-time positions to provide related services that were previously provided by contractors. Both efforts will improve the quality and quantity of services and help maintain regulatory compliance in all special education programs.

Given some stability in Third Party Billing program revenues over the past few years, BCPS has budgeted available funds of \$3.5 million to support special education additional assistant expenditures to help achieve the goal of inclusive education.

The federal Safe and Drug Free Schools grant has been phased out, and the FY2012 budget includes funds to maintain a scaled back version of this program.

BCPS was a key participant in the state's Race to the Top federal grant application this year. Maryland was awarded a total of \$250 million, with half set aside for local school districts. BCPS was awarded \$17.4 million, \$6.3 million of which is planned for new initiatives in FY2012 that include curricula alignment with Common Core State Standards, implementation of longitudinal data systems to measure effective instruction, professional development for teachers and administrators, and efforts to turn around the lowest achieving schools. Delayed federal and state approvals to access these funds made it difficult to implement the complete FY2011 spending plan. This delay further complicated our efforts to amend the grant and reappropriate unspent funds in FY2012.

In FY2012, approximately \$934,000 will be used from the \$1.9 million rate stabilization fund toward payment of MABE insurance pool premiums as permitted by the plan policy.

BCPS will also pay, for the first time, an administrative fee of approximately \$1.7 million for state teacher pension costs. An upcoming special fall legislative session will consider further cost sharing between the state and local governments that could more than offset increased state aid to education.

In light of these revenue limitations and increasing mandates and fees, the budget focuses on reduced spending while preserving and protecting all core programs and services outlined in the *Blueprint for Progress*. This budget maintains quality instruction, safe and supportive learning environments, and provides for students with disabilities, students in poverty, and students at greatest risk.

Expenditures and Priorities

The FY2012 adopted budget includes no new programs. Summer school, evening high school, and alternative education programs are all preserved in the adopted budget to continue BCPS' strong support for at-risk students. All of the highly effective, results-oriented initiatives including AVID, Advance Path and the College Gateway Partnership remain fully intact.

Quality of instruction is the most important of these and is the heart of what BCPS does. While many school systems have eliminated programs, laid off teachers, and furloughed employees, prudent fiscal management has allowed BCPS to provide stability. BCPS has protected all effective instructional programs, preserved student services, and prevented disruptions to staff. Baltimore County government and employee bargaining units reached an agreement in 2010 to redesign health care benefits with the goal of achieving lower long-term costs of coverage. This agreement also assures that eligible employees will advance on existing pay scales and that no layoffs or furloughs will occur through FY2012. The value of this compensation package is approximately \$15.1 million. Existing health care and other employee benefits will also remain in place at a cost of \$17 million. The success of the *Blueprint for Progress* is ultimately based on the strength of the staff and the quality of their efforts.

The largest enrollment increase since 2007 is projected to require the addition of 77 teaching positions at an additional cost of \$3.1 million. Approximately 200 more teachers will be hired to fill projected vacancies throughout the year. The need for additional resources is primarily driven by increased enrollment of 499 students in FY2011 and a projected increase of 864 additional students by fall of the 2011-2012 school year. FY2012 is projected to be the third consecutive year of increased enrollment.

Additional state requirements will go into effect on July 1, 2011, for the Allied Sports Program; and BCPS has added a position to meet these requirements. The program provides three seasons of athletic activity to each student of every ability level.

BCPS' recent ISO 9001 certification will require annual updates included in the operating plan, and contractual obligations require increased funding of \$417,000 to add Grade 7 at the charter school.

BCPS is also working in concert with the Maryland State Department of Education and the federal Race to the Top (RTTP) education initiative to revise its K-12 reading/language arts and mathematics curricula to align with the Common Core State Standards. Ongoing STEM programs and virtual learning environments are further enhanced through the RTTP grant that will develop an online learning program and a virtual high school and add content to the virtual learning arena at Chesapeake High School. Professional development for STEM teachers will also be supported by the RTTP grant.

Transportation costs are projected to increase \$1.2 million primarily due to increased fuel costs.

Retargeted Resources

This operating budget recommends only a slight increase of 0.2% in total general fund and grant revenue over last year. Enforcing strict measures has been necessary to offset increased salary and benefit costs of \$32.1 million, the loss of \$19.4 million in federal stimulus revenue, and increased costs of compliance with state and federal mandates of \$1.8 million. While all of the core programs have been preserved, operational adjustments will be necessary. Compensation and benefits make up approximately 85% of the general fund budget. The only way to manage the significant variables listed above is to adjust compensation within the parameters of the policy of no furloughs and no layoffs while providing for eligible advancement within existing salary scales.

Each year, hundreds of teaching vacancies occur through normal retirements and attrition. The FY2012 adopted budget has frozen 194.2 of these anticipated vacancies and made offsetting adjustments to classroom staffing allocations for the positions that will go unfilled.

These costs have been redirected from adjustments to school staffing allocation ratios as follows:

- Elementary school classes have increased by an average of one student per class in all grades 3 – 5 with a very slight reduction of art, music, and physical education teachers in schools with enrollment over 325 students.
- Middle school classes have increased by an average of 1.4 students per class in all grades 6 – 8.
- High school classes have increased by an average of 2.8 students per class in all grades 9 – 12. High school classes in schools with fewer than 1,000 students have increased by an average of 1.4 students per class in all grades 9 – 12. High schools have been allocated one librarian instead of two.
- Inclusive special education classrooms in all grades and schools have increased by one student per class.

- Elementary grades K – 2, special schools, and schools in every level of school improvement status are maintaining current FY2011 staffing allocations.

Additionally, extended-year employment (EYE) has been reduced approximately 10% below already reduced FY2011 levels. Funding for non-negotiated extra-duty assignments (EDA) must continue to come from school budgets as begun in FY2011. Lastly, the availability of responsibility factors (RF) for department chairs and team leaders has been standardized and distributed equally among all secondary schools.

Summer school began the first full week after the Fourth of July holiday, effectively eliminating four days from the schedule. Classroom preparation time for teachers was reduced from four to two hours. The most significant impact of this scheduling change was the elimination of original one-credit classes for high school students. High school students still earned original 0.5 credits in appropriate subjects.

Reducing administrative costs was a key guideline in developing a work plan and budget for FY2012. All school and central office budgets have been reduced 5% below FY2011 levels. The reduction to office budgets alone totals \$2 million and includes approximately \$325,000 in travel, food, and leased space costs related to training and professional development. Four positions (4.0 FTE) have been reduced from administrative offices, and recruitment expenditures of \$1 million have also been reduced. In total, \$3.3 million in ongoing annual administrative costs have been reduced. Furthermore, all administrative vacancies will continue to be placed on automatic hold pending review by the superintendent.

The Department of Technology has redirected \$1 million from computer replacements to fund software maintenance and increase software licensing costs. It is also important to note that BCPS will support schools entering school improvement by redirecting resources from schools that are emerging from restructuring.

In FY2001, an ongoing revolving fund was established to replace and update library books and media in all schools. This account has been reduced from \$1.3 million to \$1.2 million in FY2012. A similar fund to replace instructional materials and textbooks was reduced from \$2.0 million to \$1 million last year. No changes have been implemented for the musical instrument replacement fund.

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

All State Fiscal Stabilization and Education Jobs Fund resources, although used for specific purposes listed below, have collectively helped BCPS protect all effective instructional programs, limit increases to class sizes, and prevent major disruptions to staff from 2009 through 2012.

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

Not applicable.

Please describe, if applicable, one-time uses of SFSF funds. Include individual activities and corresponding resource allocations in your description. After the ARRA funds run out, is there a plan of sustainability? If so, please briefly describe the plan.

Federal State Fiscal Stabilization Funds (SFSF) of \$8.4 million (FY2010) were used to purchase textbooks. SFSF funds of \$12.4 million (FY2011) were used for a portion of utility costs for school buildings. Education Jobs Fund resources of \$19.1 million were used for a portion of the cost of employee health care in FY2011 (\$15.3 million) and FY2012 (\$3.8 million).

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

Additional state requirements went into effect on July 1, 2011, for the Allied Sports Program; and BCPS has added a position to meet these requirements. The program provides three seasons of athletic activity to each student of every ability level.

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

Certain special education programs, including early intervention services, assistive technologies, and co-teaching for inclusion classes, will be discontinued as was planned when the IDEA Part B stimulus grant was approved. Instructional assistants and nonpublic placement costs that were originally general fund expenditures were shifted back to the general fund. Title I stimulus fund programs to provide classroom technology, early and extended learning opportunities for students, and professional development in 44 elementary schools have also concluded according to plans. These plans were designed to expire without disrupting ongoing operations, and the few employees involved have been reassigned as appropriate under current bargaining agreements.

MSDE’s February 2010 mandate to provide an extended Individualized Family Service plan (IFSP) option for preschool special education students had been funded by an ARRA Part C IDEA grant of \$1.8 million that also expires. With no anticipated state funds to support this program and no rescission of the mandate, it has been shifted to the general fund. BCPS has determined that this program can be most efficiently provided by hiring 27.8 full-time positions at a cost of approximately \$1.8 million instead of \$3.6 million in contracted services that have been used since last year. Approximately \$1 million has been included in the general fund budget to hire 20 full-time positions to provide related services that were previously provided by contractors. Both efforts will improve the quality and quantity of services and help maintain regulatory compliance in all special education programs.

Race to the Top

Section A. Success Factors

Baltimore County Public Schools (BCPS) is committed to providing a quality, comprehensive educational program designed to address the needs of a diverse student population. Building on current successes, the BCPS *Blueprint for Progress* clearly and thoroughly outlines the vision, mission, performance goals, performance indicators, and key strategies to educate all children. Moreover, BCPS' *Blueprint for Progress* is aligned with Maryland's comprehensive and coherent reform agenda that clearly articulates its goals in the four education areas as described in the American Recovery and Reinvestment Act.

Baltimore County Public Schools is fully committed to the four education areas in the Maryland Reform Plan – Standards and Assessments, Data Systems to Support Instruction, Great Teachers and Leaders, and Turning Around the Lowest Achieving Schools.

Section B. Standards and Assessments

Baltimore County Public Schools is dedicated to ensuring the achievement of its students in reading/English/language arts (RELA) and mathematics by providing its teachers with a rigorous and engaging curriculum, planned instructional strategies, and assessment tools that can be used to diagnose a learner's needs. In accordance with the Memorandum of Understanding and Performance Goal 1 of BCPS' *Blueprint for Progress*; i.e., "all students will reach high standards, as established by the BCPS and state performance level standards, in English/reading/writing, mathematics, science and social studies," BCPS' curricula will be aligned to the Common Core State Standards (CCSS) and will be focused on strengthening college and career-readiness for all graduates. To achieve this intended result, BCPS will support the Maryland State Department of Education (MSDE) in the development of a state curriculum framework and set of instructional toolkits that are aligned to the CCSS. BCPS will subsequently revise its own curricula to incorporate the revised MSDE curricula and will assist MSDE in curriculum development activities as MSDE determines roles for the various local school systems.

Section C. Data Systems to Support Instruction

Over the past decade, BCPS has been a leader in the state and nation on using data to improve instruction. With the administration of short-cycle assessments through assessTrax®, BCPS has extensively used local instructional improvement systems to enhance student achievement. The easi system is a teacher dashboard that allows for availability and access to longitudinal student data for teachers, principals, and others. Expanding the Science, Technology, Engineering, and Mathematics (STEM) initiative on the virtual arena will broaden the Learning in Virtual Environments (LiVE) program. In concert with MSDE, BCPS agrees to implement MSDE's Longitudinal Data Systems in conjunction with BCPS student information systems and programs to improve instruction.

Section D. Great Teachers and Leaders

Baltimore County Public Schools has placed an emphasis on improving teacher and principal effectiveness by establishing projects to develop great teachers and leaders. Included is a project to address teacher effectiveness by implementing state of the art technology. The technology will allow teachers to view themselves in the classroom and reflect on instructional methods and models, to hone in on best practices to share with other teachers and administrators, and to allow for opportunities to identify areas of professional growth and improvement. All of these areas of learning will be obtained through immersive video capture and an integrated online software platform. A second project consists of a partnership with a local university to support first-year teachers in low-achieving schools. This program allows for three Teacher Educators in Residence (TER) to work with BCPS in the area of professional development support for first-year teachers in high priority schools. Concurrently, three BCPS TER's will work with Towson University in instructional support in the teacher education program. The success of this project will result in increased teacher retention and student achievement. The third project expands BCPS' current partnership with the Teach for America organization to acquire additional teachers for restructured middle schools. The teachers will target reading, mathematics, and language arts. The fourth and final project targeted at improving teacher effectiveness is the development of a partnership with the National Commission on Teaching and America's Future (NCTAF) to employ the STEM Learning Studio's teacher professional development initiative. Teachers from NCTAF will partner with current teachers at a BCPS low-achieving high school to focus on problem-based learning activities designed to engage students in real-world STEM learning experiences. Each of these projects will fully meet the requirements of the Memorandum of Understanding (C) (3) (i-iii).

Section E. Turning Around the Lowest Achieving Schools

Aligned with the *Blueprint for Progress*, the district level Race to the Top (RTTT) Achievement Improvement Team supports turning around the lowest 5% of achieving elementary, middle, and high schools. The RTTT Achievement Improvement Team has identified a rigorous school improvement structure to facilitate its work with the identified schools' leadership teams. These school-based leadership teams include administrators, teachers, parents/guardians/community members, and students, as appropriate. The work with the school-based leadership teams is shared using an on-line collaborative learning community platform. Similar to the Maryland State Department of Education (MSDE) Breakthrough Center, the RTTT Achievement Improvement Team will use the following five key strategies to turn around low-achieving schools in BCPS: (1) ensure a robust needs assessment, (2) build "pipelines" for effective teachers and principals, (3) create networks to help build capacity, (4) use technology as an accelerator, and (5) improve school culture, climate, and school supports. The RTTT Achievement Improvement Team will enhance the standard school improvement protocol by integrating the five key strategies and devising structures to facilitate and support each school's focused school improvement.

Please provide the reason for the balance of unused funds at the conclusion of Project Year 1. Where the reason is project-specific, please include this information at the project level.

The balance of unused funds at the conclusion of Project Year 1 is the result of receiving the grant award six months after the grant began; consequently, project leads realigned budgets and timelines through the amendment process. During Project Year 1, the deadline for amending the project budgets and timelines was four months after the grant was awarded. This quick turnaround time made it difficult to accurately plan and schedule professional development and contracted services for the projects that directly provide services to schools. The projects most impacted are Project 8, the Towson University and BCPS Partnership, and Project 12, Turning Around Low Achieving Schools.

How did the availability of unused funds at the conclusion of Project Year 1 impact the LEA's planning for Project Year 2 and beyond?

By amending budgets and timelines, the availability of unused funds should have minimal impact on planning for Project Year 2 and beyond. Based upon identified targets for each project, all funds will be spent by the conclusion of Year 4.

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

Programmatic changes consisted primarily of budget and timeline adjustments.

What will the LEA do differently in Project Year 2 as a result of lessons learned in implementing Project Year 1?

As a result of the lessons learned in Project Year 1, the grant manager will support each project lead through monthly monitoring meetings and reports. Having the grant award for the entire 12- month period should improve the accuracy of budget expenditures.

Does the LEA anticipate any challenges in implementing Project Year 2? If so, please identify the challenges at the grant and project level, if applicable.

BCPS does not anticipate any challenges in implementing Project Year 2.

Goal Progress

Core Content Areas

Reading

A review of the elementary reading performance data indicate in 2010 – 2011, 90.3% of the elementary students scored proficient or advanced. This was a 1.6 percentage point increase over the 2009 – 2010 results. During the same time, the special education, LEP, and FARMS subgroups evidenced 3.5, 6.1, and 3.4 percentage point gains, respectively. A review of the middle school reading performance data (Table 2.1) indicate in 2010 – 2011, 82.0% of the

middle school students scored proficient or advanced. This was a 0.9 percentage point increase over the 2009 – 2010 results. However, challenges are evident. Significant performance gaps continue among student groups.

Mathematics

A review of the elementary mathematics performance data indicate in 2010 –2011, 88.8% of the elementary students scored proficient or advanced. This was a 1.0 percentage point increase over the 2009 – 2010 results. During the same time, the special education, limited English proficient, and FARMS subgroups evidenced 4.1, 4.1, and 2.3 percentage point gains, respectively. A review of the middle school mathematics performance data indicate in 2010 –2011, 72.5% of middle school students scored proficient or advanced. This was a 1.0 percentage point increase over the 2009 – 2010 results. During the same time, the special education, limited English proficient, and FARMS subgroups evidenced 3.8, 1.7, and 2.0 percentage point gains, respectively. However, challenges are evident. Significant performance gaps continue among student groups.

Science

Of all Grade 5 students, 65.1% scored proficient or advanced on the MSA. The following subgroups exceeded the Grade 5 average of 65.1% proficient or advanced with 80.7% of students in the Asian subgroup scoring proficient or advanced, and 79.0% and 70.8% of students in the white and two or more race student subgroups scoring proficient or advanced, respectively. Male students outperformed female students by 1.7 percentage points (males, 65.9% scoring proficient; females, 64.2% scoring proficient). Of all Grade 8 students, 71.9% scored proficient or advanced on the MSA. The following subgroups exceeded the Grade 8 average of 71.9% proficient or advanced: Asian (85.3% scoring proficient), American Indian or Alaska Native (84.6% scoring proficient), White (83.4% scoring proficient), and two or more races (78.2% scoring proficient). Female students outperformed male students in 2011 by <1% (males, 71.7% scoring proficient; females, 72.0% scoring proficient).

Social Studies

The social studies curriculum for Baltimore County Public Schools is in complete alignment with the State Curriculum at the elementary, middle, and high school levels. This alignment includes total compliance with Code of Maryland Regulations regarding financial literacy, Education that is Multicultural, and standards for environmental education. Social studies instruction is included in all grades in the elementary school level and is scheduled as a daily subject in all grades in the middle school level. Baltimore County Public Schools requires 3.5 credits in social studies at the high school level, including the three credits required by the Maryland State Department of Education and an additional one-half credit in economics.

High School Assessments

While notable increases in student performance have been achieved on the Maryland School Assessments overall, comprehensive data analysis indicates that there are challenges related to narrowing the achievement gap among all student groups.

A review of the English II MSA performance data (Table 2.3) indicate in 2010 –2011, 84.9% of students scored proficient or advanced. This was a 1.1 percentage point increase over the 2009 – 2010 results. During the same time, the special education, limited English proficient, and FARMS subgroups evidenced 5.1, 3.0, and 1.7 percentage point gains, respectively.

The percentage point gap among student groups based upon race or ethnicity remains a challenge. In 2010 – 2011, baseline data indicate greater than 93.1% of students in the American Indian or Alaska Native subgroup scored proficient or advanced while 90.0% of Asian, 82.3% of Hispanic/Latino of any race, 77.8% of Black or African American, and 90.5% of students in the white subgroup scored in the same range. At the same time 90.2% of students identified in the two or more races subgroup scored proficient or advanced. Only 55.2% of students receiving special education services, 45.6% of students in the limited English proficient subgroup, and 78.9% of students in the FARMS subgroup scored proficient or advanced. A review of the Algebra/Data Analysis MSA performance data (Table 2.6) indicate in 2010 –2011 the special education, limited English proficient, and FARMS subgroups evidenced increases (2.7, 4.2, and 0.7 percentage point gains, respectively) over the 2009 – 2010 results.

During the same time, 84.8% of students scored proficient or advanced. This was a 0.4 percentage point decrease over the 2009 – 2010 results. Significant performance gaps continue among student groups. The percentage point gap among student groups based on race or ethnicity remains a challenge. In 2010 – 2011, baseline data indicate greater than 95.0% of students in the Asian subgroup scored proficient or advanced while 85.8% of Hispanic/Latino of any race, 83.3% of American Indian or Alaska Native, 75.7% of Black or African American, and 91.6% of students in the white subgroup scored in the same range. At the same time 91.4% of students identified in the two or more races subgroup scored proficient or advanced. Only 49.4% of students receiving special education services, 68.6% of students in the limited English proficient subgroup, and 79.7% of students in the FARMS subgroup scored proficient or advanced.

Graduation Requirements

The Class of 2011 met the high school graduation requirement through various options – 75.8% passed all four assessments, 15.4% reached the total combined score option of 1602, 0.1% received a waiver, and the remaining 8.7% participated in the Bridge Plan option. Baltimore County Public Schools continues to support students in passing the HSA prior to needing a Bridge Plan by providing real-time data on individual student HSA results, closely monitoring 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, and by providing professional development opportunities to teachers, paraprofessionals, and principals in all content areas.

Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence

Educational Technology

Baltimore County Public Schools (BCPS) remains committed to the integration of technology into all aspects of the work of the school system. During the 2010 – 2011 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). Differing levels of professional development at the system level were provided to support the achievement of all students including ethnic groups, special education, English language learners, FARMS and gifted and talented. *Maryland Technology Standards for Students*, the *Maryland Teacher Technology Standards*, and *Maryland Technology Standards for School Administrators* were used as the model for infusing instruction in the classroom.

Education That is Multicultural

BCPS recognizes Education That Is Multicultural (ETM) as an overarching theme; and, as such, it is addressed throughout the 2011 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.

English Language Proficiency

The percentage of students that met the AMAO 1 target is 82.5%. The MSDE AMAO 1 is 60.0%. Baltimore County Public Schools' English language learners surpassed the target by 22.5% percentage points. Two thousand four hundred ninety-two ELL met AMAO 1. The 2010 – 2011 AMAO 2 target is 17.0%. The percentage of Baltimore County Public Schools' English language learners, kindergarten through Grade 12, who met the target is 21.6%. Baltimore County English language learners surpassed the target by 4.6 percentage points. Seven hundred eighty-four English language learners met the increased standards for attaining proficiency. Baltimore County Public Schools' English language learners continue to meet AYP expectations for reading and mathematics on the Maryland State Assessments.

Career and Technology Education

In 2010, 91% of Baltimore County Public Schools' graduates met the University System of Maryland entrance requirements, Maryland Career Completer and Technology Education Career Completer requirements, or both. The growing emphasis on ensuring all students are career and college ready has been bolstered with the expansion of the AVID program, the rigorous curriculum for college preparedness including gifted and talented level courses, and the ability to earn college credits while in high school CTE programs.

Early Learning

To ensure the continued progress of students who begin kindergarten either not ready or approaching readiness as determined by the Maryland Model for School Readiness Kindergarten Assessment, Baltimore County Public Schools will continue to provide systemwide 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. The system will also continue to provide professional development sessions to support preschool 3/EC 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 by providing 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.

Gifted and Talented Education

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, GT enrollment increased from 23.3% in 2006 – 2007 to 26.4% in 2010 – 2011. In grades 6 – 8, a 4.2 percentage point increase in enrollment was realized from 2006 – 2007 to 2010 – 2011. In grades 9 – 12, GT course enrollment increased from 27.7% in 2006 – 2007 to 36.3% in 2010 – 2011. In addition, all grade bands also evidenced gains in the percentage of GT-identified students scoring proficient or advanced on the Maryland School Assessments.

Special Education

The elementary, middle, and high school grade bands for the special education subgroup have demonstrated increased reading and mathematics performance from 2009 to 2011. At the elementary level the percentage point increase for the special education subgroup is double the rate of increase for the All Students group. In the target area of mathematics, the special education student subgroup also has increased from 2009 to 2011 at all three grade bands.

Closing the Achievement Gap for Student Groups: FARMS, African American Males, English Language Learners, and Special Education students

To accelerate the closing of the achievement gaps among student groups as reflected in the *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*. All schools analyzed MSA and other data to determine student performance levels, curricular implications, and appropriate professional development. The system's assistant superintendents monitored the implementation of school improvement plans through principals' goals conferences, monthly principal meetings, announced and unannounced monitoring school visits, review of and written feedback on school improvement plans, mid-year principal evaluations, and ongoing school visitations and classroom observations.

Additional detailed information regarding strategies and activities being implemented to ensure continued progress and to address gaps in proficiency is available within the 2011 BTE Master Plan Update and the BCPS 2011 – 2012 Master Plan. Additional information about the budget and its alignment to the *Blueprint for Progress* is available in the BCPS Master Plan and the FY12 Adopted Budget available online at www.bcps.org.

Response to Clarifying Question-

The ARRA grant in question terminated on June 30, 2011. The funds were used primarily to provide a tutoring program and associated supplies for homeless students. A portion of the funds was also used to send pupil personnel workers and social workers to the national conference on homelessness. For FY2012, BCPS has redirected McKinney-Vento grant funds that previously had been used to provide a summer physical education program for the homeless. The funds are now being used to preserve the tutoring program, which closely aligns with the school system's vision. The summer physical education program was redirected to recreation programs and other camps that work with homeless students in the community. No additional Title I, McKinney-Vento, or operating budget funds were available to replace ARRA funds.

Finance

The Master Plan Annual Updates provide insight into the work that school systems engage in on a daily basis, demonstrating their commitment to accelerating student achievement and eliminating achievement gaps. The finance section, in conjunction with the budget narrative information in the Executive Summary, includes a Current Year Variance Table, a Prior Year Variance Table, a Prior Year ARRA Variance Table (for FY 11 only), Race to the Top Scope of Work grant documents and Project Budget workbooks. Together, these documents illustrate the local school system's alignment of the annual budget with the Master Plan priorities.

Background

In FY 2009, the finance structure created through the Bridge to Excellence Act was fully phased-in. In August of 2010, Maryland was awarded a federal Race to the Top grant which is assisting the State and its participating LEAs implement Maryland's third wave of education reform. For the 2011 Annual Update, the focus of the finance section will be the total budget and all budgetary changes (retargeted funds, redistributed resources, and new funds) as opposed to only looking at uses of new funds. This change in focus is indicated in the Executive Summary and the supporting tables.

1.1A: Current Year Variance Table
Local School System: Baltimore County Public Schools

Revenue Category	FY12 Budget
Local Appropriation	\$668,495,342
Other Local Revenue	48,428
State Revenue	543,674,456
Federal Revenue*	0
10.579 National School Lunch - Equipment Assistance	
84.386 Education Technology	104,079
84.387 Homeless Children and Youth	0
84.389 Title I - Grants to LEAs, Neglected and Delinquent	0
84.391 IDEA Part B - Grants to States-Pass-Through	500,000
84.392 IDEA Part B - Preschool Grants	368,849
84.393 IDEA Part C - Infants and Families	180,000
84.394 State Fiscal Stabilization Fund Education Program	0
84.395 Race to the Top	6,314,919
84.410 Education Jobs Fund	3,800,000
84.010 Title I	22,525,110
84.027 IDEA	26,928,260
84.181 IDEA Part C	980,410
84.173 IDEA Part B	91,633
Other Federal Funds**	19,871,918
Other Resources/Transfers	20,514,649
Total	\$1,314,398,053

Instructions: Itemize FY 2012 expenditures by source (CFDA for ARRA funds, restricted, or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.			
<u>Section B - Standards and Assessments</u>			
<u>Reform Area 1: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.</u>			
<u>Expenditures:</u>	<u>Source</u>	<u>Amount</u>	<u>FTE</u>
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.			
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.			
Goal 4: All students will be educated in school environments that are safe and conducive to learning.			
Goal 5: All students will graduate from high school.			
Mid Level Administration	General Fund	\$71,130,015	927.4
Instructional Salaries and Wages	General Fund	444,442,647	6,751.0
Instructional Textbooks and Supplies	General Fund	18,497,174	
Other Instructional Costs	General Fund	6,735,685	
Special Education	General Fund	155,108,217	1,986.5
Student Personnel Services	General Fund	8,556,998	113.6
Health Services	General Fund	13,871,538	215.0
84.391 IDEA Part B - Grants to States-Pass-Through	Special Revenue Fund	500,000	
84.392 IDEA Part B - Preschool Grants	Special Revenue Fund	319,192	
84.393 IDEA Part C - Infants and Families	Special Revenue Fund	166,022	
84.395 Race to the Top	Special Revenue Fund	1,372,849	0.5
84.010 Title I	Special Revenue Fund	5,970,928	143.9
84.027 IDEA	Special Revenue Fund	18,490,670	363.9
84.173 IDEA Part B	Special Revenue Fund	77,133	
84.181 IDEA Part C	Special Revenue Fund	692,307	11.6
Other Federal Funds**	Special Revenue Fund	11,528,413	22.4
Other Local Revenue	Special Revenue Fund	44,422	
Other Resources/Transfers	Special Revenue Fund	155,150	
State Revenue	Special Revenue Fund	4,597,542	45.5
Total Section B		\$762,256,902	10,581.3

Section C - Data Systems to support instruction			
Reform Area 2: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.			
Expenditures:	Source	Amount	FTE
Goal 7: Involve principals, teachers, staff, stakeholders, and parents/guardians in the decision-making process.			
Goal 8: All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.			
Administration	General Fund	\$17,511,776	117.0
Mid Level Administration	General Fund	143,000	
Instructional Salaries and Wages	General Fund	103,728	
Instructional Textbooks and Supplies	General Fund	1,674,437	
Other Instructional Costs	General Fund	525,523	
84.395 Race to the Top	Special Revenue Fund	1,983,216	0.5
84.027 IDEA	Special Revenue Fund	6,248	
84.173 IDEA Part B	Special Revenue Fund	6,000	
Total Section C		\$21,953,928	117.5

Section D: Great Teachers and Leaders			
Reform Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.			
Expenditures:	Source	Amount	FTE
Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.			
Goal 7: Involve principals, teachers, staff, stakeholders, and parents/guardians in the decision-making process.			
Goal 8: All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.			
Administration	General Fund	\$5,158,924	64.5
Mid Level Administration	General Fund	2,077,012	27.4
Instructional Salaries and Wages	General Fund	2,775,701	
Instructional Textbooks and Supplies	General Fund	251,202	
Other Instructional Costs	General Fund	570,715	
Special Education	General Fund	37,758	
Student transportation Services	General Fund	79,201	
Operation of Plant	General Fund	14,314	
Maintenance of Plant	General Fund	4,688	
84.386 Education Technology	Special Revenue Fund	104,079	
84.392 IDEA Part B - Preschool Grants	Special Revenue Fund	27,980	
84.395 Race to the Top	Special Revenue Fund	1,902,150	10.5
84.027 IDEA	Special Revenue Fund	249,800	
Other Federal Funds**	Special Revenue Fund	3,658,093	0.4
Other Resources/Transfers	Special Revenue Fund	10,000	
State Revenue	Special Revenue Fund	25,987	
Total Section D		\$16,947,604	102.8

Section E: Turning Around the Lowest Achieving Schools			
Reform Area 4: Turning around our lowest-achieving schools			
Expenditures:	Source	Amount	FTE
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.			
Goal 6: Engage parents/guardians, business, and community members in the educational process.			
Goal 7: Involve principals, teachers, staff, stakeholders, and parents/guardians in the decision-making process.			
Mid Level Administration	General Fund	\$189,004	
Instructional Salaries and Wages	General Fund	4,510,457	52.7
Instructional Textbooks and Supplies	General Fund	554,753	
Other Instructional Costs	General Fund	177,314	
Special Education	General Fund	83,420	
Student Personnel Services	General Fund	2,692	
Student transportation Services	General Fund	36,407	
Operation of Plant	General Fund	21,528	
Health Services	General Fund	14,200	0.5
84.395 Race to the Top	Special Revenue Fund	1,056,705	0.5
84.010 Title I	Special Revenue Fund	3,453,310	2.0
State Revenue	Special Revenue Fund	21,210	
Total Section E		\$10,121,000	55.7

Mandatory Cost of Doing Business: Please itemize mandatory costs not attributable to an assurance area in this category. Refer to the guidance for items considered mandatory costs.			
Expenditures:	<u>Source</u>	<u>Amount</u>	<u>FTE</u>
Goal 4: All students will be educated in school environments that are safe and conducive to learning.			
Goal 6: Engage parents/guardians, business, and community members in the educational process.			
Goal 8: All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.			
Administration	General Fund	\$14,439,016.00	138.1
Mid Level Administration	General Fund	13,187,826.00	124.6
Student transportation Services	General Fund	58,154,209.00	1,128.0
Operation of Plant	General Fund	87,554,245.00	1,167.3
Maintenance of Plant	General Fund	27,696,778.00	251.0
Fixed Charges	General Fund	263,832,772.00	
Fixed Charges	84.410	3,800,000.00	
Capital Outlay	General Fund	3,217,723.00	39.0
84.392 IDEA Part B - Preschool Grants	Special Revenue Fund	21,677	
84.393 IDEA Part C - Infants and Families	Special Revenue Fund	13,978	
84.010 Title I	Special Revenue Fund	13,100,872	16.0
84.027 IDEA	Special Revenue Fund	8,181,541	
84.173 IDEA Part B	Special Revenue Fund	8,500.00	
84.181 IDEA Part C	Special Revenue Fund	288,103	-
Other Federal Funds**	Special Revenue Fund	3,945,412	9.9
Other Local Revenue	Special Revenue Fund	4,006	
Other Resources/Transfers	Special Revenue Fund	3,197,460	19.1
State Revenue	Special Revenue Fund	2,474,501	8.0
Total Mandatory Cost of Doing Business		\$503,118,619.00	2,901.0
Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category.			
Expenditures:	<u>Source</u>	<u>Amount</u>	<u>FTE</u>

**Indicate non-ARRA IDEA and Title I funds by CFDA in Federal Funds.

**all other federal funds can be consolidated in other federal funds.

1,314,398,053.00

13,758.30

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

Revenue Category	FY 2011		FY 2011 Final		% Change
	Original Budget	7/1/2010	Budget	6/30/2011	
Local Appropriation	\$	663,144,082.00	\$	663,144,082.00	- 0.00%
State Revenue		515,522,959.00		515,522,959.00	- 0.00%
Federal Revenue					
Other Resources/Transfers		30,899,062.00		31,375,037.00	1.54%
Other Local Revenue		48,428.00		48,428.00	- 0.00%
Other Federal Funds		67,873,236.00		67,873,236.00	- 0.00%
Federal ARRA Funds		27,858,805.00		33,400,115.00	19.89%
Total		\$1,305,346,572.00		\$1,311,363,857.00	0.46%

Change in Planned Expenditures

NCLB Goal	Expenditure Description		Planned Expenditure	Actual Expenditure	Planned FTE	Actual FTE
	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.					
1	Imagine Discovery Charter School - Add funding for Grade 6	\$	647,925.00	\$ 592,149.00	5.5	5.5
1	Infants and Toddlers - Convert 17 positions from 10-month to 12-month		220,942.00	220,942.00		
1	School Budgets - Increase in non-salary per pupil allotment		205,828.00	205,828.00		
1	West Towson Elementary School - Staffing for new school		565,405.00	565,405.00	11.7	11.7
1	Special Education - Personal Assistants			533,335.00		
	Total	\$	1,640,100.00	\$ 2,117,659.00	17.2	17.2
	By 2005-2006, all students will be taught by highly qualified teachers.					
3	Cost decrease for benefits for eligible employees and retirees		(2,014,830.00)	(2,050,751.00)		
3	Salary increments per union agreement (step increases)		16,082,575.00	16,082,575.00		
3	Salary restructuring implemented January 2010 per union agreements - FY10		11,529,714.00	11,529,714.00		
3	Salary turnover		(3,000,000.00)	(3,000,000.00)		
3	School transfer option - Busing cost with grant reimbursement		634,738.00	634,738.00		

3	Transportation - Expand bus route to Baltimore Lab School	\$	57,371.00	\$	57,371.00	2.0	2.0
	Total	\$	23,289,568.00	\$	23,253,647.00	2.0	2.0
	Mandatory Cost of Doing Business						
10	Built-in requests and other enrollment adjustments		(1,168,126.00)		(600,454.00)		
10	Change in special revenue funds		11,940,689.00		(6,319,771.00)		
10	One-time requests FY2010		(10,759,213.00)		(10,759,213.00)		
10	One-time requests FY2011		1,720,000.00		1,720,000.00		
10	Redirected Funds		(555,963.00)		(555,963.00)	(9.6)	(9.6)
10	Excess revenues over expenditures - General Fund				14,764,528.00		
10	Excess revenues over expenditures - Special Revenue Fund				3,357,174.00		
10	Unexpended, multi-year special revenue grant appropriations				5,146,733.00		
	Total		\$1,177,387.00		\$6,753,034.00	(9.6)	(9.6)
Total		\$	26,107,055.00	\$	32,124,340.00	9.6	9.6

1.1C: Prior-Year ARRA Variance Report									
Local School System: Baltimore County Public Schools									
Revenue							Total ARRA Funds		
CFDA	Grant Name	FY09 Budget	FY10 Budget	FY11 Budget	FY12 Budget				
10.579	National School Lunch - Equipment Assistance	\$82,079	-	-	-			\$82,079	
66.040	State Clean Diesel Grant Program	-						400,000	
84.386	Title II D	-			\$28,215			107,079	
84.387	Homeless Children and Youth	-	\$47,403	\$62,597	-			110,000	
84.389	Title I - Grants to LEAs, Neglected and Delinquent	-	11,650,130	4,788,663	-			16,438,793	
84.391	IDEA Part B - Grants to States-Pass-Through	-	12,580,831	13,578,785	425,730			25,240,376	
84.392	IDEA Part B - Preschool Grants	-	91,759	1,011,132	178,888			1,038,504	
84.393	IDEA Part C - Infants and Families	-	941,443	1,834,883	227,201			2,776,326	
84.394	State Fiscal Stabilization Fund Education Program	-	8,438,126	12,455,238	-			20,893,364	
84.395	Race to the Top	-			9,387,839			10,784,882	
84.410	Education Jobs Fund	-			3,800,000			19,226,689	
Total ARRA Funds		\$82,079	\$33,749,692	\$33,731,298	\$14,047,873			\$97,098,092	
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			
Assurance 1: Increase teacher effectiveness and address inequities in the distribution of highly qualified teachers (recruiting, developing, and retaining effective teachers and principals).									
ASCD Title I Principals' Leadership Academy		84.389	\$42,326.00	\$64,958.72					
Hired Academic Behavior Facilitators (ABF)		84.391	\$1,824,704.00	\$1,497,491.93	19.00				
Hired and retained highly qualified general education teachers to co-teach in self contained classrooms		84.391	\$960,000.00	\$1,122,073.61	16.00				
Math Solutions		84.389	\$230,328.00	\$523,180.62	1.00				
Retention of highly qualified special education staff		84.391	\$6,810,624.00	\$6,383,504.98	171.00				
School-level expenditures on professional development		84.389	\$218,762.00	\$291,491.56					
RTTT		34.395		\$52,565.00					
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).									
RTTT		34.395		\$1,344,478.00					

Assurance 3: 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).				
Assurance 4: Provide targeted, intensive support and effective interventions to turn around schools identified for corrective action and restructuring (turning around lowest performing schools).				
Transfer Option	84.389	\$584,739.00	\$212,820.00	
Extended-Day/Year Program	84.389	\$1,474,866.00	\$1,474,866.00	
* Other				
Administration	84.389	\$576,370.00	\$576,370.00	2.00
Ensure all BCITP sites are equipped with appropriate equipment to utilize technology for family support and educational activities and	84.393	\$10,835.00	\$42,538.00	
Fringe	84.393	\$118,972.00	\$46,825.12	
Funding for increase in local share of nonpublic placement costs	84.391	\$2,163,575.00	\$1,983,790.97	
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 professional development	84.393	\$38,400.00		1.00
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	\$25,858.79	1.00
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	\$945,474.02	
Hire hourly resource support facilitators to support administrative functions associated with the implementation of the Extended IFSP Option	84.393	\$168,000.00	\$70,322.24	2.00
Hire hourly service coordinators to support families receiving services through the Extended IFSP option	84.393	\$439,194.00	\$281,288.95	8.00
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	\$38,125.60	1.00
Hire part-time administrative support to assist with data entry and managing contractual providers (includes fixed costs)	84.392	\$27,110.00	\$32,129.68	

Hire technology facilitator to oversee and manage BCITP data system, support early learning activities, and support e-Community	84.393	\$75,636.00	\$40,599.10	1.00
Hired consultant to facilitate professional development activities for preschool and prekindergarten teachers, related service providers and instructional assistants	84.392	\$60,000.00	\$52,360.00	
Hired contractual related service personnel to improve compliance and achievement data for preschool and prekindergarten children	84.391	\$53,272.00		
Hired contractual related service personnel to improve compliance and achievement data for preschool and prekindergarten children	84.392	\$206,323.00	\$289,480.97	
Hired fiscal assistance (including fixed costs) to monitor and report fiscal and programmatic functions	84.391	\$73,438.00	\$75,250.97	1.00
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	\$8,223.87	
Homeless Children and Youth	84.387	\$62,597.00	\$62,597.00	
Indirect	84.393	\$64,244.00	\$55,837.97	
Indirect Costs for fiscal and internal services necessary for LEA operations	84.392	\$17,608.00	\$17,502.24	
Parental Involvement	84.389	\$77,654.00	\$77,654.00	
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	\$20,874.44	
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	\$39,937.44	
Purchase of Assistive Technology to enhance current related services to support academic progress	84.391	\$476,251.00	\$437,696.58	
	84.392	\$53,272.00	\$42,554.13	
Purchase of Promethean Boards	84.391	\$190,000.00	\$192,041.52	
Purchase supplies and materials to support services for children ages 3-5 years of age with IEPs	84.392	\$25,000.00	\$108,423.60	
School Allocations - Instructional Resources	84.389	\$1,529,344.00	\$1,529,344.00	
Services to Homeless Students	84.389	\$430.00	\$430.00	
Services to Neglected Students	84.389	\$37,548.00	\$37,548.00	

State Fiscal Stabilization Fund Education Program	84.394	\$12,455,238.00	\$12,389,036.00
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	\$87,570.10
	84.392	\$77,888.00	\$174,606.51
Benefits for eligible employees and retirees - Educ Jobs Fund	84.410		\$15,831,351.00
Transportation services for implementing coordinated early intervention	84.391		
Hired consultant to provide instructional support, services and	84.391		\$16,697.34
OER	84.386		\$11,114.00
MSPARRA	84.386		\$78,864.00
Total		\$32,264,525.05	\$48,687,748.57
*Indicate any other ARRA funds received by the school system, including the CFDA number			
			224.0

Project Budget Summary Table

Local School System: 03 - Baltimore County Public Schools
Project Name: Section A - Staffing of Project Manager and Fiscal Assistant
Criteria: N/A
Project Number: 1

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	42,896	97,545	99,496	134,634	374,571
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	2,000	9,500	5,500	2,583	19,583
4. Other Charges	3,560	8,096	8,258	11,175	31,089
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs 3.8%)	1,715	4,076	4,009	5,254	15,054
7. Total Costs (lines 1-6)	50,171	119,217	117,263	153,646	440,297

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

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

Local School System:	03 - Baltimore County Public Schools
Project Title:	Section A - Staffing of Project Manager and Fiscal Assistant
Criteria:	N/A
Project Number:	1

Project Budget Narrative

Project Description:

In order to effectively manage and expend funds as prescribed, a project manager and fiscal assistant will monitor and manage expenditures as outlined in the proposals.

Funding:

Race to the Top funding: \$440,297.

Year by Year Description:

Years 1-4: Two positions will be filled to manage and expend the funds under Race to the Top. The costs associated with this funding include salaries via contracted services (the employees will be hired contractually for the four-year period of the grant), professional development, related training costs, and supplies and materials. Salaries and other expenses under Section A were calculated over the federal fiscal year, from October 1 through September 30.

Project Name:	Section A - Staffing of Project Manager and Fiscal Assistant	
LEA:	03 - Baltimore County Public Schools	
Project Number:	1	

Project Details by Object					
Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Fiscal Assistant	9,952	35,981	36,700	49,669	132,302
Project Manager	32,944	61,564	62,796	84,965	242,269
Total	42,896	97,545	99,496	134,634	374,571
Fiscal Assistant will be paid at \$18.00 per hour and a 2% increase per <i>each</i> BCPS fiscal year (<i>\$18.36 FY12, \$18.73 FY13, \$19.10 FY14, \$19.48 FY15</i>). Project Manager hired at \$31.87 <i>\$30.79</i> per hour plus a 2% increase per <i>each</i> BCPS fiscal year (<i>\$31.41 FY12, \$32.04 FY13, \$32.68 FY14, \$33.33 FY15</i>). These are contractual employees that will be hired and paid for four years through the BCPS payroll.					

Contract Services: expenditures for services performed by persons who are not on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
Total	-	-	-	-	-
N/A					

Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Misc Supplies	2,000	9,500	5,500	2,583	19,583
item					-
Total	2,000	9,500	5,500	2,583	19,583
Supplies include computers, office supplies and other miscellaneous items needed to oversee and manage the RTTT projects for BCPS. Two computers, a printer, and file cabinets will be purchased in year 1. The first year will require Baltimore County Public Schools to purchase computers, printers, and filing cabinets for the two newly hired individuals (positions include fiscal assistant and project manager). Costs are higher in year one due to these one time expenses. The costs will decrease over the four year period as only miscellaneous office supplies will be needed in the future years such as filing folders, pens, paper, etc.					

Project Name:	Section A - Staffing of Project Manager and Fiscal Assistant	
LEA:	03 - Baltimore County Public Schools	
Project Number:	1	

Project Details by Object					
Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Fiscal Assistant Fixed Charges	826	2,986	3,046	4,123	10,981
Project Manager Fixed Charges	2,734	5,110	5,212	7,052	20,108
Total	3,560	8,096	8,258	11,175	31,089
Fixed charges were calculated using the FICA rate of 7.65% and Workers Compensation Insurance rate of 0.52% 0.65% . Because these employees are contractual no other benefit costs apply.					

Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
Total	-	-	-	-	-
N/A					

Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Indirect Costs	1,715	4,076	4,009	5,254	15,054
					-
Total	1,715	4,076	4,009	5,254	15,054
The costs above represent the approved federal indirect costs of 3.8% 3.54% for FY 2011.					

Project Name:	Section A - Staffing of Project Manager and Fiscal Assistant	
LEA:	03 - Baltimore County Public Schools	
Project Number:	1	

Project Details by Object					
Total Project Costs					
	Year 1	Year 2*	Year 3*	Year 4*	Total
	50,171	119,217	117,263	153,646	440,297

These are the total project costs under Section A for overseeing and administering the RTTT projects.

Project Budget Summary Table

Local School System: 03 - Baltimore County Public Schools
Project Name: Curriculum Alignment and Development
Criteria: (B)(3)
Project Number: 2

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	475,305	1,217,446	851,358	-	2,544,109
2. Contract Services	1,500	82,358	76,298	-	160,156
3. Supplies and Materials	-	50,510	57,793	-	108,303
4. Other Charges	39,450	101,048	70,663	-	211,161
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	18,276	51,379	37,386	-	107,041
7. Total Costs (lines 1- 6)	534,531	1,502,741	1,093,498	-	3,130,770

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

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

Local School System:	03 - Baltimore County Public Schools
Project Title:	Curriculum Alignment and Development
Criteria:	(B)(3)
Project Number:	2

Project Budget Narrative

Project Description:

The adoption by the state of the Common Core State Standards (CCSS) will provide the opportunity for review of current Baltimore County Public Schools' K-12 curriculum in reading/language arts (RELA) and mathematics. This review will consist of a gap analysis of all core grades K-12 reading/language arts curriculum and K-8, Algebra I, Algebra II, and geometry mathematics curriculum. Results of the gap analysis will be used to develop and implement a plan and timeline for curriculum revisions that are needed to align RELA and mathematics curriculum to the CCSS.

These curriculum revisions will be conducted starting in Year 1 with a phased plan for curriculum development based on the Baltimore County Public Schools' ISO 9001:2008 curriculum development process. In addition, a professional development plan and timeline will be developed and implemented to provide awareness of CCSS to administrators and teachers as well as to provide both content-specific institutes and curriculum guide training for grades K-12 RELA and mathematics teachers.

Funding:

\$3,130,770 (Race to the Top funding)

Funding will be used to support and align the RELA and mathematics curriculum for grades K-12 to the CCSS. The funding includes allocations for stipends (including FICA/WC) for revised curricula, contracted services that include printing costs for curriculum guides and materials and facilities (rental and food), and supplies and materials needed to support the curriculum design/development and professional development processes.

Year by Year Description:

Years 1-3 will include funding for stipends (including FICA/WC), contracted services, and supplies and materials for curriculum design/development and professional development for needed curriculum alignment to the CCSS for RELA and mathematics in grades K-12.

There is no funding requested in Year 4 for this project.

Project Name:	Curriculum Alignment and Development
LEA:	03 - Baltimore County Public Schools
Project Number:	2

Project Details by Object					
Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Stipend: Curriculum Alignment Language Arts CCSS	192,855	516,337	362,567	-	1,071,759
Stipend (ISD)	-	170,831	240,634	-	411,465
Stipend: Curriculum Alignment Mathematics CCSS	132,941	227,055	77,142		437,138
Stipend (ISD)	149,509	303,223	171,015	-	623,747
Total	475,305	1,217,446	851,358	-	2,544,109
<p>Stipends for curriculum design and revisions will ensure alignment to the Common Core State Standards K-12 for Reading, English, Language Arts (RELA) as follows:</p> <p>RELA Year 1 - Year 3: Curriculum writers for design and development calculated at the current rate of \$257.14/day.</p> <p>Year 1 = 400 750 days x 257.14/day = \$102,856 \$192,855, Year 2 = 2,230 2,008 days x \$257.14/day = \$573,422 \$516,337, Year 3 = 1,410 days x \$257.14/day = \$362,567 Total = \$1,038,845 \$1,071,759</p> <p>Professional development to introduce CCSS and curriculum revisions for classroom teachers K-12:</p> <p>RELA Year 1 - Year 3: Plans will include Professional Study Days each year calculated at the current rate of \$183.69/day. Year 1 = 250 days x \$183.69/day = \$45,923 \$0, Year 2 = 930 days x \$183.69/day = \$170,831, Year 3 = 1,310 days x \$183.69/day = \$240,634, Total = \$457,388 \$411,465</p> <p>Stipends for curriculum design and revisions to ensure alignment to State Common Core Standards K-12 for Mathematics:</p> <p>Math Year 1 - Year 3: Curriculum writers for design and development calculated at the current rate of \$257.14/day.</p> <p>Year 1 = 700 517 days x \$257.14/day = \$179,998 \$132,941, Year 2 = 700 883 days x \$257.14/day = \$179,998 \$227,055, Year 3 = 300 days x \$257.14/day = \$77,142, Total = \$437,138</p> <p>Professional development to introduce CCSS and curriculum revisions for classroom teachers K-12:</p> <p>Math Year 1 - Year 3: Plans will include Professional Study Days each year calculated at the current rate of \$183.69/day. Year 1 = 1,460 approximately 814 days x \$183.69/day = \$268,187 \$149,509, Year 2 = 933 approximately 1,651 days x \$183.69/day = \$171,383 \$303,223, Year 3 = 931 days x \$183.69/day = \$171,015, Total = \$610,585 \$623,747</p>					

Project Name:	Curriculum Alignment and Development
LEA:	03 - Baltimore County Public Schools
Project Number:	2

Project Details by Object					
Contract Services: expenditures for services performed by persons who are not on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Printing	-	24,349	18,288	-	42,637
Facilities and related costs for Professional Development	1,500	58,009	58,010	-	117,519
Total	1,500	82,358	76,298	-	160,156
Printed curricular materials to support professional development. Year 1 RELA and Mathematics: \$ 9,840 \$0 Year 2 RELA and Mathematics: \$24,349 Year 3 RELA and Mathematics: \$ 8,448 \$18,288 Facilities and related costs will be needed for Mathematics (\$1,200) and RELA (\$300) in limited amounts in Year 1 and are then represented equally across Years 1 through 2 and 3 as an estimate of the total cost. Ongoing professional development will be offered both during and beyond the work day. These charges reflect the costs for off-site locations.					

Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Reference materials for design groups and curriculum writers	-	17,600	22,400	-	40,000
Resource materials for professional development of teachers (ISD)	-	32,910	35,393	-	68,303
Total	-	50,510	57,793	-	108,303

Project Name:	Curriculum Alignment and Development
LEA:	03 - Baltimore County Public Schools
Project Number:	2

Project Details by Object

Resource materials for design groups (200 teachers) and curriculum writers (200 teachers) will support curriculum alignment and revisions.

Year 1 RELA and Mathematics: ~~\$0~~ \$14,400 (144 design/curriculum writers @ \$100 for reference/resource materials)

Year 2 RELA and Mathematics: \$17,600 (176 design/curriculum writers @ \$100 for reference/resource materials)

Year 3 RELA and Mathematics: ~~\$8,000~~ **\$22,400** (80 ~~224~~ design/curriculum writers @ \$100 for reference/resource materials)

Reference materials for professional development of 5,032 teachers to support curriculum alignment and revisions.

Year 1 RELA and Mathematics: ~~\$0~~ \$15,773 (1,235 teachers @ \$12.77 for resource materials)

Year 2 RELA and Mathematics: \$32,910 (2,581 teachers @ \$12.75 for resource materials)

Year 3 RELA and Mathematics: \$15,520 **\$35,393** (1,216 ~~2,451~~ teachers @ \$12.76 **\$14.44** for resource materials)

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

	Year 1	Year 2*	Year 3*	Year 4*	Total
FICA/WC	39,450	101,048	70,663	-	211,161
Total	39,450	101,048	70,663	-	211,161

FICA and Workmen's Compensation is calculated on current rate of ~~8.17%~~ **8.30%** for fiscal year 2011.

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

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

N/A

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

Project Name:	Curriculum Alignment and Development
LEA:	03 - Baltimore County Public Schools
Project Number:	2

Project Details by Object					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Indirect Costs	18,276	51,379	37,386	-	107,041
Total	18,276	51,379	37,386	-	107,041

The costs above represents the approved federal indirect cost rate of ~~3.8%~~ **3.54%** for FY 2011.

Total Project Costs					
	Year 1	Year 2*	Year 3*	Year 4*	Total
	534,531	1,502,741	1,093,498	-	3,130,770

Years 1-3 will include funding for stipends (including FICA/WC), contracted services, supplies, and materials for curriculum design/development and professional development for BCPS curriculum alignment to the CCSS for Reading/English/Language Arts and mathematics in grades K-12.

There is no funding requested in year 4 for this project.

Project Budget Summary Table

Local School System: 03 - Baltimore County Public Schools
Project Name: Education, Assessment, and Student Information (easi) System
Criteria: (C)(3)(i)(ii)(iii)
Project Number: 3

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	-	-	-	-
2. Contract Services	564,845	1,031,385	12,000	-	1,608,230
3. Supplies and Materials	-	34,011	-	-	34,011
4. Other Charges	-	-	-	-	-
5. Property	1,026,074	154,644	-	-	1,180,718
6. Transfers (Indirect Costs)	19,995	37,715	425	-	58,135
7. Total Costs (lines 1-6)	1,610,914	1,257,755	12,425	-	2,881,094

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

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

Local School System: 03 - Baltimore County Public Schools

Project Title: Education, Assessment, and Student Information (easi) System

Criteria: (C)(3)(i)(ii)(iii)

Project Number: 3

Project Budget Narrative

Project Description:

BCPS is building and releasing a single source of student information portal called the Education, Assessment, and Student Information (easi) System. The easi System will be released in a phased manner over multiple fiscal years. This approach ensures that all users will be trained appropriately by the Department of Professional Development as each phase is released and allows for the Project Management Office (PMO) to gather and document all requirements via stakeholder and user focus group sessions to ensure that core user needs are met. The easi system is divided into the following three phases: (1) Teacher Portal (2) Monitoring and Scaling, and (3) Teacher Site Expansion of Features.

Funding:

Race to the Top Funding: \$2,881,094

Year by Year Description:

Year 1: During this phase of easi, enhancements to the principal and administrator pages and access as defined during the requirements gathering process via stakeholder and user focus group sessions will be addressed. This phase will also include the gathering of requirements for the creation of a Curriculum and Instruction Document Management System, which will include a workflow to ensure proper review and approval of curriculum documents including the Golden Masters and the identification of other resource materials that may be shared with easi users. Year 2: During this phase, the focus of easi will be to enhance the teacher experience by gathering and documenting all requirements via stakeholder and focus group sessions to ensure that teacher needs are met. This may include adding methods through which teachers may collaborate with other instructional users, the integration of wikis and blogs to share valuable information with students and eventually parents/guardians, as well as new data elements that will allow teachers to easily gauge student progress and pitfalls with regard to subject matter, abilities, and learning preferences. ***Year 3: Final developer to end-user training.***

Purchasing a third-party Gradebook solution as an enterprise standard will also be explored and evaluated. The Active Directory Restructuring initiative, which will also impact multiple teams within the Department of Technology, will be initiated.

Project Name:	Education, Assessment, and Student Information (easi) System				
LEA:	03 - Baltimore County Public Schools				
Project Number:	3				
Project Details by Object					
Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.					
easi	Year 1	Year 2*	Year 3*	Year 4*	Total
Teacher Focus Groups	-	-	-	-	-
Total	-	-	-	-	-
Teacher Focus Groups in years 1 and 2 will be used to determine the success of the easi development and implementation. 2 focus groups x 15 teachers/group x \$28.26/teacher hour x 2 hours/group = \$1,696. In year 2, 3 focus groups x 15 teachers/group x \$28.26/teacher hour x 2 hours/group = \$2,544.					
Contract Services: expenditures for services performed by persons who are not on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.					
easi	Year 1	Year 2*	Year 3*	Year 4*	Total
PM (Project Manager)	128,587	191,413	-	-	320,000
Lead Architect	206,011	283,989	-	-	490,000
SharePoint Specialist	13,388	206,802	-	-	220,190
Developer 1	144,573	156,747	-	-	301,320
Developer 2	72,286	128,594	-	-	200,880
Active Directory Expert	-	51,840	-	-	51,840
Training & Conferences	-	12,000	12,000	-	24,000
Total	564,845	1,031,385	12,000	-	1,608,230
easi will require contractual services for the portal development and implementation to provide enhanced access for teachers, principals, and administrators. The costs are broken down as follows: Contract Project Manager at the rate of approximately \$71/hour for approximately 4,507 hours across Years 1-2 \$3,200/week for 50 weeks = \$160,000 for both years 1 and 2. The Lead Architect will provide contractual services at the rate of approximately \$157.25/hour for approximately 3,116 hours across Years 1-2 \$6,400/week for 50 weeks (for year 1). In year two, the Lead Architect will provide contractual services at the rate of \$6,415.10 for 26.5 weeks = \$170,000. The SharePoint Specialist will provide contractual services at the rate of approximately \$137.63/hour for approximately 1,600 hours \$5,400 for 20 weeks in both across years 1 and 2. The two Developers combined reflect a rate of approximately \$76.00/hour for approximately 6,608 hours across Years 1-2. The Developer 1 will provide contractual services at the rate of \$3,000 for 50 weeks = \$150,000 for both years 1 and 2. The Developer 2 will provide contractual services at the rate of \$3,000/week for 25 weeks = \$75,000 for year 1 and \$3,000/week for 41 weeks = \$123,000 for year 2. In year 1, the Active Directory Expert will provide contractual services at a rate of approximately \$45/hour for approximately 1,152 hours in Year 2. one time, for the total amount of \$8,640. In year 2, the Active Directory Expert will provide contractual services at the rate of \$7,200/month for 6 months = \$43,200. The developers will be paid to attend conferences and to train the end-users at a one-time cost of \$12,000 in both years 1 2 and 2 3 .					

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

easi	Year 1	Year 2*	Year 3*	Year 4*	Total
Backup Rack UPS Units	-	34,011	-	-	34,011
Total	-	34,011	-	-	34,011

10 backup rack UPS units x ~~\$2,553/unit = \$25,530~~ **\$3,401/unit = \$34,011**.

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

easi	Year 1	Year 2*	Year 3*	Year 4*	Total
Fixed Charges	-	-	-	-	-
Total	-	-	-	-	-

Fixed Charges: Teacher Focus Groups: $\$1,696 \times .0817 = \139 and $\$2,544 \times .0817 = \208

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

easi	Year 1	Year 2*	Year 3*	Year 4*	Total
96TB Timonium SAN Storage	259,687	-	-	-	259,687
48TB Disaster Recovery SAN Storage	134,594	-	-	-	134,594
12TB Timonium SAN Storage	-	35,037	-	-	35,037
12TB Timonium SAN Storage	-	35,037	-	-	35,037
Commvault Expansion Backup	209,379	-	-	-	209,379
Commvault Backup License	35,529	-	-	-	35,529
Commvault Backup License Renewal	-	33,110	-	-	33,110
Backup Tape Library Expansion	140,638	-	-	-	140,638
Backup Brocade Switch	32,624	-	-	-	32,624
VM Host Servers- Timonium	205,840	51,460	-	-	257,300
Small Application Server	7,783	-	-	-	7,783
Total	1,026,074	154,644	-	-	1,180,718

Each of the easi Storage Area Network (SAN) storage, commvault, backup tape, and brocade switch line items will be one time costs in the amounts noted above. For year 1, 4 Virtual Machine (VM) Host Servers x \$51,460/server = \$205,840. For year 2, 1 VM host server x \$51,460 = \$51,460. Lastly, one small application server = ~~\$7,783 x \$10,572/server = \$10,572~~.

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

easi	Year 1	Year 2*	Year 3*	Year 4*	Total
	19,995	37,715	425	-	58,135
Total	19,995	37,715	425	-	58,135

The costs above represent the approved federal indirect costs of ~~3.8%~~ **3.54%** for FY 2011.

Total Project Costs					
	Year 1	Year 2*	Year 3*	Year 4*	Total
	1,610,914	1,257,755	12,425	-	2,881,094

All funds will be spent in years 1, ~~and 2, and 3:~~ ~~(\$1,928,278)~~ **(\$1,610,914)** in year 1, and ~~(\$952,816)~~ **(\$1,257,755)** in year 2, ~~and (\$12,425) in year 3.~~ Accordingly, years 3 and 4 have ~~has~~ no associated budgets.

Project Budget Summary Table

Local School System: 03 - Baltimore County Public Schools
Project Name: Virtual High School and Game Development Project
Criteria: (C)(3)(i)(ii)(iii)
Project Number: 4

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	-	-	-	-
2. Contract Services	505,950	493,950	293,339	-	1,293,239
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	-	-	-	-	-
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	17,911	17,486	10,384	-	45,781
7. Total Costs (lines 1-6)	523,861	511,436	303,723	-	1,339,020

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

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

Local School System:	03 - Baltimore County Public Schools
Project Title:	Virtual High School and Game Development Project
Criteria:	(C)(3)(i)(ii)(iii)
Project Number:	4

Project Budget Narrative

Project Description:

The Virtual High School and Game Development Project will use new technologies such as virtual worlds, gaming, and computer simulation to broaden the experience of student learning by engaging students in complex problem solving while increasing their motivation to learn and to retain and master. The project will create a new and engaging technology and methodology for teachers and students to experience. The new learning environment will provide teachers with the opportunity to present curriculum in an engaging way that will ultimately increase effectiveness in the classroom. A virtual high school will be developed which will house multiple virtual environments running concurrently with independent virtual learning experiences that are scalable across the entire curriculum and school population. When fully operational, students and teachers will be able to navigate this environment and participate in virtual learning activities according to their class or subject area. Embedded within this virtual school will be Games that Educate, computer-based lesson activities that challenge and motivate students to problem solve and strategize as they learn. This virtual high school will also be aligned to BCPS data management systems to provide teachers, administrators, and parents/guardians with information regarding student performance.

The Virtual High School and Gaming Development Project consists of five initiatives as follows: (1) My Own Biome; (2) Games that Educate Fair; (3) Virtual High School; (4) Research Study; and (5) Professional Development.

Funding:

Race to the Top Funding: \$1,339,020

Year by Year Description:

Year 1: This phase includes the organization of a Games that Educate Fair for students to compete in gaming concepts and design, teachers to participate in professional development, and all high schools to implement My Own Biome, based on the design and development of the two winners in the 2009-2010 game contest at Woodlawn High School and Western School of Technology. Virtual High School training will be provided to the teachers during Year 1.

Year 2: During Year 2, the student game design and game development project will continue, and additional training will be provided to teachers.

Year 3: Student game design and build will continue. Additional training will be also provided to teachers.

Project Name:	Virtual High School and Game Development Project
LEA:	03 - Baltimore County Public Schools
Project Number:	4

Project Details by Object

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

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

N/A

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

VHS	Year 1	Year 2*	Year 3*	Year 4*	Total
Gaming Contest	17,500	15,000	7,500	-	40,000
Student Game Build	67,500	70,000	42,500	-	180,000
Research/Conduct Study	20,000	25,000	15,000	-	60,000
Lesson Build	52,500	60,000	37,500	-	150,000
Interface Build	15,000	17,500	7,500	-	40,000
Social Network Build	10,000	10,000	5,000	-	25,000
Character Creator	120,000	110,000	73,239	-	303,239
Network Multi Player Build	95,000	97,500	57,500	-	250,000
Reward System	12,500	15,000	7,500	-	35,000
Software License	51,950	27,950	15,100	-	95,000
P.D. Developer Training	10,000	10,000	5,000	-	25,000
P.D. Teachers Lessons App	10,000	10,000	5,000	-	25,000
P.D. Train the Trainer	11,000	12,000	7,000	-	30,000
P.D. Boot Camp	13,000	14,000	8,000	-	35,000
Total	505,950	493,950	293,339	-	1,293,239

The contractual services as itemized above will be performed by several different teams, the breakdown of the cost per team are as follows: Gaming Contest = 1 Game Contest Team x \$2,500/day x 8 days = \$20,000 for **across** Year 1 and Year 2 **and 1 Game Contest Team x \$2,500/day x 8 days = \$20,000 across Years 2-3**. Student Game Build = 1 Game Build Team x \$2,500/day x 64 days = \$160,000 for **Year 4 across Years 1-3** and 1 Game Build Team x 8 days = \$20,000 for **Year 2 across Years 2-3**. Research/Conduct Study will be performed by a university at a fixed cost of \$40,000 for **Year 4 across Years 1-2** and \$20,000 for **Year 2 across Years 2-3**. Lesson Build = 1 Development Build Team x \$2,500/day x 60 days = \$150,000 for **Year 4 across Years 1-3**. Interface Build = 1 Development Build Team x \$2,500/day x 16 days = \$40,000 for **Year 4 across Years 1-3**. Social Network Build = 1 Development Build Team x \$2,500/day x 10 days = \$25,000 for **Year 4 across Years 1-3**.

Character Creator Build = 25 characters x \$10,000/character = \$250,000 for Year 1 and 5 characters x \$10,000/character = \$50,000 for **Year 2 30 characters x \$10,000/character = \$300,000 across Years 1-3 with character modifications = \$3,239 in Year 3**. Network Multi Player Build Team = 1 Development Build Team x \$2,500/day x 80 days = \$200,000 for **across Years 1-3**, and 1 Development Build Team x \$2,500/day x 20 days = \$50,000 for **across Years 2-3**. Reward System Build = 1 Development Build Team x \$2,500/day x 10 days = \$25,000 **across Years 1-2 and 1 Development Build Team x \$2,500/day x 4 days = \$10,000 for across Years 2-3**. Software License Fee = 1 time cost x \$95,000 = \$95,000 for **across Years 1-3**. P.D. Developer Training = 40 **20** Training Sessions/Year x \$1,250/Training Session = \$12,500 for **\$25,000 across Years 1-3 and Year 2**. P.D. Teachers Lessons Application = 40 **20** Teacher Lessons x \$1,250/lesson = \$12,500 for **\$25,000 across Years 1-3 and Year 2**. P.D. Train the Trainer Sessions = 45 **30** sessions x \$1,000 per session = \$15,000 for Year 1 and Year 2 **\$30,000 across Years 1-3**. P.D. Boot Camp Training = 20 **35** trainings x \$1,000/session = **\$35,000 across Years 1-3** \$20,000 for Year 1 and 15 training sessions x \$1,000/session = \$15,000 for Year 2.

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

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

N/A

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

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

N/A

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

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

N/A

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

VHS	Year 1	Year 2*	Year 3*	Year 4*	Total
	17,911	17,486	10,384		45,781
Total	17,911	17,486	10,384	-	45,781

The costs above represent the approved federal indirect costs of ~~3.8%~~ **3.54%** for FY 2011.

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
523,861	511,436	303,723		1,339,020

All funds are anticipated to be expended in year 1 and year 2 **Years 1, 2, and 3** (\$1,105,470 **\$523,861** in Year 1, and ~~\$233,550~~ **\$511,436** in Year 2, **and \$303,723 in Year 3**). Accordingly, Years 3 and 4 have **has** no associated budgets.

Project Budget Summary Table

Local School System: 03- Baltimore County Public Schools
Project Name: Virtual Learning Arena
Criteria: (C)(i)(ii)(iii)
Project Number: 5

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	-	-	-	-
2. Contract Services	0	110,276	0	0	110,276
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	-	-	-	-	-
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	3,904	-	-	3,904
7. Total Costs (lines 1-6)	-	114,180	-	-	114,180

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

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

Local School System:	03 - Baltimore County Public Schools
Project Title:	Virtual Learning Arena
Criteria:	(C)(i)(ii)(iii)
Project Number:	5

Project Budget Narrative

Project Description:

In order to prepare students for living in the 21st century, it is essential that students be exposed to cutting-edge technology in the classroom. The Virtual Learning Arena (VLA) at Chesapeake High School is the first of its kind in any public school in the state of Maryland. BCPS was chosen to pilot this initiative because of the focus on Science, Technology, Engineering, and Mathematics (STEM) education. In working closely with Johns Hopkins University and The University of Baltimore, as well as with engineers and other professionals from the gaming community, software programs for the VLA will provide Chesapeake High School students with opportunities to learn in new ways and in ways that professionals learn. As Baltimore County Public Schools' Superintendent, Dr. Joe A. Hairston, stated: "We want to create classrooms to give students more real-life experiences beyond the textbook because what's in print is often five years old. With virtual classrooms, it's almost real-time, because you can adjust information and make it current."

The VLA initiative began with a focus on the four core content areas – science, mathematics, English, and social studies. Partners will continue to work with Chesapeake High School staff on the development of software applications that address each content area. Beginning with a prototype program from the Applied Physics Lab at Johns Hopkins University, a virtual environment surrounding Mount St. Helens has been created. Geospatial data was used in developing an exact replica of the area as it appears today, 30 years after the initial volcanic eruption in May 1980. Curriculum experts in each of the four core content areas have been working with Chesapeake High School staff to develop scenarios surrounding this simulated environment that can be integrated into the existing instructional program. BCPS is currently running science and mathematics content to be followed by social studies and English. Although the implementation of virtual learning at Chesapeake High School is beginning with the four core content areas, it is intended that every content area represented at Chesapeake High School will eventually be utilizing the VLA facility.

Funding:

Race to the Top Funding: \$114,180

Year by Year Description:

Year 2 : The Mt. Saint Helen's program is the first in a series of planned expansions for the VLA at Chesapeake High School. Together with technical development and refinements, support plans include the addition of several new environments including a lunar landscape and the Chesapeake Bay. Further program modifications to support multi-player and graphical enhancements to the VLA are also included. Through collaboration with BCPS curriculum specialists and outside consultants, BCPS will expand and increase capacity and produce new curriculum units delivered via the VLA.

Project Name: Virtual Learning Arena
LEA: 03 - Baltimore County Public Schools
Project Number: 5

Project Details by Object

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

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

N/A

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

VLA	Year 1	Year 2*	Year 3*	Year 4*	Total
Lesson Build	-	110,276			110,276
					-
Total	-	110,276	-	-	110,276

Lesson Build: This ~~\$110,000~~ **\$110,276** will be a one time cost associated with the lesson build for the expansion of the Virtual Learning Arena at Chesapeake High School.

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

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

N/A

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

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

N/A

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

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

N/A

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

VLA	Year 1	Year 2*	Year 3*	Year 4*	Total
	-	3,904			3,904
Total	-	3,904	-	-	3,904

The costs above represent the approved federal indirect costs of ~~3.8%~~ **3.54%** for FY 2011.

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
-	114,180	-	-	114,180

All funds are anticipated to be expended in year 4 **2**. Accordingly, years ~~2~~, 3 and 4 have no associated budgets.

Project Budget Summary Table

Local School System: 03 - Baltimore County Public Schools
Project Name: E-Center
Criteria: (C)(3)(i)(ii)
Project Number: 6

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	10,500	10,500	-	-	21,000
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	157,920	138,429	-	-	296,349
4. Other Charges	872	872	-	-	1,744
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	5,993	5,303	-	-	11,296
7. Total Costs (lines 1-6)	175,285	155,104	-	-	330,390

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

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

Local School System:	03 - Baltimore County Public Schools
Project Title:	E-Center
Criteria:	(C)(3)(i)(ii)
Project Number:	6

Project Budget Narrative

Project Description:

The E-Center is an alternative program that students enroll in to receive services through a technology-based delivery system of curriculum, aligned to both state core standards and BCPS curriculum. The goal of the center is to maintain all students in the courses in which their peers would enroll, to meet the grade-level requirements for K-12 and all graduation requirements for high school students. The E-Center will be able to deliver services 24 hours per day, seven days per week, through the virtual classroom, replacing the current hours of delivery. While the delivery system is technology-based, highly qualified teachers will use a blended-instructional model based on student needs and curriculum standards. As an alternative program, all students will need to meet criteria established for enrollment such as Home and Hospital, Home Teaching, and Online Instructional Programming (credit recovery, credit acceleration, or credit enhancement).

Funding:

Race to the Top Funding: \$330,389

Year by Year Description:

Year 1: During Year 1, content will be available to provide teleclasses and online learning for students in alternative programs at the E-Center. The teacher and student virtual workstations will be built and networked to the **contracted** server, and teachers will receive training on the use of the E-Center.

Year 2: During Year 2, additional **digital course content and resources** ~~curriculum content~~ will be purchased; and teachers will receive training concerning the new content.

Project Name:	E-Center
LEA:	03 - Baltimore County Public Schools
Project Number:	6
Project Details by Object	

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

E-Center	Year 1	Year 2*	Year 3*	Year 4*	Total
Teacher Training	10,500	10,500	-	-	21,000
					-
Total	10,500	10,500	-	-	21,000

Professional Development Costs for Teacher Training: Stipends of \$8,750 + BCPS Instructors for Training- \$1,750 = \$10,500 Total Teacher Training/ Year 1 & Year 2.

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

E-Center	Year 1	Year 2*	Year 3*	Year 4*	Total
Software License	-	-	-	-	-
					-
Total	-	-	-	-	-

Software License: The E-Center requires the rental of the AdvancePath software license, this includes associated support costs for the total amount of \$193,200.

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

E-Center	Year 1	Year 2*	Year 3*	Year 4*	Total
Curriculum Software Digital course content & resources	123,000	138,429	-	-	261,429
Virtual Classroom Workstations	34,920	-	-	-	34,920
Total	157,920	138,429	-	-	296,349

Supplies & Materials: Purchase **digital course content and digital resources from various vendors at competitive costs. Total = \$123,000** Curriculum Program Software: Year 1: 3 grades x 4 core subjects = 12 courses x \$850/course = \$10,200, Computer Equipment = 15 teacher stations x \$1,303/station = \$19,545, and 25 student stations x \$625 **\$615**/station = \$15,625 **\$15,375**. Therefore, total Year 1 = \$10,200 **\$123,000** + \$19,545 + \$15,625 **\$15,375** = \$45,370 **\$157,920** Year 2: 6 grades x 5 core subjects = 30 courses x \$850/course = \$25,500, 4 grades x 4 core subjects = 16 courses x \$850/course = \$13,600 and 4 grades x 3 electives = 12 courses x \$850/course = \$10,200. Therefore, Year 2 Total = \$25,500 + \$13,600 + \$10,200 = \$49,300. **Purchase additional digital course content and digital resources from various vendors at competitive costs. Total = \$138,429.** Workstations are categorized here as supplies and materials as they are less than the BCPS capitalization threshold of \$5,000.

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

E-Center	Year 1	Year 2*	Year 3*	Year 4*	Total
Fixed Charges	872	872	-	-	1,744
					-
Total	872	872	-	-	1,744

Fixed Charges: Professional Development *stipends*: Year 1 & Year 2 \$10,200 ~~\$10,500~~ x .0817 ~~.0830~~ = ~~\$858~~ **\$872 for FICA & workmen's comp**

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

E-Center	Year 1	Year 2*	Year 3*	Year 4*	Total
Server	-	-	-	-	-
					-
Total	-	-	-	-	-

1 Server for Virtual Classroom= \$8,000

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

E-Center	Year 1	Year 2*	Year 3*	Year 4*	Total
Indirect Costs	5,993	5,303	-	-	11,296
Total	5,993	5,303	-	-	11,296

The costs above represent the approved federal indirect costs of ~~3.8%~~ **3.54%** for FY 2011. For Year 1, indirect cost is calculated as follows: ~~\$169,292 x .0354 = \$5,993~~ ~~\$56,728 * 0.038 = \$2,156~~ (this does not include equipment cost of \$8,000)- **and Year 2 \$149,801 x .0354 = \$5,303**. Workstations are considered supplies and materials under the BCPS capitalization threshold.

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
175,285	155,104	-	-	330,389

All funds are anticipated to be expended in Year 1 and Year 2 (~~\$66,884~~ **\$175,285** in Year 1 and ~~\$263,505~~ **\$155,104** in Year 2). Accordingly, Years 3 and 4 have no associated budgets.

Project Budget Summary Table

Local School System: 03- Baltimore County Public Schools
Project Name: Longitudinal Data System
Criteria: (C)(3)(i)(ii)(iii)
Project Number: 7

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	-	-	-	-
2. Contract Services	-	481,205	-	-	481,205
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	-	-	-	-	-
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	17,035	-	-	17,035
7. Total Costs (lines 1-6)	-	498,240	-	-	498,240

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

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

Local School System:	03 - Baltimore County Public Schools
Project Title:	Longitudinal Data System
Criteria:	(C)(3)(i)(ii)(iii)
Project Number:	7

Project Budget Narrative

Project Description:

BCPS intends to re-engineer its Longitudinal Data System (LDS) and understands that timely, accurate, and reliable information is required to make good decisions about effective teachers, schools, and programs. In addition, providing educators with portals that provide access to student demographics, learning preferences, and diagnostic and assessment results requires a reliable source of data. While BCPS has always been a leader in providing stakeholders with relevant and accurate information to make data-driven decisions, the Race to the Top initiative (particularly the use of student achievement to evaluate teacher performance) challenges the system to raise its standards to an even higher level. Expanding data cleansing and data inventory tools is crucial to providing data that will enable the decision-making process to be viewed as fair and open.

Funding:

Race to the Top Funding: \$498,240

Year by Year Description:

During Year 2, the re-engineering of the LDS will include the implementation of a master data management software tool and data cleansing initiative. Consultants will assist BCPS staff with the implementation of the master data management tool and will provide knowledge transfer. In addition, the consultants will provide professional development and training so that internal staff can manage this process in-house.

Project Name:	Longitudinal Data System
LEA:	03 - Baltimore County Public Schools
Project Number:	7

Project Details by Object					
Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.					
LDS	Year 1	Year 2*	Year 3*	Year 4*	Total
Total	-	-	-	-	-
N/A					
Contract Services: expenditures for services performed by persons who are not on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.					
LDS	Year 1	Year 2*	Year 3*	Year 4*	Total
Longitudinal Data P20 Contractor	-	301,205	-	-	301,205
Longitudinal Data P20 Cleansing Tools Software License	-	180,000	-	-	180,000
Total	-	481,205	-	-	481,205
The one-time cost of \$300,000 will provide consulting services for the implementation of a master data management tool and data cleansing initiative. The one-time cost of \$180,000 will pay for the cleansing tools software license.					
Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.					
LDS	Year 1	Year 2*	Year 3*	Year 4*	Total
Total	-	-	-	-	-
N/A					

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

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

N/A

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

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

N/A

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

LDS	Year 1	Year 2*	Year 3*	Year 4*	Total
	-	17,035			17,035
Total	-	17,035	-	-	17,035

The costs above represent the approved federal indirect costs of ~~3.8%~~ **3.54%** for FY 2011.

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
-	498,240			498,240

All funds are anticipated to be expended in Year 2 (\$498,240). Accordingly, Years 1, 3, and 4 have no associated budgets.

**MARYLAND STATE DEPARTMENT OF EDUCATION
REQUEST BUDGET AMENDMENT C-1-25 A**

ORIGINAL GRANT BUDGET	\$498,240	AMENDED BUDGET #	03-10	REQUEST DATE	11/11/11
GRANT NAME	Race To The Top	GRANT RECIPIENT NAME	BCPS: Longitudinal Data System		
MSDE GRANT #	115742-07	RECIPIENT GRANT #	3350-096-4107		
REVENUE SOURCE	ARRA RTTT-Proj 7	RECIPIENT AGENCY NAME	Baltimore County Public Schools		
FUND SOURCE CODE	4171	GRANT PERIOD	8/25/2010	9/30/2014	
			FROM	TO	

Provide the name of the Category/Program under the appropriate Object, e.g., Administration/General Support under 05 Equipment.

EXPENDITURES BY OBJECT AND CATEGORY/PROGAM	CURRENT APPROVED BUDGET	ADJUSTMENTS Increase (+)/Decrease(-)	NEW AMENDED BUDGET
01 SALARIES AND WAGES			
Year 1			0.00
Year 2			0.00
Year 3			0.00
Year 4			0.00
			0.00
02 CONTRACTED SERVICES			
Year 1			0.00
Year 2	480,000.00	1,205.00	481,205.00
Year 3			0.00
Year 4			0.00
			0.00
03 SUPPLIES AND MATERIALS			
Year 1			0.00
Year 2			0.00
Year 3			0.00
Year 4			0.00
			0.00
04 OTHER CHARGES			
Year 1			0.00
Year 2			0.00
Year 3			0.00
Year 4			0.00
			0.00
05 EQUIPMENT			
Year 1			0.00
Year 2			0.00
Year 3			0.00
Year 4			0.00
			0.00
08 TRANSFERS			
Year 1 (3.54%)			0.00
Year 2 (3.54%)	18,240.00	-1,205.00	17,035.00
Year 3 (3.54%)			0.00
Year 4 (3.54%)			0.00
			0.00
Total Expenditures By Object	\$498,240.00	\$0.00	\$498,240.00

THIS REQUEST MUST BE ACCOMPANIED BY A REVISED GRANT BUDGET FORM (C-1-25) AND GRANT CHANGE REQUEST FORM (C-1-25 B).

Grantee Project Manager	William S. Burke	<i>William S Burke</i>	11/14/11	410-887-6400
Approval	Printed Name	Signature	Date	Telephone #
Finance Official	Nancy Golub, CPA	<i>Nancy Golub, CPA</i>	11/11/11	410-887-4345
	Printed Name	Signature	Date	Telephone #
MSDE Grant Manager	Dr. James V. Foran			410-767-0589
	Printed Name	Signature	Date	Telephone #

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT CHANGE REQUEST C-1-25 B**

GRANT CHANGE REQUEST #	03-10	REQUEST DATE	11/11/11
GRANT NAME	Race To The Top	GRANT RECIPIENT NAME	BCPS: Longitudinal Data System
MSDE GRANT #	115742-07	RECIPIENT GRANT #	3360-096-4107
REVENUE SOURCE	ARRA RTTT- Proj 7	SCHOOL NAME	Baltimore County Public Schools
FUND SOURCE CODE	4171	GRANT PERIOD	8/25/2010 to 9/30/2014

SECTION A. This Grant Change Request: (All changes must be explained in Section B)

<input type="checkbox"/>	Changes the Grant Period.	Date From	Date To
<input checked="" type="checkbox"/>	Reallocates Funds to a Different Category/Program and/or Object.*		
<input type="checkbox"/>	Increases/Decreases the Amount of the Grant.*	\$0.00	\$0.00
		(Amount) From	(Amount) To
<input checked="" type="checkbox"/>	Makes a Programmatic Change.		
<input type="checkbox"/>	Specifies a Change Other Than Those Listed Above (e.g., a change of address, fiscal agent or grant manager).		

SECTION B. Fully explain the reason for all requested changes. (Increase row height to accommodate space if needed.)

CAT/PRGM	PROGRAM NAME	OBJECT	PURPOSE OF CHANGE	
Salaries and Wages			A. DESCRIPTION:	
			B. REASON:	
			C. EXPECTED RESULTS:	
Contracted Services	Longitudinal Data System		A. DESCRIPTION:	Reallocated funds from Indirect costs.
			B. REASON:	Indirect cost rate was decreased.
			C. EXPECTED RESULTS:	Complete project as intended.
Supplies and Materials			A. DESCRIPTION:	
			B. REASON:	
			C. EXPECTED RESULTS:	
Other Charges			A. DESCRIPTION:	
			B. REASON:	
			C. EXPECTED RESULTS:	
Transfers	Longitudinal Data System	Indirect costs	A. DESCRIPTION:	Reduce indirect costs.
			B. REASON:	Indirect cost rate was decreased.
			C. EXPECTED RESULTS:	Complete project as intended.

*AN LEA/AGENCY APPROVED AMENDED GRANT BUDGET FORM (C-125-A) MUST ACCOMPANY THIS REQUEST. SECTION -B- IS TO BE COMPLETED IF A PROGRAM/OBJECT INCREASED /DECREASED IS 15% OR MORE OF THE LAST APPROVED BUDGET OR \$1,000, WHICHEVER IS GREATER.

Grant Project Manager:	William S. Burke	<i>William S. Burke</i>	11/14/11	410-887-6400
	Print Name	Signature	Date	Telephone #
Finance Official:	Nancy Golub, CPA	<i>Nancy Golub, CPA</i>	11/11/11	410-887-4345 x388
	Print Name	Signature	Date	Telephone #
Superintendent /Agency Head:	Dr. Joe A. Hairston	<i>Joe A. Hairston</i>	11/16/11	410-887-4281
	Print Name	Signature	Date	Telephone #
MSDE Grant Manager:	Dr. James V. Foran			410-767-6589
	Print Name	Signature	Date	Telephone #

Project Budget Summary Table

Local School System: 03 - Baltimore County Public Schools
Project Name: BCPS – Towson University First Year Teacher Induction and Retention Partnership
Criteria: (D)(3)(i)
Project Number: 8

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	-	-	-	-
2. Contract Services	128,985	489,169	515,503	462,481	1,596,138
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	-	-	-	-	-
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	4,566	17,317	18,249	16,372	56,504
7. Total Costs (lines 1-6)	133,551	506,486	533,752	478,853	1,652,642

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

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

Local School System: 03 - Baltimore County Public Schools

Project Title: BCPS – Towson University First Year Teacher Induction and Retention Partnership

Criteria: (D)(3)(i)

Project Number: 8

Project Budget Narrative

Project Description:

Towson University will provide BCPS with three full-time Teacher Educators in Residence (TER). Teacher Educators in Residence will provide professional development support for the BCPS Teacher Induction Program (including mentoring and demonstration teaching) for first-year teachers at BCPS low-performing schools. BCPS will provide Towson University with three full-time Teachers in Residence to support instruction in Towson University's Teacher Education Program. The primary goals of the program will be to provide an additional year of university support to first-year teachers resulting in increased teacher retention and student achievement and refinement of the Towson University teacher preparation program based on BCPS and new teacher needs.

Funding:

BCPS will use RTTT funds (\$1,652,642) to pay Towson University for contractual services for the three Teacher Educators in Residence. The BCPS operating budget (three full-time employee mentor allocations) will pay for the salaries of the three Teacher/Educators in Residence.

Year by Year Description:

Years 1-4: Year 1: Planning for the program will occur from October 2010 to August 2011. Years 2-4: BCPS and Towson University will implement the partnership.

Project Name: BCPS Towson University First Year Teacher Induction and Retention Partnership
LEA: 03 - Baltimore County Public Schools
Project Number: 8

Project Details by Object

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

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

N/A

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

	Year 1	Year 2*	Year 3*	Year 4*	Total
Professional Development	61,597	30,800	30,800	30,800	153,997
Teacher Educator In Residence and Program Director	67,388	458,369	484,703	431,681	1,442,141
Total	128,985	489,169	515,503	462,481	1,596,138

Year 1 - ~~\$60,000~~ **\$61,597** will be paid to Towson University in contractual service fees for planning and professional development. ***\$67,388 will be paid to Towson University in fees for the following: \$16,796 per for three Teacher Educators in Residence (TER) and \$17,000 for a Project Director.*** Years 2 through 4 - ~~\$30,000~~ **\$30,800** will be spent each year on continuing professional development. ~~\$1,442,141~~ ***Year 2 - \$458,369*** will be paid to Towson University in contractual service fees: ***\$101,783 per for three TERs, \$103,020 for Project Director, \$10,000 for transportation, and \$40,000 for project evaluation.*** ***Year 3 - \$484,703 in fees: \$105,854 per for three TERs, \$107,141 for Project Director, \$10,000 for transportation, and \$50,000 for project evaluation.*** ***Year 4 - \$431,681 in fees: \$90,146 per for three TERs, \$91,243 for Project Director, \$10,000 for transportation, and \$60,000 for project evaluation.*** These fees will pay for the university staff's salaries, transportation, and program evaluation.

Project Name: BCPS Towson University First Year Teacher Induction and Retention Partnership
LEA: 03 - Baltimore County Public Schools
Project Number: 8

Project Details by Object

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

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item					-
Total	-	-	-	-	-
N/A					

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

	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
Total	-	-	-	-	-
N/A					

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

	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
Total	-	-	-	-	-
N/A					

Project Name: BCPS Towson University First Year Teacher Induction and Retention Partnership
LEA: 03 - Baltimore County Public Schools
Project Number: 8

Project Details by Object

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

	Year 1	Year 2*	Year 3*	Year 4*	Total
Indirect Costs	4,566	17,317	18,249	16,372	56,504
					-
Total	4,566	17,317	18,249	16,372	56,504

The costs above represent the approved federal indirect cost rate of ~~3.8%~~ **3.54%** for fiscal year 2011.

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
133,551	506,486	533,752	478,853	1,652,642

Year 1: ~~\$62,280~~ **\$133,551** will be spent on professional development and planning for the partnership between BCPS and Towson University. Years 2-4: Professional development will be provided to BCPS by three staff members from Towson University; the staff members will be a project ~~manager~~ **director** and teacher educators in residence (**TERs**).

Project Budget Summary Table

Local School System: 03 - Baltimore County Public Schools

Project Name: Enhancing Teacher Effectiveness

Criteria: (D)(2)(ii)(iii)(iv)(a-d)

Project Number: 9

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	-	-	-	-
2. Contract Services	-	5,133	47,222	-	52,355
3. Supplies and Materials	-	48,000	840,000	-	888,000
4. Other Charges	-	-	-	-	-
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	1,881	31,408	-	33,289
7. Total Costs (lines 1- 6)	-	55,014	918,630	-	973,644

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

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

Local School System:	03 - Baltimore County Public Schools
Project Title:	Enhancing Teacher Effectiveness
Criteria:	(D)(2)(ii)(iii)(iv)(a-d)
Project Number:	9

Project Budget Narrative

Project Description:

Baltimore County is exploring alternative strategies to enhance teacher effectiveness through the use of state-of-the-art technology. This technology will enhance teacher effectiveness by: developing a common language, visualization, and a best practice model of teaching excellence; allowing teachers to use their own classroom teaching as the basis for individualized learning; using immersive video-capture and online analysis tools to enable more effective coaching and collaboration; and providing cohorts of teachers with professional development, resources, and support. BCPS will invest in a hardware and software program that includes a state-of-the-art video and audio-capture device that provides a complete picture of teacher and student activity in the classroom.

Funding:

Race to the Top funding will be used for planning and for conducting the pilot in ten schools in Year 2. Based on the outcome of the pilot, the remaining funding will be used to supply the hardware for the remaining schools along with professional development for central office and school-based administrators.

Year by Year Description:

Years 1-4: Enhancing Teacher Effectiveness is a project that will be fully implemented by 2013. In Year 1, BCPS will bid the project, initiate a contract, visit school sites nationally to observe the technology in use, and plan for implementation in the ten pilot sites. In Year 2, BCPS will provide professional development for administrative staff in the ten pilot sites on using the technology, implement the technology for professional development and evaluation purposes, and evaluate the program. During Year 3, based on the success of the pilot, BCPS will implement the program systemwide with accompanying staff development and continue to evaluate the program. In Year 4, BCPS will continue to implement the program systemwide with ongoing evaluation.

Project Name:	Enhancing Teacher Effectiveness
LEA:	03 - Baltimore County Public Schools
Project Number:	9

Project Details by Object					
Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE					-
Salary					-
Total	-	-	-	-	-
N/A					
Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
PD for 10 pilot schools	-	5,133	-	-	5,133
PD for remaining BCPS schools (163)	-	-	47,222	-	47,222
Total	-	5,133	47,222	-	52,355
<p>In Year 2, BCPS will pilot the project in ten schools. Two professional development sessions will be held for the ten schools. Each school will send a team of administrators to the training. The professional development will consist of a six and one half hour sessions that will provide hands-on product training covering how to capture classroom video, how to annotate and comment on the videos, how to upload additional artifacts (lesson plans and examples of student work), and how to share videos among the professional learning community. Additionally, professional development will focus on how to integrate video tools into the school's professional learning community, how to provide effective and constructive feedback to help teachers improve practice, and research-based strategies for strengthening peer support using panoramic video tools. At the conclusion of these activities, professional development sessions will be held for the remaining schools, centers, and programs in order to expand the project.</p>					
Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Purchase of technology hardware	-	48,000	840,000	-	888,000
item					-
Total	-	48,000	840,000	-	888,000
<p>The hardware for this project will consist of state-of-the-art video and audio capture devices that combine video cameras with wireless microphones in one low-profile lightweight device to provide a complete picture of what is occurring in the classroom including teacher and student activity. The two microphones, one worn by the teacher to capture all teacher-delivered instruction and one that picks up student discussions and student-teacher interactions, will provide audio capture of the instruction, occurring in the classroom.</p>					

Project Name:	Enhancing Teacher Effectiveness
LEA:	03 - Baltimore County Public Schools
Project Number:	9

Project Details by Object					
Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
Total	-	-	-	-	-
N/A					
Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
					-
Total	-	-	-	-	-
N/A					
Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Indirect Costs	-	1,881	31,408	-	33,289
item					-
Total	-	1,881	31,408	-	33,289
The costs above represents the approved federal indirect cost rate of 3.8% 3.54% for FY 2011.					
Total Project Costs					
	Year 1	Year 2*	Year 3*	Year 4*	Total
	-	55,014	918,630	-	973,644
In Year 1, Race to the Top funding will not be used. Year 1 will focus on planning, developing a request for proposal, bidding the project, and awarding the contract. During Year 2, the hardware will be purchased for ten schools as a pilot. Professional development will be provided for school-based administrators. The total cost of Year 2 is \$55,014. During this year, an evaluation will be ongoing to determine the effectiveness of the initiative. If the pilot is approved for expansion, then the hardware and professional development will occur for the remaining schools during Year 3. BCPS will continue to monitor this initiative.					

**MARYLAND STATE DEPARTMENT OF EDUCATION
REQUEST BUDGET AMENDMENT C-1-25 A**

ORIGINAL GRANT BUDGET	\$973,644	AMENDED BUDGET #	03-10	REQUEST DATE	11/11/11
GRANT NAME	Race To The Top	GRANT RECIPIENT NAME	BCPS: Enhancing Teacher Effectiveness		
MSDE GRANT #	115742-09	RECIPIENT GRANT #	3350-096-4109		
REVENUE SOURCE	ARRA RTTT-Proj 9	RECIPIENT AGENCY NAME	Baltimore County Public Schools		
FUND SOURCE CODE	4171	GRANT PERIOD	8/25/2010	9/30/2014	
		FROM		TO	

Provide the name of the Category/Program under the appropriate Object, e.g., Administration/General Support under 05 Equipment.

EXPENDITURES BY OBJECT AND CATEGORY/PROGAM	CURRENT APPROVED BUDGET	ADJUSTMENTS Increase (+)/Decrease(-)	NEW AMENDED BUDGET
01 SALARIES AND WAGES			
Year 1			0.00
Year 2			0.00
Year 3			0.00
Year 4			0.00
			0.00
02 CONTRACTED SERVICES			
Year 1			0.00
Year 2	5,000.00	133.00	5,133.00
Year 3	45,000.00	2,222.00	47,222.00
Year 4			0.00
			0.00
03 SUPPLIES AND MATERIALS			
Year 1			0.00
Year 2	48,000.00		48,000.00
Year 3	840,000.00		840,000.00
Year 4			0.00
			0.00
04 OTHER CHARGES			
Year 1			0.00
Year 2			0.00
Year 3			0.00
Year 4			0.00
			0.00
05 EQUIPMENT			
Year 1			0.00
Year 2			0.00
Year 3			0.00
Year 4			0.00
			0.00
08 TRANSFERS			
Year 1 (3.54%)			0.00
Year 2 (3.54%)	2,014.00	-133.00	1,881.00
Year 3 (3.54%)	33,630.00	-2,222.00	31,408.00
Year 4 (3.54%)			0.00
			0.00
Total Expenditures By Object	\$973,644.00	\$0.00	\$973,644.00

THIS REQUEST MUST BE ACCOMPANIED BY A REVISED GRANT BUDGET FORM (C-1-25) AND GRANT CHANGE REQUEST FORM (C-1-25 B).

Grantee Project Manager Approval	William S. Burke	<i>William S. Burke</i>	11/14/11	410-887-6400
	Printed Name	Signature	Date	Telephone #
Finance Official	Nancy Golub, CPA	<i>Nancy Golub, CPA</i>	11/11/11	410-887-4345
	Printed Name	Signature	Date	Telephone #
MSDE Grant Manager	Dr. James V. Foran			410-767-0589
	Printed Name	Signature	Date	Telephone #

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT CHANGE REQUEST C-1-25 B**

GRANT CHANGE REQUEST #	03-10	REQUEST DATE	11/11/11
GRANT NAME	Race To The Top	GRANT RECIPIENT NAME	BCPS: Enhancing Teacher Effectiveness
MSDE GRANT #	115742-09	RECIPIENT GRANT #	3350-096-4109
REVENUE SOURCE	ARRA RTTT- Proj 9	SCHOOL NAME	Baltimore County Public Schools
FUND SOURCE CODE	4171	GRANT PERIOD	8/26/2010 to 9/30/2014

SECTION A. This Grant Change Request: (All changes must be explained in Section B)

<input type="checkbox"/>	Changes the Grant Period.	Date From	Date To
<input checked="" type="checkbox"/>	Reallocates Funds to a Different Category/Program and/or Object.*		
<input type="checkbox"/>	Increases/Decreases the Amount of the Grant.*	\$0.00	\$0.00
		(Amount) From	(Amount) To
<input checked="" type="checkbox"/>	Makes a Programmatic Change.		
<input type="checkbox"/>	Specifies a Change Other Than Those Listed Above (e.g., a change of address, fiscal agent or grant manager).		

SECTION B. Fully explain the reason for all requested changes. (Increase row height to accommodate space if needed.)

CAT/PRGM	PROGRAM NAME	OBJECT	PURPOSE OF CHANGE	
Salaries and Wages			A. DESCRIPTION:	
			B. REASON:	
			C. EXPECTED RESULTS:	
Contracted Services	Enhancing Teacher Effectiveness		A. DESCRIPTION:	Reallocated funds from Indirect costs.
			B. REASON:	Indirect cost rate was decreased.
			C. EXPECTED RESULTS:	Complete project as intended.
Supplies and Materials			A. DESCRIPTION:	
			B. REASON:	
			C. EXPECTED RESULTS:	
Other Charges			A. DESCRIPTION:	
			B. REASON:	
			C. EXPECTED RESULTS:	
Transfers	Enhancing Teacher Effectiveness	Indirect costs	A. DESCRIPTION:	Reduce indirect costs.
			B. REASON:	Indirect cost rate was decreased.
			C. EXPECTED RESULTS:	Complete project as intended.

*AN LEA/AGENCY APPROVED AMENDED GRANT BUDGET FORM (C-125-A) MUST ACCOMPANY THIS REQUEST. SECTION -B- IS TO BE COMPLETED IF A PROGRAM/OBJECT INCREASED /DECREASED IS 15% OR MORE OF THE LAST APPROVED BUDGET OR \$1,000, WHICHEVER IS GREATER.

Grant Project Manager:	William S. Burke	<i>William S Burke</i>	11/14/11	410-887-6400
	Print Name	Signature	Date	Telephone #
Finance Official:	Nancy Golub, CPA	<i>Nancy Golub, CPA</i>	11/11/11	410-887-4345 x368
	Print Name	Signature	Date	Telephone #
Superintendent /Agency Head:	Dr. Joe A. Hairston	<i>Joe A. Hairston</i>	11/16/11	410-887-4281
	Print Name	Signature	Date	Telephone #
MSDE Grant Manager:	Dr. James V. Foran			410-767-0589
	Print Name	Signature	Date	Telephone #

Project Budget Summary Table					
Local School System: 03 - Baltimore County Public Schools Project Name: Teach for America Criteria: D(3)(i)(ii) Project Number: 10					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	61,985	517,785	856,225	400,425	1,836,420
2. Contract Services	210,668	422,620	213,247	1,139	847,674
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	26,438	254,670	431,526	141,273	853,907
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	10,588	42,306	53,135	19,216	125,245
7. Total Costs (lines 1-6)	309,679	1,237,381	1,554,133	562,053	3,663,246
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object. Column (e): Show the total amount requested for all project years.					

Local School System: 03 - Baltimore County Public Schools

Project Title: Teach for America

Criteria: D(3)(i)(ii)

Project Number: 10

Project Budget Narrative

Project Description:

State Assurance: Great Teachers and Leaders

Part (D) (3) (i) (ii): Ensuring equitable distribution of effective teachers and principals

An assurance that BCPS will provide high-quality pathways for aspiring teachers and ensure equitable distribution of effective teachers and principals may be found in BCPS' proposal to provide highly qualified and motivated teachers by expanding the Teach for America (TFA) program. The TFA program will provide 10 teachers in school year 2011-2012, 20 teachers in school year 2012-2013, and 10 teachers in school year 2013-2014 to low-achieving public schools in Baltimore County. TFA will provide extensive training and support for teachers placed in these schools with a focus on reading, language arts and mathematics in an effort to improve student achievement and raise test scores. TFA teachers will commit to a two-year contract to focus on increased academic growth for BCPS students.

Timeline for this project includes the following: for school year 2011, 10 new teachers were hired; for school year 2012, 10 new teachers are hired and 10 will return from the previous school year making a total of 20 teachers; for school year 2013, 0 new teachers will be hired and 10 teachers will return from school year 2012. The program ends in May 2014.

Funding:

Race to the Top funds will be used for the following three school years: 2011-2012, 2012-2013, 2013-2014. This program will end in 2014. The funding will provide teachers with salary and benefits during their two-year contract period and an intensive five-week professional development and training program in preparation for their teaching experience in low-achieving schools in BCPS.

Year by Year Description:

Years 1-4: The TFA program will provide for the placement of 10 teachers in the 2011-2012 school year, 20 teachers in the 2012-2013 school year, and 10 teachers in the 2013-2014 school year.

Project Name: **Teach for America**
 LEA: **03 - Baltimore County Public Schools**
 Project Number: **10**

Project Details by Object

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

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	10	10	20	10	50
Salary	61,985	517,785	856,225	400,425	1,836,420
Total	61,985	517,785	856,225	400,425	1,836,420

This program will begin in 2011-2012 school year under RTTT. Estimated cost for teachers through Teach for America is \$45,456 per teacher in annual salary. This is a 10-month base salary. Teachers will be with BCPS for a two-year contract, and in year two will receive a 2% increase, thereby making the base salary \$46,365 in the teachers second year. Please note, salaries and wages are calculated using the federal fiscal year running from October through September, which does not mirror the school year; hence the numbers described above had to be broken down to the federal fiscal year per MSDE's request.

The actual salary for teachers will increase over the four year period due to potential cost of living salary adjustments; however the overall salary and wage costs decrease because the number of teachers will decrease over the four year period. In the first year, BCPS will have 10 teachers in the program. In year two there will also be 10 teachers. BCPS will have 20 teachers in year 3 and then decrease it to 10 teachers in year 4. Due to the change in the number of teachers (approximately 50% less in year 4 than year 3), the salaries and wages will significantly decrease in year 4.

Project Name:	Teach for America
LEA:	03 - Baltimore County Public Schools
Project Number:	10

Project Details by Object					
Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Professional Dev	210,668	422,620	213,247	1,139	847,674
Food		-	-	-	-
Total	210,668	422,620	213,247	1,139	847,674
Professional development will be handled through contracted services with TFA. The cost will be approximately \$21,000 per teacher for a five week induction program preparing teachers for the start of the BCPS school year. The timeline begins in Year 1 since the fiscal year for the federal government begins in October. Most of the professional development for the teachers will occur at the start of the school year (August - September) which is actually at the end of the federal fiscal year. Funds are allotted for food for professional development and/or meetings with TFA teaching staff throughout the school year and other professional development activities throughout the school year. The BCPS Department of Human Resources will run the meetings and the costs for the meetings are calculated as follows: \$10 per person for three meetings per year.					
Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
Total	-	-	-	-	-
N/A					
Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item.					

Project Name: **Teach for America**
 LEA: **03 - Baltimore County Public Schools**
 Project Number: **10**

Project Details by Object					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Health Care/Family	12,404	136,444	235,676	49,616	434,140
FICA/WC 7.65 +.52 = 8.17%	5,145	42,976	71,067	33,236	152,424
Retirement 14.34%	8,889	74,250	122,783	57,421	263,343
Mileage .50 per mile	-	1,000	2,000	1,000	4,000
Total	26,438	254,670	431,526	141,273	853,907

Teachers will be eligible for health, dental, vision, and life insurance coverage. These costs were estimated using the employee plus one dependent rate. These numbers may be a little lower or higher depending on the actual coverage level selected at the time of the enrollment. FICA (7.65%) and workers comp (.52%) are estimated for salary costs only (does not include professional development costs since they are contracted services through TFA). Retirement is estimated per teacher at 14.34% of the teacher's salary, and mileage in 2011 is 50 cents per mile assuming each teacher travels approximately 200 miles during the school year for meetings, etc. Any of these items may increase over the four-year periods due to market increases or decreases; however, this was not accounted for in this proposal.

Project Name:	Teach for America
LEA:	03 - Baltimore County Public Schools
Project Number:	10

Project Details by Object					
Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
Total	-	-	-	-	-
N/A					
Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Indirect Cost	10,588	42,306	53,135	19,216	125,245
item					-
Total	10,588	42,306	53,135	19,216	125,245
The costs above represent the approved federal indirect cost rate of 3.8% 3.54% for FY 2011.					
Total Project Costs					
	Year 1	Year 2*	Year 3*	Year 4*	Total
	309,679	1,237,381	1,554,133	562,053	3,663,246

All costs have been calculated based upon the information acquired at the time this proposal was developed. Some of the costs of items noted above are subject to change due to benefit cost changes and/or coverage level selections.

**MARYLAND STATE DEPARTMENT OF EDUCATION
REQUEST BUDGET AMENDMENT C-1-25 A**

ORIGINAL GRANT BUDGET	\$3,663,246	AMENDED BUDGET #	03-10	REQUEST DATE	11/11/11
GRANT NAME	Race To The Top	GRANT RECIPIENT NAME	BCPS: Teach For America		
MSDE GRANT #	115742-10	RECIPIENT GRANT #	3350-096-4110		
REVENUE SOURCE	ARRA RTTT-Proj 10	RECIPIENT AGENCY NAME	Baltimore County Public Schools		
FUND SOURCE CODE	4171	GRANT PERIOD	8/25/2010	9/30/2014	
			FROM	TO	

Provide the name of the Category/Program under the appropriate Object, e.g., Administration/General Support under 05 Equipment.

EXPENDITURES BY OBJECT AND CATEGORY/PROGAM	CURRENT APPROVED BUDGET	ADJUSTMENTS Increase (+)/Decrease(-)	NEW AMENDED BUDGET
01 SALARIES AND WAGES			
Year 1	61,985.00		61,985.00
Year 2	517,785.00		517,785.00
Year 3	856,225.00		856,225.00
Year 4	400,425.00		400,425.00
			0.00
02 CONTRACTED SERVICES			
Year 1	210,000.00	668.00	210,668.00
Year 2	420,300.00	2,320.00	422,620.00
Year 3	210,600.00	2,647.00	213,247.00
Year 4	300.00	839.00	1,139.00
			0.00
03 SUPPLIES AND MATERIALS			
Year 1			0.00
Year 2			0.00
Year 3			0.00
Year 4			0.00
			0.00
04 OTHER CHARGES			
Year 1	26,357.00	81.00	26,438.00
Year 2	253,997.00	673.00	254,670.00
Year 3	430,413.00	1,113.00	431,526.00
Year 4	140,752.00	521.00	141,273.00
			0.00
05 EQUIPMENT			
Year 1			0.00
Year 2			0.00
Year 3			0.00
Year 4			0.00
			0.00
08 TRANSFERS			
Year 1 (3.54%)	11,337.00	-749.00	10,588.00
Year 2 (3.54%)	45,299.00	-2,993.00	42,306.00
Year 3 (3.54%)	56,895.00	-3,760.00	53,135.00
Year 4 (3.54%)	20,576.00	-1,360.00	19,216.00
			0.00
Total Expenditures By Object	\$3,663,246.00	\$0.00	\$3,663,246.00

THIS REQUEST MUST BE ACCOMPANIED BY A REVISED GRANT BUDGET FORM (C-1-25) AND GRANT CHANGE REQUEST FORM (C-1-25 B).

Grantee Project Manager

Approval

William S. Burke

Printed Name

William S. Burke

Signature

11/14/11

Date

410-887-6400

Telephone #

Finance Official

Nancy Golub, CPA

Printed Name

Nancy Golub, CPA

Signature

11/11/11

Date

410-887-4345

Telephone #

MSDE Grant Manager

James V. Foran

Printed Name

Signature

410-767-0589

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT CHANGE REQUEST C-1-25 B**

GRANT CHANGE REQUEST #	03-10	REQUEST DATE	11/11/11
GRANT NAME	Race To The Top	GRANT RECIPIENT NAME	BCPS: Teach For America
MSDE GRANT #	115742-10	RECIPIENT GRANT #	3350-096-4110
REVENUE SOURCE	ARRA RTTT- Proj 10	SCHOOL NAME	Baltimore County Public Schools
FUND SOURCE CODE	4171	GRANT PERIOD	8/25/2010 to 9/30/2014

SECTION A. This Grant Change Request: (All changes must be explained in Section B)

<input type="checkbox"/>	Changes the Grant Period.	Date From	Date To
<input checked="" type="checkbox"/>	Reallocates Funds to a Different Category/Program and/or Object.*		
<input type="checkbox"/>	Increases/Decreases the Amount of the Grant.*	\$0.00	\$0.00
		(Amount) From	(Amount) To
<input checked="" type="checkbox"/>	Makes a Programmatic Change.		
<input type="checkbox"/>	Specifies a Change Other Than Those Listed Above (e.g., a change of address, fiscal agent or grant manager).		

SECTION B. Fully explain the reason for all requested changes. (Increase row height to accommodate space if needed.)

CAT/PRGM	PROGRAM NAME	OBJECT	PURPOSE OF CHANGE	
Salaries and Wages			A. DESCRIPTION:	
			B. REASON:	
			C. EXPECTED RESULTS:	
Contracted Services	Teach For America	Contracted Services	A. DESCRIPTION:	Reallocated funds net of workmen's comp increase & indirect decrease.
			B. REASON:	Workmen's comp & indirect changed.
			C. EXPECTED RESULTS:	Complete project as intended.
Supplies and Materials			A. DESCRIPTION:	
			B. REASON:	
			C. EXPECTED RESULTS:	
Other Charges	Teach For America	Workmen's comp	A. DESCRIPTION:	Increased workmen's comp.
			B. REASON:	Workmen's comp rate increased.
			C. EXPECTED RESULTS:	Complete project as intended.
Transfers	Teach For America	Indirect costs	A. DESCRIPTION:	Reduced indirect costs.
			B. REASON:	Indirect cost rate was decreased.
			C. EXPECTED RESULTS:	Complete project as intended.

*AN LEA/AGENCY APPROVED AMENDED GRANT BUDGET FORM (C-125-A) MUST ACCOMPANY THIS REQUEST. SECTION -B- IS TO BE COMPLETED IF A PROGRAM/OBJECT INCREASED /DECREASED IS 15% OR MORE OF THE LAST APPROVED BUDGET OR \$1,000, WHICHEVER IS GREATER.

Grant Project Manager:	William S. Burke	<i>William S Burke</i>	11/14/11	410-887-6400
	Print Name	Signature	Date	Telephone #
Finance Official:	Nancy Golub, CPA	<i>Nancy Golub, CPA</i>	11/11/11	410-887-4345 x368
	Print Name	Signature	Date	Telephone #
Superintendent /Agency Head:	Dr. Joe A. Hairston	<i>Joe A. Hairston</i>	11/16/11	410-887-4281
	Print Name	Signature	Date	Telephone #
MSDE Grant Manager:	Dr. James V. Foran			410-767-0589
	Print Name	Signature	Date	Telephone #

Project Budget Summary Table

Local School System: 03 - Baltimore County Public Schools
Project Name: STEM Learning Studios
Criteria: (D)(3)(i)(ii)
Project Number: 11

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	7,715	15,430	19,288	25,717	68,150
2. Contract Services	51,072	52,487	53,722	54,610	211,891
3. Supplies and Materials	500	750	1,000	1,250	3,500
4. Other Charges	1,090	2,181	2,726	3,635	9,632
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	2,137	2,508	2,717	3,016	10,378
7. Total Costs (lines 1-6)	62,514	73,356	79,453	88,228	303,551

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

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

Local School System:	03 - Baltimore County Public Schools
Project Title:	STEM Learning Studios
Criteria:	(D)(3)(i)(ii)
Project Number:	11

Project Budget Narrative

Project Description:

The National Commission on Teaching and America's Future (NCTAF) STEM Learning Studios will help create learning teams between Science, Technology, Engineering and Mathematics (STEM) professionals and grades K-12 teachers in order to enable teachers to grow from interacting with STEM professionals as they collaborate on creating “real world” activities and learning experiences that are well aligned with 21st century learning standards. The objective of NCTAF Learning Studios is to facilitate growth by creating an environment that will support sustained teamwork that fully engages a broad range of expertise to co-create curriculum content. This initiative will stress project-based learning around relevant, real-world content and will improve student motivation, content knowledge, and academic achievement. This initiative will also foster professional learning teams that use collaborative reflection to help teachers, students, and volunteers to build STEM competencies. Professional development seminars will engage teachers with real-time feedback on active student learning.

Funding:

Race to the Top Funding: \$303,551

Year by Year Description:

In Year 1, 6 teachers will be participating in this professional development collaboration with NCTAF; in Year 2, 12 teachers will be participating; in Year 3, 15 teachers will be participating; and in Year 4, 20 teachers will be participating in this professional development collaboration with NCTAF.

Project Name:	STEM Learning Studios				
LEA:	03 - Baltimore County Public Schools				
Project Number:	11				
Project Details by Object					
Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Stipends (ISD)	7,715	15,430	19,288	25,717	68,150
Total	7,715	15,430	19,288	25,717	68,150
Staff Development Stipends: All years - 3 days in the summer and 4 Saturdays during the school year. Year 1 - 6 teachers will participate in the programs (7 days x \$183.69/day x 6 = \$7,715). Year 2 - 12 teachers will participate in the programs (7 days x \$183.69/day x 12 = \$15,430). Year 3 - 15 teachers will participate in the programs (7 days x \$183.69/day x 15 = \$19,288) . Year 4 - 20 teachers will participate in the programs (7 days x \$183.69/day x 20 = \$25,717).					
Contract Services: expenditures for services performed by persons who are not on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
PBL/LT Specialist	7,500	7,500	7,500	7,500	30,000
Evaluator	6,000	6,000	6,000	6,000	24,000
Project Director	12,980	12,980	12,980	12,980	51,920
Prg Dev & Oversight	18,000	18,000	18,000	18,000	72,000
NCTAF Local Travel to Schools	300	300	300	300	1,200
Consultant Travel	2,400	2,400	2,400	2,400	9,600
Conference Presentations	1,500	1,500	1,500	1,500	6,000
Food for Training <i>Workshops</i>	1,892	3,307	4,542	5,430	15,171
NCTAF Conference calls	500	500	500	500	2,000
Total	51,072	52,487	53,722	54,610	211,891
NCTAF will provide the following staffing each year: PBL/LT Specialist (3 days x \$2,500), Evaluator, Project Director at 15% FTE, On-going Program Dev./Sr. Staff Oversight, Travel to Local Schools, Consultant Travel (2 trip ea at \$1,200), Outside Conference Presentations, Food at training sessions <i>training workshops (including vendor-supplied materials for participants, fees for expert & motivational speakers, and miscellaneous consultants)</i> , and conference calls with participants.					
Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Supplies (ISD)	500	750	1,000	1,250	3,500
Total	500	750	1,000	1,250	3,500
Professional Development supplies for training sessions, costs of 3 BCPS teachers visiting NCTAF annually at their offices in Washington, DC.					

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

	Year 1	Year 2*	Year 3*	Year 4*	Total
Fixed Charges	640	1,281	1,601	2,135	5,657
Travel (ISD - teachers)	450	900	1,125	1,500	3,975
Total	1,090	2,181	2,726	3,635	9,632

Fixed Charges: Stipends: Year 1 (\$7,715 x .0817 ~~.083~~ = \$630 **\$640**), Year 2 (\$15,430 x .0817 ~~.083~~ = \$1,264 **\$1,281**), Year 3 (\$19,288 x .0817 ~~.083~~ = \$1,576 **\$1,601**), Year 4 (\$25,717 x .0817 ~~.083~~ = \$2,104 **\$2,135**).

Travel - mileage is calculated for Year 1 - (6 teachers x .50 x 150 miles), Year 2 - (12 teachers x .50 x 150 miles), Year 3 - (15 teachers x .50 x 150 miles), Year 4 - (20 teachers x .50 x 150 miles).

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

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

N/A

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

	Year 1	Year 2*	Year 3*	Year 4*	Total
Indirect Costs	2,137	2,508	2,717	3,016	10,378
Total	2,137	2,508	2,717	3,016	10,378

The costs above represent the approved federal indirect cost rate of ~~3.8%~~ **3.54%** for FY 2011.

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
62,514	73,356	79,453	88,228	303,551

Project Budget Summary Table

Local School System: 03 - Baltimore County Public Schools
Project Name: Turning Around the Lowest-Achieving Schools
Criteria: (E)(2)
Project Number: 12

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	60,914	193,002	253,916	-	507,832
2. Contract Services	201,700	581,040	392,840	-	1,175,580
3. Supplies and Materials	84,180	165,280	30,000	-	279,460
4. Other Charges	5,056	16,019	21,075	-	42,150
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	12,456	33,819	24,703	-	70,978
7. Total Costs (lines 1-6)	364,306	989,160	722,534	-	2,076,000

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

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

Local School System: 03 - Baltimore County Public Schools	
Project Title:	Turning Around Lowest-Achieving Schools
Criteria:	(E)(2)
Project Number:	12
Project Budget Narrative	
Project Description:	
<p>Baltimore County Public Schools staff will use a ranking system to identify the lowest 5% of elementary, middle, and high schools for participation in this project. BCPS will form a district-level Race to the Top (RTTT) Achievement Improvement Team, which will include BCPS executive leadership team members, school-based leaders, as well as parent/guardian, community, and student representation, to oversee the turn-around effort at the lowest 5% of elementary, middle, and high schools. Aligned with the Maryland State Department of Education Breakthrough Center, the RTTT Achievement Improvement Team will: (1) ensure a robust needs assessment, (2) build pipelines for effective teachers and principals, (3) create networks to help build capacity, (4) use technology as an accelerator, and (5) improve school culture, climate, and school supports to facilitate a rigorous school improvement structure for identified schools' leadership teams. The RTTT Achievement Improvement Team will enhance the standard school improvement protocol by integrating the five key Breakthrough Center strategies and devising structures to facilitate and support each school's focused school improvement. The RTTT Achievement Improvement Team will use various districtwide data tools to assist school-based leaders to focus on their instructional efforts.</p> <p>Under the direction of the RTTT Achievement Improvement Team, each participating school will use a rigorous school improvement structure requiring school-based leadership teams to participate in a building capacity for rigorous school improvement professional development series with the intent to have each identified school complete a comprehensive needs assessment. As a result of the comprehensive needs assessment, each participating school will choose from a menu of interventions designed to address school achievement needs. The following interventions will provide differentiated support to schools:</p> <ul style="list-style-type: none"> • Middle School Summer College (Extended Year Opportunities) • Elementary-to-Middle and Middle-to-High Articulation Processes for School Improvement • Culturally Responsive Instruction for School Improvement • Behavior and Instructional Support Models for School Improvement • Programs to Enhance Advanced Placement (AP) Participation and Performance for School Improvement • <i>Dual Diploma Degree</i> Program • Provide Quality Special Education and English Language Learner Services for School Improvement • Interventions to Accelerate Reading Achievement • Interventions to Accelerate Mathematics/STEM Achievement <p>*A detailed description of each intervention is provided in the full narrative.</p>	

Funding:
The RTTT funding (\$2,076,000) will provide initial capital to establish a districtwide protocol for turning around the lowest-achieving schools.
Year by Year Description:
In Year 1, the LEA will establish protocol and procedures for the RTTT Achievement Improvement Team to build leadership capacity in the lowest 5% of elementary, middle, and high schools. The focus in Year 1 will be to assist school-based leadership in using data effectively to make informed instructional decisions regarding how to accelerate student achievement. In Year 2, the RTTT Achievement Improvement Team will continue supporting the school-based leadership team's school improvement efforts while shifting more decision-making responsibility to school-based leadership. The focus of Years 2 <i>and 3</i> will be to build school-based leadership capacity to use data systematically to promote a quality instructional program and ascertain how BCPS offices will integrate the menu of interventions into their operating budget during Years 3 and 4 of the initiative. These analyses will enable the LEA to ensure sustainability of this initiative beyond Year 2 <i>3</i> , which will be the final year of the grant funding.

Project Name:	Turning Around the Lowest-Achieving Schools
LEA:	03 - Baltimore County Public Schools
Project Number:	12

Project Details by Object					
Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Stipend (ISD)	60,914	193,002	253,916	-	507,832
Total	60,914	193,002	253,916	-	507,832
<p>The stipends for instructional staff development relate to the following:</p> <p>Elementary-to-Middle and Middle-to-High Articulation for School Improvement Program (4 hours of planning with a consultant for 10 teachers - 1 from each school = \$1,130.40 and 2-day summer PD program for 30 teachers – 3 teachers from each school = \$11,021.40. Combined total is \$12,151.80);</p> <p>Culturally Responsive Instruction for School Improvement (5 day summer PD for 100 teachers – 10 teachers from each school = \$91,845);</p> <p>Programs to Enhance AP Participation for School Improvement (5 day summer PD for 50 teachers – 5 teachers from each school = \$45,922.50);</p> <p>Planning to Provide Quality Special Education and English Language Services for School Improvement (4 hours of planning with a consultant for 10 teachers - 1 from each school = \$1,130.40 and 2-day summer PD program for 30 teachers – 3 teachers from each school= \$11,021.40. Combined total is \$12,151.80); and</p> <p>Building Capacity for Rigorous School Improvement (5 day summer PD for 100 teachers – 10 teachers from each school = \$91,845). [Budget assumptions include: (1) teacher daily stipend of \$183.69 and (2) teacher hourly rate of \$28.26.]</p>					
Contract Services: expenditures for services performed by persons who are not on the LEA payroll,including equipment repair.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Middle School Summer College (Reg)	-	210,000	210,000	-	420,000
<i>Student transportation for Middle School Summer College program (Reg)</i>	-	10,000	10,000	-	20,000
Dual Diploma Degree Program (Reg)	-	65,340	65,340	-	130,680
Interventions for Accelerated Reading Achievement (Reg)	94,650	94,650	-	-	189,300
Elementary-to-Middle and Middle-to-High Articulation for School Improvement (ISD)	-	20,000	20,000	-	40,000
Culturally Responsive Instruction for School Improvement (ISD)	2,500	22,500	25,000	-	50,000
Programs to Enhance Advanced Placement (AP) Participation for School Improvement (ISD)	2,000	18,000	20,000	-	40,000
Interventions for Accelerated Mathematics/STEM Achievement (Reg)	100,300	100,300	-	-	200,600

Project Name:	Turning Around the Lowest-Achieving Schools
LEA:	03 - Baltimore County Public Schools
Project Number:	12

Project Details by Object					
Planning to Provide Quality Special Education and English Language Learner Services for School Improvement (ISD)	-	20,000	20,000	-	40,000
Building Capacity for Rigorous School Improvement (ISD)	2,250	20,250	22,500	-	45,000
Total	201,700	581,040	392,840	-	1,175,580

The contract expenses relate to the following:

Middle School Summer College (\$210,000 needed to contract with a local college or university **and \$10,000 for student transportation**);

Dual Diploma Degree Program (\$65,340 spent on County Community College of Baltimore County - 20 dual enrolled students -21 courses, 60-63 credits, \$4,207 tuition and fees, \$2,327 = \$6,534 per student);

Interventions for Accelerated Reading Achievement (\$94,649 **\$94,650** amount needed to for 7 schools to purchase a reading intervention program - there is an internal BCPS process to do this);

Elementary-to-Middle and Middle-to-High Articulation for School Improvement Program (\$20,000 for consultants, which will be vetted through the internal BCPS process whom will facilitate prof. development ~~and \$600 for food services—2 days at \$300 each day~~);

Culturally Responsive Instruction for School Improvement (\$20,000 for consultants/presenters for prof. development, \$5,000 in facilities fees at \$1,000 per day ~~and \$10,000 in food service fees at \$2,000 per day~~);

Programs to Enhance AP Participation for School Improvement (\$20,000 for consultants/ presenters, which will be vetted through the internal BCPS process ~~and \$600 for food services—2 days at \$300 each day~~);

Interventions for Accelerated Mathematics/STEM Achievement (\$100,300 - amount needed for 7 schools to purchase a math/STEM intervention program to be vetted through BCPS internal process);

Planning to Provide Quality Special Education and English Language Services for School Improvement (\$20,000 for consultants/presenters to deliver professional development and acquired through BCPS internal process ~~and \$600 for food services—2 days at \$300 each day~~); and

Building Capacity for Rigorous School Improvement (\$20,000 for consultants/presenters acquired as mentioned above and \$2,500 in facility fees ~~and \$3,750 in food services~~)

Project Name:	Turning Around the Lowest-Achieving Schools
LEA:	03 - Baltimore County Public Schools
Project Number:	12

Project Details by Object					
Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Middle School Summer College (Reg)	-	30,000	30,000	-	60,000
Behavioral and Instructional Support Models for School Improvement (Reg)	80,000	100,000	-	-	180,000
Culturally Responsive Instruction for School Improvement (ISD)	3,180	17,640	-	-	20,820
Building Capacity for Rigorous School Improvement (ISD)	1,000	17,640	-	-	18,640
Total	84,180	165,280	30,000	-	279,460
<p>The supplies expenses relate to the following:</p> <p>Middle School Summer College (\$30,000 <i>each in Years 2 and 3</i> in which \$200 will be allocated for each student - there will be a total of 150 students);</p> <p>Behavioral and Instructional Support Models for School Improvement (<i>\$80,000 in Year 1 and \$100,000 in Year 2</i> in supplies for program start-up);</p> <p>Culturally Responsive Instruction for School Improvement (\$1,000 for 1 essential tools data binder for each school <i>\$20,820 for binders, books, and other materials across Years 1-2</i>);</p> <p>Building Capacity for Rigorous School Improvement (\$1,000 for 1 essential tools data binder for each school <i>\$18,640 for binders, books, and other materials across Years 1-2</i>)</p>					
Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Fixed Charges (Employee's Benefits)	5,056	16,019	21,075	-	42,150
Total	5,056	16,019	21,075	-	42,150
The other charges relate to fixed charges for employees' benefits. The total instructional staff development stipend amount (\$253,916 <i>\$507,832</i>) was multiplied by 0.0817 <i>8.30%</i> to account for employees' FICA and worker compensation benefits.					

Project Name:	Turning Around the Lowest-Achieving Schools
LEA:	03 - Baltimore County Public Schools
Project Number:	12

Project Details by Object					
Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
Total	-	-	-	-	-
N/A					
Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Indirect Costs	12,456	33,819	24,703	-	70,978
Total	12,456	33,819	24,703	-	70,978
The costs above represent the approved federal indirect cost rate of 3.8% 3.54% for fiscal year 2011.					
Total Project Costs					
	Year 1	Year 2*	Year 3*	Year 4*	Total
	364,306	989,160	722,534	-	2,076,000
We anticipate all funds will be encumbered by the conclusion of year 2 3 . Accordingly, year 3 and year 4 have has no associated budgets.					

Race to the Top Summary C-125 Budget

ORIGINAL GRANT BUDGET	17,403,073	AMENDED BUDGET #	03-10	REQUEST DATE	11/11/11
GRANT NAME	Race to the Top	GRANT RECIPIENT NAME	Race to the Top FY '11		
MSDE GRANT #	115742	RECIPIENT GRANT #	3350-096-4100		
REVENUE SOURCE	Federal Funds	RECIPIENT AGENCY NAME	Baltimore County Public Schools		
FUND SOURCE CODE	4171	GRANT PERIOD	8/25/2010	9/30/2014	
FROM _____ TO _____					

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support	-	-	-	-	-	-	-
Prog. 22 Business Support	374,571	-	19,583	-	-	554,640	948,794
Prog. 23 Centralized Support	-	3,430,305	922,011	-	1,180,718	-	5,533,034
202 Mid-Level Administration							
Prog. 15 Office of the Principal	-	-	-	-	-	-	-
Prog. 16 Inst. Admin. & Supv.	-	-	-	-	-	-	-
203-205 Instruction Categories							
Prog. 01 Regular Prog.	1,836,420	940,580	536,349	-	-	-	3,313,349
Prog. 02 Special Prog.	-	-	-	-	-	-	-
Prog. 03 Career & Tech Prog.	-	-	-	-	-	-	-
Prog. 04 Gifted & Talented Prog.	-	-	-	-	-	-	-
Prog. 07 Non Public Transfers							
Prog. 08 School Library Media	-	-	-	-	-	-	-
Prog. 09 Instruction Staff Dev.	3,141,091	3,145,859	151,263	7,975	-	-	6,446,188
Prog. 10 Guidance Services	-	-	-	-	-	-	-
Prog. 11 Psychological Services	-	-	-	-	-	-	-
Prog. 12 Adult Education	-	-	-	-	-	-	-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.	-	-	-	-	-	-	-
Prog. 09 Instruction Staff Dev.	-	-	-	-	-	-	-
Prog. 15 Office of the Principal	-	-	-	-	-	-	-
Prog. 16 Inst. Admin & Superv.	-	-	-	-	-	-	-
207 Student Personnel Serv.	-	-	-	-	-	-	-
208 Student Health Services	-	-	-	-	-	-	-
209 Student Transportation	-	20,000	-	-	-	-	20,000
210 Plant Operation							
Prog. 30 Warehousing & Distr.	-	-	-	-	-	-	-
Prog. 31 Operating Services	-	-	-	-	-	-	-
211 Plant Maintenance							
212 Fixed Charges	-	-	-	1,141,708	-	-	1,141,708
214 Community Services	-	-	-	-	-	-	-
215 Capital Outlay							
Prog. 34 Land & Improvements	-	-	-	-	-	-	-
Prog. 35 Buildings & Additions	-	-	-	-	-	-	-
Prog. 36 Remodeling	-	-	-	-	-	-	-
Total Expenditures By Object	5,352,082	7,536,744	1,629,206	1,149,683	1,180,718	554,640	17,403,073

Finance Official Approval	<u>Nancy Golub, CPA</u> Name	 Signature	11/16/11 Date	410-887-4345 x368 Telephone #
Supt./Agency Head Approval	<u>Dr. Joe A. Hairston</u> Name	 Signature	11/16/11 Date	410-887-4281 Telephone #
MSDE Grant Manager Approval	<u>Dr. James V. Foran</u> Name	 Signature	 Date	410-767-0589 Telephone #

**Race to the Top Year 1 C-1-25 Budget
03 - Baltimore County Public Schools**

03-10

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02- CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER Charges	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							-
Prog. 22 Business Support	42,896		2,000			93,637	138,533
Prog. 23 Centralized Support		1,026,795	-		1,026,074		2,052,869
202 Mid-Level Administration							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.							-
203-205 Instruction Categories							
Prog. 01 Regular Prog.	61,985	194,950	237,920		-		494,855
Prog. 02 Special Prog.							-
Prog. 03 Career & Tech Prog.							-
Prog. 04 Gifted & Talented Prog.							-
Prog. 07 Non Public Transfers							
Prog. 08 School Library Media							-
Prog. 09 Instruction Staff Dev.	554,434	442,975	4,680	450			1,002,539
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
207 Student Personnel Serv.							-
208 Student Health Services							-
209 Student Transportation			-				-
210 Plant Operation							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
211 Plant Maintenance							
212 Fixed Charges				76,016			76,016
214 Community Services							-
215 Capital Outlay							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
Total Expenditures By Object	659,315	1,664,720	244,600	76,466	1,026,074	93,637	3,764,812

Finance Official Approval Nancy Golub, CPA

Name

Nancy Golub CPA

Signature

410-887-4345 x368

Date

Telephone #

Supt./Agency Head Approval Dr. Joe A. Hairston

Name

Joe A. Hairston

Signature

11/16/11

Date

Telephone #

MSDE Grant Manager Approval Dr. James V. Foran

Name

Signature

Date

Telephone #

**Race to the Top Year 2 C-1-25 Budget
03 - Baltimore County Public Schools**

03-10

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02-CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER Charges	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							-
Prog. 22 Business Support	97,545		9,500			234,729	341,774
Prog. 23 Centralized Support		2,075,949	82,011		154,644		2,312,604
202 Mid-Level Administration							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.							-
203-205 Instruction Categories							
Prog. 01 Regular Prog.	517,785	470,290	268,429		-		1,256,504
Prog. 02 Special Prog.							-
Prog. 03 Career & Tech Prog.							-
Prog. 04 Gifted & Talented Prog.							-
Prog. 07 Non Public Transfers							
Prog. 08 School Library Media							-
Prog. 09 Instruction Staff Dev.	1,436,378	1,193,384	86,540	1,900			2,718,202
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
207 Student Personnel Serv.							-
208 Student Health Services							-
209 Student Transportation		10,000					10,000
210 Plant Operation							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
211 Plant Maintenance							
212 Fixed Charges				380,986			380,986
214 Community Services							-
215 Capital Outlay							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
Total Expenditures By Object	2,051,708	3,749,623	446,480	382,886	154,644	234,729	7,020,070

Finance Official Approval Nancy Golub, CPA

Name

Nancy Golub, CPA
Signature

410-887-4345 x368

Date Telephone #

Supt./Agency Head Approval Dr. Joe A. Hairston

Name

Joe A. Hairston 11/16/11
Signature Date

410-887-4281

Telephone #

MSDE Grant Manager Approval Dr. James V. Foran

Name

Signature

Date

410-767-0589

Telephone #

**Race to the Top Year 3 C-1-25 Budget
03 - Baltimore County Public Schools**

03-10

CATEGORY/PROGRAM			BUDGET OBJECT					BUDGET BY CAT./PROG.
			01- SALARIES & WAGES	02-CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER Charges	05 - EQUIPMENT	
201 Administration								
Prog.	21	General Support						-
Prog.	22	Business Support	99,496		5,500		182,416	287,412
Prog.	23	Centralized Support		327,561	840,000		-	1,167,561
202 Mid-Level Administration								
Prog.	15	Office of the Principal						-
Prog.	16	Inst. Admin. & Supv.						-
203-205 Instruction Categories								
Prog.	01	Regular Prog.	856,225	275,340	30,000		-	1,161,565
Prog.	02	Special Prog.						-
Prog.	03	Career & Tech Prog.						-
Prog.	04	Gifted & Talented Prog.						-
Prog.	07	Non Public Transfers						
Prog.	08	School Library Media						-
Prog.	09	Instruction Staff Dev.	1,124,562	991,270	58,793	3,125		2,177,750
Prog.	10	Guidance Services						-
Prog.	11	Psychological Services						-
Prog.	12	Adult Education						-
206 Special Education								
Prog.	04	Public Sch Instr. Prog.						-
Prog.	09	Instruction Staff Dev.						-
Prog.	15	Office of the Principal						-
Prog.	16	Inst. Admin & Superv.						-
207 Student Personnel Serv.								-
208 Student Health Services								-
209 Student Transportation				10,000				10,000
210 Plant Operation								
Prog.	30	Warehousing & Distr.						-
Prog.	31	Operating Services						-
211 Plant Maintenance								
212 Fixed Charges						531,123		531,123
214 Community Services								-
215 Capital Outlay								
Prog.	34	Land & Improvements						-
Prog.	35	Buildings & Additions						-
Prog.	36	Remodeling						-
Total Expenditures By Object			2,080,283	1,604,171	934,293	534,248	-	5,335,411

Finance Official Approval Nancy Golub, CPA

Name

Nancy Golub, CPA

Signature

Date

410-887-4345 x368

Telephone #

Supt./Agency Head Approval Dr. Joe A. Hairston

Name

Joe A. Hairston 11/16/11

Signature

Date

410-887-4281

Telephone #

MSDE Grant Manager Approval Dr. James V. Foran

Name

Signature

Date

410-767-0589

Telephone #

**Race to the Top Year 4 C-1-25 Budget
03 - Baltimore County Public Schools**

03-10

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02- CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER Charges	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							-
Prog. 22 Business Support	134,634		2,583			43,858	181,075
Prog. 23 Centralized Support		-	-		-		-
202 Mid-Level Administration							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.							-
203-205 Instruction Categories							
Prog. 01 Regular Prog.	400,425	-	-		-		400,425
Prog. 02 Special Prog.							-
Prog. 03 Career & Tech Prog.							-
Prog. 04 Gifted & Talented Prog.							-
Prog. 07 Non Public Transfers							
Prog. 08 School Library Media							-
Prog. 09 Instruction Staff Dev.	25,717	518,230	1,250	2,500			547,697
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
207 Student Personnel Serv.							-
208 Student Health Services							-
209 Student Transportation		-					-
210 Plant Operation							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
211 Plant Maintenance							
212 Fixed Charges				153,583			153,583
214 Community Services							-
215 Capital Outlay							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
Total Expenditures By Object	560,776	518,230	3,833	156,083	-	43,858	1,282,780

Finance Official Approval	<u>Nancy Golub, CPA</u>	<u><i>Nancy Golub, CPA</i></u>	410-887-4345 x368
	Name	Signature	Telephone #
Supt./Agency Head Approval	<u>Dr. Joe A. Hairston</u>	<u><i>Joe A. Hairston</i></u> 1/16/11	410-887-4281
	Name	Signature	Telephone #
MSDE Grant Manager Approval	<u>Dr. James V. Foran</u>		410-767-0589
	Name	Signature	Telephone #

Table 2.1: Maryland School Assessment Performance Results - Reading - Elementary

Subgroup	All Students										Male										Female									
	2009					2010					2009					2010					2009					2010				
	# Tested	% Prof.	# Prof.	% Prof.	# Prof.	# Tested	% Prof.	# Prof.	% Prof.	# Prof.	# Tested	% Prof.	# Prof.	% Prof.	# Prof.	# Tested	% Prof.	# Prof.	% Prof.	# Prof.	# Tested	% Prof.	# Prof.	% Prof.	# Prof.	# Tested	% Prof.	# Prof.	% Prof.	
All Students	22,265	19,643	88.2	22,352	19,818	88.7	22,670	20,469	90.3	11,337	9,738	85.9	11,477	9,942	86.6	11,601	10,240	88.3	10,928	9,905	90.6	10,875	9,876	90.8	11,067	10,229	92.4	688	616	89.5
Hispanic/Latino of any race							1,435	1,258	87.7							747	642	85.9												
American Indian or Alaska Native							81	69	85.2							36	31	86.1												
Asian							1,337	1,270	95.0							687	646	94.0												
Black or African American							8,696	7,419	85.3							4,442	3,641	82.0												
Native Hawaiian or Other Pacific Islander							13	11	84.6							6	5	83.3												
White							10,322	9,716	94.1							5,300	4,927	93.0												
Two or more races							784	726	92.6							383	348	90.9												
Special Education	2,685	1,840	68.5	2,677	1,847	69.0	2,766	2,004	72.5	1,815	1,246	68.7	1,834	1,271	69.3	1,862	1,336	71.8	870	594	68.3	843	576	68.3	904	668	73.9			
Limited English Proficient (LEP)	555	373	67.2	754	550	72.9	730	577	79.0	326	216	66.3	419	310	74.0	407	315	77.4	229	157	68.6	335	240	71.6	323	262	81.1			
Free/Reduced Meals (FARMS)	9,661	7,890	81.7	10,096	8,276	82.0	10,560	9,020	85.4	4,863	3,806	78.3	5,146	4,076	79.2	5,382	4,456	82.8	4,798	4,084	85.1	4,950	4,200	84.8	5,178	4,564	88.1			

Table 2.2: Maryland School Assessment Performance Results - Reading - Middle

Subgroup	All Students										Male					Female												
	2009					2010					2009					2010												
	# Tested	% Prof.	# Prof.	% Prof.	# Prof.	# Tested	% Prof.	# Prof.	% Prof.	# Prof.	# Tested	% Prof.	# Prof.	% Prof.	# Prof.	# Tested	% Prof.	# Prof.	% Prof.	# Prof.								
All Students	22,492	18,351	81.6	22,158	18,173	82.0	22,246	18,451	82.9	11,506	8,971	78.0	11,225	8,753	78.0	11,336	8,975	79.2	10,986	9,380	85.4	10,933	9,420	86.2	10,906	9,474	86.9	
Hispanic/Latino of any race							1,114	872	78.3																	569	464	81.5
American Indian or Alaska Native							65	52	80.0							32	25	78.1							33	27	81.8	
Asian							1,268	1,154	91.0							630	555	88.1							638	599	93.9	
Black or African American							9,359	7,090	75.8							4,778	3,357	70.3							4,581	3,733	81.5	
Native Hawaiian or Other Pacific Islander							12	9	75.0							4	2	50.0							8	7	87.5	
White							9,991	8,897	89.1							5,159	4,474	86.7							4,832	4,423	91.5	
Two or more races							433	375	86.6							188	154	81.9							245	221	90.2	
Special Education	2,398	1,141	47.6	2,438	1,237	50.7	2,467	1,251	50.7	1,645	779	47.4	1,637	827	50.5	1,648	813	49.3	753	362	48.1	801	410	51.2	819	438	53.5	
Limited English Proficient (LEP)	232	81	34.9	289	123	42.6	235	96	40.9	125	36	28.8	158	59	37.3	125	51	40.8	107	45	42.1	131	64	48.9	110	45	40.9	
Free/Reduced Meals (FARMS)	9,304	6,770	72.8	9,486	7,005	73.8	10,192	7,644	75.0	4,662	3,173	68.1	4,789	3,307	69.1	5,193	3,651	70.3	4,642	3,597	77.5	4,697	3,698	78.7	4,999	3,993	79.9	

Table 2.3: Maryland High School Assessment Performance Results - Reading - High (English II)

Subgroup	All Students										Male					Female											
	2009					2010					2009					2010											
	# Tested	% Prof.	# Prof.	% Prof.	# Prof.	# Tested	% Prof.	# Prof.	% Prof.	# Prof.	# Tested	% Prof.	# Prof.	% Prof.	# Prof.	# Tested	% Prof.	# Prof.	% Prof.	# Prof.							
All Students	7,096	5,944	83.8	7,546	6,323	83.8	7,455	6,332	84.9	3,449	2,744	79.6	3,749	2,992	79.8	3,696	3,033	82.1	3,647	3,200	87.7	3,796	3,331	87.8	3,759	3,299	87.8
Hispanic/Latino of any race							254	209	82.3							137	110	80.3							117	99	84.6
American Indian or Alaska Native							29	27	93.1							12	11	91.7							17	16	94.1
Asian							400	360	90.0							223	202	90.6							177	158	89.3
Black or African American							3,099	2,412	77.8							1,489	1,101	73.9							1,610	1,311	81.4
Native Hawaiian or Other Pacific Islander							*	*	*							*	*	*							*	*	*
White							3,611	3,269	90.5							1,807	1,588	87.9							1,804	1,681	93.2
Two or more races							61	55	90.2							27	21	77.8							*	*	≥ 95.0
Special Education	620	268	43.2	704	353	50.1	734	405	55.2	416	185	44.5	468	244	52.1	465	256	55.1	204	83	40.7	236	109	46.2	269	149	55.4
Limited English Proficient (LEP)	*	7.7	7.5	61	26	42.6	57	26	45.6	*	*	*	30	11	36.7	*	*	36.0	*	*	*	31	15	48.4	32	17	53.1
Free/Reduced Meals (FARMS)	1,627	1,229	75.5	2,021	1,560	77.2	2,464	1,945	78.9	765	542	70.8	957	713	74.5	1,167	889	76.2	862	687	79.7	1,064	847	79.6	1,297	1,056	81.4

Table 2.4: Maryland School Assessment Performance Results - Math - Elementary

Subgroup	All Students										Male										Female									
	2009					2010					2009					2010					2009					2010				
	# Tested	% Prof.	# Prof.	% Prof.	% Prof.	# Tested	% Prof.	# Prof.	% Prof.	% Prof.	# Tested	% Prof.	# Prof.	% Prof.	% Prof.	# Tested	% Prof.	# Prof.	% Prof.	% Prof.	# Tested	% Prof.	# Prof.	% Prof.	% Prof.	# Tested	% Prof.	# Prof.	% Prof.	% Prof.
All Students	22,272	19,058	85.6	22,373	19,635	87.8	22,663	20,123	88.8	11,345	9,620	84.8	11,491	9,991	86.9	11,597	10,247	88.4	10,926	9,438	86.4	10,882	9,644	88.6	11,064	9,876	89.3			
Hispanic/Latino of any race						1,430	1,249	87.3								745	652	87.5							685	597	87.2			
American Indian or Alaska Native						81	68	84.0								36	33	91.7							45	35	77.8			
Asian						1,343	1,310	97.5								691	674	97.5							652	636	97.5			
Black or African American						8,696	7,112	81.8								4,440	3,590	80.9							4,256	3,522	82.8			
Native Hawaiian or Other Pacific Islander						13	12	92.3								6	5	83.3							7	7	100.0			
White						10,316	9,663	93.7								5,297	4,948	93.4							5,019	4,715	93.9			
Two or more races						782	709	90.7								382	345	90.3							400	364	91.0			
Special Education	2,683	1,568	58.4	2,683	1,698	63.3	2,765	1,863	67.4	1,815	1,103	60.8	1,841	1,191	64.7	1,861	1,275	68.5	868	465	53.6	842	507	60.2	904	388	65.0			
Limited English Proficient (LEP)	565	423	74.9	759	610	80.4	735	621	84.5	330	245	74.2	419	342	81.6	411	349	84.9	235	178	75.7	340	268	78.8	324	272	84.0			
Free/Reduced Meals (FARMS)	9,664	7,557	78.2	10,106	8,167	80.8	10,561	8,778	83.1	4,868	3,750	77.0	5,156	4,106	79.6	5,383	4,451	82.7	4,796	3,807	79.4	4,950	4,061	82.0	5,178	4,327	83.6			

Table 2.5: Maryland School Assessment Performance Results - Math - Middle

Subgroup	All Students										Male										Female									
	2009					2010					2009					2010					2009					2010				
	# Tested	% Prof.	# Prof.	% Prof.	% Prof.	# Tested	% Prof.	# Prof.	% Prof.	% Prof.	# Tested	% Prof.	# Prof.	% Prof.	% Prof.	# Tested	% Prof.	# Prof.	% Prof.	% Prof.	# Tested	% Prof.	# Prof.	% Prof.	% Prof.	# Tested	% Prof.	# Prof.	% Prof.	% Prof.
All Students	22,501	15,815	70.3	22,167	15,839	71.5	22,254	16,132	72.5	11,515	7,853	68.2	11,230	7,816	69.6	11,340	8,046	71.0	10,986	7,962	72.5	10,937	8,023	73.4	10,907	8,083	74.1			
Hispanic/Latino of any race						1,111	795	71.6								543	377	69.4							568	418	73.6			
American Indian or Alaska Native						65	47	72.3								32	23	71.9							33	24	72.7			
Asian						1,274	1,162	91.2								633	567	89.6							641	595	92.8			
Black or African American						9,357	5,612	60.0								4,776	2,741	57.4							4,581	2,871	62.7			
Native Hawaiian or Other Pacific Islander						12	9	75.0								4	2	50.0							8	7	87.5			
White						9,995	8,163	81.7								5,164	4,189	81.1							4,831	3,974	82.3			
Two or more races						433	341	78.8								188	147	78.2							245	194	79.2			
Special Education	2,595	908	37.9	2,440	968	39.7	2,473	1,076	43.5	1,644	623	37.9	1,638	658	40.2	1,653	724	43.8	751	285	37.9	802	310	38.7	820	352	42.9			
Limited English Proficient (LEP)	242	112	46.3	286	137	47.9	238	118	49.6	131	55	42.0	156	68	43.6	124	57	46.0	111	57	51.4	130	69	53.1	114	61	53.5			
Free/Reduced Meals (FARMS)	9,311	5,283	56.7	9,490	5,600	59.0	10,194	6,215	61.0	4,669	2,531	54.2	4,792	2,753	57.4	5,196	3,078	59.2	4,642	2,752	59.3	4,698	2,847	60.6	4,998	3,137	62.8			

Table 2.6: Maryland High School Assessment Performance Results - Math - High (Algebra/Data Analysis)

Subgroup	All Students										Male										Female										
	2009					2010					2009					2010					2009					2010					
	# Tested	% Prof.	# Prof.	% Prof.	% Prof.	# Tested	% Prof.	# Prof.	% Prof.	% Prof.	# Tested	% Prof.	# Prof.	% Prof.	% Prof.	# Tested	% Prof.	# Prof.	% Prof.	% Prof.	# Tested	% Prof.	# Prof.	% Prof.	% Prof.	# Tested	% Prof.	# Prof.	% Prof.		
All Students	7,029	5,975	85.0	7,365	6,272	85.2	7,249	6,146	84.8	3,424	2,886	84.3	3,678	3,124	84.9	3,613	3,053	84.5	3,605	3,089	85.7	3,686	3,148	85.1	3,636	3,093	85.1				
Hispanic/Latino of any race							239	205	85.8							128	111	86.7							111	94	84.7				
American Indian or Alaska Native							30	25	83.3							14	11	78.6							16	14	87.5				
Asian							*	*	≥ 95.0							*	*	≥ 95.0							160	151	94.4				
Black or African American							3,085	2,334	75.7							1,496	1,122	75.0							1,589	1,212	76.3				
Native Hawaiian or Other Pacific Islander							*	*	*							*	*	*							*	*	*				
White							3,478	3,186	91.6							1,751	1,597	91.2							1,727	1,589	92.0				
Two or more races							58	53	91.4							25	20	80.0							*	*	≥ 95.0				
Special Education	652	269	41.3	765	357	46.7	778	384	49.4	440	204	46.4	510	255	50.0	511	255	49.9	212	65	30.7	255	102	40.0	267	129	48.3				
Limited English Proficient (LEP)	*	*	46.2	45	29	64.4	35	24	68.6	*	*	*	21	15	71.4	*	*	72.7	*	*	*	*	*	24	14	58.3	24	16	66.7		
Free/Reduced Meals (FARMS)	1,608	1,248	77.6	1,995	1,576	79.0	2,421	1,930	79.7	758	595	78.5	951	774	81.4	1,150	933	81.1	850	653	76.8	1,044	802	76.8	1,271	997	78.4				

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

Subgroup	All Students						Male						Female					
	2009			2010			2009			2010			2009			2010		
	# Tested	% Prof.	# Prof.	# Tested	% Prof.	# Prof.	# Tested	% Prof.	# Prof.	# Tested	% Prof.	# Prof.	# Tested	% Prof.	# Prof.	# Tested	% Prof.	# Prof.
All Students	7,439	4.487	60.3	7,561	4.762	63.0	7,594	4.942	65.1	3,742	2,299	61.4	3,878	2,455	63.3	3,854	2,541	65.9
Hispanic/Latino of any race				455	248	54.5										235	143	60.9
American Indian or Alaska Native				29	16	55.2										15	11	73.3
Asian				440	355	80.7										223	179	80.3
Black or African American				3,057	1,491	48.8										1,548	756	48.8
Native Hawaiian or Other Pacific Islander				10	5	50.0										6	2	33.3
White				3,363	2,657	79.0										1,717	1,371	79.8
Two or more races				240	170	70.8										110	79	71.8
Special Education	889	278	31.3	891	296	33.2	890	285	32.0	583	203	34.8	589	212	36.0	594	207	34.8
Limited English Proficient (LEP)	144	26	18.1	180	34	18.9	192	51	26.6	80	17	21.3	96	19	19.8	104	32	30.8
Free/Reduced Meals (FARMS)	3,181	1,365	42.9	3,445	1,573	45.7	3,622	1,793	49.5	1,587	691	43.5	1,751	813	46.4	1,809	916	50.6

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

Subgroup	All Students						Male						Female					
	2009			2010			2009			2010			2009			2010		
	# Tested	% Prof.	# Prof.	# Tested	% Prof.	# Prof.	# Tested	% Prof.	# Prof.	# Tested	% Prof.	# Prof.	# Tested	% Prof.	# Prof.	# Tested	% Prof.	# Prof.
All Students	7,675	5.469	71.3	7,467	5.382	72.1	7,397	5,316	71.9	3,926	2,785	70.9	3,714	2,637	71.0	3,807	2,731	71.7
Hispanic/Latino of any race				365	242	66.3										173	114	65.9
American Indian or Alaska Native				26	22	84.6										12	10	83.3
Asian				456	389	85.3										217	190	87.6
Black or African American				3,094	1,789	57.8										1,593	902	56.6
Native Hawaiian or Other Pacific Islander				6	4	66.7										2	1	50.0
White				3,308	2,759	83.4										1,747	1,467	84.0
Two or more races				142	111	78.2										63	47	74.6
Special Education	719	244	33.9	694	224	32.3	756	238	31.5	483	180	37.3	473	169	35.7	517	187	36.2
Limited English Proficient (LEP)	93	14	15.1	123	21	17.1	96	23	24.0	48	5	10.4	68	12	17.6	59	16	27.1
Free/Reduced Meals (FARMS)	3,057	1,718	56.2	3,111	1,820	58.5	3,333	1,948	58.4	1,496	838	56.0	1,537	891	58.0	1,698	991	58.4

Table 2.9: Maryland High School Assessment Performance Results - Science - High (Biology)

Subgroup	All Students						Male						Female					
	2009			2010			2009			2010			2009			2010		
	# Tested	% Prof.	# Prof.	# Tested	% Prof.	# Prof.	# Tested	% Prof.	# Prof.	# Tested	% Prof.	# Prof.	# Tested	% Prof.	# Prof.	# Tested	% Prof.	# Prof.
All Students	7,044	5.858	83.2	7,474	6.170	82.6	7,373	5,990	81.2	3,425	2,882	84.1	3,714	3,089	83.2	3,650	3,011	82.5
Hispanic/Latino of any race				244	203	83.2										131	111	84.7
American Indian or Alaska Native				29	25	86.2										12	11	91.7
Asian				375	346	92.3										213	199	93.4
Black or African American				3,087	2,177	70.5										1,481	1,076	72.7
Native Hawaiian or Other Pacific Islander				*	*	*										*	*	*
White				3,577	3,186	89.1										1,787	1,591	89.0
Two or more races				60	53	88.3										25	23	92.0
Special Education	566	239	42.2	722	380	52.6	741	388	52.4	384	185	48.2	478	271	56.7	474	263	55.5
Limited English Proficient (LEP)	*	*	*	46	26	56.5	36	18	50.0	*	*	*	23	15	65.2	14	5	35.7
Free/Reduced Meals (FARMS)	1,605	1,177	73.3	1,999	1,499	75.0	2,437	1,781	73.1	754	569	75.5	941	740	78.6	1,156	879	76.0

Table 3.1: HSA Test Participation and Status - English 2010

Population: All 10th Grade Students

Subgroup	All Students						Male						Female					
	Number of Students	% Taken and Passed	Number Passed	% Taken and Passed	Number Not Passed	% Not Taken	Number Taken	% Taken and Passed	Number Passed	% Taken and Passed	Number Not Passed	% Not Taken	Number Taken	% Taken and Passed	Number Passed	% Taken and Passed	Number Not Passed	% Not Taken
All Students	7,541	70.0	5,276	25.6	1,929	4.5	336	3,736	64.4	2,406	30.1	1,126	5.5	204	3,805	75.4	2,870	21.1
Hispanic/Latino of any race																		
American Indian or Alaska Native																		
Asian																		
Black or African American																		
Native Hawaiian or Other Pacific Islander																		
White																		
Two or more races																		
Special Education	633	26.9	170	64.8	410	8.4	53	431	27.8	120	62.9	271	9.3	40	202	24.8	50	68.8
Limited English Proficient (LEP)	123	26.0	32	52.8	65	21.1	26	68	23.5	16	54.4	37	22.1	15	55	29.1	16	50.9
Free/Reduced Meals (FARMS)	2,732	54.3	1,483	38.5	1,051	7.2	198	1,364	47.7	651	43.2	589	9.1	124	1,368	60.8	832	33.8

Table 3.2: HSA Test Participation and Status - English 2010

Population: All 11th Grade Students

Subgroup	All Students						Male						Female					
	Number of Students	% Taken and Passed	Number Passed	% Taken and Passed	Number Not Passed	% Not Taken	Number Taken	% Taken and Passed	Number Passed	% Taken and Passed	Number Not Passed	% Not Taken	Number Taken	% Taken and Passed	Number Passed	% Taken and Passed	Number Not Passed	% Not Taken
All Students	6,941	81.7	5,668	17.8	1,235	0.5	38	3,399	78.8	2,677	20.5	698	0.7	24	3,542	84.4	2,991	15.2
Hispanic/Latino of any race																		
American Indian or Alaska Native																		
Asian																		
Black or African American																		
Native Hawaiian or Other Pacific Islander																		
White																		
Two or more races																		
Special Education	570	44.4	253	54.7	312	0.9	5	356	45.8	163	53.7	191	0.6	2	214	42.1	90	56.5
Limited English Proficient (LEP)	89	41.6	37	52.8	47	5.6	5	44	38.6	17	54.5	24	6.8	3	45	44.4	20	51.1
Free/Reduced Meals (FARMS)	2,345	71.1	1,667	28.1	658	0.9	20	1,104	68.6	757	30.4	336	1.0	11	1,241	73.3	910	25.9

Table 3.3: HSA Test Participation and Status - Algebra/Data Analysis 2010

Population: All 10th Grade Students

Subgroup	All Students						Male						Female					
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Taken	% Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Taken	% Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Taken	% Not Taken
All Students	7,210	78.5	5,660	20.6	1,482	0.9	68	76.8	2,746	22.1	791	1.1	40	80.2	2,914	19.0	691	0.8
Hispanic/Latino of any race																		
American Indian or Alaska Native																		
Asian																		
Black or African American																		
Native Hawaiian or Other Pacific Islander																		
White																		
Two or more races																		
Special Education	614	38.6	237	60.4	371	1.0	6	43.3	181	55.7	233	1.0	4	28.6	56	70.4	138	1.0
Limited English Proficient (LEP)	94	46.8	44	50.0	47	3.2	3	49.1	26	45.3	24	5.7	3	43.9	18	56.1	23	0.0
Free/Reduced Meals (FARMS)	2,661	66.8	1,777	32.3	859	0.9	25	63.9	847	34.9	463	1.1	15	69.6	930	29.6	396	0.7

Table 3.4: HSA Test Participation and Status - Algebra/Data Analysis 2010

Population: All 11th Grade Students

Subgroup	All Students						Male						Female					
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Taken	% Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Taken	% Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Taken	% Not Taken
All Students	6,697	84.4	5,651	15.3	1,023	0.3	23	84.9	2,777	14.7	482	0.4	12	83.9	2,874	15.8	541	0.3
Hispanic/Latino of any race																		
American Indian or Alaska Native																		
Asian																		
Black or African American																		
Native Hawaiian or Other Pacific Islander																		
White																		
Two or more races																		
Special Education	563	49.7	280	49.7	280	0.5	3	52.4	184	47.6	167	0.0	0	45.3	96	53.3	113	1.4
Limited English Proficient (LEP)	69	62.3	43	37.7	26	0.0	0	71.0	22	29.0	9	0.0	0	55.3	21	44.7	17	0.0
Free/Reduced Meals (FARMS)	2,300	74.4	1,711	25.2	579	0.4	10	75.6	813	24.0	258	0.5	5	73.4	898	26.2	321	0.4

Subgroup	All Students						Male						Female					
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Taken	% Not Taken	Number Passed	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Taken	% Not Taken	Number Passed	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Taken	% Not Taken
All Students	7,435	72.8	5,414	22.6	1,682	4.6	339	71.7	2,641	22.8	839	5.5	201	73.9	2,773	22.5	843	3.7
Hispanic/Latino of any race																		
American Indian or Alaska Native																		
Asian																		
Black or African American																		
Native Hawaiian or Other Pacific Islander																		
White																		
Two or more races																		
Special Education	628	36.9	232	52.7	331	10.4	65	41.0	175	49.2	210	9.8	42	28.4	57	60.2	121	11.4
Limited English Proficient (LEP)	109	33.0	36	45.0	49	22.0	24	35.6	21	42.4	25	22.0	13	30.0	15	48.0	24	22.0
Free/Reduced Meals (FARMS)	2,704	57.9	1,566	34.9	944	7.2	194	56.9	765	35.0	471	8.1	109	58.9	801	34.8	473	6.3

Subgroup	All Students						Male						Female					
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Taken	% Not Taken	Number Passed	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Taken	% Not Taken	Number Passed	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Taken	% Not Taken
All Students	6,854	80.1	5,493	18.9	1,295	1.0	66	82.0	2,738	16.9	563	1.2	39	78.4	2,755	20.8	732	0.8
Hispanic/Latino of any race																		
American Indian or Alaska Native																		
Asian																		
Black or African American																		
Native Hawaiian or Other Pacific Islander																		
White																		
Two or more races																		
Special Education	563	49.0	276	49.7	280	1.2	7	54.4	191	44.4	156	1.1	4	40.1	85	58.5	124	1.4
Limited English Proficient (LEP)	68	45.6	31	47.1	32	7.4	5	45.5	15	42.4	14	12.1	4	45.7	16	51.4	18	2.9
Free/Reduced Meals (FARMS)	2,314	68.4	1,582	30.0	694	1.6	38	72.4	783	25.6	277	1.9	21	64.8	799	33.8	417	1.4

Table 3.7: HSA Test Participation and Status - Government 2010

Population: All 10th Grade Students

Subgroup	All Students						Male						Female					
	Number of Students	% Taken and Passed	Number Passed	% Taken and Passed	Number Not Taken	% Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Passed	Number Not Taken	% Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Passed	Number Not Taken	% Not Taken
All Students	7,524	79.3	5,968	18.4	1,381	2.3	175	78.5	2,927	18.5	690	3.0	113	80.2	3,041	18.2	691	1.6
Hispanic/Latino of any race																		
American Indian or Alaska Native																		
Asian																		
Black or African American																		
Native Hawaiian or Other Pacific Islander																		
White																		
Two or more races																		
Special Education	629	48.0	302	48.3	304	3.7	23	53.6	229	42.9	183	3.5	15	36.1	73	59.9	121	4.0
Limited English Proficient (LEP)	124	44.4	55	37.9	47	17.7	22	46.4	32	40.6	28	13.0	9	41.8	23	34.5	19	23.6
Free/Reduced Meals (FARMS)	2,730	67.4	1,841	29.1	794	3.5	95	66.5	906	29.4	400	4.1	56	68.3	935	28.8	394	2.9

Table 3.8: HSA Test Participation and Status - Government 2010

Population: All 11th Grade Students

Subgroup	All Students						Male						Female					
	Number of Students	% Taken and Passed	Number Passed	% Taken and Passed	Number Not Taken	% Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Passed	Number Not Taken	% Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Passed	Number Not Taken	% Not Taken
All Students	7,068	87.7	6,201	11.4	807	0.8	60	88.7	3,068	10.4	361	0.9	31	86.8	3,133	12.4	446	0.8
Hispanic/Latino of any race																		
American Indian or Alaska Native																		
Asian																		
Black or African American																		
Native Hawaiian or Other Pacific Islander																		
White																		
Two or more races																		
Special Education	572	60.7	347	37.9	217	1.4	8	65.5	235	33.1	119	1.4	5	52.6	112	46.0	98	1.4
Limited English Proficient (LEP)	90	68.9	62	21.1	19	10.0	9	75.0	33	15.9	7	9.1	4	63.0	29	26.1	12	10.9
Free/Reduced Meals (FARMS)	2,377	79.8	1,896	19.1	455	1.1	26	82.5	921	16.4	183	1.1	12	77.3	975	21.6	272	1.1

Table 3.9: Graduates Who Met the High School Assessment (HSA) Graduation Requirement by Option													
	School Year	HSA Graduation Requirement Options										Total	
		Enrolled #	Passing Scores on Four HSAs		1602 Option		Bridge Projects		Waivers		Met		Not Met #
			#	%	#	%	#	%	#	%	#	%	
All Students	2008-2009	6,810	5,053	74.2	1,309	19.2	414	6.1	31	0.5	6,807	100.0	3
	2009-2010	7,273	5,439	74.8	1,272	17.5	543	7.5	19	0.3	7,273	100.0	0
	2010-2011	7,154	5,420	75.8	1,101	15.4	624	8.7	8	0.1	7,153	100.0	1
Male	2008-2009	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
	2009-2010	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
	2010-2011	3,449	2,643	76.6	527	15.3	273	7.9	5	0.1	3,448	100.0	1
Female	2008-2009	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
	2009-2010	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
	2010-2011	3,705	2,777	75.0	574	15.5	351	9.5	3	0.1	3,705	100.0	0

Table 3.10: Bridge Projects Passed						
		Algebra	Biology	English	Govern- ment	Total
	School Year	#	#	#	#	#
All Students	2008-2009	306	336	309	245	1,196
	2009-2010	377	417	408	335	1,537
	2010-2011	411	483	412	396	1,702
Male	2008-2009	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
	2009-2010	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
	2010-2011	161	200	197	159	717
Female	2008-2009	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
	2009-2010	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
	2010-2011	250	283	215	237	985

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

	School Year	Enrolled	Met		Not Yet Met								Total	
					Needing to Pass 4		Needing to Pass 3		Needing to Pass 2		Needing to Pass 1			
			#	#	%	#	%	#	%	#	%	#	%	#
All Students	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
	2011-2012	7,013	5,935	84.6	327	4.7	294	4.2	284	4.0	173	2.4	1,078	15.4
Male	2009-2010	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
	2010-2011	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
	2011-2012	3,441	2,869	83.4	156	4.6	168	4.9	144	4.2	104	3.1	572	16.6
Female	2009-2010	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
	2010-2011	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
	2011-2012	3,572	3,066	85.8	171	4.8	126	3.5	140	4.0	69	1.9	506	14.2

Table 3.12: HSA Test Participation and Status - English 2010

Population: All 12th Grade Students

Subgroup	All Students						Male						Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	
All Students	7,067	86.6	6,119	13.4	948	0.0	0	3,436	83.6	2,873	16.4	563	0.0	3,631	89.4	3,246	10.6	385	0.0
Hispanic/Latino of any race																			
American Indian or Alaska Native																			
Asian																			
Black or African American																			
Native Hawaiian or Other Pacific Islander																			
White																			
Two or more races																			
Special Education	502	61.8	310	38.2	192	0.0	0	324	66.0	214	34.0	110	0.0	0	178	53.9	96	46.1	82
Limited English Proficient (LEP)	60	43.3	26	56.7	34	0.0	0	30	36.7	11	63.3	19	0.0	0	30	50.0	15	50.0	15
Free/Reduced Meals (FARMS)	1,845	79.3	1,463	20.7	382	0.0	0	859	76.8	660	23.2	199	0.0	0	986	81.4	803	18.6	183

Table 3.13: HSA Test Participation and Status - Algebra/Data Analysis 2010

Population: All 12th Grade Students

Subgroup	All Students						Male						Female								
	Number of Students	% Taken and Passed	Number Passed	% Taken and Passed	Number Not Taken	% Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Passed	Number Not Taken	% Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Passed	Number Not Taken	% Not Taken			
All Students	6,813	89.0	6,061	11.0	752	0.0	0	3,319	90.0	2,988	10.0	331	0.0	0	3,494	88.0	3,073	12.0	421	0.0	0
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	499	61.5	307	38.5	192	0.0	0	323	67.8	219	32.2	104	0.0	0	176	50.0	88	50.0	88	0.0	0
Limited English Proficient (LEP)	44	65.9	29	34.1	15	0.0	0	21	71.4	15	28.6	6	0.0	0	23	60.9	14	39.1	9	0.0	0
Free/Reduced Meals (FARMS)	1,797	82.9	1,490	17.1	307	0.0	0	838	86.0	721	14.0	117	0.0	0	959	80.2	769	19.8	190	0.0	0

Table 3.14: HSA Test Participation and Status - Biology 2010

Population: All 12th Grade Students

Subgroup	All Students						Male						Female					
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken
All Students	6,982	85.8	5,988	14.2	994	0.0	0	87.5	2,970	12.5	426	0.0	0	84.2	3,018	15.8	568	0.0
Hispanic/Latino of any race																		
American Indian or Alaska Native																		
Asian																		
Black or African American																		
Native Hawaiian or Other Pacific Islander																		
White																		
Two or more races																		
Special Education	505	64.2	324	35.8	181	0.0	0	70.5	229	29.5	96	0.0	0	52.8	95	47.2	85	0.0
Limited English Proficient (LEP)	45	57.8	26	42.2	19	0.0	0	65.2	15	34.8	8	0.0	0	50.0	11	50.0	11	0.0
Free/Reduced Meals (FARMS)	1,816	78.2	1,421	21.8	395	0.0	0	82.4	692	17.6	148	0.0	0	74.7	729	25.3	247	0.0

Table 3.15: HSA Test Participation and Status - Government 2010

Population: All 12th Grade Students

Subgroup	All Students						Male						Female					
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken
All Students	7,206	92.7	6,683	7.3	523	0.0	0	93.4	3,281	6.6	232	0.0	0	92.1	3,402	7.9	291	0.0
Hispanic/Latino of any race																		
American Indian or Alaska Native																		
Asian																		
Black or African American																		
Native Hawaiian or Other Pacific Islander																		
White																		
Two or more races																		
Special Education	512	75.8	388	24.2	124	0.0	0	79.8	264	20.2	67	0.0	0	68.5	124	31.5	57	0.0
Limited English Proficient (LEP)	63	66.7	42	33.3	21	0.0	0	71.9	23	28.1	9	0.0	0	61.3	19	38.7	12	0.0
Free/Reduced Meals (FARMS)	1,898	87.4	1,658	12.6	240	0.0	0	89.7	796	10.3	91	0.0	0	85.3	862	14.7	149	0.0

Table 4.1: System AMAO I, 2010-2011			
	N	Number Who Met	%
Total	3,024	2,492	82.5

Table 4.2: System AMAO II, 2009-2010*			
	N	Number Who Met Target	%
Total	3,638	784	21.6

Note: In order for a local school system to meet the System AMAO I, 2010-2011, **at least 60%** of students must make a 15 scale score point increase on the 2011 LAS administration as compared to last year's administration.

* Note: In order for a local school system to meet the System AMAO II, 2010-2011, **at least 17%** of students must meet grade-specific targets for English Language Proficiency.

Table 4.3: System AMAO 3, 2010-2011					
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
2010	Met	Met	Met		Met
2011	Met	N/A	Met		N/A

Table 5.1: Number and Percentage of All Schools Making Adequate Yearly Progress												
School Year	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	
		#	%		#	%		#	%			
2002-2003	107	86	80.4	27	14	51.9	27	12	44.4	NA	NA	NA
2003-2004	106	100	94.3	27	23	85.2	28	16	57.1	NA	NA	NA
2004-2005	106	105	99.1	27	19	70.4	24	8	33.3	NA	NA	NA
2005-2006	107	103	96.3	26	18	69.2	24	21	87.5	NA	NA	NA
2006-2007	107	103	96.3	27	11	40.7	24	21	87.5	NA	NA	NA
2007-2008	107	102	95.3	27	13	48.1	24	17	70.8	NA	NA	NA
2008-2009	109	92	84.4	27	13	48.1	24	24	100	NA	NA	NA
2009-2010	109	92	84.4	27	11	40.7	24	23	95.8	NA	NA	NA
2010-2011	109	82	75.2	27	9	33.3	24	22	91.7	NA	NA	NA

Table 5.2: Number and Percentage of Title I Schools Making Adequate Yearly Progress														
School Year	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			
		#	%		#	%		#	%		#	%		
2002-2003	38	23	60.5	9	1	11.1								
2003-2004	37	35	94.6	9	8	88.9								
2004-2005	37	36	97.3	9	6	66.7								
2005-2006	37	37	100	9	4	44.4								
2006-2007	37	35	94.6	9	0	0.0								
2007-2008	37	32	86.5	NA	NA	NA								
2008-2009	42	32	76.2	NA	NA	NA								
2009-2010	44	30	68.2	NA	NA	NA								
2010-2011	47	27	57.4	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
	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	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
	2011-2012 Level of Improvement (based on 2011 AYP)					Exiting in 2011	2012-2013 Level of Improvement (based on 2012 AYP)					Exiting in 2012
	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	4	2	2	1	0	0						
Middle Schools	1	2	2	3	6	0						
High Schools	0	0	0	0	0	NA						
Special Placement Schools	NA	NA	NA	NA	NA	NA						
Total	5	4	4	5	6	0						

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		
	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	0	0	0	0	0	0	
Middle Schools	0	1	0	1	0	0	1	0	1	1	0	0	0	
High Schools														
Special Placement Schools														
Total	1	1	0	1	0	0	1	0	1	1	0	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			
Elementary Schools	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	
High Schools														
Special Placement Schools														
Total	3	1	0	1	1	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			
Elementary Schools	2	0	0	0	0	0	2	2	0	0	0	0	0	
Middle Schools	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
High Schools														
Special Placement Schools														
Total	2	0	0	0	0	0	2	2	0	0	0	0	0	
	2011-2012 Level of Improvement (based on 2011 AYP)					Exiting in 2011	2012-2013 Level of Improvement (based on 2012 AYP)					Exiting in 2012		
	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	4	2	2	1	0	0								
Middle Schools														
High Schools														
Special Placement Schools														
Total	4	2	2	1	0	0								

Table 5.5: Attendance Rates																			
Annual Measurable Objective (AMO):	Subgroups by Level	All Students						Male						Female					
		94%	94%	94%	94%*	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2006-2007	2007-2008	2008-2009
All Students	Elementary	95.8	95.7	95.8	95.1	95.8	95.8	95.7	95.7	95.7	95.8	95.8	95.7	95.8	95.7	95.8	95.8	95.7	95.8
	Middle	95.1	94.9	95.0	94.8	95.3	95.0	94.8	94.9	94.9	95.1	95.3	95.1	95.0	95.1	95.0	95.3	95.1	95.5
	High	93.0	92.3	92.2	92.1	92.4	93.0	92.3	92.1	92.1	92.2	92.5	92.3	92.2	92.0	92.3	92.9	92.3	92.3
Hispanic/Latino of any race	Elementary					95.5					95.5					95.5			95.6
	Middle					95.0					94.9					94.9			95.1
	High					90.5					90.1					90.1			91.0
American Indian or Alaska Native	Elementary					95.5					95.3					95.3			95.8
	Middle					93.5					92.5					92.5			94.5
	High					90.9					91.8					91.8			90.2
Asian	Elementary					97.0					97.0					97.0			96.9
	Middle					97.5					97.3					97.3			97.6
	High					95.7					95.4					95.4			96.1
Black or African American	Elementary					95.9					95.8					95.8			95.9
	Middle					95.3					95.0					95.0			95.6
	High					91.6					91.8					91.8			91.5
Native Hawaiian or Other Pacific Islander	Elementary					97.4					97.2					97.2			97.6
	Middle					96.6					95.4					95.4			97.2
	High					93.5					91.6					91.6			96.0
White	Elementary					95.7					95.8					95.8			95.7
	Middle					95.1					94.9					94.9			95.3
	High					92.9					93.0					93.0			92.8
Two or more races	Elementary					95.3					95.2					95.2			95.4
	Middle					95.2					94.7					94.7			95.6
	High					91.6					91.3					91.3			91.9
Special Education	Elementary	94.7	94.8	94.9	94.1	94.8	94.7	94.8	94.9	94.9	95.0	94.7	94.8	94.9	94.9	94.8	94.9	94.8	94.6
	Middle	93.1	92.8	93.4	93.0	93.6	92.9	92.7	93.4	93.4	93.4	92.9	92.7	93.4	93.4	93.5	93.4	93.5	94.0
	High	90.4	89.3	90.1	89.1	89.7	90.6	89.2	90.4	90.4	90.0	90.6	89.2	90.0	90.0	89.5	90.0	89.5	89.0
Limited English Proficient (LEP)	Elementary	96.3	96.1	96.0	95.6	96.2	96.4	96.2	96.1	96.1	96.3	96.4	96.2	96.1	96.0	95.9	96.1	96.0	96.2
	Middle	95.8	96.2	95.5	95.3	96.0	95.8	96.0	95.2	95.2	96.0	95.8	96.0	95.8	95.8	96.4	95.8	94.7	96.0
	High	93.9	91.2	91.4	92.0	91.8	93.6	90.9	90.9	90.9	91.4	93.6	90.9	91.4	91.4	91.5	94.4	91.9	92.3
Free/Reduced Meals (FARMS)	Elementary	94.9	95.0	95.0	94.2	95.1	94.8	94.9	94.9	94.9	95.0	94.9	94.9	95.0	94.9	95.1	94.9	95.1	95.1
	Middle	93.8	93.6	93.7	93.6	94.2	93.7	93.6	93.6	93.6	93.9	94.0	93.7	94.0	94.0	93.7	94.0	93.9	94.6
	High	90.6	90.3	89.8	89.9	90.0	90.9	90.5	90.0	90.0	90.2	90.9	90.5	90.0	90.4	90.1	89.5	89.5	89.8

Table 5.6: Four-Year Cohort Graduation Rate						
Subgroup	All Students		Male		Female	
	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010
All Students	78.97	81.38	74.22	77.18	83.83	85.68
Hispanic/Latino of any race		71.57		68.48		75.18
American Indian or Alaska Native		62.50		50.00		67.86
Asian		91.65		87.13		> 95.0
Black or African American		77.21		71.57		82.98
Native Hawaiian or Other Pacific Islander		*		*		*
White		84.37		81.27		87.53
Two or more races		86.11		70.59		> 95.0
Special Education	48.80	53.25		50.18		59.56
Limited English Proficient (LEP)	35.62	54.74		56.60		52.38
Free/Reduced Meals (FARMS)	72.47	75.90		70.34		81.34

Table 5.7: Four-Year Cohort Dropout Rate						
Subgroup	All Students		Male		Female	
	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010
All Students	15.79	13.73	19.04	16.41	12.48	10.98
Hispanic/Latino of any race		19.61				
American Indian or Alaska Native		27.50				
Asian		5.82				
Black or African American		15.64				
Native Hawaiian or Other Pacific Islander		*				
White		12.52				
Two or more races		8.33				
Special Education	30.13	28.55				
Limited English Proficient (LEP)	31.14	22.11				
Free/Reduced Meals (FARMS)	17.07	14.21				
Male/Female cohort dropout data not available.						

Table 6.1: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers		
School Year	% of Core Academic Subject Classes Taught by Highly Qualified Teachers	% of Core Academic Subject Classes Not Taught by Highly Qualified Teachers
2003-2004	62.5	37.1
2004-2005	77.7	22.3
2005-2006	83.3	16.7
2006-2007	87.5	12.5
2007-2008	88.7	11.3
2008-2009	90.0	10.0
2009-2010	93.6	6.4
2010-2011	94.5	5.5

Table 6.2: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers in Title I Schools. Include Title I Schools Funded With ARRA Funds.				
School Year	Total Number of Core Academic Subject Classes in Title I Schools	Core Academic Subject Classes in Title I Schools Taught by Highly Qualified Teachers	% of Core Academic Subject Classes in Title I Schools taught by HQT	
2008-2009	3,180	3,180	100	
2009-2010	4,554	4,506	98.9	
2010-2011	5,599	5,539	99.0	

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	
	# classes	%	# classes	%	# classes	%	# classes	%	# classes	%	# classes	%	# classes	%
2005-2006	531	2.9	60	0.3	22	0.1	829	4.5	878	4.7	792	4.3	3,112	100
2006-2007	225	1.2	71	0.4	34	0.2	527	2.9	725	4.0	592	3.3	2,174	100
2007-2008	138	0.8	92	0.6	10	0.5	622	3.7	289	1.7	746	4.5	1,897	100
2008-2009	107	0.7	134	0.9	18	0.1	670	4.3	0	0.0	479	3.1	1,579	100
2009-2010	111	0.4	188	0.7	7	0.0	812	3.1	176	0.7	363	1.4	1,657	100
2010-2011	88	0.3	177	0.7	32	0.1	786	2.9	156	0.6	229	0.8	1,468	100

Table 6.4: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High Poverty and Low Poverty Schools By Level									
	Core Academic Subject Classes Taught by HQT								
	High Poverty*				Low Poverty				
	Total Classes	Taught by HQT		Total Classes	Taught by HQT				
	#	#	%	#	#	%			
2005-2006									
	Elementary	356	335	94.1	546	520	95.2		
	Secondary	2,680	2,184	81.5	1,720	1,510	85.4		
2006-2007									
	Elementary	330	327	99.1	551	531	96.4		
	Secondary	2,720	2,492	91.6	1,761	1,610	91.4		
2007-2008									
	Elementary	314	306	97.4	551	523	94.9		
	Secondary	2,517	2,238	88.9	1,773	1,610	90.8		
2008-2009									
	Elementary	340	340	100.0	571	565	98.9		
	Secondary	2,810	2,750	97.9	1,795	1,675	93.3		
2009-2010									
	Elementary	1,400	1,381	98.6	2,374	2,294	96.6		
	Secondary	2,580	2,348	91.0	1,672	1,560	93.3		
2010-2011									
	Elementary	1,951	1,942	99.5	2,703	2,645	97.9		
	Secondary	3,283	3,030	92.3	1,868	1,757	94.1		

Table 6.5: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High and Low Poverty Schools By Level and Experience													
School Year	Level	Core Academic Subject Classes											
		High Poverty					Low Poverty						
		Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT		Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT		Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT	
		#	%	#	%	#	%	#	%	#	%	#	%
2008-2009	Elementary	325	82.0	71	18.0	504	92.0	45	8.0				
	Secondary	1,715	84.0	334	16.0	1,455	95.0	72	5.0				
2009-2010	Elementary	1,194	86.5	187	13.5	2,082	90.8	212	9.2				
	Secondary	1,840	78.4	508	21.6	1,448	92.8	112	7.2				
2010-2011	Elementary	1,803	92.8	139	7.2	2,582	97.6	63	2.4				
	Secondary	2,863	94.5	167	5.5	1,722	98.0	35	2.0				

* "Experience" for the purposes of differentiation in accordance with No Child Left Behind, is defined as two years or more as of the first day of employment in the 2009-2010 school year.

Table 6.6: Attrition Rates													
Attrition Due To (Category):	Retirement			Resignation			Dismissal/Non-renewal			Leaves			Total Overall Attrition
	Numerator	Denominator	%	Numerator	Denominator	%	Numerator	Denominator	%	Numerator	Denominator	%	
2006-2007	107	6,104	1.8	467	6,104	7.7	34	6,104	0.6	58	6,104	1.0	
2007-2008	95	5,958	1.6	416	5,958	7.0	21	5,958	0.4	57	5,958	1.0	
2008-2009	110	5,965	1.8	395	5,965	6.6	20	5,965	0.3	55	5,065	1.1	
2009-2010	83	5,877	1.4	233	5,877	4.0	21	5,877	0.4	33	5,877	0.6	
2010-2011	121	5,884	2.0	236	5,884	4.0	10	5,884	0.2	35	5,884	0.6	

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

☐ Entire teaching staff or
☒ Core Academic Subject Area Teachers

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	182	100
2009-2010	186	186	100
2010-2011	188	188	100
2011-2012*	202	202	100

*As of July 1, 2011

Table 7.1: Number of Persistently Dangerous Schools

# of Schools	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2009-2011
	0	0	0	0	0	0	0	0

Table 7.2: Probationary Status Schools

School*	9/30/2010 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
N/A			

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

School*	9/30/2010 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
	N/A		

Table 7.4: Elementary Schools with Suspension Rates Exceeding Identified Limits						
# of Schools	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
	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%	Number With a Suspension Rate that Exceeded 10%
	0	1	3	2	4	7
						5

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			

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	302*
2010-2011	510

* Reflects data that were finalized after the 2010 Master Plan Annual Update was submitted to MSDE.

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
2010-2011		474	677	1,151

Table 7.8: Number of Students Suspended - In School - by Race/Ethnicity (Unduplicated Count)																		
	School Year	Enrolled #	Hispanic/Latino of any race		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or more races		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	2008-2009																	
	2009-2010																	
	2010-2011	104,101	53	3.5	8	0.5	25	1.6	944	62.0	0	0.0	453	29.7	40	2.6	1,523	1.46
Male	2008-2009																	
	2009-2010																	
	2010-2011	52,985	46	4.3	7	0.6	20	1.9	639	59.2	0	0.0	339	31.4	29	2.7	1,080	2.04
Female	2008-2009																	
	2009-2010																	
	2010-2011	51,116	7	1.6	1	0.2	5	1.1	305	68.8	0	0.0	114	25.7	11	2.5	443	0.87

Table 7.9: Number of Students Suspended - Out of School - by Race/Ethnicity (Unduplicated Count)																			
	School Year	Enrolled		Hispanic/Latino of any race		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or more races		Total	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	2008-2009																		
	2009-2010																		
	2010-2011	104,101	404	4.2	52	0.5	126	1.3	6,543	68.7	2	0.0	2,166	22.8	225	2.4	9,518	9.14	
Male	2008-2009																		
	2009-2010																		
	2010-2011	52,985	300	4.3	29	0.4	103	1.5	4,238	60.9	1	0.0	2,155	31.0	135	1.9	6,961	13.14	
Female	2008-2009																		
	2009-2010																		
	2010-2011	51,116	103	3.0	23	0.7	23	0.7	2,305	67.4	1	0.0	873	25.5	90	2.6	3,418	6.69	

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	#2	#3	#1	#2	#3		
All Students	2008-2009								
	2009-2010								
	2010-2011	Disruptive Behavior	Refusing to Follow Rules	Failure to Report to Office	Disruptive Behavior	Fighting		Failure to Report to Office	
Male	2008-2009								
	2009-2010								
	2010-2011	Disruptive Behavior	Refusing to Follow Rules	Failure to Report to Office	Disruptive Behavior	Fighting		Failure to Report to Office	
Female	2008-2009								
	2009-2010								
	2010-2011	Disruptive Behavior	Refusing to Follow Rules	Failure to Report to Office	Disruptive Behavior	Fighting		Failure to Report to Office	

Table 8.1: Percentage of <u>All</u> 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	68.0	55.0	64.0	43.0	58.0	70.0	78.0	66.0	25.0	34.0	27.0	46.0	35.0	26.0	20.0	28.0	7.0	11.0	9.0	11.0	7.0	4.0	3.0	6.0
2005-2006	73.0	61.0	70.0	56.0	66.0	75.0	83.0	73.0	22.0	31.0	24.0	36.0	28.0	22.0	15.0	22.0	5.0	8.0	7.0	8.0	6.0	3.0	2.0	4.0
2006-2007	75.0	66.0	74.0	60.0	72.0	80.0	85.0	77.0	20.0	27.0	20.0	33.0	23.0	18.0	13.0	19.0	4.0	7.0	6.0	7.0	6.0	3.0	2.0	4.0
2007-2008	73.0	63.0	66.0	55.0	67.0	76.0	81.0	73.0	22.0	30.0	28.0	37.0	28.0	21.0	17.0	23.0	5.0	7.0	7.0	7.0	5.0	4.0	2.0	4.0
2008-2009	78.0	70.0	73.0	65.0	76.0	81.0	86.0	80.0	18.0	25.0	22.0	30.0	21.0	16.0	12.0	17.0	4.0	5.0	5.0	5.0	4.0	2.0	2.0	3.0
2009-2010	81.0	73.0	78.0	71.0	79.0	84.0	89.0	83.0	16.0	22.0	18.0	25.0	17.0	13.0	9.0	14.0	3.0	5.0	4.0	4.0	4.0	2.0	2.0	3.0
2010-2011	82.0	77.0	79.0	76.0	82.0	86.0	90.0	85.0	15.0	19.0	17.0	21.0	15.0	13.0	9.0	13.0	3.0	4.0	4.0	4.0	3.0	1.0	1.0	2.0

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	54.0	65.0		37.0	28.0		9.0	8.0	
2005-2006	63.0	71.0		30.0	23.0		7.0	6.0	
2006-2007	67.0	75.0		27.0	20.0		7.0	6.0	
2007-2008	63.0	66.0		30.0	28.0		7.0	6.0	
2008-2009	70.0	74.0		25.0	21.0		5.0	4.0	
2009-2010	74.0	78.0		21.0	17.0		5.0	5.0	
2010-2011	77.0	79.0		18.0	17.0		4.0	4.0	

Table 8.3: September 30 Prekindergarten Enrollment**Baltimore County Prekindergarten Enrollment Data 9.30.2010**

School	Half Day or Full Day	Total Students Enrolled 9.30.2010	Income Eligible Students (Priority 1)	Students Enrolled Under Other Criteria (Priority 2)
Arbutus Elementary	Half Day	20	20	0
Baltimore Highlands Elementary	Half Day	63	49	14
Battle Grove Elementary	Half Day	33	16	17
Bear Creek Elementary	Half Day	40	28	12
Berkshire Elementary* (Colgate students at this location)	Half Day	79	42	37
Campfield Early Childhood Center* (Bedford, Milbrook, Randallstown, Scotts Branch, and Wellwood students at this site)	Half Day	127	80	47
Carney Elementary	Half Day	21	20	1
Catonsville Elementary (takes economically disadvantaged students from surrounding schools)	Half Day	40	16	24
Cedarmere Elementary	Half Day	41	23	18
Chadwick Elementary	Half Day	40	38	2
Charlesmont Elementary	Half Day	32	23	9
Chase Elementary	Half Day	22	13	9
Chesapeake Terrace Elementary	Half Day	18	11	7
Church Lane Elementary	Half Day	20	18	2
Deer Park Elementary	Half Day	18	14	4
Dogwood Elementary	Half Day	40	29	11
Dundalk Elementary	Half Day	75	47	28
Eastwood Elementary	Half Day	19	19	0
Edgemere Elementary	Half Day	41	9	32
Edmondson Heights Elementary	Half Day	37	30	7
Elmwood Elementary	Half Day	42	31	11
Essex Elementary	Half Day	39	10	29
Featherbed Lane Elementary	Half Day	61	45	16
Franklin Elementary (takes economically disadvantaged students from surrounding schools)	Half Day	39	10	29

Table 8.3: September 30 Prekindergarten Enrollment**Baltimore County Prekindergarten Enrollment Data 9.30.2010**

School	Half Day or Full Day	Total Students Enrolled 9.30.2010	Income Eligible Students (Priority 1)	Students Enrolled Under Other Criteria (Priority 2)
Fullerton Elementary (takes economically disadvantaged students from surrounding schools)	Half Day	39	32	7
Glenmar Elementary	Half Day	41	20	21
Glyndon Elementary	Half Day	18	18	0
Grange Elementary	Half Day	39	30	9
Halethorpe Elementary	Half Day	39	28	11
Halstead Academy	Half Day	42	40	2
Harford Hills Elementary	Half Day	20	14	6
Hawthorne Elementary* (Deep Creek Elementary students at this site)	Half Day	96	61	35
Hebbville Elementary	Half Day	36	28	8
Hernwood Elementary	Half Day	21	20	1
Hillcrest Elementary	Half Day	23	17	6
Johnnycake Elementary	Half Day	56	49	7
Lansdowne Elementary	Half Day	49	49	0
Logan Elementary	Half Day	42	42	0
Mars Estates Elementary	Half Day	42	37	5
Martin Boulevard Elementary	Half Day	36	28	8
McCormick Elementary	Half Day	37	29	8
Middleborough Elementary	Half Day	21	14	7
Middlesex Elementary	Half Day	40	18	22
New Town Elementary	Half Day	20	18	2
Norwood Elementary	Half Day	42	34	8
Oakleigh Elementary* (Stoneleigh Elementary students at this location)	Half Day	47	16	31
Oliver Beach Elementary	Half Day	22	2	20
Orems Elementary	Half Day	38	22	16
Owings Mills Elementary	Half Day	81	53	28
Padonia Elementary	Half Day	57	25	32
Perry Hall Elementary	Half Day	20	15	5
Pine Grove Elementary (takes economically disadvantaged students from surrounding schools)	Half Day	29	14	15
Pleasant Plains Elementary	Half Day	40	36	4
Pot Spring Elementary	Half Day	41	37	4

Table 8.3: September 30 Prekindergarten Enrollment**Baltimore County Prekindergarten Enrollment Data 9.30.2010**

School	Half Day or Full Day	Total Students Enrolled 9.30.2010	Income Eligible Students (Priority 1)	Students Enrolled Under Other Criteria (Priority 2)
Powhatan Elementary	Half Day	31	23	8
Red House Run Elementary	Half Day	42	33	9
Reisterstown Elementary	Half Day	22	22	0
Relay Elementary	Half Day	21	8	13
Riverview Elementary	Half Day	62	53	9
Sandalwood Elementary	Half Day	43	43	0
Sandy Plains Elementary (takes economically disadvantaged students from surrounding schools)	Half Day	73	48	25
Seneca Elementary	Half Day	40	15	25
Seven Oaks Elementary	Half Day	18	12	6
Shady Spring Elementary	Half Day	42	42	0
Sussex Elementary	Half Day	42	34	8
Timber Grove Elementary	Half Day	19	17	2
Victory Villa Elementary	Half Day	37	22	15
Villa Cresta Elementary (takes economically disadvantaged students from surrounding schools)	Half Day	34	14	20
Vincent Farm Elementary	Half Day	39	17	22
Warren Elementary	Half Day	37	19	18
Westowne Elementary	Half Day	42	24	18
West Towson Elementary	Half Day	12	12	0
Winand Elementary	Half Day	29	19	10
Winfield Elementary	Half Day	40	38	2
Woodbridge Elementary	Half Day	21	21	0
Woodholme Elementary	Half Day	40	26	14
Woodmoor Elementary	Half Day	57	39	18
TOTAL		3,024	2,088	936

Race to the Top Scope of Work Update

The narrative for Section A will describe the LEA's commitment to participation in the national and statewide evaluation of the Race to the Top program. LEAs must identify all goals and all tasks/activities that will be implemented in year two to achieve the stated goal(s).

The Baltimore County Public Schools (BCPS) system is committed to providing a high quality, comprehensive educational program designed to address the needs of a diverse student population. Building on current successes, the BCPS *Blueprint for Progress* clearly and thoroughly outlines the vision, mission, performance goals, performance indicators, and key strategies. BCPS' *Blueprint for Progress* is aligned with Maryland's comprehensive reform agenda that clearly articulates its goals in the four key areas described in the American Recovery and Reinvestment Act of 2009:

1. Making progress toward rigorous college- and career-ready standards and high-quality assessments that are valid and reliable;
2. Establishing pre-K to college and career data systems that track progress;
3. Improving teacher effectiveness and equitable distribution of qualified teachers; and
4. Providing intensive support and effective interventions for the lowest-performing schools.

In April 2010, the Board of Education of Baltimore County agreed to participate in the Race to the Top (RTTT) program by approving the Memoranda of Understanding (MOU) and committing to implementing comprehensive and coherent reform in the four education areas delineated in the MOU. Baltimore County Public Schools is fully committed to the four education areas in the Maryland Reform Plan – Standards and Assessments, Data Systems to Support Instruction, Great Teachers and Leaders, and Turning Around the Lowest Achieving Schools. Scope-of-Work descriptions are included that demonstrate BCPS' commitment to implement significant grant proposals that support the RTTT program. The President of the Board of Education of Baltimore County and the Superintendent of Schools signed the MOU demonstrating their support of the RTTT application.

The Baltimore County Master Plan Advisory Committee, composed of all segments of the community – parents/guardians, businesses, diversity awareness and special education representation, area advisory groups, and university personnel, was consulted and ideas sought on the development of proposals. Meetings were also held with employee groups' officials and ideas were solicited. Proposed strategies for increasing student achievement and closing the achievement gap are highlighted in the accompanying executive summary of the four education areas. The proposed strategies are in alignment and will be incorporated in the 2011 – 2012 Master Plan. In order to effectively manage and expend funds as prescribed, a project manager and fiscal assistant will monitor and manage expenditures as outlined in the proposal. BCPS has begun holding planning meetings with the teacher association and has begun working with a principal evaluation committee to collaboratively develop a framework for the evaluation

system. BCPS will begin piloting the new evaluations in the fall of 2011 in 13 schools. BCPS is fully committed to participating in the national and statewide evaluation of the RTTT program and stands ready to eagerly participate in the Education Instructional Improvement Academies and the Induction Program Academies.

Section B: Standards and Assessments

Race to the Top Scope of Work Update

The narrative for Section B will describe the LEA's commitment to implementing the Common Core Standards and assessments. LEAs must identify all goals and all tasks/activities that will be implemented in year two to achieve the stated goal(s).

The Baltimore County Public Schools' district is dedicated to ensuring the achievement of all students in reading/English/language arts (RELA) and mathematics by providing teachers with a rigorous and engaging curriculum, strategic instructional strategies, and assessment tools used to diagnose a learner's needs. In accordance with the Memorandum of Understanding and Performance Goal 1 of BCPS' *Blueprint for Progress*, i.e., "all students will reach high standards, as established by the BCPS and state performance level standards, in English/reading/writing, mathematics, science, and social studies," BCPS' curricula will be aligned to the Common Core State Curriculum (CCSC) and will be focused on strengthening college and career-readiness for all graduates. To achieve this intended result, BCPS will support MSDE in the development of a state curriculum framework and a set of instructional toolkits that are aligned to the Common Core State Standards (CCSS). Subsequently, BCPS will continue to revise its own curricula to provide teachers with the additional or improved strategies and resources that will support the achievement of its diverse student population and to ensure success for all.

During Year 1, the gap analysis performed of the CCSS vs. the existing state curriculum indicated that major curriculum revisions, in terms of what is taught at specific grades, need to occur to both reading/English/language arts (RELA) and mathematics. Subsequently, BCPS needs to revise its existing curricula to align to the CCSC. In RELA, a greater emphasis will be placed on the reading of informational text and on writing instruction that emphasizes product in addition to process. In mathematics, concepts will be taught with less breadth and more depth; and there will be a major realignment of the content that will be taught in the CCSC-aligned pre-algebra, Algebra I, Algebra II, and geometry courses. During Year 1, the revised geometry curriculum was piloted and approved for implementation in 2011-2012 with professional development opportunities provided for all geometry teachers. During Year 2, monitoring of the systemic implementation of this revised geometry curriculum will continue with follow-up professional development offered for all geometry teachers.

BCPS will use its gap analysis results, the CCSC-aligned curriculum framework and instructional toolkit, and the Partnership for the Assessment of Readiness for College and Careers (PARCC) assessment recommendations to guide its curriculum and professional development efforts. BCPS sees its grant-funded work occurring in a three-year cycle of concurrent activities including both curriculum development and professional development beginning in the summer of 2011. The goal is to have a new curriculum in place one year before the start of a new Maryland state assessment system. Year 1 included funding for stipends (including FICA/WC), contracted services, and supplies and materials for curriculum design/development and professional development for needed curriculum alignment to the CCSC

for RELA and mathematics in grades K-12. Years 2-3 also include funding for the same activities. At this point, there is no funding requested in Year 4 for this project. BCPS will continue to use and refine its current short-cycle and benchmark assessment systems aligned to the current Maryland curriculum to provide valuable instructional information to teachers. Those results will be incorporated into the BCPS easi data access portal which gives teachers 24 hours a day and seven days a week access to student data through a secure portal. BCPS also will continue to provide inservice on its databases to staff and will commence inservice training for all teachers on the new easi system. Thus, BCPS will fully meet the requirements of (B) (3) as well as (C) (3) (ii and iii). BCPS curriculum development activities will start each summer with teams of curriculum writers who will be organized into grade-level bands and will work closely with supervisory teams from the BCPS' content offices to design and develop BCPS' curricula for RELA and mathematics. All curriculum development will align to the state's RELA and mathematics curriculum framework and will supplement the resources in the state's toolkit.

In RELA, individuals with experience in social studies and science will be included in curriculum design and development so there will be discipline-specific literacy activities. In addition, curriculum design and development efforts will adhere to the principles of the universal design for learning, seek to support technology and information literacy skills, and strive to be culturally responsive and relevant to the needs of BCPS' diverse student population. Following summer curricula design and development, professional development activities will be conducted for BCPS' teachers and administrators. These activities will serve as a supplement to the summer professional development institutes that will be conducted by MSDE for school-based teams and will be specific to BCPS needs based on curricula development and/or revisions. BCPS will provide follow-up sessions for all team members throughout the school year following the Effective Educator Academies to ensure that all BCPS administrators and teachers understand the content and instructional implications as the curriculum transitions to the Common Core State Curriculum. In turn, these teams will strive to ensure that all stakeholders are aware of the changes related to the CCSC and to the additional curricular resources that BCPS has created.

During this three-year curriculum development effort, piloting of BCPS's new curricula materials will occur and evaluation instruments will be used to determine the quality and effectiveness of the new curricular documents and resources. When necessary, revisions and edits will be performed based on the results of the piloted activities.

At the conclusion of the three-year cycle, in the summer of 2014, it is anticipated that MSDE's transition plan will be finalized and that preparations for a new assessment system will begin. At this time the new BCPS curricula for RELA and mathematics curricula will be submitted to the Board of Education of Baltimore County for approval and official adoption. It is expected that continued professional development on the RELA and mathematics curricula will be offered by BCPS' curriculum offices and become a part of the normal plan of operations.

The results of the gap analysis performed during Year 1 will guide the curriculum development and/or revisions that will be planned for RELA and mathematics specifically during Year 2. This curriculum development plan will be based on the extent of needed revisions for the two

content areas and the timeline for grade-level/course-level specific curriculum transitions. In addition, professional development will be planned and implemented to provide RELA and mathematics teachers with content-specific training to deepen their understanding of the Common Core State Curriculum.

Action Plan: Section B

Goal(s): Year 2

- Criteria (B)(3): To improve achievement in reading and mathematics for all students by providing rigorous and engaging curriculum, instruction, and assessment tools aligned to the Common Core State Curriculum (CCSC) and focused on strengthening college and career readiness.

Section B: Standards and Assessments	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measures	Recurring Expense: Y/N
<i>MOU Requirements: (Yes)</i> <i>Additional Required Activities</i>	(B)(3)						
1. Cooperate with national and statewide evaluation.							
<i>Tasks/Activities:</i>							
1. Analyze the results of the gap analysis performed during Year 1 to determine needed revisions for existing BCPS curricula in reading/English/language arts and mathematics for PreK-12.	(B)(3)	2	Sept 2011	Nov 2011	Dr. Roger Plunkett, Assistant Superintendent, Curriculum & Instruction; Dr. John Quinn, Executive Director, STEM; Sonja Karwacki, Executive Director, Liberal Arts; Pat Baltzley, Director, Mathematics PreK-12	Curriculum offices in RELA and mathematics will meet to analyze the gap analysis developed in Year 1 to strategically plan curricula that need to be revised in Years 2 and 3.	N

2. Convene grade-specific or grade-band design workgroups in mathematics and reading/English/language arts based on the gap analysis results and strategic plan.	(B)(3)	2	June 2012 June 2013	Aug 2012 Aug 2013	Dr. John Quinn, Executive Director, STEM; Sonja Karwacki, Executive Director, Liberal Arts; Pat Baltzley, Director, Mathematics PreK-12	RELA and mathematics will form curriculum development/design workgroups that will help lead the curriculum writing efforts for identified grade bands during the summers of 2012 and 2013.	N
3. Convene grade-specific or grade-band curriculum writing groups in mathematics, reading/English/language arts, based on the gap analysis results and strategic plan.	(B)(3)	2	May 2012 May 2013	Aug 2012 Aug 2013	Dr. John Quinn, Executive Director, STEM; Sonja Karwacki, Executive Director, Liberal Arts; Pat Baltzley, Director, Mathematics PreK-12	During each summer session, curriculum writers will be hired to revise the BCPS curricula and short-cycle and benchmark assessment items in RELA and mathematics in consultation with the curriculum design workgroups.	N
4. Design and deliver professional development to support curriculum implementation.	(B)(3)	2	Sept 2011 Sept 2012 Sept 2013	Nov 2011 Nov 2012 Nov 2013	Dr. John Quinn, Executive Director, STEM; Sonja Karwacki, Executive Director, Liberal Arts; Pat Baltzley, Director, Mathematics PreK-12	Following each summer's curriculum writing effort, professional development will be provided for the classroom teachers who must implement the new curricula and administer BCPS assessments. In conjunction with the Office of Professional Development's (PD) Online PD Cycle, the curriculum offices in RELA and mathematics will assess the effectiveness of professional development offerings through the use of surveys that are aligned to the identified need(s) and the professional development outcomes and indicators. In addition, observation reports and multiple measures of student achievement results will be analyzed to assess effectiveness and determine if further professional development is needed.	N

5. Design and deliver professional development to support content and pedagogical needs for all RELA and mathematics teachers for the transition to the CCSC.	(B)(3)	2	Sept 2011 Sept 2012 Sept 2013	Nov 2011 Nov 2012 Nov 2013	Dr. John Quinn, Executive Director, STEM; Sonja Karwacki, Executive Director, Liberal Arts; Pat Baltzley, Director, Mathematics PreK-12	Professional development will be provided for the classroom teachers to support increased understanding of the content and pedagogical expectations for the transition to the CCSC. In conjunction with the Office of Professional Development's (PD) Online PD Cycle, the curriculum offices in RELA and mathematics will assess the effectiveness of professional development offerings through the use of surveys that are aligned to the identified need(s) and the professional development outcomes and indicators. In addition, observation reports and multiple measures of student achievement results will be analyzed to assess effectiveness and determine if further professional development is needed.	N
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Year 3 Goals:

- Criteria (B)(3): To improve achievement in reading and mathematics for all students by providing rigorous and engaging curriculum, instruction, and assessment tools aligned to the Common Core State Curriculum (CCSC) and focused on strengthening college and career readiness.

Year 4 Goals:

- There is no funding request in Year 4 for this project.

Core Content Areas

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). Students may meet the graduation requirement by reaching a combined score of 1602 on the four (4) HSAs or by reaching a combined total of 1208 on the three (3) HSAs, which would include English, Algebra/Data Analysis and Biology.

Maryland School Assessment (MSA)

Maryland School Assessment Reading

Based on the examination of MSA performance data for elementary schools (Table 2.1) and middle schools (Table 2.2):

1. 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 narrowing the achievement gap among all student groups.

Elementary Reading

A review of the elementary reading performance data (Table 2.1) indicate in 2010 – 2011, 90.3 percent of the elementary students scored proficient or advanced. This was a 1.6 percentage point increase over the 2009 – 2010 results. During the same time, the special education, LEP, and FARMS subgroups evidenced 3.5, 6.1, and 3.4 percentage point gains, respectively.

However, the following challenges are evident.

- Significant performance gaps continue among student groups.
 - The performance of females continues to exceed males by 4.1 percentage points.
 - The percentage point gap among student groups based upon race or ethnicity also remains a challenge. In 2010 – 2011, baseline data indicate 95.0 percent of students in the Asian subgroup scored proficient or advanced while 87.7 percent of the Hispanic/Latino of any race subgroup, 85.3 percent of the Black or African American subgroup, and 94.1 percent of students in the white subgroup scored in the same range. At the same time 92.6 percent of students identified in the two or more races subgroup scored proficient or advanced.
 - Only 72.5 percent of students receiving special education services and 79.0 percent in the LEP subgroup scored proficient or advanced.

Middle Reading

A review of the middle school reading performance data (Table 2.1) indicate in 2010 – 2011, 82.0 percent of the middle school students scored proficient or advanced. This was a 0.9 percentage point increase over the 2009 – 2010 results.

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 narrowing the achievement gap among all student groups.

- The special education subgroup maintained the same percentiles with 50.7% as the proficiency levels for both 2010 and 2011. While performance has been maintained, there is a performance gap of 32.2 percentage points between the special education subgroup and the All Students group.
- Females in the special education subgroup realized an increase in proficiency levels with a 51.2% in 2010 and a 53.5% in 2011. This increase of 2.3 percentage points still falls short of the All Students group performance of 82.9%.
- The FARMS subgroup evidenced an increase in proficiency from 73.8% in 2010 to 75.0% in 2011. Although an increase in proficiency has occurred, the FARMS subgroup still maintains an achievement gap of 7.9 percentage points with the All Students group.
- Males in the special education subgroup experienced a decline in performance with a proficiency level of 50.5% in 2010 and 49.3% in 2011.
- Gender analysis shows that both males and females realized a small increase in proficiency with males increasing from 78.0% to 79.2%, and females increasing from 86.2% to 86.9%.
- The LEP subgroup showed a decrease in proficiency from 42.6% in 2010 to 40.9% in 2011.

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

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. Implementation of strategies will be refined through modifications at the activity level to address the identified areas of concern, particularly those related to underperforming student groups. The timeline for full implementation is spring of 2012.

2011 – 2012 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, and English 10 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.

2011–2012 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 2011 – 2012 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 update curriculum resources in the Articulated Instruction Module (AIM).
- 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 including race/ethnic groups, English language learners, students enrolled in gifted and talented programs, students receiving special education services, and FARMS.
- Continue to monitor and support best practices using the *Guide for Inclusive Education*.
- Continue to ensure maximum access to the general education curriculum for all students with disabilities in the least restrictive environment (LRE).
- Continue to provide collaborative professional development for general and special education teachers in the implementation of the Maryland State Curriculum (SC) 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).
- Continue to provide support to schools as needed, particularly to low performing schools.
- Continue to implement, as appropriate, the special education external evaluation recommendations and monitor the overrepresentation of minority students in special education with specific disabilities.
- Apply research-based methodologies and interventions to meet the needs of diverse learners.
- Continue to improve reading achievement of all students, including students with disabilities, in the general education classroom in all grades using the Response to Intervention (RTI) model and reading instruction aligned with the Common Core State Standards.
- Continue to monitor the implementation of Individual Education Plans (IEPs) through the program review and support process.
- Continue to implement the Web-based IEP format mandated by Maryland State Department of Education.
- Continue to implement Kurzweil 3000 for increased curricular access and to support the achievement of students with disabilities in the four core content areas.
- Continue to provide disability awareness training to ensure that all staff are aware of the needs and supports necessary for students with IEPs.

- Continue to expand inclusive service options for students in early childhood programs, such as community-based services and inclusive early childhood classrooms for three-, four-, and five-year old children through collaborative planning and programming.
- Complete the implementation of the Early Childhood Accountability System to measure results for 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 ensure the provision of Child Find and related services as documented by the BCPS Notice of Services for parent/guardian-placed students in approved private/parochial schools located in Baltimore County.

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.
- Continue to 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 including students receiving special education services, students receiving free and reduced priced meals, and English language learners.
- 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 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 priced meals.

- Continue to use research-based interventions to provide accelerated reading/English/language arts instruction, implement short-cycle and benchmark assessments, monitor the instructional program, and make adjustments as needed.
- Continue 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 priced meals, and English language learners in order to prevent early reading failure.
- Continue to provide intensive professional development training 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 priced meals.

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 systemwide, 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:

- FY12 Operating Budget
- Title II FY11 and FY12

Responses to Clarifying Questions:

The following strategies and activities are being implemented at address the achievement gaps in reading among all student groups:

- Create an action plan to develop a PreK – 12 Curriculum Review Panel that will complete a curriculum map for each guide that aligns to the Common Core State Standards: Writing, Reading, Language, Speaking and Listening, and Research.
- Create an action plan to develop PreK – 12 curricula that is designed with the principles of Universal Design for Learning (UDL) as a foundation.
- Create an action plan to review each guide seeking recommendations for infusing literature that is representative of the diverse needs of students.
- Establish priority curricula that will be revised in the Summer 2012.
- Create a plan in conjunction with BCPS resources to provide curriculum training to all writers with attention to the role of student engagement in curriculum design.
- Develop a plan for developing two online resources for writing and reading skills: The Writing Place and The Reading Place.
- Assemble a textbook/resource committee to identify a reading series in grades K – 6 with resources that address text complexity for each grade level.
- Develop a collaborative plan with the Office of Equity and Cultural Proficiency to provide cultural awareness training for all curriculum writers.
- Establish an action plan for *Language!*, a reading intervention program, to collect data and measure the effectiveness of the program on student achievement.

The specific resource allocations are as follows:

- FY12 Operating Budget
- Title II FY11 and FY12

Maryland School Assessment (MSA)

Maryland School Assessment Mathematics

Based on the examination of MSA performance data for elementary schools (Table 2.4) and middle schools (Table 2.5):

1. 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 narrowing the achievement gap among all student groups.

Elementary Mathematics

A review of the elementary mathematics performance data (Table 2.4) indicate in 2010 – 2011, 88.8% of the elementary students scored proficient or advanced. This was a 1.0 percentage point increase over the 2009 – 2010 results. During the same time, the special education, limited English proficient, and FARMS subgroups evidenced 4.1, 4.1, and 2.3 percentage point gains respectively.

However, challenges are evident. Significant performance gaps continue among student groups.

- The percentage point gap among student groups based upon race or ethnicity remains a challenge. In 2010 – 2011, baseline data indicate 97.5% of students in the Asian subgroup scored proficient or advanced while 87.3% of Hispanic/Latino of any race, 84.0% of American Indian or Alaska Native, 81.8% of Black or African American, 92.3% of Native Hawaiian or Other Pacific Islander, and 93.7% of students in the white subgroup scored in the same range. At the same time, 90.7% of students identified in the two or more races subgroup scored proficient or advanced.
- Only 67.4% of students receiving special education services, 84.5% of students in the limited English proficient subgroup, and 83.1% of students in the FARMS subgroup scored proficient or advanced.

Middle School Mathematics

A review of the middle school mathematics performance data (Table 2.5) indicate in 2010 – 2011 72.5% of middle school students scored proficient or advanced. This was a 1.0 percentage point increase over the 2009 – 2010 results. During the same time, the special education, limited English proficient, and FARMS subgroups evidenced 3.8, 1.7, and 2.0 percentage point gains respectively.

However, challenges are evident. Significant performance gaps continue among student groups.

- The performance of females continues to exceed males by 3.1 percentage points.
- The percentage point gap among student groups based upon race or ethnicity also remains a challenge. In 2010 – 2011, baseline data indicate 91.2% of students in the Asian subgroup scored proficient or advanced while 71.6% of Hispanic/Latino of any race, 72.3% of American Indian or Alaska Native, 60.0% of Black or African American, 75.0% of Native Hawaiian or Other Pacific Islander, and 81.7% of students in the white subgroup scored in the same range. At the same time, 78.8% of students identified in the two or more races subgroup scored proficient or advanced.
- Only 43.5% of students receiving special education services, 49.6% of students in the limited English proficient subgroup, and 61.0% of students in the FARMS subgroup scored proficient or advanced.

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

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 elementary and middle school mathematics and underperforming student groups including Hispanic/Latino of any race, American Indian or Alaska Native, Black or African American, special education, limited English proficiency, and free/reduced meals. The timeline for full implementation is spring of 2012.

2011-2012 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 diagnostic 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.

2011-2012 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 2011 – 2012 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 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*.
- Continue to ensure maximum access to the general education curriculum for all students with disabilities in the least restrictive environment.
- Continue to provide collaborative professional development for general and special education teachers in the implementation of the Maryland 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-designated priority schools.
- 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, as appropriate, the special education external evaluation recommendations and monitor the overrepresentation of minority students with specific disabilities receiving special education services.
- Apply research-based methodologies and interventions to meet the needs of diverse learners.
- Continue to improve the reading achievement of all students, including students with disabilities, in the general education classroom in all grades using the Response to Intervention (RTI) mode and reading/mathematics instruction aligned with the Common Core State Standards.
- Continue to monitor the implementation of Individual Education Plans (IEPs) through the program review and support process.
- Continue to implement the Web-based IEP format mandated by Maryland State Department of Education.
- Continue to implement Kurzweil 3000 for increased curricular access and to support the achievement of students with disabilities in the four core content areas.
- Continue to provide disability awareness training to ensure that all staff are aware of the needs and supports necessary for students with IEPs.
- Continue to expand inclusive service options for students in early childhood programs, such as community-based services and inclusive early childhood classrooms for three-, four-, and five-year old children, through collaborative planning and programming.
- Complete the implementation of the Early Childhood Accountability System to measure results for 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 ensure the provision of Child Find and related services as documented by the BCPS Notice of Services for parent/guardian-placed students in approved private/parochial schools located in Baltimore County.

Elementary

- Continue to monitor the implementation of a rigorous core curriculum, the use of the textbook, and the implementation of *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.
- 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.

Middle

- Continue to provide support for the schools in the restructuring planning or implementation phases of school improvement in order to improve student achievement in mathematics to prepare students for success on the MSA; to pass the Algebra/Data Analysis HSA; to monitor Common Core State Standards implementation for rigorous instruction; and to increase participation and pass rates in rigorous courses such as AP, honors, and gifted and talented.
- Continue AVID program implementation for rigorous instruction in select middle schools to improve student achievement in mathematics to prepare students for success on the MSA, to pass the Algebra/Data Analysis HSA, 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.

- Continue to work with middle school mathematics teachers to identify students in subgroups not reaching the AMO (Hispanic/Latino of any race, Black or African American, American Indian or Alaska Native, FARMS, special education, and limited English proficiency) and to target specific intervention support to increase their academic performance.
- Analyze data from the 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 Common Core State Standards 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 the 2010 – 2011 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 electronic mathematics resources such as Safari Montage, Explore Learning Gizmos, Geometer Sketchpad, First in Math, etc.
- 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.

Resource Allocations:

- FY12 Operating Budget
- Title II FY11 and FY12

Responses to Clarifying Questions:

Strategies and activities previously listed address the performance gap among subgroups and the achievement gap among all groups. These activities include the implementation of professional development for special educators to ensure the success of students with disabilities in inclusive and self-contained settings, particularly in mathematics. For example, professional development is offered throughout the school year for teachers of elementary Adaptive Learning Support (ALS) and Behavior Learning Support (BLS) students. In addition, professional development is offered to all mathematics teachers at

the elementary and middle school levels for content and differentiation training to ensure that teachers understand the content and how to differentiate it to ensure that every student is provided with support for his/her particular needs. Middle school teachers and administrators are provided with professional development on the implementation of the Algebraic Thinking program, which provides support to students who struggle with mathematics. A system activity specifies the implementation of a systemic intervention plan to support schools not achieving Adequate Yearly Progress. Through a plan developed with the principals and assistant superintendents, school visits and specific support to mathematics teachers are provided to ensure that all students receive the opportunity to progress in their mathematics achievement. Through the systemic assessment program, data from short-cycle and benchmark assessments are analyzed in an ongoing process that provides specific information about student performance. Subgroup performance is addressed in this ongoing analysis to ensure that students are on track for proficient or advanced results on state assessments.

The specific resource allocations are as follows:

- FY12 Operating Budget
- FY12 General Fund
- Title II FY11 and FY12

Maryland School Assessment (MSA)

Maryland School Assessment Science

Based on the examination of 2011 Maryland School Assessment Science data for Grade 5 (Table 2.7) and Grade 8 (Table 2.8):

Of all Grade 5 students, 65.1% scored proficient on the MSA. The following subgroups exceeded the Grade 5 average of 65.1% proficient:

- Asian (80.7% scoring proficient)
- White (79.0% scoring proficient)
- Two or more races (70.8% scoring proficient)
- Male students outperformed female students by 1.7 percentage points (males 65.9% scoring proficient; females 64.2% scoring proficient)

Of all Grade 8 students, 71.9% scored proficient on the MSA. The following subgroups exceeded the Grade 8 average of 71.9% proficient:

- Asian (85.3% scoring proficient)
- American Indian or Alaska Native (84.6% scoring proficient)
- White (83.4% scoring proficient)
- Two or more races (78.2% scoring proficient)
- Female students outperformed male students in 2011 by <1% (males, 71.7% scoring proficient; females, 72.0% scoring proficient).

1. 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 2011 Maryland School Assessment (MSA) science data for Grade 5, the following subgroups performed below the system average of 65.1% proficient:

- Hispanic/Latino of any race (54.5% scoring proficient)
- American Indian or Alaska Native (55.2 % scoring proficient)
- Black or African American (48.8% scoring proficient)
- Native Hawaiian or Other Pacific Islander (50.0% scoring proficient)
- Special Education (32.0% scoring proficient)
- Limited English Proficient (26.6% scoring proficient)
- Free/Reduced Meals (49.5% scoring proficient)

Based upon the examination of the 2011 Maryland School Assessment (MSA) science data for Grade 8, the following subgroups performed below the system average of 71.9% proficient:

- Hispanic/Latino of any race (66.3% scoring proficient)
- Black or African American (57.8% scoring proficient)
- Native Hawaiian or Other Pacific Islander (66.7% scoring proficient)
- Special Education (31.5% scoring proficient)
- Limited English Proficient (24.0% scoring proficient)
- Free/Reduced Meals (58.4% scoring proficient)

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

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 Black or African American, Native Hawaiian or Other Pacific Islander, American Indian or Alaska Native, Hispanic/Latino of any race, FARMS, limited English proficient, and special education. The timeline for full implementation is spring 2012.

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, and English 10 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 recommend the implementation of departmentalization of science instruction in grades 3 through 5.
- Incorporate expository reading materials and instructional strategies for writing in grades PreK through 5 to supplement problem-based science units.
- Continue to integrate language arts and mathematics strategies into science instruction.
- Continue implementation of the StarLab mobile planetarium program.
- Continue to implement the Elementary Science, Technology, Engineering, and Mathematics (STEM) Fair for students in grades 3 through 5.
- Continue to design and implement problem-based learning units aligned with the Maryland State Curriculum for grades PreK through 5 that incorporate design and technology concepts and electronic data acquisition activities.
- 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 aligned with the Maryland State Curriculum for grades 1 through 5 at Camp Puh'tok, Days Cove, Oregon Ridge, and local 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 Eco-Scouts outdoor science unit which is aligned with the State Curriculum and involves a schoolyard habitat component to support the achievement of all students.
- Continue to implement the Grade 3 Eco-Detectives outdoor science unit which is aligned with the State Curriculum and involves a schoolyard habitat component to support the achievement of all students.
- Pilot and implement the Grade 2 Eco-Adventurers unit which is aligned with the State Curriculum and contains a field study component to support the achievement of all students.
- Continue to implement the Grade 1 Eco-Explorers outdoor science unit 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 expand upon the course offerings for the Elementary Summer Science Institute (ESSI) with increased emphasis on Maryland Technology Standards, in partnership with the Community College of Baltimore County (CCBC).
- Continue to develop and implement science STEM unit differentiation for students enrolled in primary talent development and gifted and talented programs in grades 1 through 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 its expansion to middle and high school science classrooms.
- Continue to design problem-based science units aligned with the Maryland State Curriculum for grades 6 through 8 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 through 8.
- Implement end-of-unit and benchmark assessments for all problem-based science units in Grades 6 through 8 to monitor students' progress in preparation for the MSA and Biology HSA and to identify and implement 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 through 8.
- Continue to implement a middle school component in the annual Secondary STEM Fair.
- Continue to add electronic data acquisition activities to instructional units in grades 6 through 8.
- Continue to implement student summer enrichment programs in science and technology for students and teachers.
- Continue to implement a professional development program that is individualized and differentiated for middle school science teachers.
- Continue to implement a 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 (MSSI) with increased emphasis on Maryland Technology Standards.
- Continue 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.

Resource Allocations:

- FY12 Operating Budget
- Title II FY12

Responses to Clarifying Questions:

Strategies and activities previously listed address the performance gap among subgroups and the achievement gap among all groups. These strategies identify the continued support provided to schools and teachers to improve the quality of the written, taught, and assessed curriculum; make science instruction rich, relevant, and rigorous; assist in analyzing data and making appropriate instructional decisions; and provide a safe and engaging hands-on program of science for all students. The goal is to provide a rigorous hands-on inquiry-based science program at all grade levels. Efforts to develop and implement a rich and engaging curriculum at the elementary level include curriculum development and address ongoing efforts to train teachers, expand and extend the learning opportunities for students, and support instruction in

the elementary schools.

Additionally, the Office of Science provides ongoing resource assistance at the elementary, middle, and high school levels and works collaboratively with the science department chairs of middle and high schools to provide professional development for individual teachers, content area teams, and departments. Professional development is provided throughout the school year as well as on weekends and during the summer months utilizing a “Content Academy” or “Summer Institute” format. The Office of Science also works collaboratively with the Offices of Special Education, Gifted and Talented Education, World Languages, and Title I to address the needs of all student populations through curriculum-embedded differentiation and modification, curriculum enhancements and enrichments (both curricular and extra-curricular), and professional development.

Strategies being used to improve performance in science include the following:

- A full-time dually certified special educator is a member of the Office of Science.
- The Office of Special Education has assisted with the development of Alt-MSA artifacts for science for grades 1 – 8 and Grade 10.
- Regularly scheduled meetings occur with the department chairs of targeted middle schools to provide professional development and to offer leadership support.
- An MSA review and re-teaching resource for the elementary and middle grades is currently being developed.
- The Office of Science staff logged 417 school visits in 2010 – 2011 (304 at the elementary level; 113 at the middle school level) and have logged 112 school visits in the first quarter of the 2011 – 2012 (84 elementary schools and 28 middle schools).
- The Office of World Languages has assisted with the development of a day-long professional development session on vocabulary strategies and accessing content.
- Elementary professional development sessions provide elements of content, pedagogy, and lesson delivery strategies to participating teachers.
- In 2010 – 2011, 7 STEM resource teachers provided resource assistance and mentoring for science in 14 Title I elementary schools.
- An infusion of explicit reading, writing, and language arts strategies is evident in the grades 4 and 5 science curricula.
- Professional development on scientific literacy is occurring for principals.

The specific resource allocations are as follows:

- Office of Science Operating Budget
- BCPS General Fund
- Title II grant monies
- Funding provided by generous donations from Science Applications International Corporation (SAIC) and Northeastern Maryland Technology Council (NMTC) [funding for the Maryland Space Center for Gifted and

Talented Students], a grant from MSDE [funding for Engineering is Elementary (*EiE*)], and the Chesapeake Bay Trust (CBT) and Environmental Protection Agency (EPA) [funding for transportation costs for the myriad environmental and outdoor science initiatives that enhance and extend student learning and support environmental literacy] are also utilized.

Social Studies

1. Describe the alignment of your LEA's social studies curriculum with the State Curriculum at the elementary, middle, and high school levels.

The social studies curriculum for Baltimore County Public Schools is in complete alignment with the State Curriculum at the elementary, middle, and high school levels. This alignment includes total compliance with Code of Maryland Regulations regarding financial literacy, Education that is Multicultural, and standards for environmental education. Social studies instruction is included in all grades in the elementary school level and is scheduled as a daily subject in all grades in the middle school level. Baltimore County Public Schools requires 3.5 credits in social studies in the high school level, including the three credits required by the Maryland State Department of Education and an additional one-half credit in economics.

2. Identify the challenges your LEA faces in ensuring that the Social Studies State Curriculum is effectively implemented at the elementary, middle, and high school levels.

Challenges in ensuring effective implementation of Social Studies State Curriculum include ensuring teacher capacity and increasing the contributions of social studies to student achievement in preparation for college and careers. The elimination of the Government High School Assessment is viewed as an opportunity to enrich social studies instruction through increased rigor in reading, writing, decision making, and problem solving.

3. Explain how your LEA is addressing those challenges.

Baltimore County Public Schools is addressing the challenge of teacher capacity through intense, relevant professional development on systemic, school, and individual levels.

2011-2012 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.

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).

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.
- w) Support teachers in the implementation of reading techniques through professional development opportunities.

- 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:

- Continue to integrate technology resources and digital content into the elementary social studies curriculum and provide professional development to support the integration.
- Continue to implement a *Teaching American History in Maryland* grant project in partnership with UMBC.
- Provide professional development on the essential core concepts and skills that must be incorporated within instruction and assessment and use this framework to determine social studies prerequisites.
- Support the pre-AP College Board social studies workshops.
- Identify activities that integrate the use of technology resources and digital content into the middle school social studies curriculum, and provide professional development in the use of these activities.
- Continue professional development for secondary social studies with focused attention toward alignment with the Common Core State Standards for reading and writing.

Baltimore County Public Schools is addressing the challenge of increasing rigor through curricular initiatives.

2011-2012 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.

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).

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.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.

Changes or adjustments to address concerns and ensure progress include:

- Continue to review existing social studies programs and curricula to determine their effect on accelerating academics and eliminating achievement gaps. Continue to adjust the curricula as needed.
- Continue to revise the middle school social studies program to ensure that the curriculum is aligned with the Common Core State Standards for reading and writing.
- Continue to integrate reading strategies that support the comprehension of informational text and components of writing instruction within the social studies curriculum to enhance the achievement of all students on MSA.
- Continue to implement short-cycle and benchmark assessments for all social studies programs of study using resulting data to evaluate student achievement, to determine successes of instructional programs and to modify instruction.
- Support AP vertical teaming and the Common Core State Standards for reading and writing by revising the suggestions within the Social Studies Gifted and Talented Progression of Skills Grades 6 – 12.
- Implement AVID and strategies of similar and high rigor within all programs of study with special focus on analysis, synthesis, and evaluation.
- Continue to 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.

Responses to Clarifying Questions-

In prekindergarten and kindergarten, social studies instruction is integrated within language arts on a 20-minute per day, split-time basis with science and health. In grades 1 – 5, the issue of “time” is being addressed on a daily, split-time with science.

The Office of Social Studies provides differentiation through the use of distinct curriculum documents for students enrolled in different program levels such as standard/honors, gifted and talented, and advanced placement. Within each curriculum guide, there are suggested alternative instructional and assessment activities related to content, process, and product. The Office of Social Studies has developed a re-teaching guide for American Government that provides models for modifying instruction for students with special needs.

The Office of Social Studies provides curriculum guides with embedded references to instruction that are engaging, rigorous, and consistent with best practices. For example, students are continually required to interact with resources and peers through activities such as historical investigations and teaching suggestions that reference college-preparatory strategies endorsed by AVID and the College Board; and students are required to compose written responses based upon the Six Traits for Writing. Suggestions for the use of pre-, during-, and after-reading instruction are also embedded within curriculum guides. These examples demonstrate the continuation of collaboration

of social studies and English/language arts. Reading, writing, and effective instruction form the basis for monthly department chair meetings and training and for countywide professional development activities.

Maryland High School Assessment (HSA)

English High School Assessment

Based on the examination of HSA performance data for English (Table 2.3):

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

While notable increases in student performance have been achieved on the Maryland School Assessments overall, comprehensive data analysis indicates that there are challenges related to narrowing the achievement gap among all student groups.

A review of the English II MSA performance data (Table 2.3) indicate in 2010 –2011, 84.9% of students scored proficient or advanced. This was a 1.1 percentage point increase over the 2009 – 2010 results. During the same time, the special education, limited English proficient, and FARMS subgroups evidenced 5.1, 3.0, and 1.7 percentage point gains, respectively.

However, challenges are evident. Significant performance gaps continue among student groups.

- The percentage point gap among student groups based upon race or ethnicity remains a challenge. In 2010 – 2011, baseline data indicate greater than 93.1% of students in the American Indian or Alaska Native subgroup scored proficient or advanced while 90.0% of Asian, 82.3% of Hispanic/Latino of any race, 77.8% of Black or African American, and 90.5% of students in the white subgroup scored in the same range. At the same time, 90.2% of students identified in the two or more races subgroup scored proficient or advanced.
- Only 55.2% of students receiving special education services, 45.6% of students in the limited English proficient subgroup, and 78.9% of students in the FARMS subgroup scored proficient or advanced.

Challenges relating to the performances of the students on the 2011 English HSA include 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 addition, there is an achievement gap between the performance of ALL males and ALL females.

- Male students receiving special education services (55.1% scored proficient or advanced)
- Female students receiving special education services (55.4% scored proficient or advanced)
- Male students within the limited English proficient subgroup (36.0% scored proficient or advanced)
- Female students within the limited English proficient subgroup (53.1% scored proficient or advanced)

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

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 mathematics and underperforming students. The timeline for full implementation is spring of 2012.

2011-2012 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.

Indicator 1.1: All diploma-bound students in grades 3—8 and students enrolled in English 10 and Algebra 1 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).

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.
- l) Develop and implant 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.
- x) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

Activities:

- Continue to include special educators and special education office resource personnel in professional development related to content.
- Continue to work with the Office of World Languages to provide staff development in the best instructional practices that help ESOL students achieve success in the language arts classroom.
- Continue to provide training in UDL strategies that can impact daily instruction but that can also become one component in revising curriculum.
- Continue to provide professional development on differentiation and small group instruction and to regularly monitor students' progress through the use of data.

- Evaluate and review grades 6 – 12 curricula to align with the expectations of the common core.
- Provide staff development to all teachers in the expectations of the language standards of the common core.
- Provide staff development for all PreK – 12 teachers in the writing process and in the tools for measuring student growth in writing.
- Provide staff development for all teachers in using portfolios as a means for demonstrating student achievement.
- Involve targeted schools in professional development opportunities such as lesson studies to analyze the instructional program and the relationship of the daily instruction to the curriculum.
- Involve targeted schools in the development of action plans to design SAT programs that respond to the needs of the students in their school community.
- Use technology as a means for providing teachers with staff development in the areas of reading and writing instruction.
- 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 reading intervention programs.
- Assess identified students in grades 6 – 8 to determine student needs for reading interventions in the English language arts program.
- Continue to facilitate professional development that ensures the consistency of implementation of the core 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.
- 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:

- FY12 Operating Budget
- Title II FY11 and FY12

Based on the examination of 2010 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 2010 English High School assessment (HSA) include 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, FARMS, and limited English proficient subgroups.

- Grade 10:
 - Limited English Proficient (26.0% passing)
 - Special Education (26.9% passing)
 - Farms (54.3% passing)
 - Male students receiving special education services (27.8% passing)
 - Female students receiving special education services (24.8% passing)
 - Male students within the limited English proficient subgroup (23.5% passing)
 - Female students within the limited English proficient subgroup (29.1% passing)
 - Male students within the FARMS subgroup (47.7% passing)
 - Female students within the FARMS subgroup (60.8% passing)
- Grade 11:
 - Limited English Proficient (41.6% passing)
 - Special Education (44.4% passing)
 - Male students receiving special education services (45.8% passing)
 - Female students receiving special education services (42.1% passing)
 - Male students within the limited English proficient subgroup (38.6% passing)
 - Female students within the limited English proficient subgroup (44.4% passing)

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

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

- Continue to include special educators and special education office resource personnel in professional development related to content.

- Continue to work with the Office of World Languages to provide staff development in the best instructional practices that help ESOL students achieve success in the language arts classroom.
- Continue to provide training in UDL strategies that can impact daily instruction but that can also become one component in revising curriculum.
- Continue to provide professional development on differentiation and small group instruction and to regularly monitor students' progress through the use of data.
- Evaluate and review grades 6 – 12 curricula to align with the expectations of the common core.
- Provide staff development to all teachers in the expectations of the language standards of the common core.
- Provide staff development for all PreK – 12 teachers in the writing process and in the tools for measuring student growth in writing.
- Provide staff development for all teachers in using portfolios as a means for demonstrating student achievement.
- Involve targeted schools in professional development opportunities such as lesson studies to analyze the instructional program and the relationship of the daily instruction to the curriculum.
- Involve targeted schools in the development of action plans to design SAT programs that respond to the needs of the students in their school community.
- Use technology as a means for providing teachers with staff development in the areas of reading and writing instruction.
- 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 reading intervention programs.
- Assess identified students in grades 6 – 8 to determine student needs for reading interventions in the English language arts program.
- Continue to facilitate professional development that ensures the consistency of implementation of the core 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.
- 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:

- FY12 Operating Budget
- Title II FY11 and FY12

Responses to Clarifying Questions:

The following strategies and activities are being implemented to address the achievement gaps in reading among all student groups:

- Create an action plan to develop a PreK – 12 Curriculum Review Panel that will complete a curriculum map for each guide that aligns to the Common Core State Standards: Writing, Reading, Language, Speaking and Listening, and Research.
- Create an action plan to develop PreK – 12 curricula that is designed with the principles of Universal Design for Learning (UDL) as a foundation.
- Create an action plan to review each guide seeking recommendations for infusing literature that is representative of the diverse needs of students.
- Establish priority curricula that will be revised in the Summer 2012.
- Create a plan in conjunction with BCPS resources to provide curriculum training to all writers with attention to the role of student engagement in curriculum design.
- Develop a plan for developing two online resources for writing and reading skills: The Writing Place and The Reading Place.
- Assemble a textbook/resource committee to identify a reading series in grades K – 6 with resources that address text complexity for each grade level.
- Develop a collaborative plan with the Office of Equity and Cultural Proficiency to provide cultural awareness training for all curriculum writers.
- Establish an action plan for *Language!*, a reading intervention program, to collect data and measure the effectiveness of the program on student achievement.

The specific resource allocations are as follows:

- FY12 Operating Budget
- Title II FY11 and FY12

Maryland High School Assessments (HSA)

Algebra/Data Analysis

Based on the examination of HSA performance data for Algebra/Data Analysis (Table 2.6):

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

While notable increases in student performance have been achieved on the Maryland School Assessments overall, comprehensive data analysis indicates that there are challenges related to narrowing the achievement gap among all student groups.

A review of the Algebra/Data Analysis MSA performance data (Table 2.6) indicate in 2010 – 2011, the special education, limited English proficient, and FARMS subgroups evidenced increases (2.7, 4.2, and 0.7 percentage point gains, respectively) over the 2009 – 2010 results.

However, challenges are evident. During the same time, 84.8% of students scored proficient or advanced. This was a 0.4 percentage point decrease over the 2009 – 2010 results. Significant performance gaps continue among student groups.

- The percentage point gap among student groups based on race or ethnicity remains a challenge. In 2010 – 2011, baseline data indicate greater than 95.0% of students in the Asian subgroup scored proficient or advanced while 85.8% of Hispanic/Latino of any race, 83.3% of American Indian or Alaska Native, 75.7% of Black or African American, and 91.6% of students in the white subgroup scored in the same range. At the same time 91.4% of students identified in the two or more races subgroup scored proficient or advanced.
- Only 49.4% of students receiving special education services, 68.6% of students in the limited English proficient subgroup, and 79.7% of students in the FARMS subgroup scored proficient or advanced.

The most significant challenges related to achievement on the Algebra/Data Analysis MSA continue to include addressing the needs of underperforming schools and the underperforming subgroups of students receiving special education services.

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

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 mathematics and underperforming students in the subgroups of students receiving special education services and students with limited English proficiency. The timeline for full implementation is spring of 2012.

2011 – 2012 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, and English 10 courses 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 diagnostic 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 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 2011 – 2012 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 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 teachers in the implementation of the Core Learning Goals (CLG) and Common Core State Standards 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.
- 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.

Algebra/Data Analysis

- Provide support for schools in the restructuring planning or implementation phases of school improvement in order to improve student achievement in mathematics to prepare students to pass the Algebra/Data Analysis HSA; to monitor and assess AVID program implementation for rigorous instruction; and to increase participation and pass rates in rigorous courses such as AP, honors, and gifted and talented.
- Continue to provide staff development for Algebra and Data Analysis Adapted and Algebraic Functions Adapted teachers in strategies that support student achievement.
- Continue to provide staff development for algebra teachers in instructional strategies that support student achievement on BCPS short-cycle assessments, benchmark assessments, and final exams.
- Continue to provide staff development in instructional strategies featured in the Algebraic Thinking courses for algebra teachers.
- Continue 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 implement the Algebraic Thinking mathematics curriculum in grades 6-8 in all middle schools to prepare students to pass the Algebra/Data Analysis HSA.
- Continue to offer Preparing for Algebra as a summer school intervention for incoming Grade 9 students who have completed middle school without taking algebra and who need to refine their skills in preparation for Algebra I.
- Continue to 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.
- 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.
- Facilitate an electronic learning community to support algebra teachers in the implementation of the curriculum.

Resource Allocations:

- FY12 Operating Budget
- Title II FY11 and FY12

Based on the examination of 2010 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 2010 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.

- Grade 10:
 - Limited English Proficient (46.8% passing)
 - Special Education (38.6% passing)
 - Male students receiving special education services (43.3% passing)
 - Female students receiving special education services (28.6% passing)
 - Male students within the limited English proficient subgroup (49.1% passing)
 - Female students within the limited English proficient subgroup (43.9% passing)
- Grade 11:
 - Limited English Proficient (62.3% passing)
 - Special Education (49.7% passing)
 - Male students receiving special education services (52.4% passing)

- Female students receiving special education services (45.3% passing)
- Female students within the limited English proficient subgroup (55.3% passing)

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

For the 2010 – 2011 school year, the effective HSA interventions implemented for the Algebra/Data Analysis HSA during 2010 – 2011 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.
- Continue to 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:

- FY12 Operating Budget
- Title II FY11 and FY12

Responses to Clarifying Questions:

Strategies and activities previously listed address the performance gap among subgroups and the achievement gap among all groups. These activities include the implementation of professional development for special educators to ensure the success of students with disabilities in inclusive and self-contained settings, particularly in mathematics. For example, professional development is offered throughout the school year for high school teachers of students in Algebra and Data Analysis Adapted and Algebraic Functions Adapted. These two courses provide additional support for students identified through the IEP team process who have a mathematics disability. In addition, professional development is offered to all algebra teachers in instructional strategies featured in the Algebraic Thinking courses for algebra teachers to assist with the differentiation needed

for students who struggle with mathematics. Schools are also provided with support to assist in making course recommendations to ensure that students scoring basic acquire the skills and content needed to pass the Algebra/Data Analysis HSA. A system activity specifies the implementation of a systemic intervention plan to support schools not achieving Adequate Yearly Progress. Through a plan developed with the principals and assistant superintendents, school visits and specific support to mathematics teachers are provided to ensure that all students receive the opportunity to progress in their mathematics achievement. Through the systemic assessment program, data from short-cycle and benchmark assessments in the algebra courses are analyzed in an ongoing process that provides specific information about student performance. Subgroup performance is addressed in this ongoing analysis to ensure that students are on track for proficient or advanced results on state assessments. Middle school staff identify incoming Grade 9 students who have completed middle school without taking algebra and who may need additional support to refine their skills in preparation for Algebra 1. Schools target students in subgroups who may need this intervention program to ensure their achievement progress.

The specific resource allocations are as follows:

- FY12 Operating Budget
- BCPS FY12 General Fund
- Title II FY11 and FY12

Maryland High School Assessment (HSA)

Biology

Based on the examination of 2010 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 2010 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, limited English proficient, and FARMS subgroups.

- Grade 10:
 - Special Education (36.9% passing)
 - Limited English Proficient (33.0% passing)
 - FARMS (57.9% passing)
 - Male students receiving special education services (41.0% passing)
 - Female students receiving special education services (28.4% passing)
 - Male students within the Limited English Proficient subgroup (35.6% passing)
 - Female students within the Limited English Proficient subgroup (30.0% passing)
 - Male students receiving free and reduced price meal services (56.9% passing)
 - Female students receiving free and reduced price meal services (58.9% passing)
- Grade 11:
 - Special Education (49.0% passing)
 - Limited English Proficient (45.6% passing)
 - FARMS (68.4% passing)
 - Male students receiving special education services (54.4.0% passing)
 - Female students receiving special education services (40.1% passing)
 - Male students within the Limited English Proficient subgroup (45.5% passing)
 - Female students within the Limited English Proficient subgroup (45.7% passing)

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

In 2011 – 2012, BCPS will continue to focus on 21st 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, 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. Additionally, BCPS has planned a series of professional development sessions for implementation in all schools on STEM – what it is, its components, why it is important, and what it means for Baltimore County students - as a means to support the transition to Common Core State Standards.

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 through 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 for these initiatives are listed below. In general, funding provides stipends for teachers to attend professional development to implement new or revised curriculum.

Resource Allocations:

- FY12 Operating Budget
- Title II FY12
- Grant monies, as available

Responses to Clarifying Questions:

The Office of Science's attention to 21st century learning skills, rigorous and relevant instruction, differentiation, accessibility of content to all students, and STEM-based initiatives is intentional and designed to improve the written, taught, and assessed curriculum and enhance student performance for all students at all levels. Of particular note are the following:

- Implementing a Biology HSA Review Guide and Biology Re-Teaching Resource
- Implementing Contemporary Problems in Biology (a 0.5 credit review course for students who are HSA non-masters)

- Providing professional development to Office of Science staff and middle and high school department chairs on reading, writing, and literacy standards
- Providing professional development to principals on scientific literacy
- Providing support to schools for HSA remediation
- Providing proactive support to science departments to help reduce the number of HSA non-masters
- Continuing to design and implement inquiry-based science lessons, aligned with the Maryland High School Core Learning Goals, that support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented
- Continuing to provide individualized professional development for high school teachers and administrators in order to connect the implementation of rigorous, relevant, hands-on, engaging science instruction with the preparation of students for success on the Biology HSA and in life following high school
- Continuing to support the implementation of instructional technology, including e-learning, virtual learning, and other types of innovative strategies in high school science classrooms, by creating exemplary science lessons for each high school science unit
- Implementing of short-cycle, benchmark, and end-of-unit assessments in the high school core subject areas (biology, chemistry, physics, earth/space science, environmental science) in order to monitor students' progress, make instructional decisions, and prepare student for success on the Biology HSA
- Continuing to work with the Offices of Mathematics and Career and Technology Education (CTE) to integrate STEM into the high school science curricula
- Continuing to implement a Secondary STEM Fair for all high schools
- Continuing the Master's degree and certificate programs with Towson University, UMBC, and Goucher College leading to dual certification, certificate endorsements, and/or highly qualified status
- Continuing to foster partnerships with universities and the business community leading to rich and sustainable relationships that support instruction, provide opportunities for students and teachers, and clarify understanding of the 21st century learning skills necessary to compete in a dynamic global economy
- Continuing to develop instructional materials to support the delivery of HSA courses in all schools including the Evening High School and Summer School programs
- Continuing to implement vocabulary strategies in all science subjects and particularly for the Biology HSA
- Maintaining high school visits by the Office of Science staff (188 high school visits in 2010 – 2011 and 33 thus far in 2011 – 2012.)

The specific resource allocations are as follows:

- FY12 Operating Budget
- FY 11 and FY12 Title II
- Other grants, as available, such as the Chesapeake Bay Trust, Environmental Protection Agency, Race To The Top, and MSDE

Maryland High School Assessments (HSA)

Graduation Requirement

Class of 2011

Based on the examination of data for 2011 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.

The class of 2011 met the high school graduation requirement through various options – 75.8% passed all four assessments, 15.4% reached the total combined score option of 1602, 0.1% received a waiver, and the remaining 8.7% completed bridge projects. 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 2011, the percentages of students who submitted projects and met the requirements were as follows: 5.7% in algebra, 6.8% in biology, 5.8% in English, and 5.5% in government. Overall, as seen on Table 3.9, 8.7% of the 2011 graduates met the HSA graduation requirement through the Bridge Plan. These numbers are slightly higher than those seen for the Class of 2010. 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 were responsible for coordinating and monitoring all BVAP activities at the school level. Local review panel coordinators coordinated and monitored all scoring activities. They accessed the documentation electronically and began the scoring process. Students were 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.

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, and English 10 courses 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 diagnostic 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 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.

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

3. Describe where challenges were evident.

In the third year of implementation, the population of students who were potentially eligible for participation shifted again slightly. During the previous year, there continued to be many students who only had to take the assessments to meet the graduation requirements. The Class of 2010 had fewer students in that category; and the Class of 2011 had even fewer. Therefore, many more were potentially eligible for the Bridge Plan. 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 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 2012

Based on the Examination of Data for Juniors (Rising Seniors) Who Have Not Yet Met the High School Graduation Requirement as of June 30, 2011 (Table 3.11):

1. Identify the challenges that persist.

The Class of 2012 faces the same challenges that last year's class faced, and 84.6% of this class has already met the graduation requirement. This is a slight increase of 0.3 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:

2011 – 2012 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, and English 10 courses 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 diagnostic 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.

2011 – 2012 Master Plan Goal 2: By 2012, all English language learners will become proficient in English and reach high 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.
 - 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

Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence

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 2010 – 2011 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.
 - supporting data and evaluation results as appropriate.

The major goals for educational technology that were addressed by Baltimore County Public Schools during the 2010 – 2011 school year relate directly to the BCPS *Blueprint for Progress* and the Master Plan Strategies for Goal 1 and Goal 8. These include:

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 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).

Key Strategy:

j) Integrate technology in the teaching/learning process.

2010-2011 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 2010 – 2011 school year, much progress was made in fulfilling the BCPS *Blueprint for Progress* and the Master Plan Strategies for Goal 1 and Goal 8. 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.

Progress for Master Plan Goal 1:

On the 2010 – 2011 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, 90.9 %
- Elementary school mathematics MSA, 89.6%
- Middle school reading MSA, 84.4%
- Middle school mathematics MSA, 74.7%
- English MSA, 84.5%
- Algebra/Data Analysis MSA, 86.6%

Note: English 10 and Algebra I MSA serve dual purposes as the HSA for graduation requirements and the MSA for AYP purposes.

Baltimore County Public Schools (BCPS) remains committed to the integration of technology into all aspects of the work of the school system. The BCPS *Blueprint for Progress* and the BCPS 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 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 the *BCPS Framework for Technology Implementation, 2008 – 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 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).

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 Maryland 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 21st 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.

Progress for Master Plan for Goal 8:

- 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 professional development for teachers in the integration of technology into teaching and learning.
- Provided in-school support to all Title I schools for the integration of technology into teaching and learning.
- Provided support to curriculum writers in the integration of technology into teaching and learning.
- Provided high-capacity computers at the following ratios: students to computers, 3.5 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.

2010-2011 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.

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.
- 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 or 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.
- Continued to provide 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 Curriculum and Instruction and Business Services offices requesting support for the use and integration of technology into their professional development activities.
- Continued to implement the BCPS Enterprise Student Information System.
- Continued to implement 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.
- Continued to provide staff development and quality control systems designed to ensure the accurate and expedient entry of data into the data warehouse.
- Continued the four-year replacement cycle by placing 1,094 high-capacity computers in 84 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.
- Continued to increase bandwidth through Verizon fiber optic technology to 98% of BCPS sites.

Data for Master Plan Goals 1 and 8:

- MSA, HSA, and critical reading and mathematics PSAT data from 2010 – 2011
- Alt-MSA data (mathematics and reading) for all students including special education students from 2010 – 2011
- The Maryland State Department of Education's Online Inventory of Instructional Technology in Schools
- The Maryland State Department of Education's Online Inventory for School Library Media Programs
- Operating Budget

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 develop curriculum that incorporates the effective use of technology into the written curriculum is another major 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 another major challenge.
- The need to identify teacher proficiencies in integrating technology into daily classroom instruction.

- The need to develop an assessment tool to assess the effectiveness of teacher proficiency in integrating technology into daily classroom instruction.
- The need for increased staffing to provide onsite support to teachers and other staff members as they work to integrate technology into daily instruction is another major challenge. Increased staffing would include:
 - providing full-time technology integration teachers in all schools. This would be an increase from the minimum of 0.3 FTE positions that are now in place for elementary schools only.
 - providing additional technology liaison support in all schools. At the present time technology liaisons receive a stipend based on the number of computers in the school, and they are expected to complete all of the troubleshooting and technical assistance needed after school hours. Nearly all technology liaisons hold full-time teaching positions, and the amount of time that they can allocate to technical support is limited.
 - providing additional technology integration resource teachers to support schools as they plan, implement, and assess technology integration activities to improve student achievement is also a key staffing need.
- Another major challenge is the need to provide ongoing, site-based professional development that is planned and implemented to provide teachers with differentiated training that includes models of effective technology integration.
- The need to increase the number of technical support personnel who are available to schools for troubleshooting, repairing, installing, and configuring technology applications.
- The need to create, in all schools, a technology integration team that includes the school's principal is also a challenge. This team would provide leadership in the school for planning, implementing, and assessing the school's efforts to use technology in support of the School Improvement Plan and to provide expertise in planning and delivering professional development.
- The need to expand the number of students taking online courses to provide additional opportunities and alternatives for students is also a major challenge. In promoting the use of online courses, it is imperative that students understand the differences between face-to-face and online learning, which includes knowing the basic skills of online learning and knowing how to manage time. It is also important that educators understand the need to provide students with opportunities to learn online.

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:

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 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).

Key Strategy:

j) Integrate technology in the teaching/learning process.

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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:

- 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 21st Century Learning as it examines the role that technology plays in providing classrooms with the resources, staff, and professional development needed for 21st century learners.
- Continue to coordinate the work of the Curriculum and Instruction Technology and Learning Subcommittee so that technology tools and resources can be piloted and adopted across the system as Enterprise solutions that meet the Board of Education and Superintendent's Telecommunications Policy and Rule and align with the Common Core State Standards and the 21st Century Learning Skills Framework.

- 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.
- Continue to provide Web-based collaborative tools to ensure that teachers and students can effectively collaborate and communicate in an online environment.
- Provide opportunities for students to demonstrate their acquisition and processing of knowledge through writing, the creation of multimedia 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 deliver and manage a dynamic repository of rigorous digital curriculum 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.
- Continue to apply research-based methodologies and interventions to meet the needs of diverse learners.
- Continue to expand the Virtual Learning and Virtual High School projects while using new technologies such as virtual worlds, gaming, and computer simulation to broaden the experience of student learning while increasing students’ motivation to learn and the ability to master and retain concepts.
- 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* 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 and secondary science, technology, engineering, and mathematics (STEM) fairs.
- 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 BCPS curriculum.

- 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 Safari Montage, Gizmos, Geometer Sketchpad, and Fathom.
- Continue to support the implementation of whiteboard/tablet technologies 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 to use in instruction including acceleration for students.
- Continue to monitor 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 level for elementary technology integration teachers and

technology liaisons and alternates so they can better serve the needs of their schools' staff and students.

- Continue to offer graduate-level cohort programs for teachers to develop leaders in instructional technology and library media.
- 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 Office of Instructional Technology and the Office of 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, Blackboard Collaborate (Elluminate) sessions, Safari Live! presentations, online tutorials, teleconferences, and one-on-one onsite support.

During the 2010 – 2011 school year, excellent progress was made in incorporating technology into the written curriculum as the Department of Professional Development continued mandatory workshops for curriculum writers that included basic and advanced training in integrating technology into curriculum writing. Both of these workshops included training on using some of the technology tools that could be used in classroom instruction and examples of good instructional practice. Both workshops referenced the Maryland technology standards for students and teachers.

Although the student, teacher, and school administrator measurements are no longer given on an annual basis, the information that was gathered during their implementation is still valuable as professional development is planned for teachers and administrators. 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 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 workspace 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.
- Providing access to school library media centers during the summer.
- 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.
- Developing and implementing a data-based plan to assess student products to determine the effective use of technology in supporting student knowledge.

- Developing a systemwide 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 elementary school 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 to provide 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.
- Providing online tutoring programs to provide additional academic support to students.
- 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 mathematics achievement of all students.
- Continuing to integrate technology resources and digital content into the social studies curriculum and to provide professional development to social studies department chair and teachers.
- 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 high schools.
- 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 Common Core Standards 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 Blackboard Collaborate (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 21st 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 21st century learners and increase student achievement. During the 2010 – 2011 school year, professional development was a major component of using technology in low-performing schools. All Title I schools were supported by resource teachers from the Office of Instructional Technology who worked with technology integration teachers, technology liaisons, administrators, grade level teams, and individual teachers to provide “just-in-time” professional development. In addition, a system was put in place to monitor the use of technology resources provided to Title I schools with ARRA funding 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 who works 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 were 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. 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, request 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) 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. 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. Additional readers can be purchased by schools and/or offices with operating budget funds.</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"> ▪ all BCPS teachers and other staff members who serve as school-based technology liaisons; ▪ curriculum office coordinators and staff members; ▪ special education teachers and related services personnel.; ▪ the Director of the Department of Purchasing to discuss accessibility issues; and ▪ vendors to discuss accessibility requirements. <p>Major projects of the 2010 – 2011 school year included:</p> <ul style="list-style-type: none"> ▪ Working with special education staff to develop technology supports for students with significant learning needs. ▪ Working with infant-toddler service providers to develop appropriate technology-based supports for learning and communication. ▪ Implementing and disseminating information regarding the <i>BCPS Instructional Software and Web-based Resources Evaluation Process</i>, which includes criteria to meet accessibility laws. ▪ Continuing to facilitate the use and integration of whiteboard technology in special education classrooms. ▪ Training for curriculum writers enabling them to infuse the principles and strategies of UDL as the curriculum is being written. ▪ Training of school-based staff. ▪ Implementing the Least Restrictive Environment grant (Elementary). ▪ Implementing the Response to Intervention and AT Project (Elementary). 	<p>3. a) Training is provided in conjunction with the BCPS software evaluation process. Training 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 administration and 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>http://www.bcps.org/offices/assistech/default.html</p> <p>http://www.bcps.org/offices/oit</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"> ▪ 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.

<p>A process for transferring text from hardcopy to digital format has been developed and implemented by the Office of Special Education (Assistive Technology).</p>	<p>▪ Implementing the Race to the Top (RTTT) project for special education, which includes UDL.</p> <p>The Offices of Instructional Technology, Library Information Services, and the Office of 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>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>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, 2011.</p>	<p>▪ 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.</p> <p>The Office of Technology in Special Education (Assistive Technology) works with special education teachers to ensure that they comply 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.

_____	_____	_____
	N/A	
School System	Authorizing Signature	Date

MARYLAND LOCAL SCHOOL SYSTEM

COMPLIANCE STATUS REPORT

EDUCATION THAT IS MULTICULTURAL AND ACHIEVEMENT (ETMA)

Local School System: Baltimore County Public Schools

ETMA Contact Person: Dr. Lisa Williams

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

Address: 6901 N. Charles St

Phone: 410-887-2444 **Fax:** 410-887-4020

E-mail: lwilliams13@bcps.org

Date Completed: September 21, 2011

**BRIDGE TO EXCELLENCE
CROSS-CUTTING THEME
EDUCATION THAT IS MULTICULTURAL AND ACHIEVEMENT (ETMA)**

INTRODUCTION

The *Compliance Status Report* on the following pages presents the criteria for the assessment of Education that is Multicultural and Achievement (ETMA) implementation in Maryland local public schools. The assessment categories relate to the level of compliance with the Education that is Multicultural (ETM) Regulation (COMAR 13A.04.05) with emphasis on equity, access, support for success, academic achievement, and diversity in educational opportunities. This report will identify and measure ways to enhance educators' cultural proficiency and to implement culturally relevant leadership and teaching strategies. The ETMA goals for all of Maryland's diverse students are to eliminate achievement gaps, accelerate academic achievement, promote personal growth and development, and prepare for college and career readiness.

GUIDELINES FOR COMPLETION AND SUBMISSION OF BRIDGE TO EXCELLENCE ETMA REPORT

- The completion of the Maryland Local School System (LSS) *Compliance Status Report* for ETMA is to be coordinated by the LSS ETMA contact person. This person will work with other appropriate LSS individuals to gather the information needed.
- The *Compliance Status Report* is to be submitted as the ETM component of the LSS Bridge to Excellence Plan.
- The additional materials requested (listed below) should be sent separately by the ETMA contact person and to the Maryland State Department of Education (MSDE) Equity Assurance and Compliance Office, MSDE, 200 West Baltimore Street, Maryland 21201.

These materials may be submitted as hard copies or digitalized and submitted on a disk.

- A copy of the Local School System's (LSS) ETM vision and mission statement
- A sample curriculum document that infuses Education that is Multicultural
- A list of ETM mandatory and/or ETM voluntary courses offered
- A list of Professional Development ETMA workshops or seminars provided during the school year
- A sample checklist used to evaluate and approve LSS instructional resources

ETMA BRIDGE TO EXCELLENCE REPORT EXECUTIVE SUMMARY

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

1. List your Local School System's (LSS) major ETMA strengths identified.

Baltimore County Public Schools' major strengths identified through the analysis process in the completion of the ETMA section begins with a clear vision and mission statement which outlines its commitment to the achievement of all students. The *Blueprint for Progress* identifies goals and strategies for all students and all schools. The standards outlined therein demonstrate high expectations. Further, most constructs outlined in the ETMA rubric were identified at the "Embedding" or "Sustaining" phase of development. This finding positions the district positively to promote continuous school and system improvement in the effort to eliminate differences in achievement patterns among all student groups.

2. List your Local School System's major ETMA areas identified that need improvement.

Areas for improvement in ETMA include efforts to obtain data that demonstrate changes in teacher, school, system praxis that clearly indicate a positive response to the growingly diverse student population. Another area for improvement gleaned from completion of this process is to increase opportunities for the professional development of all staff serving students and families. Lastly, another area of improvement is to ensure that sufficient resources demonstrate diverse perspectives and are made available to all schools, teachers, and students while they simultaneously ensure teachers' knowledge of the existence and appropriate use of these resources.

3. List your three major Local School System ETMA goals for the next school year.

- Expand and enhance professional development opportunities made available to BCPS stakeholders
- Collect and analyze data to determine the effectiveness of ETMA professional development offerings
- Increase staff knowledge of resources that support the diverse representation of our global society

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

Providing guidance describing the operational definitions of key terms and concepts would increase the inter-rater reliability of data collected by way of the compliance rubric. Furthermore, it should be noted that the general categories under which each compliance area is to be rated varies in subjectivity as well, decreasing the reliability of the data collected.

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

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

d. being aware of and sensitive to individual differences within cultural groups.					X	
e. addressing stereotypes related to ETMA diversity factors including but not limited to: race, ethnicity, region, religion, gender, language, socio-economic status, age, and individuals with disabilities.					X	
4. Curricular infusion of Education that is Multicultural is visible in ALL subject areas. Attach sample ETM curriculum infusion in core content areas at the elementary, middle, and high school level.					X	

III. School Climate	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained		
1. The LSS has a written policy and procedure addressing bullying and harassment.				X	
2. The LSS addresses how all schools promote the following aspects of an inclusive climate:					
a. in which harassment is not tolerated and in which incidents of bullying, intimidation, intolerance and hate/violence are addressed in an equitable and timely manner.					X
b. that promotes the development of interpersonal skills that prepare students for a diverse workplace and society.					X
c. that reflects the diversity of the LSS and community through school activities such as School Improvement Teams (SIT), PTA/PTO/PTSO, planning committees, advisory groups, etc....					X
d. in which diverse linguistic patterns are respected.				X	

e. in which students, instructional staff, support staff, parents, community members, and central office staff are made to feel welcomed and actively involved in the entire instructional program.						X
f. that reflects relationships of mutual respect.						X
g. that includes activities and strategies to prevent bullying, harassment, racism, sexism, bias, discrimination, and prejudice.						X
h. that includes multicultural assemblies, programs, and speakers.					X	

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

3. All schools monitor and address disproportionate referrals for discipline, suspensions, and expulsions, as well as, placements of students in special education programs.						X	
4. All schools provide outreach to assure that there is equitable representation of diverse cultural and socioeconomic groups in:							
a. advanced placement courses						X	
b. gifted and talented programs						X	
c. special initiatives such as grants and/or pilot programs such as STEM						X	
d. student organizations and extracurricular activities						X	
e. student recognition programs and performances						X	
5. All schools ensure that all students have access to instructional technology.						X	
B. Instructional Activities							
1. All schools engage in instructional activities that recognize and appreciate students' cultural identities, multiple intelligences and learning styles.						X	
2. All schools use instructional activities that promote an understanding of and respect for a variety of ways of communicating, both verbal and nonverbal.						X	

3. All schools implement activities that address bullying, harassment, racism, sexism, bias, discrimination, and prejudice.					X	
4. All schools provide opportunities for students to analyze and evaluate social issues and propose solutions to contemporary social problems.					X	
C. Achievement Disparities					X	
1. All schools provide a range of appropriate assessment tools and strategies to differentiate instruction to accelerate student achievement.					X	
2. All schools implement strategies, programs, and interventions aimed at eliminating academic gaps.					X	
3. All schools implement strategies, programs, and interventions that prevent dropouts as evidenced by data.					X	
4. All schools implement strategies, programs, and initiatives to eliminate disproportionality in special education identification and placement.					X	

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

e. to recognize and correct inequitable participation in school activities by students and staff from different backgrounds and redress inequity in instances of occurrence.					X	
6. All schools provide appropriate opportunities for staff to attend and participate in local, state, regional, and national ETMA conferences, seminars, and workshops.		X				
7. All schools provide professional development workshops and courses that include an ETMA focus.					X	
8. All schools maintain current professional development references for educators, support staff and administrators on education that is multicultural and student achievement.					X	

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

7. All schools maintain a library inclusive of current instructional supplementary references and/or materials for teachers and administrators on Education that is Multicultural and student achievement.					X			
8. All schools provide instructional resources to assist students in gaining a better understanding and developing of an appreciation for cultural groups (i.e. cultural groups, holidays, historical events).						X		
9. All schools have a process for selection of instructional resources that includes the following criteria:								
a. materials that avoid stereotyping and bias.						X		
b. materials that reflect the diverse experiences of cultural groups and individuals.						X		
c. individuals from diverse backgrounds were involved in the review and selection of materials.						X		
10. All school media centers include print and non-print materials that reflect diversity and the multi-cultural nature of the community.							X	

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

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

5. All school system policies and practices are in compliance with federal and state civil rights in education legislation, including but not limited to, the Civil Rights Act of 1964 (race, religion, national origin, ethnicity), Title VI of the Education Amendments of 1972 (gender), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (disability).					X
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	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained		
IX. Assessments					
1. All schools provide a range of appropriate assessment tools and strategies to differentiate instruction to accelerate achievement, eliminate achievement gaps, and prevent dropouts as evidenced by student achievement and discipline data.				X	
2. The LSS will select testing and assessment tools that have been normed on a variety of ethnic, gender, and socio-economic populations to document instructional effectiveness.					X

3. All schools use a multiplicity of opportunities and formats for students to show what they know.					X	
4. The LSS requires re-teaching and enrichment using significantly different strategies or approaches for the benefit of students who fail to meet expected performance levels after initial instruction or are in need of acceleration.					X	
5. The LSS requires that teachers allow multiple opportunities for students to recover failing assessment and/or assignment grades.					X	
6. The LSS utilizes assessment instruments and procedures which are valid for the population being assessed, not at random.						X
7. The LSS utilizes non-traditional assessment instruments and procedures to allow students to evidence mastery of content.					X	
8. The LSS utilizes valid assessment instruments which are varied and sensitive to students' cultural and linguistic backgrounds.					X	

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

Individuals contributing to the completion of the Compliance Report

<u>Print Name</u>	<u>Job Title</u>
Dr. Alpheus Arrington	Director, Department of Human Resources
Karen Blannard	Assistant Superintendent, Elementary Schools
Tanyka Barber, Esq	Equal Employment Opportunity Officer
William Burke	Executive Director, Department of Professional Development
Craig Ebersole	Special Assistant, Physical Facilities
Fran Glick	Office of Library Media Services
Sonja Karwacki	Executive Director, Department of Liberal Arts
Patricia Lawton	Assistant Superintendent, Elementary Schools
Kathleen McMahon	Executive Director, Department of Special Programs
Kalisha Miller	Director, Office of Special Education
Dr. Edward Newsome	Assistant Superintendent, Middle Schools
Dr. John Quinn	Executive Director, STEM
Dale Rauenzahn	Executive Director, Department of Student Support Services
Barbara Walker	Assistant Superintendent, High Schools
Verletta White	Assistant Superintendent, Elementary Schools
Dr. Lisa Williams	Director, Office of Equity and Cultural Proficiency

Baltimore County Public Schools

Education That Is Multicultural Districtwide Course Offerings

Courses offered via CASENEX:

- Education That is Multicultural
- Multicultural Studies, Equity, and Social Justice in Education
- Narrowing the Achievement Gap by Addressing Diversity

Districtwide Training Opportunities:

- New Teacher Orientation-Culturally Responsive Instruction
- New Teacher Induction-Using Data to Drive Culturally Responsive Instruction
- Aspiring Principals' Training-Culturally Responsive Instruction
- Education That Is Multicultural Liaison Training-Meeting the Teaching and Learning Needs of a Dynamic Student Population (Part I)
- Education That Is Multicultural Liaison Training-Meeting the Teaching and Learning Needs of a Dynamic Student Population (Part II)

Office of Equity and Cultural Proficiency

Limited English Proficiency

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

- **No Child Left Behind Indicator 2.1: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.**
- **No Child Left Behind Indicator 2.2: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the state's assessment, as reported for performance indicator 1.1.**
- **No Child Left Behind Indicator 2.3: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment, as reported for performance indicator 1.2.**

This section reports the progress of English language learners (ELL) in developing and attaining English language proficiency (ELP) 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's test administration. In order to meet the target for AMAO 1 for school year 2010–2011, 60% 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 five on the ELP assessment with a minimum cut score of four in each domain is used to determine proficiency level for each grade. The AMAO 2 target for school year 2010–2011 is 17% of ELLs will attain proficiency in English.
- **AMAO 3** represents Adequate Yearly Progress for the Limited English Proficient student subgroup.

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 82.5%. The MSDE AMAO 1 is 60.0%. Baltimore County Public Schools' English language learners surpassed the target by 22.5 percentage points. Two thousand four hundred ninety-two ELL met AMAO 1.
- The 2010 – 2011 AMAO 2 target is 17.0%. The percentage of Baltimore County Public Schools' English language learners, kindergarten through Grade 12, who met the target is 21.6%. Baltimore County English language learners surpassed the target by 4.6 percentage points. Seven hundred eighty-four English language learners met the increased standards for attaining proficiency.
- Baltimore County Public Schools' English language learners continue to meet AYP expectations for reading and mathematics on the Maryland State Assessments. English Language Learners in 101 elementary schools and the five high school ESOL centers met AYP for both reading and mathematics. Middle school ESOL centers continue to face difficulty 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.
- For 2011, high school limited English proficient student subgroups continued 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.

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:

- Continued to provide professional development on strategies for successful co-teaching in secondary content classes with English language learners.
- Continued to provide professional development 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 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.
- Continued to administer the Language Assessment System Links state-mandated English language proficiency assessments to prioritize support and professional development 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 ELL, support co-teaching models in core subject area classrooms with ELL, and monitor student progress.
- Provided professional development 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 ELL 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.

Systemwide, the emphasis on rigorous instruction for the Maryland School Assessment has increased achievement at those assessed grade levels. However, kindergarten through Grade 2 students have performed less well than previously on the English

language proficiency assessments, possibly as a result of the increased focus on grades 3 – 12.

ESOL service models will be configured with equivalent resources and attention to levels kindergarten through Grade 12.

The ESOL curriculum, which aligns with the English language proficiency/reading language arts standards by grade level, will be the primary instructional focus for ESOL instruction.

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.

2011-2012 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.

2011-2012 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:

- Begin to administer the state-mandated WIDA (World-Class Instructional Design and Assessment) Access English Language Proficiency assessments.
- Prioritize support and professional development 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 ELL population grows.
- Continue to implement the protocol for translating, publishing, and distributing key system documents.
- Continue to study the ESOL Service Center Model for Secondary ESOL Centers to standardize services for ELL.
- Continue the middle school ELL initiative with a focus on integrating ELLs into mainstream language arts classes in order to enhance experience with the infusion of Common Core Standards.
- Enhance professional development 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.
- Continue to develop and revise content-based curricula for PreK-12 English language learners and infuse Common Core Standards as appropriate.
- Continue to evaluate annually the ESOL program and services based upon program guidelines and student achievement.
- Continue to implement recruiting strategies, professional development, and training to aid in interpretation and translation for family members of English language learners.
- Facilitate access to English courses at CCBC 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 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 all BCPS personnel, including administrators and teachers, speech language pathologists, school psychologists, IEP chairs, school-based clericals, 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 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 ELL new to BCPS.
- Continue to monitor student progress through formative and summative assessments and 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 2010 – 2011 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.)

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/guardian or the parents/guardians 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 practical, in a language that the parent/guardian 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

Career and Technology Education

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

- 1. Describe the school system’s progress on the implementation and expansion of Maryland CTE Programs of Study within Career Clusters as a strategy to prepare more students who graduate ready for entry into college and careers. Include plans for industry certification and early college credit.**

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 are being implemented, planned for implementation, and planned for expansion to additional schools. 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 Management; Environmental, Agricultural, and Natural Resources; Cisco Networking Academy; Automotive Technology; Interactive Media Production; Graphics and Printing Communication Technology; Careers in Cosmetology; and Academy of Health Professions.

BCPS continues to participate in annual 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 including Towson University, Teacher Academy of Maryland; Community College of Baltimore County (CCBC), all CTE programs; Anne Arundel Community College, Culinary Arts and Restaurant Management; Pennsylvania College of Technology, Automotive; Bridgemont Community and Technical College, Graphic and Printing Communication Technology; Stevenson University, Biomedical Sciences; and Rochester Institute of Technology and University of Maryland Baltimore County, Engineering. 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 CCBC to support the implementation of Accuplacer exams to assist CTE students in pursuing postsecondary education. CTE students are encouraged to participate in early college experiences through parallel enrollment and concurrent enrollment (Homeland Security at CCBC). CTE students are also encouraged to take the SAT exams to expand their postsecondary options.

The number of students taking and passing industry-certification exams continues to increase. Identification of industry-certification exams that are available, appropriate, and applicable is an ongoing process. The data show the following:

<u>Fiscal Year</u>	<u># of Students Taking Assessments</u>	<u># of Students Passing Assessments</u>
2009	133	Not collected
2010	958	327
2011	904	519

2. What actions are included in the Master Plan to ensure access to CTE programs and success for every student in a CTE Program of Study, including students who are members of special populations?

2011 – 2012 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 1.20: All high school students identified as Career and Technology Education concentrators will meet or exceed standards for both cumulative and technical grade point averages (GPA).

2011 – 2012 Master Plan Goal 5: All students will graduate from high school.

Performance Indicator 5.3: All graduates will meet the college course entrance requirements for the University System of Maryland or the Maryland Career and Technology Education Career Completer Requirements, or both.

CTE continues to implement strategies to encourage students with disabilities to pursue two- and four-year college options. CTE continues to assist teachers in identifying and employing strategies that impact positively on enhancing achievement of minority, underrepresented, 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 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. 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, career/college school events, unique program summer academies/competitions, the annual PTA Fair, and by logging onto <https://bcps.org/offices/cte>. Accommodations are made for special populations when taking industry-certification exams that are required in many CTE program pathways.

Data are collected on students receiving certifications/licensure in selected CTE programs within each Maryland Career Cluster area. Assessment data received from the BCPS data file and from MSDE is analyzed to determine graduation rates, postsecondary placements, completion rates, and nontraditional participation of all CTE students. HSA data collections on CTE students are analyzed to determine academic achievement and intervention priorities for all students, including special populations.

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

According to the MSDE Program Quality Index (PQI) for program year 2010, the CTE enrollees in BCPS were as follows:

<u>Enrollment</u>	<u>Graduating Concentrators</u>	<u>CTE Completers</u>	<u>Dual Completers</u>
11,572	2,426	1,342	978

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 the current CTE programs meet state and industry requirements and what they recommend for change. Professional counselors then have the information they need to match the right students for the right programs and to enroll students in the CTE program that matches their needs and interests.
- Students in CTE programs have access to student organizations like DECA, Future Business Leaders of America, HOSA, and Skills USA 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 programs, to practice leadership skills, and to make the connections to their CTE programs and the workplace and/or college opportunities. Students have the opportunity to compete at the regional, state, and national levels in these co-curricular organizations.

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 Indicators of Performance that were not met by at least 90% were as follows:

- 5S1 – Percentage of CTE completers who enter postsecondary education, employment, or the military two quarters after graduation.
- 6S1 – Percentage of underrepresented student enrollment in career and technology education programs that lead to nontraditional training and employment.
- 6S2 – Percentage of underrepresented student completion in career and technology education programs that lead to nontraditional training and employment.

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.

The percentages in 5S1 have been dropping in the state as well as in Baltimore County. American Indians have the lowest placement rate, but the number of American Indians is low. The percentage for placement of special needs and disadvantaged is also low but that can be attributed to challenges when being placed. Placement rates in construction trades and environmental science are low probably due to the downturn in the economy and the failure of the economy to recover.

The percentages in 6S1 have been dropping in the state as well as in Baltimore County. The lowest nontraditional participation is among female students. The data show that 20.93% of American Indians are underrepresented in nontraditional CTE programs. However, the population of American Indians in the school system is very low. Among other groups of students, the percentages tend to be within a close range. Attracting students to nontraditional CTE programs is very challenging. Programs in Baltimore County are for all students and that is the way they are advertised to parents/guardians and the public in general. Field trips are planned to attract girls into nontraditional programs such as initiatives like “Cool Careers in Cyber Security for Girls.” The Office of CTE continues to address this issue.

The lowest percentage of underrepresented completers in nontraditional CTE programs (6S2) is among females. The data shows that special needs and LEP students have the lowest percentages when the data are disaggregated by subgroups. Among other subgroups of students the percentages tend to be within a close range. Keeping students in nontraditional CTE programs in order to finish the necessary credits to be a completer is very challenging. CTE programs in Baltimore County are for all students including underrepresented groups and that is the way they are advertised to parents/guardians and the public in general. This also is reflective of national data. The Office of CTE will continue to address this issue.

c.) For FY 12, indicate the section/subsection in the CTE Local Plan for Program Improvement where the improvement plan/strategy is described.

Core Indicator 5S1 was addressed in the CTE Local Plan for Program Improvement as follows:

- Strategy Worksheet A, Health and Biosciences cluster, program Health Occupations (519999) - All Health Occupations students will complete the National Health Care Skills Standards certification assessment. Certifications and/or CNA and NST technical skill attainment will increase from 77 to 89 students by 2012.
- Strategy Worksheet A, Transportation Technologies cluster, programs NATEF/ASE Automotive Tech. Program (470645) and Diesel Truck and Power Systems (470655) – The number of students passing the NATEF exams will increase from 21 to 30 by 2012.

Core Indicator 6S1 was addressed in the CTE Local Plan for Program Improvement as follows:

- Strategy Worksheet A, Construction and Development cluster, all CIPs – The percent and number of students in the construction and development cluster earning industry certification and technical skill achievement will increase the placement of completers employed or in postsecondary programs from 65% with 86 students to the state performance average of 72% with 95 students by 2012.
- Strategy Worksheet A, Consumer Services, Hospitality and Tourism cluster, Food Production, Management and Services (200401) program – Culinary arts students meeting ProStart certification and NCLB graduation standards will increase from 33 to 40.
- Strategy Worksheet B-4 Services to Special Populations, all CIPs – Increase the number of special needs students who pass the Algebra I HSAs in the northeast district from 42.4% to 45% according to the Maryland Report Card data.
- Strategy Worksheet B-3 Professional Development, all CIPs – The number of placements of completers will increase from the FY2010 rate of 71.91 to 73.0 in FY2011.
- Core Indicator 6S1 is also addressed in the Certification of Participation and the Local Perspective.

Core Indicator 6S2 was addressed in the CTE Local Plan for Program Improvement as follows:

- Strategy Worksheet B-3 Professional Development, all CIPs – The number of placements of completers will increase from the FY2010 rate of 71.9% to 73.0 % in FY2011.
- Core Indicator 6S2 is also addressed in the Certificate of Participation and the Local Perspective.

Early Learning

A. Based on the examination of 2010–2011 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.**

2011–2012 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 systemwide 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/EC 3, prekindergarten, kindergarten teachers, and other school-based staff who work with young children.
- Continue to provide professional development sessions to support preschool 3/EC 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. Describe how the school system is working in collaboration with other early childhood partners/programs (i.e., Preschool Special Education; Head Start; Child Care Programs) to ensure that children are entering kindergarten “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.
- Focus Judy Center professional development opportunities on the areas of language and literacy, mathematical thinking, scientific thinking, and the arts.
- 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/EC 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 Baltimore County Public Schools and the Y of Central Maryland Baltimore County Head Start.
- Continue conducting the Aliza Brandwine Center school-based family involvement program for parents/guardians/caregivers and their young children, birth to four years of age.
- Collaborate with BCPS’ Homeless Liaison to identify training opportunities and improved service coordination for children, birth to five, who are experiencing homelessness in Baltimore County.

Based on the examination of the 2010–2011 Public Prekindergarten Enrollment Data (Table 8:3):

1. Please verify the accuracy of the Prekindergarten enrollment data, as it was provided to the MSDE, Division of Early Childhood Development Early Learning Office for school year 2010–2011.

The September 30, 2010, prekindergarten enrollment data for school year 2010–2011 on Table 8.3 is correct.

2. Describe the policies and practices put in place to ensure the enrollment of all eligible children into the Public Prekindergarten Program as described in COMAR 13A.6.02.

- 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 in prekindergarten programs 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, health clinics, apartment complexes, and with the Department of Social Services.
- Provide information about prekindergarten programs on BCPS' Web site.
- Provide a Prekindergarten Fact Sheet for Parents to schools for distribution to parents/guardians.

3. Describe any policies the school system has put in place to work collaboratively with early childhood partners to provide a prekindergarten program for all eligible children.

- Collaborate with Head Start representatives to facilitate student enrollment in both Head Start and BCPS prekindergarten programs.
- Collaborate with BCPS' homeless liaison and pupil personnel workers to enroll children who are experiencing homelessness in Baltimore County in prekindergarten programs.
- Collaborate with Judith P. Hoyer (Judy Center) Early Care and Education Center Grant partners (Campfield Early Learning Center, Head Start, Even Start, Aliza Brandwine Center, child care providers, Abilities Network/Project Act, The Family

Tree, Baltimore County Public Library, Baltimore County Infants and Toddlers Program, Play Keepers, HIPPY, etc.) to facilitate awareness for parents/guardians and caregivers about prekindergarten programs in Baltimore County.

- Collaborate with the Aliza Brandwine Center school-based family involvement programs for parents/guardians/caregivers and their young children to inform parents and caregivers about prekindergarten programs in Baltimore County.

Gifted and Talented Education

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 2011 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 2010-2011 toward meeting those goals, objectives, and strategies. Include supporting data as needed to document progress.**

2011 – 2012 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, superintendent’s 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 from 23.3% in 2006 – 2007 to 26.4% in 2010 – 2011.
- In grades 6 – 8, GT course enrollment increased from 24.8% in 2006 – 2007 to 29.0% in 2010 – 2011.
- In grades 9 – 12, GT course enrollment increased from 27.7% in 2006 – 2007 to 36.3% in 2010 – 2011.

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 99.02% in 2006 – 2007 to 99.09% in 2010 – 2011; an increase of 0.07 percentage points over the five-year period.
- In grades 3 – 5, the percentage of GT-identified students scoring proficient or advanced on the Reading MSA increased from 70.06% in 2006 – 2007 to 82.2% in 2010 – 2011; an increase of 12.14 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 54.4% in 2006 – 2007 to 80.10% in 2010 – 2011; an increase of 25.7 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 63.1% in 2006 – 2007 to 87.0% in 2010 – 2011; an increase of 23.9 percentage points over the five-year period.

2. Identify the strategies, including resource allocations, which appear related to the 2010 – 2011 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.

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.

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 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 five 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. 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.

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.

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.

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 four staff members of the Office of Gifted and Talented Education 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 gifted education services in Title I elementary schools by collaborating with specialists in the Office of Title I on:
 - 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 are as follows:

- Consistent systemwide implementation of board policy, superintendent's rule, and procedures for the gifted and talented (GT) program for monitoring and reporting of student participation and retention.
 - Ongoing GT professional development/capacity building.
 - Continue to collaborate with offices to provide GT services to address the needs of English language learners and twice-exceptional learners.
 - 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.
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.

2011 – 2012 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.

2011 – 2012 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:

- Address consistent systemwide implementation of board policy, superintendent's rule, and procedures for the gifted and talented (GT) program for monitoring and reporting of student participation and retention including the implementation of a revised *Handbook of Procedures*.
- Address ongoing GT professional development/capacity building including 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. BCPS continues its cohort collaboration with Towson University and the College of Notre Dame as well supporting staff attendance in local, state, and national professional development opportunities.
- Address the needs of English language learners and twice-exceptional learners including ongoing collaboration among staff from the Offices of Gifted and Talented Education, Special Education, and World Languages, and the Departments of Research, Accountability, and Assessment and Technology-Student Data. Additionally, BCPS will invite staff to participate in Rich Weinfeld's online course entitled *Smart Kids with Learning Difficulties: Overcoming Obstacles and Realizing Potential* sponsored by MSDE.
- Address smooth GT articulation between elementary and middle schools and between middle and high schools regarding comprehensive GT services at each level. An additional activity will include the implementation and interpretation of the new *Handbook of Procedures* and investigating alternative strategies to maintain comprehensive GT services such as providing GT students access to online GT classes.

Resource Allocations:

- FY 12 Operating Budget

Responses to Clarifying Questions:

Goals, objectives, and strategies for the gifted and talented program student identification and services, as well as documentation of progress made in 2010-2011, include the following:

- Continue to support the systemwide implementation of board policy, superintendent's rule, and procedures for the gifted and talented program for monitoring and reporting of student participation and retention.
The Office of Gifted and Talented Education continued to collaborate with the BCPS Data Systems Warehouse, the Department of Special Programs, and assistant superintendents to monitor and report student participation and retention.
- Continue to support the implementation of graduate-level cohort programs for teachers to develop competencies in gifted and talented education.
Collaboration with Towson University and Notre Dame of Maryland University was continued. Fifteen teachers participated.

- 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.

Professional development was provided for approximately 2,500 teachers addressing a variety of topics including primary talent development, identification, enrichment for early childhood learners, elementary gifted and talented curriculum, gifted and talented pedagogy for secondary teachers, including AP teachers, program implementation, and one-on-one technical assistance for teachers and administrators.

- Continue to implement and support gifted and talented articulation between elementary and middle schools and between middle and high schools.

Regularly scheduled visits to schools to conduct technical assistance were provided for articulation implementation by staff in the Office of Gifted and Talented Education.

- Continue to implement and support comprehensive gifted and talented 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.

Advanced level courses such as GT, AP, and IB courses were delivered by staff experienced in curriculum and instruction for high potential learners.

- 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*.

The revised (May 2011) *Handbook* was distributed to all schools (two per school). Professional development opportunities were provided for representatives from each school May – June, 2011.

- 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.

The Office Gifted and Talented Education staff provided individual, small group, and large group referral and review professional development opportunities with the general teaching staff (grades K – 12) and gifted and talented school-based liaisons including staff new to gifted and talented education. Approximately 400 staff were involved.

- The new National Association for Gifted Children standards for Gifted and Talented Education were included in 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 collaborate with offices to provide gifted and talented services to address the needs of English language learners and twice exceptional learners.
Collaboration between the Offices of Gifted and Talented Education and the Office of Special Education continued. The collaboration included technical assistance for schools where students had a gifted and talented identification and an Individual Education Plan referral. Additionally, the collaboration included conducting task force meetings and engaging experts (Karen Tulchinsky-Cohen of the Weinfeld Education Group) to provide awareness for parents/guardians of twice-exceptional learners.
- Continue to provide professional development resources and support for all schoolwide Title I elementary schools.
The Office of Gifted and Talented Education staff in collaboration with the Office of Title I Resource Teachers (Title I Academic Coach and Title I Gifted and Talented Resource Teacher) provided individual, small group, and large group technical assistance for teachers at Title I schools. This included differentiated professional development and instructional support for teachers in Title I 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 gifted education.
A component of the Primary Talent Development (PTD) program included collection and review of data 2006-2011. It revealed the percentage of schools meeting or exceeding PTD portfolio review expectations held steady at 98-99%. The fluctuation in the percentage of schools receiving *exceeds expectations* ratings reflected refinements in both professional development and instructional practice. The decline for 2010-2011 might be attributed to the fact that more schools conducted self-reviews without focused visits from a gifted and talented education resource teacher. This data would then serve as a call to action for increased focused professional development in maintaining student artifacts and reviewing the portfolios. Ongoing and differentiated professional development, along with the dynamic nature of the PTD program supported primary teachers in targeting PTD behaviors and extended thinking strategies across the disciplines which were the criteria for assigning an *exceeds expectations* rating. One hundred percent of reporting schools met or exceeded expectations for the PTD portfolio review.
- Continue to provide ongoing, differentiated Primary Talent Development professional development to PreK – 2 teachers to facilitate systemwide implementation of the program.
Approximately 440 teachers participated in six professional development primary talent development opportunities.

The operating budget was the resource allocation that supported the goals and strategies (activities) as identified in the examples and documentation of progress.

Section C: Data Systems to Support Instruction

Race to the Top Scope of Work Update

The narrative for Section C will describe the LEA's commitment to implementing data systems that support instruction. LEAs must identify all goals and all tasks/activities that will be implemented in year two to achieve the stated goal(s).

The narrative for Section C addresses the activities included in the original Memorandum of Understanding (C)(3)(i-iii). It also describes any optional activities that it wishes to address with its funds from Race to the Top.

(C)(3) Using data to improve instruction.

(i) Use of local instructional improvement systems.

(ii) Professional development on use of data.

(iii) Availability and accessibility of data to researchers.

The Baltimore County Public Schools (BCPS) Learning in Virtual Environments (LiVE) initiative is aligned with the BCPS *Blueprint for Progress* vision that states, "Baltimore County Public Schools' graduates will have the knowledge, skills, and attitudes to reach their potential as responsible, productive citizens in a global economy and multicultural society." In concert with MSDE, BCPS agrees to implement MSDE's Longitudinal Data System in conjunction with BCPS student information systems and programs. Additionally, BCPS will provide effective professional development to teachers and administrators in the use of data systems to support continuous improvement. Finally, BCPS will make data available to researchers from instructional improvement systems so that they may evaluate materials, strategies, and approaches.

The following narrative is a description of the LiVE initiative and its five key projects comprised of: the Education, Assessment, Student Information (easi) System, the Virtual High School (VHS) and Game Development project, the Virtual Learning Arena (VLA) at Chesapeake High School, the e-Center Program, and the Longitudinal Data System (LDS) upgrade.

The Education, Assessment, and Student Information (easi) System is based on a proof of concept shared with the Board of Education on June 15, 2010. The easi system will be released in a phased manner ranging from August 24, 2010, through multiple fiscal years. The easi system will be implemented in three phases to ensure that all users are trained appropriately by the Department of Professional Development as each phase is released and to allow for the Project Management Office to gather and document all requirements via stakeholder and user focus group sessions to ensure that core user needs will be met.

The first phase is the Teacher Portal. Currently, the easi system is geared toward teachers with the goal of providing a substantial amount of information in one portal location thus decreasing the steps to obtain information. This portal will become a "one-stop shop" for teachers making it "easi" to access information needed. The easi system will not replace any of the BCPS systems that house and provide student information and curriculum materials. It simply will provide

access to the system, while drawing pertinent information from those systems into four, user-friendly screens.

Specifically, easi will provide a list of courses that a teacher is scheduled to teach within a school year, links to relevant teaching materials, and snapshots of student performance measurements. Teachers will also find student demographic information, parent/guardian contact(s), daily class schedules, four years of historical BCPS grades, state assessment scores and other standardized testing details, and special accommodations and learning assistance in the form of a 504 plan or an IEP (Individualized Educational Plan). Teachers will be given the ability to add important tools and resources to their teacher sites in the form of a PDF, Word or Excel document, or Web site links on his/her *My Desk* in easi.

Additionally, easi will be geared towards administrators, enabling them to view all course lists and student details that correspond with each teacher site in the school/zone. Principals and assistant principals will be able to search for and view a particular student's profile page without being required to visit the teacher site first.

The second phase is the Monitoring and Scaling, Principal and Administrator Requirements. During this phase of easi, enhancements to the administrator pages and access during the requirements gathering process will be addressed. This phase will also include requirement gathering for the creation of a Curriculum and Instruction (C&I) Document Management System.

The third phase is the Teacher Site Expansion Feature. During this phase, the focus of easi will be to enhance the teacher experience by gathering and documenting all requirements via stakeholder and focus group sessions to ensure teacher needs will be met. This may include adding the following: methods for teacher collaboration with other instructional users and the integration of wikis and blogs to share valuable information with students and eventually parents/guardians. Purchasing a third-party grade book solution as an enterprise standard will also be explored and evaluated. The Active Directory Restructuring Initiative will also be initiated during this phase.

During the 2010 – 2011 school year, the first phase of easi will include enhancements to the principal and administrator pages and access as defined during the requirements gathering process via stakeholder and user focus group sessions. This phase will also include the gathering of requirements for the creation of a Curriculum and Instruction (C&I) Document Management System which will include a workflow to ensure proper review and approval of curriculum documents, including the Golden Masters and the identification of other resource materials that may be shared with easi users. Survey results from easi system users will measure the effectiveness of the portal.

Professional Development for the easi system is required prior to any user's access. Continuous focus group survey results will measure both the effectiveness of professional development and the tool itself. Modifications and additions to the system will be made as a result of these focus group findings.

The Virtual High School (VHS) and Game Development project will use new technologies such as virtual worlds, gaming, and computer simulation to broaden the experience of student learning by engaging students in complex problem-solving while increasing student motivation and information retention and mastery. The Virtual High School and Game Development Project includes five concurrent initiatives that will be developed over the next two years.

The project will provide new and engaging technology and methodology for teachers and students to experience. This new learning environment will present curriculum in an engaging way that ultimately will increase teacher effectiveness in the classroom. A virtual high school will be developed to house multiple virtual environments running concurrently with independent, virtual learning experiences that are scalable across the entire curriculum and school population. When fully operational, students and teachers will be able to navigate this environment and participate in virtual learning activities according to their class or subject area. Embedded within this virtual school will be “games that educate,” computer-based activities that challenge and motivate students to problem solve and strategize as they learn. This virtual high school also will be aligned to the BCPS data management systems to provide teachers, administrators, and parent’s information regarding student performance.

Currently, the *My Own Biome* pilot of new learning games in the educational environment has been developed in a collaborative effort between the BCPS Office of Secondary Science and the University of Baltimore. The environmental science game has been piloted at Western, Woodlawn, and Chesapeake High Schools. This, as well as the VHS activities, already have improved the school culture and climate for students.

Organization of the Games that Educate Fair in which students will compete in the design and presentation of game concepts that are based on the BCPS Science, Technology, and Mathematics (STEM) curriculum will be judged by a panel of content and gaming experts. The most promising designs will be selected to be developed and published for BCPS by partners from the gaming industry. These games will become part of the digital BCPS curriculum giving students the opportunity to become an active partner in their own education.

Virtual High School, a photorealistic representation of Woodlawn High School, will serve as the gateway and prototype for a virtual high school that can be used throughout the district. This virtual high school will provide student and teacher access to existing digital curriculum and new digital content. It will also provide teachers and administrators access to standards and assessment information within a virtual environment.

A research study conducted by the University of Central Florida and the University of Southern California will measure student engagement and performance in each of these virtual and gaming environments. These studies will provide further student achievement information and become part of the longitudinal data system.

During the 2011 – 2012 school year, Phase II of the Virtual High School implementation plan will begin. This includes refining the camera and user controls for interacting with classroom objects and lesson materials, a “Lesson Builder” to provide teachers and administrators the

ability to configure classroom and lesson materials and create workflow tools for custom 3D lessons; e.g., electron microscope, music instruments, etc.

Additionally, during the 2011 – 2012 school year the first two games designed by students will be completed. Students will have an active role in the final design and development phase process. Also, the next gaming fair will begin much earlier in the school year to allow students more time to develop educational game concepts within the Baltimore County Public Schools curriculum.

For the 2011 – 2012 school year, the implementation of these games will provide baseline data that will be used to determine student achievement. Ultimately, the goal is to compare the virtual environment delivery model to traditional teaching methods. Additionally, the e-Center will lay the ground work for the VHS system by means of the digital curriculum.

Professional Development in lesson preparation, delivery, and assessment will be provided for teachers utilizing these new digital tools. The professional development for the Virtual High School will introduce teachers to the new virtual environment. This will include training to familiarize teachers with the environment to effectively navigate through the virtual world while utilizing these tools for lesson development. Teachers will also be trained on the newly developed student games for their lesson inclusion.

The Virtual Learning Arena (VLA) at Chesapeake High School includes the Mount St. Helens program as the first in a series of planned expansions for the VLA at Chesapeake High School. Together with technical development and refinements, support plans include the addition of several new environments including a lunar landscape and the Chesapeake Bay. Further program modifications to support multi-player and graphical enhancements to the VLA also will be included. Through collaboration between BCPS curriculum specialists and outside consultants, BCPS will expand and increase capacity and produce new curriculum units delivered via the VLA.

During the 2011 – 2012 school year, new curriculum units will be developed in collaboration with Baltimore County Public Schools curriculum specialists and outside consultants. The Virtual Learning Arena curriculum tool will be improved to support the expansion of curriculum development and customization environments by teachers and students. Effectiveness of these units and lessons will be measured through the students' achievement results.

Professional development will be conducted with the VLA teachers providing them with new virtual lessons to be included as part of their regular instruction. The effectiveness of the professional development will ultimately be measured by students' achievement results.

The e-Center will be an alternative program for enrolled students to receive services through a technology-based delivery system of curriculum that is aligned to both state core standards and BCPS curriculum. The goal of the center will be to maintain all students in the courses that their peers would take to meet the grade-level requirements for 6-12 and all graduation requirements for students in high school. The e-Center will deliver ongoing services 24 hours per day, seven days per week, to students in this program, replacing the current hours of delivery. While the

delivery system will be technology based, highly qualified teachers will use a blended instructional model based on student needs and curriculum standards. As an alternative program, all students will need to meet criteria established for enrollment such as Home and Hospital, Home Teaching, and Online Instructional Programming (credit recovery, credit acceleration, or credit enhancement).

Year 2 activity will see the completion of content alignment and the beginning of the pilot for the four core subjects in Grade 8: language arts, science, social studies, and mathematics. Additionally, Algebra II will be used for piloting at the high school level.

Professional development will be conducted with the e-Center teachers providing them with new instructional strategies and delivery systems. Participant feedback provided by the professional development cycle tool will measure the effectiveness of the new instructional strategies and delivery system. Participant feedback will be gathered over a two-year period. During Year 1, baseline data was collected for the blended online process. These findings will be combined with succeeding years' results to determine overall professional development effectiveness.

The Longitudinal Data System will provide timely, accurate, and reliable information required to make good decisions about effective teachers, schools, and programs. While BCPS has always been a leader in providing stakeholders with relevant and accurate information to make data-driven decisions, the Race to the Top initiative, particularly the use of student achievement to rate teacher performance, challenges us to raise standards to an even higher level. Expanding data cleansing and data inventory tools is crucial to providing data that will enable the decision-making process to be viewed as fair and open.

Also, providing educators with portals to provide access to student demographics, learning preferences, and diagnostic and assessment results used to improve instruction requires a reliable and accessible source of data. BCPS currently maintains a ten-year longitudinal data system for tracking student demographics and performance. In partnership with the easi project team, BCPS plans to provide teachers and other instructional staff members with greater access to current data. Also, the plan is to expand the database as the easi team works with teachers to identify additional information requirements. Finally, and again in collaboration with the easi project team, BCPS will adapt data schemas to allow the most efficient access for searching, reporting, and analyzing techniques to transform data into the information educators need to serve students.

Lastly, in concert with MSDE, BCPS agrees to implement MSDE's Longitudinal Data System, in conjunction with BCPS student information systems to improve instruction. To this end, BCPS will provide effective professional development to teachers and administrators in how to use data systems to support continuous improvement and to make information available to researchers from instructional improvement systems so that they may evaluate materials, strategies, and approaches. BCPS will continue to look for ways to leverage the improved broadband infrastructure service that will be available in future years as part of a federally funded telecommunications project called One Maryland Fiber.

Action Plan: Section C

Goal: Education, Assessment, and Student Information (easi) System

Section C: Data Systems to Support Instruction	Correlation to State Plan (C)(3)(i-iii)	Project.	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>						
1. Design and implement a teacher-focused portal drawing from BCPS STEM curriculum standards and BCPS data sources.	(C)(3)	3	Sept 2011- Dec 2011	TBD, Chief Information Officer; Shari Laun, Manager, Project Management Office/Web Services Projects; Frank Curnoles, Manager, Office of Student Data; Vicki Sappe, Data Warehouse Team	Live (in production) and accessible easi system.	N
2. Conduct independent stakeholder focus groups to ensure that teacher, principal and administrator needs are met.	(C)(3)	3	Sept 2011- Dec 2011	TBD, Chief Information Officer; Shari Laun, Manager, Project Management Office/Web Services Projects; William Burke, Executive Director of Professional Development	Improved easi system features and functionality based on stakeholder feedback and needs.	N
3. Document results of focus group sessions to capture all key system enhancement requests.	(C)(3)	3	Dec 2011- Jan 2012	TBD, Chief Information Officer; Shari Laun, Manager, Project Management Office/Web Services Projects	Easi Phase 2 Business Requirements Document (BRD).	N

4. Conduct meetings with Curriculum and Instruction (C&I) to collect requirements and identify other supporting resource materials to populate the easi system.	(C)(3)	3	Sept 2011- June 2012 Monthly Planning Meetings	TBD, Chief Information Officer; Shari Laun, Manager, Project Management Office/Web Services Projects	Curriculum and Instruction Document Management Systems Business Requirements Document (BRD) Production ready C&I Document Management System.	N
5. Monitor and scale the easi system for continued enhancements, acceptable performance, and growth.	(C) (3)	3	Sept 2011- June 2012 Monthly Planning Meetings	TBD, Chief Information Officer; Shari Laun, Manager, Project Management Office/Web Services Projects; Greg Vukov, Manager, Network Support Services	Purchase of hardware and software to maintain and sustain acceptable performance levels.	N
6. Active Directory restructuring scoping to prepare for future expansion and meet BCPS security standards.	(C) (3)	3	Sept 2011- June 2012 Monthly Planning Meetings	TBD, Chief Information Officer; Shari Laun, Manager, Project Management Office/Web Services Projects	Active Directory Restructuring Business Requirements Document and BCPS security standards compliance.	N
7. Conduct Professional development for teachers, principals, and administrators on the proper use and functionality of easi.	(C) (3)	3	Ongoing Sept 2011- Nov 2011	William Burke, Executive Director of Professional Development	Training of staff in the use of easi features, tools, and system functionality.	N

Goal: Virtual High School (VHS)

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes)</i> <i>Activities to Implement MOU Requirements</i>	(C)(3)(i-iii)					
1. Design and implement student games using BCPS STEM curriculum standards.	(C)(3)	4	Ongoing Sept 2011- June 2012	TBD, Chief Information Officer; Daniel Scroggs, Manager, Administrative Technology Services, Virtual Learning/Special Projects	Production of two student designed games – <i>E.V.O.</i> and <i>Perfect Little World</i> ; developed by professional game developers using industry standards.	N
2. Development the Virtual High School (VHS) using BCPS STEM curriculum standards.	(C)(3)	4	Ongoing Sept 2011- June 2012	TBD, Chief Information Officer; Daniel Scroggs, Manager, Administrative Technology Services, Virtual Learning/Special Projects	Virtual High School Production of a Virtual High School <ul style="list-style-type: none"> - Web browser accessible - utilizes existing BCPS infrastructure - Phase II Design Document - Phase II Project Plan - Convert Phase I to new multi-platform engine - Automated tracking of student progress - STEM lesson system - Professional development of lessons in VHS 	N

3. Design and implement new student gaming contests called the Games That Educate Fair	(C) (3)	4	Ongoing Sept 2011- June 2012	TBD, Chief Information Officer; Daniel Scroggs, Manager, Administrative Technology Services, Virtual Learning/Special Projects	Implement student contest for middle and high schools. Design new contest rubric for use in middle and high schools. Provide professional development for teacher contest mentors.	N
4. Conduct an independent research study measuring the effectiveness of student gaming and virtual high school methodology on student achievement.	(C) (3)	4	Ongoing Sept 2011- June 2012	TBD, Chief Information Officer; Daniel Scroggs, Manager, Administrative Technology Services, Virtual Learning/Special Projects	A research study conducted by the University of Central Florida and the University of Southern California will measure student engagement and performance in each of the virtual and gaming environments. The research study will provide further student achievement and become part of the longitudinal data system.	N
5. Conduct professional development for teachers with new digital and virtual tools	(C) (3)	4	Ongoing Sept 2011- June 2012	TBD, Chief Information Officer; Daniel Scroggs, Manager, Administrative Technology Services, Virtual Learning/Special Projects	Professional development will be conducted in two areas. (1) lesson preparation, delivery, and assessment using new digital tools, and (2) digital tool creation methodology for new tool development.	N

Goal: Virtual Learning Arena (VLA)

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project.	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes)</i> <i>Activities to Implement MOU Requirements</i>	(C)(3)(i-iii)					
1. Collaborate with BCPS curriculum specialists and outside consultants to expand and increase capacity and production of new curriculum units to be used in the virtual learning arena at Chesapeake High School.	(C)(3)	5	Ongoing Sept 2011- June 2012	TBD, Chief Information Officer; Daniel Scroggs, Manager, Administrative Technology Services, Virtual Learning/Special Projects	Provide additional modifications and enhancements to the Mount St. Helens virtual environment.	N

Goal(s): E-Center

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project.	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes)</i> <i>Activities to Implement MOU Requirements</i>	(C)(3)(i-iii)					
1. Develop the curriculum on the contracted server within the Learning Management System selected for the use in the project.	(C)(3)	6	June 2011 – Nov 2011 Ongoing through June 2012	TBD, Chief Information Officer; Dale Rauenzahn, Executive Director, Student Support Services	Provide courses for grades 6-12 that are aligned with and meet state and BCPS standards.	N
2. Provide staff development on the blended teaching model, online instruction, and the Learning Management System that curriculum modules will use.	(C)(3)	6	June 2011 – Nov 2011 Ongoing through June 2012	TBD, Chief Information Officer; Dale Rauenzahn, Executive Director, Student Support Services	All e-Center teachers are highly qualified and fully training in the delivery of online instruction and the blended model.	N

3. Provide direct student training in the use of online systems, expectations for success in the use of blended instruction, and communication with teachers and students in the courses.	(C)(3)	6	June 2011 – Nov 2011 Ongoing through June 2012	TBD, Chief Information Officer; Dale Rauenzahn, Executive Director, Student Support Services	Students perform at the same level or higher on standardized assessments (MSA, HSA) as students in comprehensive schools.	N
4. Implement instruction that results in students achieving, earning credits, preparing for graduation, or successfully returning to the regular school instructional program if appropriate.	(C)(3)	6	Nov 2011- June 2012	TBD, Chief Information Officer; Dale Rauenzahn, Executive Director, Student Support Services	Provide the courses to meet graduation requirements. Collect data on student progress (grades), student achievement in SAT, AP, and all standardized tests, and track over time. Monitor the graduation rates of students who received services from the e-Center.	N

Goal: Longitudinal Data Systems

Section C: Data Systems to Support Instruction	Correlation to State Plan (C)(3)(i-iii)	Project.	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<p><i>MOU Requirements: (Yes)</i> <i>Activities to Implement MOU Requirements</i></p> <p>1. Capture the business requirements (needs analysis) to identify existing deficiencies in the longitudinal data system (LDS) including, but not limited to, multiple student identities for the same student; inefficiencies in the existing data model and schema; better methods of making data available to all appropriate stakeholders; identifying, correcting, and preventing data errors; and developing meta data tools to provide inventories and data lineage of critical data elements contained in the LDS.</p>	(C)(3)	7	Oct 2011 Ongoing through June 2012	Frank Curnoles, Manager, Office of Student Data; Vicki Sappe, Data Warehouse Team Leader; Justin Benedict, Database Administrator; Haseeb Mohammed, Data Warehouse Software Engineer	LDS Enhancements Business Requirements Document (BRD).	N

2. Development of a Request for Proposals (RFP) for software tools and implementation services to address the needs identified in the BRD from above and awarding of contract(s).	(C)(3)	7	Spring 2012	Frank Curnoles, Manager, Office of Student Data; Vicki Sappe, Data Warehouse Team Leader, Justin Benedict, Database Administrator, Haseeb Mohammed, Data Warehouse Software Engineer	Purchase of data management and data cleansing tools and related implementation services.	N
3. Development of the project implementation plan	(C) (3)	7	Spring 2012	Frank Curnoles, Manager, Office of Student Data; Vicki Sappe, Data Warehouse Team Leader; Justin Benedict, Database Administrator; Haseeb Mohammed, Data Warehouse Software Engineer; Joe Wojciechowski, Enterprise Systems Engineer; implementation services consultants	Project plan for implementation.	N

4. Installation of master data management software	(C) (3)	7	Summer 2012	Justin Benedict, DBA; Haseeb Mohammed, Data house Software Engineer; Joe Wojciechowski, Enterprise Systems Engineer; implementation services consultants	Installation of purchased products.	N
5. Conduct professional development for related staff involved with the implementation and use of new products and methodologies	(C) (3)	7	Summer 2012	Frank Curnoles, OSD Manager; Justin Benedict, DBA, Data Warehouse team; STARS team; implementation services consultants	Training of staff in the use of the new tools and proposed methodologies.	N
6. Address the areas needing improvements using the new software tools and methodologies to achieve the goals identified in the original BRD and Project Plan	(C) (3)	7	2011 - ongoing	Data Warehouse team and STARS team	Improved integrity in the data warehouse, increased user confidence in the BCPS LDS, greater availability (i.e., a broader base of users, expanded data elements, and an increased history) to information in the LDS.	N

Section D: Great Teachers and Leaders

Race to the Top Scope of Work Update

The narrative for Section D will describe the LEA's commitment to implementing programs, processes, and procedures that support and develop great teachers and leaders. LEAs must identify all goals and all tasks/activities that will be implemented in year two to achieve the stated goal(s).

The narrative for Section D will address the activities included in the original Memorandum of Understanding (D)(2)(i-iv); D(3)(i-ii); and D(5)(i-ii). It will commit to participation in the Educator Instructional Improvement Academies and the Induction Academies. It will also describe any optional activities that it wishes to address with its funds from Race to the Top.

Baltimore County Public Schools (BCPS) is dedicated to providing a quality comprehensive education program designed to address the needs of a diverse student population. BCPS is committed to actions and continued improvement aimed at student achievement. These goals are outlined in the BCPS *Blueprint for Progress*. Specifically, Performance Goal 1 and Performance Goal 3 state: *Performance Goal 1: By 2012, all students will reach high standards, as established by the BCPS and state performance level standards, in English/reading/writing, mathematics, science, and social studies; and Performance Goal 3: All students will be taught by highly qualified teachers.*

- (D) Great Teachers and Leaders
- (D)(2) Improving teacher and principal effectiveness based on performance
 - (i) Measure student growth
 - (ii) Design and implement evaluation systems

In collaboration with MSDE, BCPS will participate in the pilot evaluation (as described in the MOU (D)(2)(ii)). The planning year for the pilot is 2010-2011 and BCPS will pilot the new evaluations in thirteen schools during 2011-2012 school year. BCPS will conduct an additional year of pilots in which all schools will participate during the 2012-2013 school year. BCPS will conduct annual evaluations of principals and teachers.

- (iii) Establish a rigorous evaluation process
- (iv)(a) Use evaluations to inform professional development
- (b) Use evaluations to inform promotion, retention, and compensation for the equitable distribution of teachers and principals in the lowest-achieving schools.
- (c) Use evaluations to inform tenure and/or full certification
- (d) Use evaluations to inform removal

Baltimore County Public Schools is committed to improving teacher effectiveness as described in the Memorandum of Understanding. BCPS is exploring state of the art technology to help teachers reflect on their own teaching, share effective practices, and receive coaching and modeling support without disrupting the daily instructional program. Through this technology, BCPS will use immersive video capture and an integrated online software platform to provide

teachers and administrators with the tools to develop a common language and visual “dictionary” for identifying, discussing, and promoting effective practices with their schools and professional learning communities. By using this technology, master teachers will develop portfolios of effective practices that may be used systemwide. Additionally, using this video capture and software technology, school-based administrators may work with individual teachers to demonstrate areas of improvement for professional development.

- (D)(3) BCPS will ensure the equitable distribution of effective teachers and principals.
- (i) BCPS will prioritize the distribution of Effective and Highly Effective principals and teachers in its high-poverty and /or high-minority schools.
- (ii) BCPS will prioritize the distribution of Effective and Highly Effective teachers in hard-to-staff areas.

BCPS and Towson University will form a partnership to support teachers in high priority schools. Towson University will provide BCPS with three full-time Teacher Educators in Residence (TER). TER will provide professional development support for the BCPS Teacher Induction Program (including mentoring and demonstration teaching) for teachers at BCPS low performing schools. BCPS will provide Towson University with three full-time TERs’ to support instruction in the Towson University Teacher Education Program. Support for first-year teachers who are not in low-performing schools will be provided through the New Teacher Induction Program. Along with professional development workshops designed to support new teachers, each first-year teacher that is not in a low-performing school will received the support of a BCPS mentor teacher. The primary goals of the program are to provide additional university support to teachers resulting in increased teacher retention and student achievement and refinement of the Towson University teacher preparation program based on the input from the BCPS TERs.

Additionally, BCPS will expand its Teach for America (TFA) Program to provide increased support for low-achieving or restructured middle schools. Through an innovative and strategic plan, BCPS will cluster the TFA teaching corps members in both content area and school sites. These teachers will be tasked with targeting reading, language arts and mathematics, which are areas that have shown a decline in test scores.

BCPS and National Commission on Teaching and America’s Future (NCTAF) will form a partnership to implement the science, technology, engineering and mathematics (STEM) learning studios teacher professional development initiative. In this partnership, NCTAF will help pair STEM professionals with teachers at Chesapeake High School, BCPS’ STEM high school, to create problem-based learning activities designed to engage students in real-world STEM learning experiences.

- (D)(5) BCPS will provide effective support for teachers and principals.
- (i) BCPS is committed to providing data-informed professional development to teachers and principals. The Office of Professional Development conducted a gap analysis of the system’s current new principal induction and new teacher induction programs with the new state regulations, as described in COMAR.

Based on the results of the gap analysis, BCPS revised its induction programs to meet the current regulations.

- (ii) BCPS will measure, evaluate, and continuously improve the effectiveness of supports in order to improve student achievement. BCPS will evaluate the success of all supports used to enhance teacher effectiveness. The Department of Research, Accountability, and Assessment will provide technical assistance for the evaluation process. BCPS will participate in the Educator Instructional Improvement Academies and the Induction Academies. BCPS will align its instructional and induction supports with the outcomes presented by MSDE in these two initiatives.

Goal(s):

- (D)(2) Improve teacher and principal effectiveness based on performance
- (D)(3) Ensure the equitable distribution of effective teachers and principals
- (D)(5) Provide effective support to teachers and principals

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(D)(2)(i – iv) (D)(3)(i – ii) (D)(5)(i – ii)					
1. BCPS will develop yearly evaluations for teachers and principals based on student growth. The 2010-2011 school year is a planning year. During 2011-2012, BCPS will participate in an MSDE pilot of the new evaluations. A systemwide pilot of the new evaluations will be implemented in 2012-2013.	(D)(2)(iii)	N/A	Sept 2011 – Dec 2011	George Duque, Manager, Staff Relations; Dr. Donald Peccia, Assistant Superintendent, Office of Human Resources; Dr. Alpheus Arrington, Director of Personnel	Feedback data from the pilot year implementation. Evaluation data from the implementation year.	N
2. BCPS – Towson University First-Year Teacher Induction and Retention Partnership will provide support for first-year teachers in high-priority elementary schools.	(D)(3)(i)	8	Implementation Year 1: Aug 2011 – June 2012 Year 2: Aug 2012 – June 2013 Year 3: Aug 2013 – June 2014	Dr. Ray Lorian, Dean of Education – Towson University; William Burke Executive Director, Professional Development	First-year teacher evaluation and retention data	Yes. Program would continue with operating funds from Towson University

3. Contract with Teach for America to recruit, hire, and place highly qualified teachers in low-achieving schools in BCPS.	(D)(3)(i-ii) (D)(1)(ii)	10	<p>Year 2: Aug 2011- June 2012</p> <p>Year 3: Aug 2012- June 2013</p> <p>Year 4: Aug 2013- June 2014</p>	<p>Dr. Donald Peccia, Assistant Superintendent, Office of Human Resources; Dr. Alpheus Arrington, Director of Personnel</p>	<p>The performance measure is: 10 teachers in year 2, 20 teachers in year 3, and 10 teachers in year 4. Track student progress in core subject areas. Student growth should be a year to a year and one half from the start of the school year to the end of the school year.</p>	N
4. Form a partnership with NCTAF to implement a STEM Learning Studios professional development initiative.	(D)(3)(i-ii)	11	<p>Year 2: Aug 2011- June 2012</p> <p>Year 3: Aug 2012- June 2013</p> <p>Year 4: Aug 2013- June 2014</p>	<p>Dr. John Quinn, Executive Director, STEM and BCPS NCTAF Project Manager</p>	<p>The Learning Studio would provide professional development for the following: year 2=12 teachers year 3=15 teachers year 4=20 teachers. Offices will assess the effectiveness of professional development offerings through the use of surveys aligned to the identified needs and professional development outcomes and indicators. The surveys will be used in conjunction with attendance reports, observation reports, and measures of student achievement results.</p>	N

<p><i>Additional Required Activities:</i></p> <p>1. Educator Instructional Improvement Academies</p>	(D)(5)(i-ii)	N/A		As scheduled by MSDE	William Burke, Executive Director, Professional Development and Debbie Piper, Coordinator, Teacher Development	Attendance at academy	N
	(D)(5)(i-ii)	N/A		As scheduled by MSDE	William Burke, Executive Director, Professional Development, and Debbie Piper, Coordinator, Teacher Development	Attendance at academy	N
<p><i>Optional Activities:</i></p> <p>1. To enhance teacher effectiveness, BCPS will use Web based professional development tools to document, analyze, evaluate and improve teacher lesson planning and implementation and provide for personal growth.</p>	(D)(2)(i-iii) (D)(5)(i)	9		<p>Pilot: Aug 2011-Dec 2011</p> <p>Full Implementation: Jan 2012 – June 2012</p>	<p>William Burke, Executive Director, Professional Development; Dr. Donald Peccia, Assistant Superintendent of Human Resources</p>	<p>Increased teacher retention data; increased student achievement; increased teachers identified as highly effective</p>	<p>Yes, BCPS operating funds and available grant funds will be used to continue the software licensing.</p>

Highly Qualified/Highly Effective 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.¹ In this section, each LSS should address the factors that prevent the district from attaining the 100% HQT Goal. Please see the instructions on the next page.

¹ Section 2141(a) of the Elementary and Secondary Education Act.

Instructions:

1. Complete data tables 6.1 – 6.7.
2. Review the criteria on tables on the next two pages.
3. If the school system **did not** meet all of the criteria below, respond to all the prompts associated with any criteria missed. Be sure to respond to **all prompts** for **each** criterion not met.
4. **If the school system has met all of the criteria on the following tables, answer the following prompt only.**
 - Identify the major priority areas that will move the district to achieving 100% of CAS taught by highly qualified teachers, particularly in hard-to-staff schools and critical subject area shortages, as well as establish an equal distribution of highly qualified teachers in high- and low-poverty schools.

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
6.1: Percentage of Core Academic Classes (CAS) Taught by Highly Qualified Teachers	The percentage of CAS is 92% HQT or higher.	1. Describe where challenges are evident. 2. Describe the changes or adjustments and the corresponding resource allocations that were made to ensure sufficient progress. Include timelines where appropriate.
6.2: Percentage of Core Academic Classes Taught by Highly Qualified Teachers in Title I Schools	The percentage of CAS in Title I schools is 100% HQT.	(Responses are included following the chart.)
6.3: Number of Classes <u>Not</u> Taught by Highly Qualified (NHQ) Teachers by Reason	The percentage (<i>total</i>) of NHQT <i>across all reasons</i> is less than 10%.	

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
<p>6.4: Core Academic Classes taught by Highly Qualified Teachers in both <i>Elementary and Secondary Schools</i> High-Poverty and Low- Poverty Schools.</p> <p>6.5: Core Academic Classes taught by Highly Qualified Teachers in both <i>Elementary and Secondary</i> High-Poverty and Low-Poverty Schools By Level and Experience.</p>	<p>The percentage of HQT in CAS in high-poverty schools is not less than the percentage of HQT CAS in low-poverty schools.</p> <p>The percentage of <i>inexperienced HQT</i>² in CAS in high-poverty schools is not greater than the percentage of <i>experienced HQT</i> in CAS in low-poverty schools.</p>	<ol style="list-style-type: none"> 1. 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? 2. Describe where challenges are evident. In your response, include teacher experience, minority status of students, and poverty status of students, where appropriate. <p>(Responses are included following the chart.)</p>

² "Experience" for the purposes of differentiation in accordance with No Child Left Behind is defined as two years or more as of the first day of employment in the 2009-2010 school year.

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
6.6: Attrition Rates	<i>Total overall attrition</i> is less than 10%	<ol style="list-style-type: none"> 1. 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? 2. Describe where challenges are evident. (N/A)
6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools	Percentage of <i>qualified</i> paraprofessionals in Title I schools is 100%	<ol style="list-style-type: none"> 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. (N/A)

Based on the Examination of Core Academic Subject Classes Taught by Highly Qualified Teacher Data (Tables 6.1, 6.2, and 6.3):

1. Describe where challenges are evident.

- Coding classes correctly. Eight core subject area teachers in Title I schools were identified on the MSDE Verification Report as not being highly qualified. Six of the teachers' classes were incorrectly coded. Also, two teachers who were listed as substitute teachers and identified as not being highly qualified before the snapshot was taken are now highly qualified.
- 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)

2. 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 2012.

2011 – 2012 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.
- k) Provide staff development opportunities that focus on principals' assessed needs and system priorities.

Activities:

- Collaborate with the Department of Technology and principals to ensure that teachers' assignments are correctly coded.
- Continue to provide relocation reimbursement to highly qualified teachers hired to teach in critical shortage subjects in priority schools.

Resource Allocations:

- FY12 Operating Budget

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

- 1. 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?

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.
- 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
- Allowed teacher transfers in critical shortage areas from priority schools 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
- 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 hirings 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 94.5% in 2010 – 2011.

2. 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, experienced teachers at high-poverty elementary and secondary schools

High Quality Professional Development

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

Looking back:

In 2008, districts submitted plans for (a) districtwide professional development activities that met the Maryland Teacher Professional Development Standards (Option 1) or (b) fostering high-quality school-based professional development activities by integrating the six elements of the professional development planning process included in the Maryland Teacher Professional Development Planning Guide (Option 2). In 2009, Option 1 districts submitted an evaluation plan for the districtwide professional development activity; and Option 2 districts reported on their progress in ensuring quality in their school-based professional development.

The 2011 Master Plan reporting requirement for teacher professional development calls on districts to provide updates on their professional development activities in two parts. Each district should report on their 2011 status in Option 1 or Option 2 AND provide an overview of their teacher induction program.

Requirements for Reporting on Option 1 Professional Development Activities

1. Final evaluation reports should, at a minimum:

- **Summarize key evaluation findings presented as responses to the three evaluation questions listed below:**
 - **Did the activity take place as planned? Did all of the professional learning activities occur as planned?**
 - **What were the participants' perceptions of the relevance and usefulness of the activities for their current teaching assignments and for helping them work more effectively with their students?**
 - **Did the activities achieve the intended participant outcomes as reflected by measurable and/or observable indicators?**
- **Discuss data collection activities and the instruments, with a clear explanation of how data collection addressed each of the three evaluation questions, including any problems encountered; and**
- **Discuss the evaluation findings, presented as answers to each of the three evaluation questions, with special attention to findings about the extent to which the professional development achieved the intended outcomes as reflected by the indicators (interim evaluation reports should focus on interim outcomes and indicators as specified in the professional development plans).**

2. In addition, evaluation reports should, as appropriate:

- **Discuss any contextual factors that may have either facilitated or impeded implementation of the professional development as planned and/or participant application and use of new knowledge and skills;**
- **Describe any limitations; and**
- **Present recommendations.**

In 2008, Baltimore County Public Schools selected Option 1 for reporting on High Quality Professional Development. An evaluation report on the professional development provided by the BCPS Office of Title I for Instructional Coaches in 2009 – 2010 was submitted in October 2010 as part of the 2010 Master Plan. In 2011, the Instructional Coach position was eliminated by the Office of Title I, therefore, that professional development plan is no longer being implemented for 2011 – 2012 and will not be reported on.

New for 2011:

COMAR regarding teacher induction/mentoring and new reporting requirements as part of the Master Plan process were submitted to the State Board of Education for approval in March, 2011. Each LEA must provide the following information regarding their teacher induction/mentoring program:

A description of the mentoring program;

Data regarding the scope of the mentoring program, including the number of probationary teachers and the number of mentors who have been assigned; and

The process used to measure the effectiveness of the induction/mentoring and the results of that measurement.

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 within the Division of Curriculum and Instruction and the Department of Student Support Services. New Teacher Induction includes New Teacher Orientation, the Teacher Mentor Program, the New Teacher Fall Seminar, and New Teacher After-School Workshops. Formative assessment data are collected after New Teacher Orientation, New Teacher Fall Seminar, and the After-School Workshops in the form of participant surveys. New Teacher and Principal surveys are also sent to formatively assess the effectiveness of the Mentoring Program. Summative assessment data is collected and analyzed at the end of each school year, including an end-of-year survey of induction program participants and principals, teacher appraisal data, and teacher retention data.

The specific goals of the Teacher Mentor Program are to:

- increase teacher retention
- improve teacher effectiveness
- increase student achievement.

NEW TEACHER INDUCTION PARTICIPANT OBJECTIVES:

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; and
- implement classroom management strategies that prevent classroom disruption, increase student engagement, and provide for student safety and well being.

Description of the Mentoring Program:

The goals of Baltimore County Public Schools' Teacher Mentor Program are to retain new teachers, to increase teacher effectiveness, and to increase student achievement. The Department of Professional Development participates in the statewide Teacher Mentor Program Network in order to ensure that the Baltimore County Public Schools' Teacher Mentor Program is aligned with state standards and guidelines for teacher induction.

In compliance with COMAR 13A.07.01 Comprehensive Teacher Induction Program, the Baltimore County Public Schools (BCPS) has established "a cadre of mentors to support teachers during their induction period." The BCPS' Teacher Mentor Program provides new teachers with:

- ongoing support from a mentor, including regularly scheduled meetings during non-instructional time;
- regularly scheduled opportunities for new teachers to observe or co-teach with skilled teachers;
- follow-up discussions of the observations and co-teaching experiences;
- ongoing professional learning activities to address new teacher needs and concerns; and
- ongoing formative review of new teacher performance, including classroom observations, lesson plans, and feedback based on clearly defined teaching standards and expectations.

Scope of the Mentoring Program:

For 2011-2012, 44 FTE full-release teacher mentors are allocated to serve new and newly hired teachers in Baltimore County Public Schools (BCPS).

In order to serve the needs of priority schools as well as provide mentoring for every first-year teacher in BCPS, 26 FTE teacher mentors will be school based, assigned to one priority school each, while 18 FTE teacher mentors will be cluster based, each with a caseload of approximately 15 new teachers in one geographic cluster of schools within the school system. Four of the cluster-based teacher mentors are special educators who will work specifically with new and newly hired special educators, and three of the cluster-based teacher mentors are world language educators who will work specifically with new and newly hired teachers of world languages.

The remaining cluster-based teacher mentors are general educators who will work with new teachers in all other content areas by elementary or secondary level.

Each first-year teacher in BCPS will receive a minimum of two hours per week of support from a school-based or cluster-based teacher mentor, including co-planning, co-teaching, non-evaluative classroom observations and debriefing, and the opportunity to observe skilled teacher colleagues and debrief those observations. Second- and third-year teachers identified by principals will also be included in teacher mentor caseloads. Every BCPS teacher will be strongly encouraged to participate in Teacher Induction activities, including New Teacher Orientation, New Teacher Fall Seminar, and New Teacher After-School workshops for the duration of the probationary period. Participation in the Teacher Induction Program is voluntary. Required participation in the Induction Program would need to be negotiated, and COMAR 13A.07.01 was published after negotiations for the current school year were concluded.

Selection

Minimum qualifications for all teacher mentors are aligned to COMAR 13A.07.01. Mentor applicants participate in a rigorous interview process, including a writing exercise and a panel interview, before being selected for the position.

Professional Development

The Department of Professional Development, in collaboration with offices in the Division of Curriculum and Instruction, provides two days of summer professional development and one half day per month of professional development for all teacher mentors. In addition, teacher mentors were invited to participate in the MSDE 2011 Teacher Induction Academy. Professional development offered for teacher mentors includes practice in providing non-evaluative feedback, facilitating co-planning and co-teaching, and strategies for designing and facilitating school-based professional development.

Evaluation

The teacher mentor position is a ten-month teacher position and is evaluated using the appraisal process for teachers. School-based and cluster-based mentors are evaluated by principals. After cluster-based mentor caseloads are determined, one principal is identified to coordinate the evaluation process for each cluster-based mentor.

Teacher Induction and Mentoring Program Evaluation Matrix

PARTICIPANT OUTCOME/ ASSESSMENT MATRIX		New Teacher Orientation	New Teacher Fall Seminar	Mentoring	After-School Workshops
Identify the curriculum outcomes	Formative Assessment	Participant Survey		Participant Survey, Principal Survey	Participant Survey
	Summative Assessment	Appraisal Data Retention Data		Appraisal Data Retention Data	Appraisal Data Retention Data
Plan differentiated instruction	Formative Assessment	Participant Survey	Participant Survey	Participant Survey, Principal Survey	Participant Survey
	Summative Assessment	Appraisal Data Retention Data	Appraisal Data Retention Data	Appraisal Data Retention Data	Appraisal Data Retention Data
Design classroom (formative) assessments aligned to curriculum outcomes	Formative Assessment		Participant Survey	Participant Survey, Principal Survey	Participant Survey
	Summative Assessment		Appraisal Data Retention Data	Appraisal Data Retention Data	Appraisal Data Retention Data
Use data from classroom, short-cycle, and benchmark assessments to modify instruction	Formative Assessment			Participant Survey, Principal Survey	Participant Survey
	Summative Assessment			Appraisal Data Retention Data	Appraisal Data Retention Data

Implement classroom management strategies that prevent classroom disruptions, increase student engagement, and provide for student safety and well being.	Formative Assessment	Participant Survey	Participant Survey	Participant Survey, Principal Survey	Participant Survey
	Summative Assessment	Appraisal Data Retention Data	Appraisal Data Retention Data	Appraisal Data Retention Data	Appraisal Data Retention Data

Evaluation Results

Baltimore County Public Schools' New Teacher Induction and Mentoring Programs were reformulated, as described above, during Spring 2011 in order to comply with COMAR 13A.07.01. Available evaluation data for the New Teacher Induction and Mentoring Programs assessed the programs as designed for 2010 – 2011. In 2010 – 2011, Baltimore County Public Schools allocated 66.6 FTE full-release teacher mentors in 53 schools (see table in summative evaluation section). The remaining 120 schools did not receive services from the Teacher Mentor Program, although evaluation data indicate that informal mentoring was provided to most new teachers throughout the system. The following data are useful in analyzing the 2010 –2011 New Teacher Induction and Teacher Mentor Programs and were used to drive reformulation of these programs for 2011 – 2012.

Formative Assessment Data Analysis

Outcome 1: Identify the curriculum outcomes

Over 94% of 408 New Teacher Orientation participants and 89% of 121 After-School Workshop participants agree or strongly agree that New Teacher Induction activities helped them to identify the curriculum outcomes their students should master.

Over 90% of 173 principals report that new teachers received the support they needed either “regularly” or “as needed” in order to be effective and positively impact student achievement. Only 74% of 230 new teachers who responded report that they received the support they needed either “regularly” or “as needed” in order to be effective and positively impact student achievement. The discrepancy between principal and new teacher perception of support is most likely due to the absence of full-release mentors in a majority of schools during 2010 – 2011 but may also be due to respondent interpretation of the terms “mentor,” “support,” and “regularly.”

New teachers also provided comments on the surveys; and in response to a pattern of participant comments/requests, many of the after-school workshops were adjusted to provide “just in time” content training by the end of the marking period. Instead of being organized by topic/standard, after-school workshops were organized by quarter/markings period giving new teachers a preview

of what was coming next in the curriculum along with the resources and strategies needed to support implementation.

Outcome 2: Plan differentiated instruction

Over 80% of 408 New Teacher Orientation participants, 89% of 121 New Teacher Fall Seminar participants, and 96% of 220 After-School Workshop participants agreed or strongly agreed that New Teacher Induction activities helped them to plan differentiated instruction. The lower percentages for New Teacher Orientation and New Teacher Fall Seminar may be attributed to the systemwide nature of these events. The After-School Workshops are professional learning opportunities focused on one specific content area or instructional strategy, while New Teacher Orientation and New Teacher Fall Seminar provide a more global introduction to the school system.

Ninety-three percent of 173 principals report that their new teachers received the support they needed either “regularly” or “as needed” in order to analyze evidence of student learning and make instructional decisions. Only 71% of 230 new teachers who responded reported that they received the support they needed either “regularly” or “as needed” in order to differentiate instruction. The discrepancy between principal and new teacher perception of support is most likely due to the absence of full-release mentors in a majority of schools during 2010 – 2011 but may also be due to respondent interpretation of the terms “mentor,” “support,” and “regularly.”

New teacher survey comments revealed that new teachers want and need additional support in order to differentiate instruction. The Department of Professional Development has written a CPD course, *Becoming a Master Teacher: Planning for Your Students’ Success*, that will be piloted this fall. Eventually, the course will be offered and strongly recommended for every second- and third-year teacher.

Outcome 3: Design classroom (formative) assessments aligned to curriculum outcomes

Eighty-four percent of 408 New Teacher Fall Seminar participants and 91% of 121 After-School Workshop participants agreed or strongly agreed that New Teacher Induction activities helped them to design classroom assessment aligned to curriculum outcomes. While these results are positive, the data indicate that additional professional learning opportunities are needed to support this important skill.

Ninety-three percent of 173 principals report that new teachers received the support they needed either “regularly” or “as needed” in order to analyze evidence of student learning and make instructional decisions. Only 78% of 230 new teachers who responded reported that they received the support they needed either “regularly” or “as needed” in order to design formative assessments aligned to curriculum outcomes. The discrepancy between principal and new teacher perception of support is most likely due to the absence of full-release mentors in a majority of schools during 2010 – 2011 but may also be due to respondent interpretation of the terms “mentor,” “support,” and “regularly.”

New teacher survey comments revealed that new teachers want and need additional support in the use of formative assessment information to adjust instruction. The Department of Professional Development has written a CPD course, *Becoming a Master Teacher: Planning for*

Your Students' Success, that will be piloted this fall. Eventually, the course will be offered and strongly recommended for every second- and third-year teacher.

Outcome 4: Use data from classroom, short-cycle, and benchmark assessments to modify instruction

Ninety-two percent of After-School Workshop participants agreed or strongly agreed that New Teacher Induction activities helped them to use data from classroom, short-cycle, and benchmark assessments to modify instruction. However, very few new teachers (n= 71) participated in these workshops so the results should not be generalized to indicate systemwide impact.

Ninety-two percent of 173 principals report that new teachers received the support they needed either “regularly” or “as needed” in order to use data from classroom, short-cycle and benchmark assessments to modify instruction. Only 74% of 230 new teachers who responded reported that they received the support they needed either “regularly” or “as needed” in order to use data from classroom, short-cycle, and benchmark assessments to modify instruction. The discrepancy between principal and new teacher perception of support is most likely due to the absence of full-release mentors in a majority of schools during 2010 – 2011 but may also be due to respondent interpretation of the terms “mentor,” “support,” and “regularly.”

New teacher survey comments revealed that new teachers want and need additional support in the use of formative assessment information to adjust instruction. The Department of Professional Development has written a CPD course, *Becoming a Master Teacher: Planning for Your Students' Success*, that will be piloted this fall. Eventually, the course will be offered and strongly recommended for every second- and third-year teacher.

Outcome 5: Implement classroom management strategies that prevent classroom disruptions, increase student engagement, and provide for student safety and well-being

Over 96% of 408 New Teacher Orientation participants and 94% of 220 After-School Workshop participants agreed or strongly agreed that New Teacher Induction activities helped them to implement classroom management strategies that prevent classroom disruptions, increase student engagement, and provide for student safety and well being.

Over 94% of 173 principals reported that new teachers received the support they needed either “regularly” or “as needed” in order to implement classroom management strategies that prevented classroom disruptions, increased student engagement, and provided for student safety and well being. Nearly 90% of 230 new teachers who responded reported that they received the support they needed either “regularly” or “as needed” in order to implement classroom management strategies that prevented classroom disruptions, increased student engagement, and provided for student safety and well being.

Professional development in the areas of classroom management and positive behavior support have been areas of focus throughout the school system for the past three years, and the data indicate that this focus has resulted in increased perceptions of teacher effectiveness.

Summative Assessment Data Analysis

The following table represents teacher retention and teacher appraisal data for the schools that had full-release teacher mentors in 2010 – 2011. The goal of the Teacher Mentor Program is to retain at least 80% of teachers, and the program achieved this goal at every school except one. Appraisal data are more difficult to tie to the Teacher Mentor Program since school appraisal data include every teacher in the school and not just those on teacher mentor caseloads. However, 24 out of the 53 schools with teacher mentors met or exceeded the systemwide percentage of teachers rated satisfactory (97.5%) while ten schools came within 3% of that goal. In order to maintain the confidentiality of personnel records, individual appraisal information will not be provided.

SCHOOL NAME	RETENTION RATE (%)	TEACHERS RATED SATISFACTORY (%)
Arbutus Middle	83.58	100
Catonsville High	89.23	100
Chesapeake High	87.38	100
Chesapeake Terrace Elementary	90.91	100
Deep Creek Elementary	91.89	100
Deep Creek Middle	83.33	85.2
Deer Park Middle Magnet	85.60	95.0
Dogwood Elementary	90.91	100
Dundalk High	85.83	98.5
Dundalk Middle	95.56	100
Edmondson Heights Elementary	80.43	78.9
Featherbed Lane Elementary	84.78	84.6
Franklin Middle	87.25	100
General John Stricker Middle	92.54	100
Golden Ring Middle	85.48	96.4
Halstead Academy	93.18	100
Hawthorne Elementary	84.78	95.5
Hebbville Elementary	94.29	100
Hernwood Elementary	92.31	91.7
Holabird Middle	88.71	100
Johnnycake Elementary	98.08	100
Kenwood High	87.66	98.3
Lansdowne High	80.17	94.7
Lansdowne Middle	87.88	100
Loch Raven High	90.67	96.3
Loch Raven Technical Academy	85.45	100
Logan Elementary	91.30	95.5
Mars Estates Elementary	82.22	91.3
Middle River Middle	94.44	100
Milbrook Elementary	93.94	92.9
Milford Mill Academy	87.62	100
New Town High	82.42	95.2
Old Court Middle	85.25	100
Overlea High	76.40	89.7
Owings Mills High	90.11	100
Parkville High	84.67	91.1

Parkville Middle	98.61	100
Patapsco High	92.98	96.3
Pikesville High	88.16	93.0
Pikesville Middle	80.00	92.5
Randallstown Elementary	84.37	94.1
Randallstown High	89.90	98.2
Red House Run Elementary	82.22	100
Riverview Elementary	92.31	100
Scotts Branch Elementary	81.13	96.0
Shady Spring Elementary	93.75	94.7
Southwest Academy	85.71	92.0
Sparrows Point High	92.75	96.4
Stemmers Run Middle	93.65	89.5
Windsor Mill Middle	76.27	90.3
Winfield Elementary	85.11	100
Woodlawn High	78.98	90.6
Woodlawn Middle	86.79	94.3

BCPS SYSTEM TOTALS

PERFORMANCE LEVEL	NUMBER OF TEACHERS	PERCENT OF TEACHERS
Satisfactory	3,797	97.5
Unsatisfactory	98	2.5
Total	3,895	100

Family Engagement

The No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) – the main federal law affecting education from kindergarten through high school. One of the four principles of NCLB includes more choices for parents. In addition to a natural parent, NCLB defines parents as a legal guardian or other person standing in *loco parentis* (such as grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare). Under NCLB, the participation of parents is regular, two way, and meaningful communication involving student academic learning and other school activities.

1. Describe how the local school system shares information with parents about student academic standards, assessments, and data with parents? (ex. publications, Web site, workshops, etc.)

2011-2012 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.

Key Strategies:

- a) Provide professional development opportunities to principals/schools to assist in aligning parent/guardian and community involvement strategies with school improvement goals.
- b) Educate all new teachers about how to conduct parent/guardian-teacher conferences.
- c) Provide guidelines and strategies for student-parent/guardian-teacher conferences.
- d) Provide media and planning services to schools to promote back-to-school night and American Education Week.
- e) Expand recognition opportunities for students, parents/guardians, community, and business partners.
- f) Train school personnel in processes to be used for developing and retaining volunteers, tutors, and school-business partnerships.
- g) Continue parent/guardian outreach through the Parentmobile and through collaborative initiatives with the Baltimore County Public Library.
- h) Encourage business partnerships that support and complement the educational program.

Baltimore County Public Schools (BCPS) has an open line of communication and works collaboratively with parents/guardians and students to keep them informed about academic standards, assessments, and data. Through parent/guardian conferences, back-to-school night, newsletters, Connect-Ed, EDLine, PTA meetings, advisory committees, and a host of other venues, the following tools are shared to address the aforementioned:

- Articulated Instruction Module BCPS Curriculum Objective Reports
<http://www.bcps.org/apps/AIMpublic/>
- High School Course Registration Guide
<http://www.bcps.org/system/course-registration-guides/2011-12.pdf>
- Graduation Requirements
http://www.bcps.org/system/policies_rules/rules/5000Series/RULE5250.pdf

- Parent Guide for the Elementary Report Card
<http://www.bcps.org/parents/ReportCard/default.html>

Parents/guardians are directed to the *School Improvement in Maryland* <http://mdk12.org/> Web site to learn about assessments, instruction, data analysis, and school improvement. The Maryland Report Card Web site <http://mdreportcard.org/> provides parents/guardians with information related to Maryland's curriculum and assessments that measure student growth. School-based DIBELS screening data is often shared with parents/guardians, through individual reports that are generated via the University of Oregon DIBELS Data System <https://dibels.uoregon.edu/>. Individual score reports for the PSAT, SAT, and Advanced Placement exams are generated by College Board and shared with students and parents/guardians <http://www.collegeboard.org/>. Baltimore County Public Schools (BCPS), in alignment with NCLB, encourages and promotes the regular participation of parents/guardians in meaningful communication involving student academic learning and other school activities. To that end, BCPS provided parents/guardians with a variety of communication methods including, but not limited to, face-to-face parent/guardian-teacher conferences, e-mail communication, phone calls, individual school and the system Web site, school-based newsletters and publications, systemwide publications, participation in Individual Education Program (IEP) Team Meetings, quarterly IEP student progress reports, Student Support Team (SST) meetings, and the Parent Support Services resource program. Specifically, Parent Support Services is a resource program to assist families, schools, and community organizations in promoting student achievement. This program is designed to focus on the following goal as identified in the Baltimore County Public Schools' *Blueprint for Progress* "Engage parents/guardians, businesses, and community members in the educational process." To support this goal, Parent Support Services develops and disseminates materials to support and promote parental involvement; operates five resource centers for families and schools; operates the Parentmobile; provides learning opportunities for parents/guardians and community members; and offers professional development opportunities for school staff.

2. Does the local school system provide professional development to instructional and non-instructional staff, grades preK-12, on working with parents? If yes, please describe. (ex. New teacher/staff training, administrative meetings, districtwide conferences/workshops, etc.)

2011-2012 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.

Key Strategies:

- a) Provide professional development opportunities to principals/schools to assist in aligning parent/guardian and community involvement strategies with school improvement goals.
- b) Educate all new teachers about how to conduct parent/guardian-teacher conferences.
- c) Provide guidelines and strategies for student-parent/guardian-teacher conferences.
- d) Expand recognition opportunities for students, parents/guardians, community, and business partners.

- e) Train school personnel in processes to be used for developing and retaining volunteers, tutors, and school-business partnerships.
- f) Continue parent/guardian outreach through the Parentmobile and through collaborative initiatives with the Baltimore County Public Library.
- g) Encourage business partnerships that support and complement the educational program.

BCPS provides systemwide professional development to instructional and non-instructional staff in grades preK-12 to enhance and promote parent/guardian participation and involvement in the school program. In addition to providing new teachers with information on conducting effective parent/guardian-teacher conferences, administrators are provided with information through the assistant superintendents and the Office of Professional Development on increasing parent involvement and engaging parents/guardians in the school community. The Department of Professional Development, Parent Support Services, provides professional development to appointed Parent Teacher Liaisons (PTL's) from each school in a trainer of trainer model. PTL's receive training at workshops in the fall and spring of each year. The PTL's publicize the school's commitment to parent/guardian, family and community involvement. They also promote clear, two-way communication between school and home concerning school programs and students' progress. Professional development is also provided to new teachers at the New Teacher Orientation and the New Teacher Fall Seminars. At the New Teacher Fall Seminars participants reflect on previous experiences regarding parent/guardian involvement challenges, identify effective parent/guardian-teacher communication practices, and access resources to support parent/guardian-teacher communication and promote student achievement. Parent Support Services provides workshops, faculty meeting presentations, Parentmobile visits, and community events throughout the academic year. Additional information and resources are provided through an extensive public Web site and an internal Web site for employees that houses prepared workshops for teachers and administrators.

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):

1. 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 2005.³

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 has increased.

³ 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.
- BCPS has 22 high schools in MSDE's Safe and Supportive Grant of which 13 are part of the intervention group and 9 are in the comparison group.
- The Second Step Program continues to be utilized in schools to integrate social and emotional learning within the instructional program.
- The Olweus Bullying Prevention Program will be implemented in selected schools.
- 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.
- There is continued training for staff in understanding the elements of bullying and harassment behavior and the reporting process.
- There is continued training for parents/guardians in understanding how to identify bullying behaviors and how to respond to these behaviors.
- The Virtues Project, which allows teachers to recognize teachable moments in the classroom and help cultivate character from daily challenges to create a climate of peace, integrity, and safety, is being implemented.

2010 – 2011 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.

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.
- i) Establish an action plan in the School Improvement Plan (SIP) for increasing parent/guardian awareness of 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.

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 completed an online bullying, harassment, and intimidation training and will receive additional training at faculty meetings.
- All staff in the Department of Student Support Services has been trained to assist staff, parents/guardians, and students to direct them to the reporting form and other pertinent information.
- The Bullying, Harassment, and Intimidation Form is 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 systemwide 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 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.

2010 – 2011 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.

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.
- i) Establish an action plan in the School Improvement Plan (SIP) for increasing parent/guardian awareness of 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.
- Provide staff training on the new policy on gang activity and similar destructive or illegal behavior.

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 schools that have been identified as top priorities by the school system during the 2011 – 2012 school year.
- Work with principals to increase their time and opportunities for improving student achievement during the 2011 – 2012.
- Analyze the data from the Safe and Supportive Grant climate survey to identify interventions needed to support school climate changes.
- Provide continuous support and services to all schools.
- Encourage more schools to become PBIS schools.
- Teach school staff how to best use the Second Step and Olweus Programs.
- Provide continuous positive behavior and character building training for schools.

Resource Allocations:

- FY 12 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)^{4, 5, 6} and that the program of pupil services focuses 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*.

The Code of Maryland Regulations (COMAR) 13.A.08.06.01-02 requires that each local school system ensure that any elementary school with a suspension rate⁷ of 10% or higher implement Positive Behavioral Intervention and Supports (PBIS) or another behavior management system.

⁴ 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.

⁵ COMAR 13A.05.05.13(E). Health services provided in school shall be coordinated with other health services within the community

⁶ 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.

⁷ The calculation for suspensions is an offender rate: The duplicated number of suspended students divided by Sept. 30 student enrollment.

If a school meeting that target has already been trained in PBIS or another behavior management system, the local school system, in collaboration with the Maryland State Department of Education, will ensure that additional training is provided to expand the school's capacity to intervene. In addition, COMAR 13.A.08.06.01-02 requires that each local school system ensure that ALL schools with a habitual truancy rate⁸ of 6% (2009 – 2010) implement PBIS or another behavior management system. This percentage decreases to 4% in 2010 – 2011; 2% in 2011 – 2012 and 1% in 2012 – 2013.

Once again, if a school meeting that target has already been trained in PBIS or another behavior management system, the local school system, in collaboration with the Maryland State Department of Education, will ensure that additional training is provided to expand the school's capacity to intervene.

F. Based on the number of schools in the LSS currently implementing PBIS:

- 1. Describe the district's capacity to provide ongoing support and training to the school teams and coaches in your system. Where does responsibility for PBIS sit in your system? Is there an FTE (or a portion of an FTE) assigned to provide local support, sustain the initiative and attend statewide activities.**

The Positive Behavioral Interventions and Supports (PBIS) framework has been implemented in Baltimore County Public Schools since 1999. Seventy-five (75) schools are implementing PBIS as of 2011 – 2012. These include forty-seven (47) elementary schools, sixteen (16) middle schools, nine (9) high schools, two (2) special schools, and one (1) alternative school center.

Coordination, implementation, monitoring, and training of PBIS are provided by the coordinator of psychological services, who serves as PBIS contact, a school psychologist, who serves as PBIS facilitator, and a school psychologist, who serves as PBIS resource. Fifty-seven (57) school psychologists, school social workers, or pupil personnel workers serve as PBIS coaches to the schools. Administrators or teachers serve as PBIS team leaders in each school.

Trainings include the MSDE Leadership Forum, the MSDE Summer Institute for new PBIS schools, MSDE leadership and coaches meetings, BCPS summer trainings for returning PBIS schools, and BCPS team leader/coaches meetings. Ongoing support is provided to PBIS schools by the team leaders, the coaches, and the office of psychological services staff.

⁸ Habitually truant means a student that meets all of the following criteria: (a) The student was at age 5 through 20 during the school year; (b) The student was in membership in a school for 91 or more days; and (c) The student was unlawfully absent from school for more than 20% of the days in membership.

G. 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.**

Five (5) elementary schools have suspension rates of 10% or higher on the basis of the suspension data from 2010 – 2011. All five (5) elementary schools are implementing PBIS.

- 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 2012 based on this regulation.**

Strategies to support/improve the implementation of the PBIS framework in the elementary schools with suspension rates of 10% or higher include: (1) review of implementation of critical features across schools and classrooms; (2) development of PBIS action plans that include the reduction of suspensions for non-violent behaviors; (3) review of suspension data by subgroups and students; and (4) development of alternatives to suspension for non-violent behaviors.

Elementary schools request to be included in the MSDE Summer Institute following the MSDE Leadership Forum. BCPS has no elementary schools requesting PBIS training as of September 2011.

- 3. Please identify other district level strategies to address the needs of schools that meet the target for suspension. Do they need additional training? Are there Technical Assistance needs to ensure fidelity of implementation?**

District level strategies to address the needs of schools that meet the target for suspension include: (1) summer trainings on culturally responsive instruction, function-based thinking, and brain research on gender differences; (2) Student Support Team trainings emphasizing connections between PBIS and student support plans; (3) positive behavior discipline training; (4) character education /bullying programs; and (5) collaboration with the Office of Special Education to reduce the number of cluster programs per school.

H. Based on the examination of Habitual Truancy¹⁰ data:

- 1. Identify how many schools have a habitual truancy rate of 4% or higher, how many of those schools have already been formally trained in PBIS, and how many have not.**

Eleven (11) schools have a habitual truancy rate of 4% or higher on the basis of the habitual truancy data from 2010 – 2011. Eight (8) of the ten (10) high schools are implementing PBIS. One (1) special school for developmentally disabled students is

implementing PBIS. The habitual truancy rate in the special school is related to chronic health issues. Two (2) high schools have not been trained in PBIS implementation.

- 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 schools that will require New Team PBIS Training in the summer of 2012, based on this regulation.**

Strategies to support/improve the implementation of the PBIS framework in the high schools with a habitual truancy rate of 4% or higher include: (1) review of implementation of critical features across schools and classrooms; (2) development of PBIS action plans that include increasing attendance/reducing truancy; (3) review of truancy data by subgroups and students; (4) connection with school attendance teams and other attendance interventions already implemented; and (5) connection with the MSD3 grant process in the six (6) high schools that are intervention schools.

Two (2) high schools will require New Team PBIS Training in the summer of 2012.

- 3. Please identify other district level strategies to address the needs of schools that meet the target for Truancy. Do they need additional training? Are there Technical Assistance needs to ensure fidelity of implementation?**

District level strategies to address the needs of schools that meet the target for truancy include:

- school attendance teams for tracking of data and implementation of schoolwide and group interventions;
- positive incentives to reward attendance;
- trainings for attendance record keeping;
- regular communication with parents/guardians;
- Student Support Teams for implementation of student interventions and plans;
- referrals to PPWs for casework;
- positive behavior discipline training emphasizing alternatives to suspension for students with attendance issues;
- alternative programs and centers; and
- mentoring programs like “Check and Connect” through MSD3.

Responses to Clarifying Questions:

The significant increase of reported incidents of bullying, harassment, or intimidation in 2010 – 2011 is due to intensive efforts to increase public awareness of the reporting efforts and to remind the public to report all incidents. School-based administrators participated in training that demonstrated how to report incidents of bullying after bullying reporting forms had been submitted to them for investigation. All stakeholders, including students, were informed of who can report bullying incidents and how to complete the forms. The forms were placed online on the school system’s Web site and were also made available in all school offices. The goal was to make certain everyone had access to the reporting forms and that each accusation was carefully

investigated in a timely manner by members of the administrative staff. In response to the significant increase of reported incidents of bullying, harassment, or intimidation:

- Staff development on bullying prevention strategies, risk factors, and the reporting process is occurring.
- An online training for all staff has been developed to provide training at the convenience of staff. In addition, workshop presentations and face-to-face trainings are provided as requested and needed.
- Departments and offices have collaborated to provide “user friendly” information on bullying/harassment on the Web site and have linked the sites together.
- Students are given the opportunity to discuss the policy on bullying and harassment as a part of the *Student Handbook* presentation and are provided information on the reporting process.
- Many schools have elected to have approved speakers and assemblies for students addressing the issue and continuing to raise awareness.
- All parents/guardians and students receive a copy of the Bullying/Harassment Reporting Form at the beginning of the school year and are made aware of the process of reporting and how to address the behaviors.
- The number of countywide parent/guardian workshops has increased to equip parents/guardians with the information on bullying and harassment, what to look for in students, and how to address the issue in the home environment as well as in the school building. The reporting process is always reviewed in parent/guardian presentations.

Suspension data is shared with school-based administrators and is analyzed carefully to determine suspensions among race/ethnicity subgroups and between genders. Root causes are discussed and analyzed so that the school-based administrators’ input may be used to determine what needs to be done systemwide to improve student engagement in the classrooms, relationships with students and staff by becoming more culturally sensitive and respectful of differences, and involve parents/guardians in school life so that all students will feel capable, connected, and contributing members of the schools’ families. The annual student handbook is being revised to equip teachers and administrators with prevention and intervention supports for students to prevent them from being suspended from schools. This handbook revision will include input from stakeholders throughout the county so that the changes will be accepted and implemented in all schools. The use of more technology is being included in curricula to motivate more student participation in daily lessons. All teachers are being asked to model good character, to include character building activities in daily lessons, and to teach students the schools’ codes of conduct and discipline.

Staff is keenly aware that the greatest number of students suspended continues to be Black or African American students and students with IEPs. Staff within the Department of Student Support Services and the Office of Special Education continues to work collaboratively in helping school administrators and teachers develop strategies to decrease the number of students who are suspended. Alternatives to suspensions are being developed, and staff within the Department of Student Support Services is working with school staff to make sure they understand how to implement all components of a student’s IEP. The implementation processes are being monitored and support is being provided for teachers in need of support. School visits to specified schools are taking place throughout the school year with principals to help determine

what supports may be needed to improve teaching and learning so that student behavior will also be improved. A behavior checklist designed by Kennedy Krieger Institute to monitor student-teacher interactions and behaviors is available for school use so that feedback after a classroom observation may be shared with teachers to help them determine what needs to be done to more effectively meet the needs of all students. The goal is to help all schools decrease the number of students being suspended for non-violent behaviors by equipping them with supports, preventions, and intervention strategies designed to motivate all students to behave appropriately and in accordance with the code of conduct.

Attendance

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

- In middle schools, the attendance rates for the American Indian or Alaska Native subgroup and the special education student subgroup are below the state standard of 94.0% in 2010 – 2011.
- High school level attendance rates remain below the state standard at 92.4%. The attendance rates for all racial/ethnic groups, with the exception of the Asian subgroup, are below the state standard of 94%. The attendance rates for students receiving special education services, the limited English proficient subgroup, and the FARMS subgroup are below the state standard. In addition, the attendance rates of both males and females are below the state standard.

2. 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.

2011 – 2012 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.
- Pilot a Project Attend Program in two elementary schools.

- 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.
- Continue the Truancy Court Program in two middle schools with consultation from the University Of Baltimore School Of Law.

Resource Allocation:

- FY12 Operating Budget

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.

The 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 challenges are evident. In your response, identify challenges in terms of subgroups.

Graduation Rate Challenges

The new four-year cohort graduation rate for all students was 81.38%. This was 0.12 percentage points below the AMO of 81.5%. Although 22 of the 24 high schools met AYP, systemwide the following subgroups performed below the AMO of 81.5%:

- Hispanic/Latino of any race (71.57%, 9.93 percentage points below the AMO)
- American Indian or Alaska Native (62.50%, 19.0 percentage points below the AMO)
- Black or African American (77.21%, 4.29 percentage points below the AMO)
- Special Education (53.25%, 28.25 percentage points below the AMO)
- Limited English Proficient (54.74%, 26.76 percentage points below the AMO)
- Free/Reduced Price Meals (75.90%, 5.6 percentage points below the AMO)

Dropout Rate Challenges

The new four-year cohort dropout rate for all students was 13.73%. Since no state standard has been established, it cannot be determined which subgroups' dropout rates are greater than the state standard. However, significant gaps continue among specific student groups.

2. 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, 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 mathematics 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.
- Continue to 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.
- Utilize supports provided by the Safe and Supportive Schools grant for the 13 schools receiving interventions and the 9 schools in the comparison group.
- Implement strategies, based on a research project, to promote graduation for students in Grade 6 and Grade 9 who have been identified as at risk for dropping out prior to graduation.
- Continue to utilize PBIS strategies to promote school success.

Resource Allocation:

- FY 12 Operating Budget
- Race to the Top Funding and MSDE funding of Safe and Supportive initiatives

Responses to Clarifying Questions:

Strategies and activities previously listed address the needs of all student groups. Additional and amended strategies listed below address the graduation rates of the subgroups not currently meeting the AMO:

- Continue to enhance the services provided by the Office of World Languages and the ESOL liaison to English language learners, including additional counseling to promote school attendance and graduation, tutoring, and services to families.
- Continue to enroll students in all subgroups with academic and behavioral challenges in the Crossroads Center, an alternative learning center providing intensive reading and mathematics supports and interventions needed for successful completion of school.
- Recommend referrals to the Student Support Team (SST) to provide additional supports to students in all subgroups with poor attendance who are at risk of failing to graduate.
- Identify and utilize alternative education programs for students in all subgroups, with behavioral, attendance, and academic issues, who are at risk of failing to graduate.
- Continue to promote the use of the revised exit interview with students in all subgroups planning to withdraw prior to graduation in order to counsel students to remain in school, direct students to other educational opportunities, and gather data for utilization in enhancement of programs to promote graduation of students in all subgroups at risk for failing to graduate.
- Collaborate with the Department of Research, Accountability, and Assessment to provide schools access to monthly HSA passing status reports to ensure students in all subgroups are on track to graduate on time.

- Open evening AdvancePath Academies as part of the evening high school program to support on-time graduation for students in all subgroups.
- Continue to educate students in all subgroups and parents/guardians regarding the connection between graduation, post-secondary training, and income.
- Provide professional development for school administrators and teachers targeting strategies for subgroups not meeting the graduation AMO.

The specific resource allocations are as follows:

- Maintain existing staff as allocated in the FY12 Operating Budget
- Race to the Top Funding
- MSDE funding of Safe and Supportive Schools initiatives

Section E: Turning Around Lowest Achieving Schools

Race to the Top Scope of Work Update

The narrative for Section E will describe the LEA's commitment to implementing programs, processes, and procedures that will turnaround low achieving schools. LEAs must identify all goals and tasks/activities that will be implemented in year two to achieve the stated goal(s).

The narrative for Section E addresses the activities included in the original Memorandum of Understanding (E)(2). It also describes any optional activities that it wishes to address with its funds from Race to the Top.

This section will address the following notations contained within the MOU as follows:

- C(3) Using data to improve instruction:
 - (i) Use of local instructional improvement systems
 - (ii) Professional development on use of data
- D(5) Providing effective support to teachers and principals:
 - (i) Quality professional development
 - (ii) Measure effectiveness of professional development
- E(1) Intervention Authority in Lowest-Achieving Districts and Schools
- E(2) Turning Around the Lowest-Achieving Schools

An assurance that Baltimore County Public Schools (BCPS) will intervene with the lowest-achieving schools by establishing a district-level Race to the Top (RTTT) Achievement Improvement Team to identify a rigorous school improvement structure for identified schools, may be found in BCPS's proposal to turn around the lowest-achieving schools (*see* Maryland Educational Annotated Code §§ 4-101; 4-108).

BCPS is dedicated to providing a quality, comprehensive education program designed to address the needs of a diverse student population. BCPS is committed to actions aimed at improving student achievement. The goals are outlined in the BCPS *Blueprint for Progress*. Specifically, performance goals 1, 2, 5, and 7 are as follows:

- Performance 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 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 Goal 5: All students will graduate from high school.
- Performance Goal 7: Involve principals, teachers, staff, stakeholders, and parents/guardians in the decision-making process.

In alignment with the goals noted above and those associated with the Maryland State Department of Education (MSDE) Breakthrough Center, BCPS will convene a district level instructional and organizational expert group (the RTTT Achievement Improvement Team) to work with school instructional leadership and improvement teams to achieve the goal of turning around the lowest-achieving 5% of BCPS elementary, middle, and high schools. The objective is to build school leadership capacity to effectively use a myriad of relevant data points (quantitative and qualitative) to accelerate the performance of all students attending identified schools.

RTTT Achievement Improvement Team members' roles and responsibilities will be defined specifically in terms of the schools' improvement needs. In the team's work in providing technical assistance, appropriate collection and analysis of data will be integral to the decision making process informing the RTTT Achievement Team's technical assistance to schools. As such, consistency will be engendered because a consistent data analysis protocol will be the RTTT Achievement Team's primary mode of operation. The district-level RTTT Achievement Improvement Team will include BCPS districtwide leadership, assistant superintendents, representatives from the Offices/Departments of STEM, Liberal Arts, Special Programs, Equity and Cultural Proficiency, Student Support Services, Research, Accountability, and Assessment, and an effective principal, identified schools site-based leadership teams as well as parent/guardians, community, and student representation. The professional development sessions for the RTTT Achievement Improvement Team will be facilitated by the expert individuals identified as standing members of the RTTT Achievement Improvement Team. Further, an outline of the RTTT Achievement Improvement Team's work will be created; and team members will be assigned to conduct professional development session for all members. Other BCPS staff, as appropriate, will be used to conduct professional development sessions.

For transparency and stakeholder buy-in, the outline governing the RTTT Achievement Improvement Team's work will be available for all selected schools' leadership teams, Parent Teacher Association (PTA), Student Council Association (SCA), faculty council, and community partners. Information sessions will be held and open to any stakeholder interested in learning about the support model used to turn around the district's lowest achieving schools. To monitor stakeholder engagement, quarterly perception data will be used to inform transparency and stakeholder buy-in efforts.

The use of data to improve student achievement in low-performing schools has been consistently documented as an effective practice. Similar to the Maryland State Department of Education (MSDE) Breakthrough Center, the RTTT Achievement Improvement Team will use the following five key strategies to turn around low-achieving schools in BCPS: (1) ensure a comprehensive needs assessment, (2) build "pipelines" for effective teachers and principals, (3) create professional networks to help build capacity, (4) use technology as an instructional accelerator, and (5) improve school culture, climate, and school supports. The RTTT Achievement Improvement Team will enhance the standard school improvement protocol by integrating the five key strategies and devising structures to facilitate and support each school's focused school improvement plan.

BCPS staff will use a ranking system to identify the lowest achieving schools for participation in this project. The BCPS Department of Research, Accountability, and Assessment will rank all elementary, middle, and high schools based on a series of student factors. These factors include achievement data, special education participation, English language learner identification, free and reduced meals program participation, Maryland Model for School Readiness (MMSR) data, mobility data, suspension data, college matriculation rate, college retention rate, Preliminary Scholastic Aptitude Test (PSAT) and Scholastic Aptitude Test (SAT) participation, Advanced Placement (AP) course participation, and attendance data. BCPS schools identified as consistently low performing will be included for participation in this project.

The district-level RTTT Achievement Improvement Team will include BCPS districtwide leadership, school site-based leadership teams and community, and student representation as appropriate. The RTTT Achievement Improvement Team will utilize a rigorous school improvement structure to facilitate its work with the identified school leadership teams. These school-based leadership teams will include administrators, teachers, parents/guardians/ community members and students, as appropriate. The work with the school-based leadership teams will be shared using an online, collaborative learning, community platform.

Each participating school will use a rigorous school improvement structure requiring school-based leadership teams to complete a robust needs assessment using multiple data sets to inform school improvement work. To respond to the specific needs of schools, examples of data included in the needs assessments may include short-cycle assessment data, benchmark assessment data, end-of-unit test results, PSAT/SAT/AP participation and performance, Maryland School Assessment (MSA)/High School Assessment (HSA) performance, and suspension data.

The guiding principle of the enhancement of the districtlevel RTTT Achievement Improvement Team protocol will be the emphasis on use of real-time data describing classroom instruction and its impact on student engagement and performance. Instructional observational data will be gathered as a baseline to inform and monitor improvements in the quality of classroom instruction. Aspects of the instructional program that may be examined based on school needs will include student engagement, cultural responsiveness instruction, rigor of questioning, and access to rigorous instruction for students with an Individualized Education Program (IEP) and/or identified as an English language learner (ELL).

The comprehensive needs assessment process will reveal specific gaps for participating schools. All identified schools will participate in professional development relating to building capacity for rigorous school improvement and will be provided resources relative to informed decision making. These school-based leadership teams will include administrators, teachers, parent/guardian/community members and students, as appropriate. The capacity of the school-based leadership teams will be developed through a series of building capacity for rigorous school improvement sessions. The sessions will assist the school-based leadership teams to engage in a comprehensive school improvement process. The construct outlined in Appendix A captures the district-level school improvement structure that will be used to engage school-based leadership teams. The building capacity for rigorous school improvement sessions coupled with the Race to the Top (RTTT) Achievement Improvement Team's utilization of the gradual release

of responsibility model will enhance the school-based leadership teams' ability to sustain the turn around effort in the district's lowest achieving schools. As provided in Appendix A, the RTTT Achievement Improvement Team will provide on-site, job-embedded professional development and technical assistance sessions to facilitate the school improvement effort.

In addition to a professional development evaluation tool, the newly acquired school-based leadership teams' capacity will be measured using a site visit RTTT Achievement Improvement Team implementation tool. The RTTT Achievement Improvement Team will monitor relevant data points during the implementation of technical assistance to benchmark the increased data-driven decision making capacity of the school-based leadership team culminating in an overall evaluation of both an assessment of knowledge (knowledge of relevant research describing viable processes and procedures to promote school improvement and/or turnaround) and skill (demonstrated ability to make ongoing data-driven decisions that enhance all students' achievement). The RTTT Achievement Improvement Team will provide on-site, job-embedded professional development and technical assistance sessions to promote transfer of the information from the building capacity for rigorous school improvement professional development sessions to changed school improvement practice in each respective school.

The RTTT Achievement Improvement Team has identified a menu of interventions available in the district to support school improvement initiatives. Participating schools will use the needs assessment conclusions and ongoing data analysis processes to choose from a menu of interventions designed to address identified student needs, improve the quality of the instruction, and accelerate student achievement. The district-level RTTT Achievement Improvement Team will support the following initiatives to provide differentiated support to schools:

- Middle School Summer College (Extended Year Opportunities)
- Elementary-to-Middle and Middle-to-High Articulation Processes for School Improvement
- Culturally-Responsive Instruction for School Improvement
- Behavior and Instructional Support Models for School Improvement
- Programs to Enhance AP Participation and Performance for School Improvement
- Dual Diploma Degree Program
- Quality Special Education and English Language Learner Services for School Improvement
- Interventions to Accelerate Reading Achievement
- Interventions to Accelerate Mathematics/Science, Technology, Engineering, and Mathematics (STEM) Achievement

In order to gauge the progress of this program, BCPS has created a robust internal measurement for evaluating student gains. As aligned with the BCPS *Blueprint for Progress*, specific areas will be measured throughout the two year program as follows:

- Increased percentage of low achieving schools meeting state standards
- Increased performance by all student subgroups
- Increased percentage of students participating in Algebra I (middle school)
- Increased percentage of students participating in AP courses (high school)
- Increased percentage of students passing AP exams (high school)
- Increased percentage of students participating in SAT (high school)

- Increased student performance on SAT (high school)
- Increased percentage of students matriculating directly into an institution of higher learning, two-year college, four-year college, or trade school (high school).

Action Plan: Section E

Goal(s):

- (E)(2) To turn around the lowest-achieving schools

Section E: Turning Around Lowest-Achieving Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) Activities to Implement MOU Requirements	(E)(2)					
Revise and update a robust comprehensive needs assessment for identified schools from FY12	E(2) C(3)(i)	N/A	July 2011- August 2011	- Assistant Superintendents - School Principal - RTTT Achievement Team	Evidence of a comprehensive improvement plan responsive to the underperformance issues of the school.	N
Continue Building Capacity for Rigorous School Improvement	E(2) C(3)(i)	1	July 2011- August 2011	-School principal -Director of School Improvement -RTTT Achievement Team	Measurement of school leadership's ability to design comprehensive improvement programs as assessed by the RTTT Achievement team.	N
Middle School Summer College (Extended-Year Opportunities)	E(2)	1	June 2012- August 2012	-Assistant Superintendent for Middle Schools -School Principals -RTTT Achievement Improvement Team	Students will be evaluated using a perception of college readiness and interest as a measure of intervention effectiveness.	N
Elementary-to-Middle and Middle-to-High Articulation Processes for School Improvement	E(2)	1	March 2012- July 2012	-Assistant Superintendent for Middle Schools -Assistant Superintendent for High schools -Assistant Superintendent for Elementary Schools -School Principals - RTTT Achievement Improvement Team	Effectiveness will be measured by assessing the trends in students participation in higher order course offerings such as, AP, honors and GT.	N

Culturally Responsive Instruction for School Improvement	E(2)	1	Ongoing throughout the grant period	-Director of Equity and Cultural Proficiency -School principals -RTTT Achievement Improvement Team	Effectiveness of intervention will be determined by assessment of instructional delivery practices; specifically, the changes toward culturally responsive instruction.	N
Behavior and Instructional Support Models for School Improvement	E(2)	1	Ongoing throughout the grant period	-Executive Director of Student Support Services -School principal -RTTT Achievement Team	Data describing school suspensions and referrals will be assessed as a means of determining the effectiveness of intervention.	N
Programs to Enhance AP Participation and Performance for School Improvement	E(2)	1	June 2012-August 2012	-Executive Director of Special Programs -School principal -RTTT Achievement Team	AP participation and pass rate will be analyzed as a means of determining effectiveness of intervention.	N
<i>Dual Diploma Degree Program</i>	E(2)	1	September 2011-August 2012	-Executive Director of Special Programs -School principal -RTTT Achievement Team	Trends in student college matriculation will be measured as an assessment of the effectiveness of this intervention.	N
Provide Quality Special Education and English Language Learner Services for School Improvement	E(2)	1	February 2012-August 2013	-Director of Special Education -Director of World Languages -School principal -RTTT Achievement Team	Data describing placement and referral trends resultant from IEP teams will be analyzed as a measure of effectiveness of intervention.	N
Interventions to Accelerate Reading Achievement	E(2)	1	September 2011-August 2012	-Executive Director of Liberal Arts -School principals -RTTT Achievement Team	The reading achievement of students participating in this intervention will be assessed as a measure of its effectiveness.	N
Interventions to Accelerate Mathematics/STEM Achievement	E(2)	1	September 2011-August 2012	-Executive Director of STEM -School principals -RTTT Achievement Team	The mathematics achievement of students participating in this intervention will be assessed as a measure of its effectiveness.	N

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.⁹

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 funds¹, 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 five percent) of all Title I schools in 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

⁹ Section 13A.01.04.08 of the Code of Maryland Regulations.

¹⁰ This information is included in Attachment 7 of Part II.

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.

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

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

Baltimore County Public Schools (BCPS) has continued to demonstrate positive performance trends at the elementary school level in both reading and mathematics from 2009 – 2011. Performance of the All Students group has continued to increase over the past three years. A review of the elementary reading performance data indicates there was a 2.1 percentage point increase from 2009 to 2011. A review of the elementary mathematics performance data indicates there was a 3.2 percentage point increase from 2009 to 2011. Despite these increases, however, the number of elementary schools making Adequate Yearly Progress (AYP) has decreased.

Students within the special education, LEP, and FARMS subgroups have also demonstrated increased student performance in both reading and mathematics between 2009 and 2011. The special education subgroup has demonstrated increased reading performance from 68.5% proficient in 2009 to 72.5% proficient in 2011. This performance increase is at double the rate of increase for the All Students group. Students in the LEP subgroup also demonstrated increased reading proficiency from 2009 to 2011 from 67.2% proficient to 79.0% proficient, an 11.8 percentage point increase, again exceeding the performance growth of the All Students group. Students within the FARMS subgroup have demonstrated a proficiency increase in reading of 3.7 percentage points between 2009 and 2011 (81.7% proficient to 85.4% proficient).

BCPS students have demonstrated similar growth in the area of mathematics. Students in the special education, LEP, and FARMS subgroups have demonstrated performance increases over the past three years. The special education student subgroup has increased from 58.4% proficient to 67.4% proficient between 2009 and 2011. Students within the LEP subgroup have demonstrated similar growth between 2009 and 2011, increasing from 74.9% proficient to 84.5% proficient. Students within the FARMS subgroup have increased from 78.2% proficient to 83.1% proficient from 2009 to 2011.

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

- Eliminating achievement gaps identified by student subgroups of race or ethnicity, socioeconomic circumstances, identified disability, and English proficiency
- Ensuring that instruction is aligned with the Maryland 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 for school 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, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern particularly improving the achievement of Title I schools 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, and the timeline for full implementation is the spring of 2012.

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

2. 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.
- Describe the actions that the school system will take once school improvement status is determined for the 2011 – 2012 school year.

To ensure that schools meet the requirements of the No Child Left Behind Act of 2001 (NCLB), as reflected in the *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 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. Schools identified for improvement continued to analyze pertinent data and refined the implementation of their school improvement plans to improve student achievement and were subject to a peer review and feedback for improvement. Appropriate revisions were completed prior to implementation. The assistant superintendents provided ongoing technical assistance in the implementation and monitoring of the school improvement plans and budgets.

All schools analyzed MSA and other data to determine student performance levels, curricular implications, and appropriate professional development. The system's assistant superintendents monitored the implementation of school improvement plans through principals' goals conferences, monthly principal meetings, announced and unannounced monitoring school visits, review of and written feedback on school improvement plans, mid-year principal evaluations, and ongoing school visitations and classroom observations.

The assistant superintendents for elementary schools in collaboration with the Division of Curriculum and Instruction, the Departments of Professional Development and Research, Accountability, and Assessment, and the Office of Title I provide progressive differentiated supports to schools in improvement. This model outlines the various supports that are provided to schools in improvement based upon the elementary school focus effective instruction and leadership through data analysis. Schools are provided with supports identified specifically for their school based upon student performance data, principal performance, and other informal data collected during site visits by the assistant superintendents. 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.

Elementary School Model of Support to Schools

	Year 1	Year 2	Corrective Action	Restructuring Planning	Restructuring
Leadership	<p>School administration will complete a comprehensive needs assessment.</p> <p>Assistant Superintendents of Schools in conjunction with the Division of Curriculum and Instruction and the Department of Professional Development will provide targeted professional development.</p> <p>School administration will adjust master schedule to support the instructional program.</p> <p>Assistant Superintendents of Schools will provide feedback on instruction during formal visitations to build leadership capacity.</p> <p>Assistant Superintendents of Schools will conduct announced and unannounced school visits at least two times per year.</p>	<p>All activities and supports identified for prior year and:</p> <p>Assistant Superintendents of Schools will conduct announced and unannounced school visits at least three times per year.</p>	<p>All activities and supports identified for prior year and:</p> <p>School administration will select one of the approved Corrective Actions to include in their School Improvement Plans.</p>	<p>All activities and supports identified for prior year and:</p> <p>School administration in conjunction with the Assistant Superintendents of Schools and BCPS system will develop an Alternative Governance proposal.</p> <p>BCPS system will select one of the Alternative Governance options provided by MSDE.</p>	<p>All activities and supports identified for prior year and:</p> <p>School administration will implement and monitor the approved Alternative Governance Plan.</p>

	Year 1	Year 2	Corrective Action	Restructuring Planning	Restructuring
Instruction	<p>Assistant Superintendents of Schools will conduct diagnostic instructional walkthroughs with staff from the Division of Curriculum and Instruction to assess deficit areas.</p> <p>School administration will observe the implementation of the core instructional program and monitor the efficacy of instruction and use of academic interventions.</p>	<p>All activities and supports identified for prior year and:</p> <p>Assistant Superintendents of Schools will conduct diagnostic instructional walkthroughs with staff from the Division of Curriculum and Instruction for all content areas.</p> <p>Assistant Superintendents of Schools will conduct formal classroom observations with the principal to monitor the quality of daily instruction.</p> <p>Assistant Superintendents of Schools will provide optional professional development opportunities to build the instructional capacity of identified principals.</p>	<p>All activities and supports identified for prior year and:</p> <p>School staff will complete the MSDE's Teachers Capacity Needs Assessment (TCNA).</p> <p>Assistant Superintendents of Schools will conduct multiple informal classroom observations with the principal to monitor the quality of daily instruction.</p> <p>Assistant Superintendents of Schools will provide required professional development to build the instructional capacity of identified principals.</p>	<p>All activities and supports identified for prior year and:</p> <p>School administration in conjunction with the Assistant Superintendents of Schools will identify fundamental reforms to improve student academic achievement.</p>	<p>All activities and supports identified for prior year and:</p> <p>Assistant Superintendents of Schools will work collaboratively with school administration and new staff members to provide ongoing professional development on the implementation of the core instructional program, student performance monitoring, and responsive teaching techniques.</p>

	Year 1	Year 2	Corrective Action	Restructuring Planning	Restructuring
Data	<p>School administration will establish a data review schedule and implement progress monitoring to determine student needs.</p> <p>School administration will make instructional adjustments based upon frequent review of student performance data.</p> <p>Assistant Superintendents of Schools will review the alignment of school budgets with staffing and academic needs.</p>	<p>All activities and supports identified for prior year and:</p> <p>School administration will submit quarterly DIBELS data and reading and mathematics assessment data to the Assistant Superintendents of Schools.</p> <p>Assistant Superintendents of Schools will provide optional professional development opportunities to build the instructional capacity of identified principals.</p>	<p>All activities and supports identified for prior year and:</p> <p>Assistant Superintendents of Schools will provide required professional development to build the instructional capacity of identified principals.</p> <p>Assistant Superintendents of Schools will observe and provide feedback regarding a data dialogue or grade level meeting.</p>	<p>All activities and supports identified for prior year and:</p> <p>Assistant Superintendents of Schools will assist in planning and conducting a data dialogue or grade level meeting.</p>	<p>All activities and supports identified for prior year and:</p> <p>Assistant Superintendents of Schools will work collaboratively with school administration and new staff members to provide ongoing professional development on data collection, analysis, and responsive instructional planning.</p>

Middle School Model of Support to Schools

Focused Instruction and Leadership through Data Analysis-Achieving Transformational Productivity

	Tier I	Tier II	Tier III
Instruction	<p><i>School Performance:</i></p> <ul style="list-style-type: none"> • Student performance is meeting or exceeding the AMO for MSA in reading and mathematics or • Most student subgroups are meeting or exceeding the AMO for MSA in reading and mathematics and a few subgroups are performing in the upper band of the confidence interval. • Schools in need of Local Attention. <p><i>Support Model:</i></p> <ul style="list-style-type: none"> • Principals will submit quarterly monitoring reports that demonstrate planning for continuous school improvement. • Monthly Principals' Meetings including curriculum updates and professional development will be aligned with the Maryland Framework for the Common Core Standards. 	<p><i>School Performance:</i></p> <ul style="list-style-type: none"> • Multiple student subgroups are performing within the confidence interval. • One student subgroup made AYP by Safe Harbor. • Schools identified in Corrective Action (Year 1 & 2) and School Improvement (Year 1& 2). <p><i>Support Model:</i></p> <ul style="list-style-type: none"> • Items identified in Tier I and: • Quarterly submission of informal and formal observation logs will be provided with samples of written informal feedback. • Differentiated support will be provided by staff from the Division of Curriculum and Instruction (may include, but not limited to, additional professional development, school visits, and observations, etc.). 	<p><i>School Performance:</i></p> <ul style="list-style-type: none"> • Multiple student subgroups are performing within the confidence interval. • One or more student subgroups made AYP by Safe Harbor. • One or more student subgroups did not make AYP. • Schools identified in the Restructuring Planning, and Restructuring Implementation phases of school improvement. • Schools identified in Tier III need the most support based on MSA performance and principal tenure. <p><i>Support Model:</i></p> <ul style="list-style-type: none"> • Items identified in Tiers I and II and: • Monthly submission of informal and formal observation logs will be provided with samples of written informal feedback.

	Tier I	Tier II	Tier III
Instruction (continued)	<ul style="list-style-type: none"> Professional development offerings from the Division of Curriculum and Instruction will be provided (administrator and teacher participation). Assistant Superintendent of Schools visits will be provided for consultation about instruction. 	<ul style="list-style-type: none"> Principals will be expected to submit a list of all teachers who attend a College Board/BCPS professional development workshop. 	<ul style="list-style-type: none"> Instructional Program Review visits with staff from the Division of Curriculum and Instruction will be provided in the areas of language arts, mathematics, and special education. Assistant Superintendent of Schools visits will be provided for instructional observations and consultation at least twice per quarter. Schools will send the Assistant Superintendent of Schools dates of monthly data discussion meetings. Asst. Supt. or his assistant will attend at least two of these meetings for each school.

	Tier I	Tier II	Tier III
Instruction (continued)			<ul style="list-style-type: none"> • Visits by Assistant Superintendent of Schools will look at instruction in special education, gifted and talented, inclusion, and standard classes. Differentiated support from the Division of Curriculum and Instruction will reflect areas of need in the instructional program. • Principals will require a written summary of BCPS workshops including what was learned and how it will be implemented in the classroom. • Principals and department chairs will be expected to meet to discuss reports from visits with staff from the Division of Curriculum and Instruction and how that information will be used to modify classroom instruction.

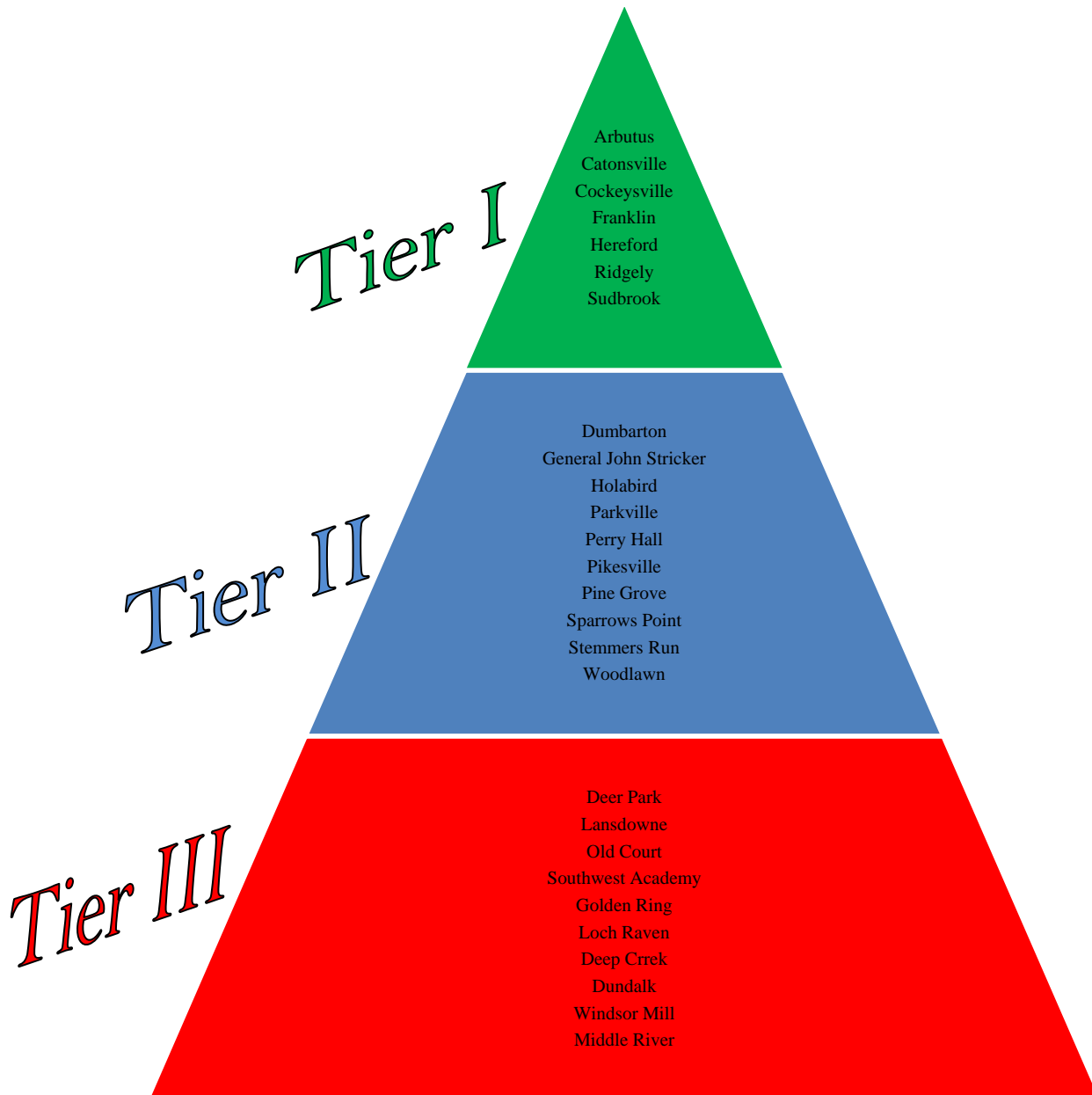
	Tier I	Tier II	Tier III
Data	<p>Data Expectations:</p> <ul style="list-style-type: none"> Principal will maintain a data collection system that documents monitoring of student growth and achievement. Principal will demonstrate the use of data in providing instructional support and professional development. <p>Support Model:</p> <ul style="list-style-type: none"> Access to professional development offerings will be provided from the Department of Research, Accountability, and Assessment (administrator and teacher participation). Consultation will be provided by the Assistant Superintendent of Schools during school visits and observations of data dialogues or grade level data meetings. 	<p>Data Expectations:</p> <ul style="list-style-type: none"> Items identified in Tier I and: Student data will be submitted quarterly for analysis and synthesis by the principal for instructional adjustments. Principal is observed as the lead facilitator during data discussions. <p>Support Model:</p> <ul style="list-style-type: none"> Items identified in Tier I and: Targeted professional development opportunities will be provided from the Assistant Superintendent of Schools and/or the Department of Research, Accountability, and Assessment. Individualized plan for school will be developed to focus on targeted data needed to identify root causes of areas of concern. 	<p>Data Expectations:</p> <ul style="list-style-type: none"> Items identified in Tiers I and II and: Student data will be submitted for analysis and synthesis by principal for instructional adjustments following each short-cycle and benchmark assessment for reading, mathematics, and science. Targeted professional development opportunities will be provided from the Assistant Superintendent of Schools and/or the Department of Research, Accountability, and Assessment. <p>Support Model:</p> <ul style="list-style-type: none"> Items identified in Tiers I and II and: Consultation will be provided by the Assistant Superintendent of Schools during school visits and observations of data dialogues at least twice per quarter. Opportunities for interschool visitation will be provided to observe data dialogues.

	Tier I	Tier II	Tier III
Leadership	<p><i>Leadership Expectations:</i></p> <ul style="list-style-type: none"> Principal will conduct job-embedded professional development through faculty meetings, grade level meetings, data dialogues, etc. Principal will create an environment in which shared leadership is evidenced through grade level meetings, faculty council, School Improvement Team meetings, etc. Principal will improve instructional practices through the purposeful observation and evaluation of teachers. Principal demonstrates mutual respect for all stakeholders and consistently models the expectations set forth in the <i>Blueprint for Progress</i>. 	<p><i>Leadership Expectations:</i></p> <ul style="list-style-type: none"> Items identified in Tier I and: Principal will submit a year-long professional development plan that addresses instructional outcomes. Principal will submit quarterly samples of feedback provided to teachers during informal observations. 	<p><i>Leadership Expectations:</i></p> <ul style="list-style-type: none"> Items identified in Tiers I and II and: Principal will submit documentation of teacher/staff feedback from professional development sessions. Principal will submit a year-long schedule for formal observations. School administrative leadership teams will be presented a summary report prepared by the Instructional Program Review team. The report will include findings and recommendations to be utilized as a guide to improve the instructional program. Feedback session with school leadership teams in concert with the Division of Curriculum and Instruction and the Department of Professional Development staff. This aspect of the Instructional Program Review is extremely important because it addresses a systemic approach to building capacity of principals, schools leaders, and staff.

	Tier I	Tier II	Tier III
Leadership (continued)	<p>Support Model:</p> <ul style="list-style-type: none"> • Monthly Principals' Meetings will include leadership discussion strands designed to increase the leadership capacity of high school principals. • Joint meetings between the middle school and high school principals will be held to build stronger vertical teams. 	<p>Support Model:</p> <ul style="list-style-type: none"> • Items identified in Tier I and: • Professional development opportunities will be provided regarding developing a focused professional development plan. • Professional development opportunities will be provided on engaging adult learners. • Assistant Superintendent of Schools and/or the Department of Professional Development visits will include an observation of a faculty meeting or staff professional development session and written feedback. 	<p>Support Model:</p> <ul style="list-style-type: none"> • Items identified in Tiers I and II and: • Assistant Superintendent of Schools will provide coaching to the principal monthly. • Principal is required to attend professional development sessions identified by the Assistant Superintendent of schools. • Assistant Superintendent of Schools visits will include observations of a post-observation conference and written feedback.

The middle schools triangle is an inverted diagram that is different for the elementary and high school models with colors that align with MSDE color codes Advanced (Blue), Proficient (Green), and Basic (Red).

Middle School Support



2011-2012 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.

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).

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.
- h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.
- w) Support teachers in the implementation of reading techniques through professional development opportunities.
- 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:

- Continue to provide support to schools as needed, particularly to low-performing schools.
- Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP).
- Continue to provide curriculum and instructional services and support to BCPS-designated priority schools.
- Continue to implement the articulation between elementary and middle schools, and between middle and high schools.
- Continue to provide professional development in collaboration with the Office of Reading/Language Arts to elementary teachers and administrators to connect the implementation of rigorous, engaging English/language arts, reading, and writing instruction with preparation of students for success on the English HSA.
- Continue to provide professional development in collaboration with the Office of Mathematics 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.

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

- 3. 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

Section F: General

Race to the Top Scope of Work Update

The narrative for Section F will describe the LEA's commitment to ensuring successful conditions for high performing charter schools and other innovative schools. LEAs must identify all goals and all tasks/activities that will be implemented in year two to achieve the stated goal(s).

N/A

**ATTACHMENT 4-A and B
SCHOOL LEVEL BUDGET SUMMARY
Fiscal Year 2012**

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Riverview Elementary (SW)	1308	92.29%	\$351,500	0	0	0	N/A	N/A	\$351,500
Deep Creek Elementary (SW)	1525	85.93%	\$330,600	0	0	0			\$330,600
Halstead Academy (SW)	0912	83.84%	\$348,650	0	0	0			\$348,650
Sandalwood Elementary (SW)	1527	83.30%	\$367,650	0	0	0			\$367,650
Sussex Elementary (SW)	1513	82.84%	\$276,925	0	0	0			\$276,925
Baltimore Highlands Elementary (SW)	1307	82.49%	\$379,050	0	0	0			\$379,050
Mars Estates Elementary (SW)	1512	82.38%	\$291,650	0	0	0			\$291,650
Colgate Elementary (SW)	1503	79.17%	\$234,650	0	0	0			\$234,650
White Oak School (TAS)	0923	79.03%	\$44,175	0	0	0			\$44,175
Woodmoor Elementary (SW)	0205	78.70%	\$324,425	0	0	0			\$324,425
Dundalk Elementary (SW)	1202	78.63%	\$440,800	0	0	0			\$440,800

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Logan Elementary (SW)	1217	76.73%	\$325,850	0	0	0	N/A	N/A	\$325,850
Lansdowne Middle (SW)	1351	75.90%	\$439,850	0	0	0			\$439,850
Chadwick Elementary (SW)	0113	75.06%	\$302,100	0	0	0			\$302,100
Hawthorne Elementary (SW)	1515	74.23%	\$325,063	0	0	0			\$325,063
Crossroads Center	0075	73.86%	0	0	0	0			0
Edmondson Heights Elementary (SW)	0104	73.44%	\$299,688	0	0	0			\$299,688
Glenmar Elementary (SW)	1518	73.19%	\$228,375	0	0	0			\$228,375
Woodlawn Middle	0253	72.71%	0	0	0	0			0
Meadowood Education Center	0070	72.50%	0	0	0	0			0
Deep Creek Middle	1557	71.93%	0	0	0	0			0

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Scotts Branch Elementary (SW)	0206	71.91%	\$320,250	0	0	0	N/A	N/A	\$320,250
Victory Villa Elementary (SW)	1505	71.81%	\$199,938	0	0	0			\$199,938
Martin Blvd. Elementary (SW)	1506	71.78%	\$169,750	0	0	0			\$169,750
Dundalk Middle	1251	71.52%	0	0	0	0			0
Johnnycake Elementary (SW)	0105	71.02%	\$353,938	0	0	0			\$353,938
Golden Ring Middle	1451	70.52%	0	0	0	0			0
Sandy Plains Elementary (SW)	1216	70.45%	\$349,563	0	0	0			\$349,563
Shady Spring Elementary (SW)	1409	70.39%	\$365,313	0	0	0			\$365,313
Berkshire Elementary (SW)	1205	69.95%	\$242,813	0	0	0			\$242,813
Winfield Elementary (SW)	0211	69.90%	\$262,400	0	0	0			\$262,400
Lansdowne Elementary (SW)	1311	69.46%	\$220,800	0	0	0			\$220,800
Holabird Middle	1253	69.38%	0	0	0	0			0

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Dogwood Elementary (SW)	0112	68.98%	\$290,400	0	0	0	N/A	N/A	\$290,400
Milbrook Elementary (SW)	0307	68.54%	\$195,200	0	0	0			\$195,200
Powhatan Elementary (SW)	0210	67.91%	\$154,800	0	0	0			\$154,800
Norwood Elementary (SW)	1207	67.50%	\$312,400	0	0	0			\$312,400
Campfield Early Childhood Center	0062	67.22%	0	0	0	0			0
Battle Grove Elementary (SW)	1517	66.67%	\$152,400	0	0	0			\$152,400
Middlesex Elementary (SW)	1514	66.67%	\$268,000	0	0	0			\$268,000
Featherbed Lane Elementary (SW)	0204	66.61%	\$291,200	0	0	0			\$291,200
McCormick Elementary (SW)	1403	66.23%	\$191,200	0	0	0			\$191,200
Randallstown Elementary (SW)	0202	66.14%	\$200,000	0	0	0			\$200,000
Chase Elementary (SW)	1507	65.63%	\$157,600	0	0	0			\$157,600
Pleasant Plains Elementary (SW)	0909	65.52%	\$245,200	0	0	0			\$245,200

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Bedford Elementary (SW)	0303	65.34%	\$144,800	0	0	0	N/A	N/A	\$144,800
Charlesmont Elementary (SW)	1212	65.32%	\$185,600	0	0	0			\$185,600
Hebbville Elementary (SW)	0209	64.75%	\$180,000	0	0	0			\$180,000
Elmwood Elementary (SW)	1405	64.39%	\$266,800	0	0	0			\$266,800
Old Court Middle	0252	63.39%	0	0	0	0			0
Southwest Academy	0155	63.36%	0	0	0	0			0
Owings Mills Elementary (SW)	0402	63.15%	\$378,800	0	0	0			\$378,800
Loch Raven Technical Academy	0954	62.93%	0	0	0	0			0

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Dundalk High	1273	62.48%	0	0	0	0	N/A	N/A	0
Middle River Middle	1556	61.68%	0	0	0	0			0
General John Stricker Middle	1255	60.33%	0	0	0	0			0
Deer Park Elementary (SW)	0216	59.89%	\$160,950	0	0	0			\$160,950
Bear Creek Elementary (SW)	1206	59.19%	\$184,875	0	0	0			\$184,875
Hernwood Elementary (SW)	0214	57.61%	\$159,138	0	0	0			\$159,138
Windsor Mill Middle	0256	57.37%	0	0	0	0			0
Battle Monument School	1215	57.14%	0	0	0	0			0
Chesapeake High	1574	56.70%	0	0	0	0			0
Catonsville Center for Alternative Studies	0069	56.58%	0	0	0	0			0
Stemmers Run Middle	1554	56.53%	0	0	0	0			0
Woodlawn High Center for Pre-Eng. Res.	0172	55.57%	0	0	0	0			0

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Church Lane Elementary Technology (SW)	0207	54.93%	\$191,400	0	0	0	N/A	N/A	\$191,400
Rosedale Center	0072	54.29%	0	0	0	0			0
Overlea High & Academy of Finance	1473	53.78%	0	0	0	0			0
Deer Park Middle Magnet	0254	53.37%	0	0	0	0			0
Grange Elementary	1210	53.35%	0	0	0	0			0
Seneca Elementary	1531	53.13%	0	0	0	0			0
Red House Run Elementary	1406	52.31%	0	0	0	0			0
Maiden Choice School	0111	51.38%	0	0	0	0			0
Winand Elementary	0213	50.55%	0	0	0	0			0
Halethorpe Elementary	1313	50.34%	0	0	0	0			0
Kenwood High IB & Sports Center	1572	50.00%	0	0	0	0			0
Lansdowne High & Academy of Finance	1371	48.67%	0	0	0	0			0

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Millford Mill Academy	0271	48.59%	0	0	0	0	N/A	N/A	0
Eastwood Center	1218	48.22%	0	0	0	0			0
Essex Elementary	1508	47.58%	0	0	0	0			0
Glyndon Elementary	0407	47.38%	0	0	0	0			0
Parkville High & Center for Math/Science	0972	46.84%	0	0	0	0			0
Patapsco High & Center for Arts	1272	46.77%	0	0	0	0			0
Arbutus Elementary	1302	45.68%	0	0	0	0			0
Owings Mills High	0452	45.66%	0	0	0	0			0
Chesapeake Terrace Elementary	1511	45.14%	0	0	0	0			0
Imagine Discovery Charter School (CH)	0218	44.93%	0	0	0	0			0
Oakleigh Elementary	0910	44.69%	0	0	0	0			0
Woodbridge Elementary	0116	44.48%	0	0	0	0			0

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Randallstown High	0272	44.29%	0	0	0	0	N/A	N/A	0
Pikesville Middle	0352	44.00%	0	0	0	0			0
Reisterstown Elementary	0406	43.52%	0	0	0	0			0
Padonia International Elementary	0810	42.69%	0	0	0	0			0
Cedarnere Elementary	0408	42.03%	0	0	0	0			0
Woodholme Elementary	0311	41.83%	0	0	0	0			0
Timber Grove Elementary	0405	41.41%	0	0	0	0			0
New Town High	0473	41.39%	0	0	0	0			0
Orems Elementary	1519	40.94%	0	0	0	0			0
Harford Hills Elementary	0915	40.79%	0	0	0	0			0
Warren Elementary	0813	40.45%	0	0	0	0			0
Arbutus Middle	1356	40.14%	0	0	0	0			0

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Edgemere Middle	1502	39.30%	0	0	0	0	N/A	N/A	0
Carney Elementary	1106	39.21%	0	0	0	0			0
Westowne Elementary	0103	39.09%	0	0	0	0			0
Sparrows Point Middle	1559	38.54%	0	0	0	0			0
Middleborough Elementary	1520	37.27%	0	0	0	0			0
Vincent Farm Elementary	1533	37.26%	0	0	0	0			0
Villa Cresta Elementary	0908	36.54%	0	0	0	0			0
Relay Elementary	1310	36.25%	0	0	0	0			0
Parkville Middle & Center of Technology	1452	35.67%	0	0	0	0			0
Wellwood International School	0304	35.11%	0	0	0	0			0
Perry Hall Elementary	1105	34.93%	0	0	0	0			0
Ridge Ruxton	0922	34.86%	0	0	0	0			0

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Bridge Center	0073	34.78%	0	0	0	0	N/A	N/A	0
Pine Grove Middle	0957	33.86%	0	0	0	0			0
Franklin Middle	0451	33.85%	0	0	0	0			0
Sparrows Point High	1573	33.25%	0	0	0	0			0
Pot Spring Elementary	0808	33.17%	0	0	0	0			0
Pine Grove Elementary	0921	31.57%	0	0	0	0			0
Fullerton Elementary	1404	31.20%	0	0	0	0			0
Western School of Technology & Env. Science	0175	30.45%	0	0	0	0			0

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Sudbrook Magnet Middle	0353	29.80%	0	0	0	0	N/A	N/A	0
New Town Elementary	0217	29.29%	0	0	0	0			0
Pikesville High	0371	26.61%	0	0	0	0			0
Catonsville Elementary	0101	26.07%	0	0	0	0			0
Joppa View Elementary	1109	25.52%	0	0	0	0			0
Catonsville High	0174	25.18%	0	0	0	0			0
Cockeysville Middle	0853	25.00%	0	0	0	0			0
Franklin High	0472	24.95%	0	0	0	0			0
Perry Hall Middle	1151	24.79%	0	0	0	0			0
Catonsville Middle	0151	24.74%	0	0	0	0			0
Oliver Beach Elementary	1534	24.16%	0	0	0	0			0
Eastern Technical H.S.	1575	23.74%	0	0	0	0			0

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Loch Raven High	0973	23.65%	0	0	0	0	N/A	N/A	0
Seven Oaks Elementary	1110	23.35%	0	0	0	0			0
Hillcrest Elementary	0115	21.89%	0	0	0	0			0
Gunpowder Elementary	1111	21.47%	0	0	0	0			0
Perry Hall High	1171	20.88%	0	0	0	0			0
Dumbarton Middle	0953	18.23%	0	0	0	0			0
Franklin Elementary	0403	16.73%	0	0	0	0			0
Hampton Elementary	0911	16.33%	0	0	0	0			0
Westchester Elementary	0102	15.75%	0	0	0	0			0
Dulaney High	0872	15.01%	0	0	0	0			0
Chatsworth School	0404	14.02%	0	0	0	0			0
Fifth District Elementary	0501	13.82%	0	0	0	0			0

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Towson High Law & Public Policy	0971	13.69%	0	0	0	0	N/A	N/A	0
Lutherville Laboratory	0803	12.50%	0	0	0	0			0
Timonium Elementary	0805	12.39%	0	0	0	0			0
Summit Park Elementary	0310	11.70%	0	0	0	0			0
George W. Carver Center for Arts & Technology	0975	11.70%	0	0	0	0			0
Cromwell Valley Elementary Reg Magnet	0916	11.42%	0	0	0	0			0
Ridgely Middle	0852	11.32%	0	0	0	0			0
Stoneleigh Elementary	0905	10.65%	0	0	0	0			0
Kingsville Elementary	1104	10.26%	0	0	0	0			0
Hereford Middle	0855	9.92%	0	0	0	0			0
Prettyboy Elementary	0601	9.78%	0	0	0	0			0
Chapel Hill Elementary	1107	9.68%	0	0	0	0			0

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Expand Table as needed.**

SCHOOL NAME Rank Order All Schools by Percentage of Poverty – High to Low Poverty After School Name Indicate as appropriate: • (SW) for T-I Schoolwide Schools • (TAS) for Targeted Assistance T-I • (CH) for Charter Schools	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquent and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title III-A English Language Acquisition	Other	Other	Total ESEA Funding by School
Seventh District Elementary	0701	8.42%	0	0	0	0	N/A	N/A	0
Carroll Manor Elementary	1001	8.28%	0	0	0	0			0
West Towson Elementary	0925	7.32%	0	0	0	0			0
Jacksonville Elementary	1002	7.04%	0	0	0	0			0
Fort Garrison Elementary	0308	6.43%	0	0	0	0			0
Hereford High	0772	5.87%	0	0	0	0			0
Sparks Elementary	0801	5.76%	0	0	0	0			0
Pinewood Elementary	0811	5.34%	0	0	0	0			0

**ATTACHMENT 4-A and B
SCHOOL LEVEL BUDGET SUMMARY
Fiscal Year 2012**

Local School System: Baltimore County Public Schools

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

SCHOOL NAME Rank Order All Schools by Percentage of Poverty – High to Low Poverty After School Name Indicate as appropriate: • (SW) for T-I Schoolwide Schools • (TAS) for Targeted Assistance T-I Schools • (CH) for Charter Schools	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquent and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title III-A English Language Acquisition	Other	Other	Total ESEA Funding by School
Rodgers Forge Elementary	0907	4.81%	0	0	0	0	N/A	N/A	0
Riderwood Elementary	0809	3.22%	0	0	0	0			0
Evening High School	0054	0.00%	0	0	0	0			0

**ATTACHMENT 4-A and B
SCHOOL LEVEL BUDGET SUMMARY
Fiscal Year 2012**

Local School System: Baltimore County Public Schools

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

SCHOOL NAME Rank Order All Schools by Percentage of Poverty – High to Low Poverty After School Name Indicate as appropriate: • (SW) for T-I Schoolwide Schools • (TAS) for Targeted Assistance T-I Schools • (CH) for Charter Schools	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquent and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title III-A English Language Acquisition	Other	Other	Total ESEA Funding by School
Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column N.)			\$12,106,529	0	0	0		N/A	
School System Administration (For Title I, Use Table 7-8 LINE 5)			\$2,785,665	\$6,299	\$300,917	\$12,917			
Systemwide Programs and School System Support to Schools (For Title I, Use Table 7-8 LINE 13)			\$5,609,090	\$177,931	\$2,821,908	\$637,384			
Nonpublic Costs (For Title I, Use Table 7-10 LINE 7)			\$181,449	0	\$551,703	\$8,550			
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)			\$20,682,733 (Variance of \$1 from C-1-25 due to rounding)	\$184,230	\$3,674,528	\$658,851			

**ATTACHMENT 5-A
TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)]
Fiscal Year 2012**

Local School System: Baltimore County Public Schools

Local school systems may transfer ESEA funds by completing this page as part of the Bridge to Excellence Master Plan Annual Update submission, or at a later date by completing and submitting a separate Attachment 5-A form. Receipt of this Attachment as part of the Annual Update will serve as the required 30 day notice to MSDE. A local school system may transfer up to 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)¹. 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 2012 Allocation	\$ Amount to be transferred <u>out of</u> each program	\$ Amount to be transferred into each of the following programs		
			Title I-A	Title II-A	Title IV-A
Title II-A Teacher Quality	\$ NA	\$ NA	\$ NA	\$ NA	
Title II-D Ed Tech					
Title IV-A Safe and Drug Free Schools & Communities					

<p>ATTACHMENT 5-B CONSOLIDATION OF ESEA FUNDS FOR LOCAL ADMINISTRATION [Section 9203] Fiscal Year 2012</p>	<p>Local School System: <u>Baltimore County Public Schools</u></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 III-A (Limit: 2 Percent)		Total ESEA Consolidation (Reasonable and Necessary)
\$ N/A	\$ N/A	\$ N/A		\$ N/A

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2012	Local School System: <u>Baltimore County Public Schools</u>
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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, and Title III services. Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						
	Title I-A			Title II-A	Title III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
Al-Rahmah 6631 Johnnycake Road Baltimore, Maryland 21244	Private School						
	Public School		21	26	0	0	
	Neutral Site						
Bais Hamedrash and Mesivta of Baltimore 6823 Old Pimlico Road Baltimore, Maryland 21209	Private School						
	Public School		0	0	0	0	
	Neutral Site						
Bais Yaakov School for Girls Elementary School 11111 Park Heights Avenue Owings Mills, Maryland 21117	Private School						
	Public School		42.5	125	0	0	
	Neutral Site						

ATTACHMENT 6-A NONPUBIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2012	Local School System: <u>Baltimore County Public Schools</u>
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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, and Title III services. Use separate pages as necessary.

NONPUBIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						
	Title I-A			Title II-A	Title III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
Bais Yaakov Eva Winer High School 6302 Smith Avenue Baltimore, Maryland 21209	Private School						
	Public School	0	0	100	0	0	
	Neutral Site						
Bais Yaakov School for Girls Rabbi Benjamin Steinberg Middle School 6300 Smith Avenue Baltimore, Maryland 21209	Private School						
	Public School	0	0	70	0	0	
	Neutral Site						
Calvert Hall College High School 8102 LaSalle Road Baltimore, MD 21286	Private School						
	Public School	0	0	100	0	0	
	Neutral Site						

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2012	Local School System: <u>Baltimore County Public Schools</u>
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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 III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang- Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
Chestnut Grove Day School 3701 Sweet Air Road Phoenix, Maryland 21131	Private School						
	Public School	0	0	0	0	0	
	Neutral Site						
Children's Home Diagnostic Center School 205 Bloomsbury Avenue Catonsville, Maryland 21228	Private School						
	Public School	0	0	0	0	0	
	Neutral Site						
The Day School at Baltimore Hebrew 7401 Park Heights Avenue Baltimore, MD 21208	Private School						
	Public School	0	0	25	0	0	
	Neutral Site						

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2012	Local School System: <u>Baltimore County Public Schools</u>
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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, and Title III services. Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						
	Title I-A			Title II-A	Title III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang- Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
Dayspring Christian Academy 2122 W. Joppa Road Timonium, Maryland 21093	Private School						
	Public School	0	0	0	0	0	
	Neutral Site						
Emmanuel Lutheran School 929 Ingleside Avenue Baltimore, Maryland 21228	Private School						
	Public School	0	0	0	0	0	
	Neutral Site						
The Forbush School at Glyndon 407 Central Avenue Reisterstown, MD 21133	Private School						
	Public School	0	0	100	0	0	
	Neutral Site						

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2012	Local School System: <u>Baltimore County Public Schools</u>
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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, and Title III services. Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						
	Title I-A			Title II-A	Title III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang- Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
Free State Montessori School 12536 Harford Road Fork, Maryland 21051	Private School						
	Public School	0	0	16	0	0	
	Neutral Site						
Goldsmith Early Childhood Education Center of Chizuk Amuno 8100 Stevenson Road Baltimore, Maryland 21208	Private School						
	Public School	0	0	40	0	0	
	Neutral Site						
Good Shepherd Center 4100 Maple Avenue Baltimore, MD 21227	Private School						
	Public School	0	0	36	0	0	
	Neutral Site						

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2012	Local School System: <u>Baltimore County Public Schools</u>
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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, and Title III services. Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						
	Title I-A			Title II-A	Title III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang- Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
Hannah More School 12039 Reisterstown Road Reisterstown, Maryland 21136	Private School						
	Public School	0	0	85	0	0	
	Neutral Site						
Harbour School of Baltimore 11251 Dolfeld Blvd. Owings Mills, MD 21117	Private School						
	Public School	0	0	31	0	0	
	Neutral Site						
Havenwood Preschool Center 100 E. Ridgely Road Timonium, Maryland 21093	Private School						
	Public School	0	0	24	0	0	
	Neutral Site						

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2012	Local School System: <u>Baltimore County Public Schools</u>
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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, and Title III services. Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						
	Title I-A			Title II-A	Title III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang- Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
Immaculate Conception School 112 Ware Avenue Towson, MD 21204	Private School	4	3	38	0	0	
	Public School						
	Neutral Site						
Immaculate Heart of Mary School 8501 Loch Raven Blvd. Towson, MD 21286	Private School	24	17	34	0	0	
	Public School						
	Neutral Site						
Jewish Community Center Nursery School 3506 Gwynnbrook Avenue Owings Mills, MD 21117	Private School	0	0	59	0	0	
	Public School						
	Neutral Site						

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2012	Local School System: <u>Baltimore County Public Schools</u>
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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 III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
John Paul Regional Catholic School 6946 Dogwood Road Baltimore, MD 21244	Private School	22	16	20	0	0	
	Public School						
	Neutral Site						
Krieger Schecter Day School 8100 Stevenson Road Baltimore, MD 21208	Private School	0	0	75	0	0	
	Public School						
	Neutral Site						
Lamb of God School 1810 Fairview Avenue Halethorpe, MD 21227	Private School	7	8	16	0	0	
	Public School						
	Neutral Site						

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2012	Local School System: <u>Baltimore County Public Schools</u>
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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 III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff		
Liberty Christian School 11303 Liberty Road Owings Mills, MD 21117	Private School		0	0	31	0	0	
	Public School							
	Neutral Site							
Loyola Blakefield 500 Chestnut Avenue Towson, MD 21204	Private School		0	0	102	0	0	
	Public School							
	Neutral Site							
Mann Residential School 6501 N. Charles Street Building A Towson, Maryland 21204	Private School		0	0	26	0	0	
	Public School							
	Neutral Site							

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2012	Local School System: <u>Baltimore County Public Schools</u>
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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 III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
Maryvale Preparatory School 11300 Falls Road Brooklandville, MD 21022	Private School						
	Public School	0	0	45	0	0	
	Neutral Site						
Mount de Sales Academy 700 Academy Road Catonsville, MD 21228	Private School						
	Public School	0	0	89	0	0	
	Neutral Site						
New Mark School of Excellence 2605 North Rolling Road Baltimore, MD 21244	Private School						
	Public School	14.5	14.5	13	0	0	
	Neutral Site						

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2012	Local School System: <u>Baltimore County Public Schools</u>
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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 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	Comments (Optional)
Notre Dame Preparatory School 815 Hampton Lane Towson, MD 21286	Private School	0	0	85	0	0	
	Public School						
	Neutral Site						
Our Lady of Grace School 18310 Middletown Road Parkton, MD 21120	Private School	0	0	18	0	0	
	Public School						
	Neutral Site						
Our Lady of Hope/ St. Luke's 8003 North Boundary Road Baltimore, MD 21222	Private School	44	11	25	0	0	
	Public School						
	Neutral Site						

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2012	Local School System: <u>Baltimore County Public Schools</u>
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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 III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
Our Lady of Mount Carmel School 1702 Old Eastern Avenue Essex, MD 21221	Private School		41	37	42	0	0
	Public School						
	Neutral Site						
	Our Lady of Victory School 4416 Wilkens Avenue Baltimore, MD 21229	Private School		31	25	31	0
Public School							
Neutral Site							
Pilgrim Christian Day School 7200 Liberty Road Baltimore, Maryland 21207		Private School		0	0	13	0
	Public School						
	Neutral Site						

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2012	Local School System: <u>Baltimore County Public Schools</u>
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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 III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
Sacred Heart School (Glyndon) 63 Sacred Heart Lane Glyndon, MD 21071	Private School						
	Public School	11	5	57	0	0	
	Neutral Site						
Saint Agnes School 603 St. Agnes Lane Baltimore, MD 21229	Private School						
	Public School	14	17	25	0	0	
	Neutral Site						
Saint Clement Mary Hofbauer 1216 Chesaco Avenue Rosedale, Maryland 21237	Private School						
	Public School	17	5	0	0	0	
	Neutral Site						

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2012	Local School System: <u>Baltimore County Public Schools</u>
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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 III-A		Comments (Optional)		
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff			
Saint John the Evangelist School 13311 Long Green Pike Hydes, MD 21082	Private School	0	0	23	0	0			
	Public School								
	Neutral Site								
Saint Joseph (Cockeysville) 105 Church Lane Cockeysville, MD 21030	Private School	0	0	28	0	0			
	Public School								
	Neutral Site								
Saint Joseph (Fullerton) 8416 Belair Road Baltimore, MD 21236	Private School	4.5	4	40	13	0			
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2012	Local School System: <u>Baltimore County Public Schools</u>
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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, and Title III services. *Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						
	Title I-A			Title II-A	Title III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
Saint Mark School 26 Melvin Avenue Catonsville, Maryland 21228	Private School						
	Public School	13.5	12.5	35	0	0	
	School						
	Neutral Site						
Saint Michael the Archangel School 10 Willow Avenue Baltimore, MD 21206	Private School						
	Public School	30	27	25	0	0	
	School						
	Neutral Site						
Saint Paul's Lutheran 12022 Jerusalem Road Kingsville, Maryland 21087	Private School						
	Public School	0	0	15	0	0	
	School						
	Neutral Site						

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2012	Local School System: <u>Baltimore County Public Schools</u>
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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 III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
Saint Paul's School for Girls 11232 Falls Road Brooklandville, MD 21022	Private School	0	0	65	0	0	
	Public School						
	Neutral Site						
Saint Pius X School 6432 York Road Baltimore, MD 21212	Private School	28.5	19.5	0	1	0	
	Public School						
	Neutral Site						
Saint Stephen School 8028 Bradshaw Road Kingsville, MD 21087	Private School	0	0	24	0	0	
	Public School						
	Neutral Site						

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2012	Local School System: <u>Baltimore County Public Schools</u>
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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, and Title III services. Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						
	Title I-A			Title II-A	Title III-A		Comments (Optional)
	Number nonpublic T-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	
Saint Thomas Parish Day School 232 St. Thomas Lane Owings Mills, MD 21117	Private School	2	1	0	0	0	
	Public School						
	Neutral Site						
Saint Ursula School 8900 Harford Road Baltimore, MD 21234	Private School	21	21	40	0	0	
	Public School						
	Neutral Site						
Sisters Academy of Baltimore 139 First Avenue Baltimore, MD 21227	Private School	9	0	15	0	0	
	Public School						
	Neutral Site						

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2012	Local School System: <u>Baltimore County Public Schools</u>
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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, and Title III services. Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						
	Title I-A			Title II-A	Title III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
Talmudical Academy of Baltimore 4445 Old Court Road Baltimore, MD 21208	Private School						
	Public School	44.5	25.5	60	0	0	
	School						
	Neutral Site						
Torah Institute of Baltimore 35 Rosewood Lane Owings Mills, MD 21117	Private School						
	Public School	24	17.5	105	0	0	
	School						
	Neutral Site						
Trinity Church Day School 12400 Manor Road Glen Arm, MD 21057	Private School						
	Public School	0	0	12	0	0	
	School						
	Neutral Site						

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2012	Local School System: <u>Baltimore County Public Schools</u>
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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, and Title III services. Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						
	Title I-A			Title II-A	Title III-A		Comments (Optional)
	Number nonpublic T-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	
Valley Baptist Kindergarten and Preschool 1401 York Road Lutherville, Maryland 21093	Private School						
	Public School	0	0	18	0	0	
	Neutral Site						
Villa Maria School 2300 Dulaney Valley Road Timonium, Maryland 21093	Private School						
	Public School	0	0	39	0	0	
	Neutral Site						
Villa Maria School at St. Vincent's Center 2600 Pot Spring Road Timonium, Maryland 21093	Private School						
	Public School	0	0	30	0	0	
	Neutral Site						

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 2012

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.

1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115 (c)(1)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
	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)		
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 improve the academic achievement of English language learners. b) 7/2011 – 6/2012 c) Provide ESOL services for all English language learners not meeting English proficiency levels. d) Upon consultation with nonpublic schools, instructional materials for ELLs will be purchased.		\$8,550
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		

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: Baltimore County Public Schools

Fiscal Year 2012

A. REQUIRED ACTIVITIES [Section 3115(c)] continued

2. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. [section 3115(c)(2)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
<p>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)].</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; light refreshments will be served, as appropriate. b) 8/2011 – 7/2012 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.</p>	\$5,113	
<p>2.2. Providing for professional development designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for ELL children [section 3115(c)(2)(B)].</p>	<p>a) Provide opportunities for secondary ESOL teachers to review and analyze data in order to make programmatic and instructional decisions regarding English language learners by funding substitute teachers. b) 10/2011 – 8/2012 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.</p>	\$1,648	

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)]			
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)].	<ul style="list-style-type: none"> a) Two central office personnel and ten teachers will attend the International Teachers of English to Speakers of Other Languages (TESOL) Conference in Philadelphia, PA. Attendees will share information from the sessions with ESOL teachers, classroom teachers, and school-based administrators during systemwide and local school meetings. Application of new learning will be monitored through field observation by staff from the Office of World Languages. b) 3/2012 – 6/2013 c) Continue to provide professional development for administrators and teachers on second language acquisition and cross-cultural and differentiation strategies. 	\$3,180	

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: Baltimore County Public Schools

Fiscal Year 2012

SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

B. ALLOWABLE ACTIVITIES [Section 3115(d)]: An eligible entity receiving funds under section 3114 (a) may use the funds to achieve one or more of the following activities:

3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
	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)		
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].	a) Continue to 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 service to ELL students and families. b) 7/2011 – 9/2012 c) Continue to provide services for newcomer families at intake conferences in ESOL intake centers, including evening hours and regional locations; facilitate access to appropriate educational and community resources for immigrant families.	\$83,594	
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 and families to enhance and expand ESOL advocacy services by providing 6.0 FTE bilingual ESOL Family-School Liaisons. The ESOL Family-School Liaisons will facilitate a home-school connection for ESOL students identified as gifted and talented, at risk, and/or with special needs. Fund interpreter services for ESOL parents/guardians and students. b) 7/2011 – 9/2012 c) Facilitate access to appropriate educational and community resources for immigrant families; provide professional development opportunities	\$529,385	

	<p>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> <p>d) Interpreter services and professional development opportunities are made available to nonpublic schools and families.</p>		
4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(2)(3)]			
4.1 Providing tutorials and academic and vocational education for ELL children [section 3115(d) (3) (A)].			
4.2 Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].	<p>a) Increase rigor and incorporate technology into middle school ESOL instruction by providing students and teachers with ipod tablets and appropriate software.</p> <p>b) 8/2011 – 7/2012</p> <p>c) Provide uniform access to instructional enhancements, including electronic networks, curricula embedded technology, and other programming to support ESOL instruction on the middle school level to increase student achievement.</p>	\$14,364	
4.3 Providing for access to, and participation in electronic networks for materials, training and communication [section 3115(d)(7)(B)].	N/A		
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 [section 3115(d)(4)].	N/A		
5. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>No Child Left Behind</i>. (Specify and describe below.) [section 3115(d)(8)]:			
5.1 Carrying out other activities that are consistent with the purposes of this section [section 3115(d)(8)].	N/A	Public School Costs	Nonpublic Costs

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.

[illegible]

**ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

Local School System: Baltimore County Public Schools

Fiscal Year 2012

SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

D. IMMIGRANT ACTIVITIES [section 3115(e)]: Activities by agencies experiencing substantial increases in immigrant children and youth.

1. An eligible entity receiving funds under section 3114 (d) (1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth. [section (e)(1)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
	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)		
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)].	N/A		
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)].	N/A		
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)].	N/A		
1.5 Providing basic instructional services that are directly attributable to the presence in the school district of immigrant children and youth, including the payment of costs of providing additional classroom supplies, cost of transportation or such other costs [section 3115(e) (1) (E)].	N/A		

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)]			
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		
2. Administrative Expenses		Public School Costs	Nonpublic Costs
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%		
TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT		N/A	N/A

E. 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;**

Baltimore County Public Schools' (BCPS) Title I office notifies all nonpublic schools in Baltimore County of the availability of ESOL support for eligible students in the nonpublic setting. Representatives from all schools interested in participating in the process attend a meeting wherein the protocol for obtaining ESOL support is explained. A nonpublic school with potential English language learners contacts the BCPS' Office of World Languages at 410.887.6752 to schedule testing for the student. Screening testing is administered at the ESOL Intake Center which, is located at Old Court Middle School, 4627 Old Court Road, Baltimore, Maryland, 21208. For those residing on the eastern side of the county, testing can be scheduled at the ESOL intake office at Stemmers Run Middle School, 201 Stemmers Run Road, Baltimore, Maryland, 21221. Testing is administered by appointment only.

- b) The basis for determining the needs of private school children and teachers;**

Nonpublic students are screened with the same instrument (LAS Links diagnostic assessment) utilized to identify Baltimore County and all public school students in Maryland as eligible for ESOL services. If, after testing, a student is identified as an English language learner and would be eligible to receive ESOL services if enrolled in a Baltimore County school, the nonpublic school and the family may elect one of two options. The school may receive the amount per ELL allocated through the annual Title III grant in ESOL support materials to be used with the student, or the family may elect to have the child participate in ESOL services at the child's grade level in a Baltimore County school. If parents/guardians elect direct ESOL services, then the nonpublic school does not receive the funding.

- c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and**

Parents/guardians may choose to have their children receive ESOL services at the zoned (home) Baltimore County school. In that case, it is the responsibility of the parents/guardians to provide transportation to and from the public school at the time of the ESOL class scheduled for the child's grade level. The Office of World Languages can assist in facilitating this process. Additionally, upon request from any nonpublic school, the Office of World Languages will customize professional development for the teachers at the school in order to support them in following best practices in working with English language learners.

- 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.)**

In the event that the school chooses the materials funding option, a designated representative of the nonpublic school, in collaboration with the Office of World Languages, selects appropriate materials from approved vendors to be purchased. These materials should help the student with listening, speaking, reading, and writing in English. The Office of World Languages then proceeds to purchase the materials according to the BCPS' purchasing protocol. This, by nature of the process, may take several weeks. In most cases, materials are sent directly to the school. The Office of World Languages

maintains an inventory of equipment purchased for nonpublic schools and makes a physical inspection bi-annually. Nonpublic schools may also be included in Baltimore County Public Schools' professional development for outlining instructional strategies that work best with English language learners.

3. **ATTACH WRITTEN AFFIRMATION (meeting dates, agenda, sign-in sheets, letters/ forms,) for the school year 2008-2009 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 2012

F. 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.
2. Provide a detailed budget narrative using the attached “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp. 10-12 of this guidance document). The accompanying budget narrative should (a) detail how the school system will use 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.

F. 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

Budget Narrative					
Title III, Part A					
<u>Fiscal Year 2012</u>					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instruction/Special Programs Transfers	Nonpublic	50 students x \$171 per student	\$8,550		\$8,550
	Activity 1.2				
Total Activity 1.2			\$8,550		\$8,550
Instruction/Staff Development/Stipends	30 elementary school teachers meeting for 2 hours, twice a year	30 teachers x \$28.26 @ hr. x 2 hours x 2 sessions	\$3,392		\$3,392
	Activity 2.1				
Fixed Charges	FICA	7.65% x \$3,392	\$259		\$259
	Activity 2.1				
Fixed Charges	W/C	0.65% x \$3,392	\$22		\$22
	Activity 2.1				
Instruction/Staff Development Contractual Services	food	60 teachers x \$12 x 2 meetings	\$1,440		\$1,440
	Activity 2.1				
Total Activity 2.1			\$5,113		\$5,113
Instruction/Staff Development/Salaries and Wages	2 secondary teachers from each ESOL Center for a data analysis workshop	18 substitute teachers @ \$84.58 @ day	\$1,522		\$1,522
	Activity 2.2				
Fixed Charges	FICA	7.65% x \$1,522	\$116		\$116
	Activity 2.2				
Fixed Charges	W/C	0.65% x \$1,522	\$10		\$10
Total Activity 2.2			\$1,648		\$1,648
Administration/Central Support Other Charges	2 central office staff attending TESOL conference in Philadelphia-registration	\$265 registration (per person) x 2	\$530		\$530
	Activity 2.3				
Instructional Staff Development Other Charges	10 teachers attend TESOL conference in Philadelphia - registration	\$265 registration (per person) x 10	\$2,650		\$2,650
	Activity 2.3				
Total Activity 2.3			\$3,180		\$3,180

Instruction/Special Programs Salaries & Wages	1 ELL support liaison	1.0 FTE	\$58,384		\$58,384
	Activity 3.1				
Fixed Charges	FICA	7.65% x \$58,384	\$4,466		\$4,466
	Activity 3.1				
Fixed Charges	W/C	0.65% x \$58,384	\$379		\$379
	Activity 3.1				
Fixed Charges	Retirement	15.45% x \$58,384	\$9,020		\$9,020
	Activity 3.1				
Fixed Charges	Health	1.0 FTE	\$11,345		\$11,345
	Activity 3.1				
Total Activity 3.1			\$83,594		\$83,594
Instruction/Special Programs Salaries & Wages	ESOL family/ school liaisons	6.0 FTE	\$361,476		\$361,476
	Activity 3.2				
Fixed Charges	FICA	7.65% x \$361,476	\$27,653		\$27,653
	Activity 3.2				
Fixed Charges	W/C	0.65% x \$361,476	\$2,350		\$2,350
	Activity 3.2				
Fixed Charges	Retirement	15.45% x \$361,476	\$55,848		\$55,848
	Activity 3.2				
Fixed Charges	Health	6.0 FTE	\$68,070		\$68,070
	Activity 3.2				
Instruction/Special Programs Salaries & Wages	Interpreters	\$32.29 per hour x 400 hours	\$12,916		\$12,916
	Activity 3.2				
Fixed Charges	FICA	7.65% x \$12,916	\$988		\$988
	Activity 3.2				
Fixed Charges	W/C				
	Activity 3.2	0.65% x \$12,916	\$84		\$84
Total Activity 3.2			\$529,385		\$529,385
Instruction/Special Programs Technology	ipod tablets for middle school ELLs	35 ipod tablets x \$410.40	\$14,364		\$14,364
	Activity 4.2				
Total Activity 4.2			\$14,364		\$14,364

Administration Business Support Services/Transfers	Indirect Costs		\$1,870		\$1,870
	Activity 6.1				
Mid-level/Admin & Sup Salaries and Wages	Secretary	0.2 FTE	\$7,094		\$7,094
	Activity 6.1				
Fixed Charges	FICA	7.65% x \$7,094	\$543		\$543
	Activity 6.1				
Fixed Charges	W/C	0.65% x \$7,094	\$46		\$46
	Activity 6.1				
Fixed Charges	Retirement	15.45% x \$7,094	\$1,096		\$1,096
	Activity 6.1				
Fixed Charges	Health	0.2 FTE	\$2,268		\$2,268
	Activity 6.1				
Total Activity 6.1		2% of total	\$12,917		\$12,917
TOTAL			\$658,751		\$658,751

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

ORIGINAL GRANT BUDGET	\$658,751	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	7/1/2011	6/30/2013	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						12,917.00	12,917.00
Prog. 23 Centralized Support				530.00			530.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	432,776.00		14,364.00				447,140.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						8,550.00	8,550.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	4,914.00	1,440.00		2,650.00			9,004.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				180610			180,610.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	437,690.00	1,440.00	14,364.00	183,790.00	0.00	21,467.00	658,751.00

Finance Official Approval	Kathleen Courtney	<i>Kathleen Courtney</i>	8/10/11	410-887-4345 x340
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Joe A Hairston	<i>Joe A. Hairston</i>	8/15/11	410-887-4281
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

December 9, 2010

Dear Head Administrator or Principal:

Baltimore County Public Schools will hold its annual federal and state grant program meeting for private schools on Wednesday, January 19, 2011 from 9:00 a.m. to 12:00 p.m. 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 school students and staff. 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 planned. However, if weather causes schools to *close*, the meeting will be rescheduled to Friday, January 28, 2011 from 9:00 a.m. – 12:00 p.m. in Room 114 of the Education Support Services Building, 6901 N. Charles Street, Towson, MD 21204

If you cannot attend this 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.

Thank you and I look forward to seeing you on January 19th.

Sincerely,

Roe Davis
Grants Compliance Specialist

Enclosure

**Registration for Baltimore County Public Schools
State and Federal Grant Programs
For Private Schools Meeting**

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 from my school 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 **2011-2012** 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

_____ 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 **2011-2012** 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 Grant Programs for Private Schools**

**January 19, 2011
9:00 a.m. – 11:15 a.m.**

Meeting Agenda

9:00 – 9:15	Continental Breakfast	
9:15- 9:30	Welcome and Overview	Roe Davis
9:30 -10:00	Title I, Part A	Mary Dagen Katie Filling Carol Ann Ruth
10:00-10:20	Title II, Part A	Jeanne Imbriale Kim Spahn
10:20-10:40	Title III, Part A	Donna Miller
10:40-11:00	Q&A	
11:00-11:15	Intent to Participate & Evaluation	

Adjournment

Federal Grant Programs Monitoring for Private Schools

January 19, 2011

9:00 a.m. - 11:15 a.m.

Last Name	First Name	Title	Name of School	Signature
Ruth	Carol Ann	Resource Teacher	Title I Private Schools	Carol Ann Ruth
Dagen	Mary	Supervisor	Title I	Mary Dagen
Golub	Nancy	Accountant	Grants	Nancy Golub
Davis	Roe	Grants Sp	Grant	Roe Davis
Alperin	Jeffrey	Principal	Mann Residential School	Jeffrey Alperin
Courtney	Kathleen	Grant Dept	Timonium	Kathleen Courtney
Eisenhart	Linda	Tech. Coord	The Harbour School	Linda Eisenhart
Flakaser	JAMES	Accountant	BCPS	James Flakaser
HAGAN	RENEE	Teacher	Our Lady of Victory	Reene M Hagan
SEABAN	DONALD	SCHOOL BOARD	St Johns School	Donald Seaban
SEABAN	JACQUELIN	SCHOOL BOARD	St Johns School	Jacqueline Seaban
Delcher	Jean	Principal	St John - Hydes	Jean Delcher
Greer	Lauren	Science Teacher	St Joseph - Cockeysville	Lauren Greer
Abplanalp	Lynn	Director	Trinity Church Day School	Lynn Abplanalp

Federal Grant Programs Meeting for Private Schools

January 19, 2011

9:00 a.m. - 11:15 a.m.

Last Name	First Name	Title	Name of School	Signature
Chizeck	Geri	Head of School	Day School at Baltimore	Geri Chizeck
Schank	Kathleen	Assistant Principal	St. Joseph's Catholic	Kathleen Schank
FITZPATRICK	DIANA	Director of	OUR LADY OF HT. CATHOLIC	Diana Fitzpatrick
Spahn	Kim	Fiscal Asst	BCPS	Kim Spahn
Sanders	Yitzchok	ASSISTANT PRINCIPAL	BAYS YAAKOV	Yitzchok Sanders
MILLER	Dannia	ESOL Resource Teacher	DUL	Dannia Miller
Gickling	Monica	Asst. Principal	Liberty Christian School	Monica Gickling
Rogers	Julie	Director	ADB	Julie Rogers
Liz	Janna	Development Director	Good Shepherd	Janna
Filling	Katie	Resource Teacher	Tithe I	Katie Filling
Panuck	Mary	Principal	St. Stephen School	Mary Panuck
Rosenberg	Lidia	Librarian	Bais Chalom	Lidia Rosenberg
Horowitz	Gilli	Supervisor	Bais Yaakov Middle	Gilli Horowitz
Clark	Eileen	Principal	Lamb of God	Eileen M. Clark

Federal Grant Programs Reporting for Private Schools

January 19, 2011

9:00 a.m. - 11:15 a.m.

Last Name	First Name	Title	Name of School	Signature
Elkins	Jennifer	Teacher	Liberty Christian School	Jennifer Elkins
Severini	Mia	Principal	Talmadge Academy	Mia Severini
Phillips	Veronica		Calvary Hall	Veronica Phillips
Davis	Beverly	Principal	The New Name of	Beverly Y. Davis
Goodman	Martha	Coordinator	Excellence Center for Juvenile Education	Martha Goodman
Miller	Susan	Assistant P.	Emmanuel Lutheran	Susan O. Mullens
Wolfe	Suzet	Academic Dean	St Paul's Sch. for Girls	Suzet Wolfe
Kelly	Pat	Principal	St. Michael the Archangel	Patricia R. Kelly
Walsh	Korrie	Coordinator	Forbush School	Korrie Walsh
Beltz	Ann	Principal	Immaculate Heart	Ann Beltz
Johnson	Kendra	Office of Title I	BCES	Kendra Johnson
Khan	Dana	Admin Ass	Al-Rahman Sch	Dana Khan
Abdurrahman	Laura	Principal	Al-Rahman	Laura Abdurrahman

Federal Grant Programs Monitoring for Private Schools

January 19, 2011

9:00 a.m. - 11:15 a.m.

Last Name	First Name	Title	Name of School	Signature
Kelly	Mashe	Educ. assist	Torch Institute	Mashe
Nisset	Mordecai	Principal	T	Mordecai
Imbriglia	Jeanne	Coor	DEPS	Jeanne
Banks	Susan	Principal	St. Agnes	Susan Banks
Warthen	Mary	Principal	St. Mark	Mary Warthen
GINGHER	Tracey	DIR. OF DEVELOPMENT	BALTIMORE LUTHERAN	Tracey Gingher
cohen	Wsa	Academic Tech Director	Maryvale Preparatory	Wsa Cohen
Tonkins	Judy	Educ. Spec	Bakka City	Judy Tonkins
Brown	David	Dir. of Ed	Good Shepherd	David A. Brown
ORAND	Kathleen	Principal	FORBUSH @ Glynndon	Kathleen Orand



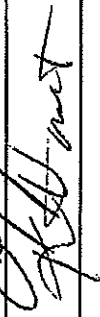
**January 19, 2011
9:00 a.m. - 11:15 a.m.**

Page 400 of 442

Federal Grant Programs Monitoring for Private Schools

January 19, 2011

9:00 a.m. - 11:15 a.m.

Last Name	First Name	Title	Name of School	Signature
Wolman	Ruth		Center for Jewish Ed.	
Pyatt-Dannson	Andrea	Administrator	The Watson Hall School	
Katie Hurst	Katie	Admin Asst	St Paul's School for Girls	

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 2012****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.*

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	Public School Costs
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. 7/2011 – 9/2012 Master Plan 5, 5.1; a, e, f	\$185,226
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 a 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>7/2011 – 9/2012 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 STARS 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>7/2011 – 9/2012 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

Local School System: <u>Baltimore County Public Schools</u>	Fiscal Year 2012
--	-------------------------

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 for services such as 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 referrals.

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 the GED programs and receive appropriate assistance in order to be successful. During the 2010 – 2011 school year, 32 students received GEDs, 3 students returned to BCPS, 57 individuals received transition services (resume writing, job search activities, etc.), and 10 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 personal 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 are notified of student attendance. Students who are eligible are invited to attend graduation. During the 2010-2011 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 school 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 FY11 period of the grant, 279 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 2012

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.
2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 10-12 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use program funds to pay only reasonable and necessary direct administrative costs associated with the operation of the program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

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 2012**

Item	Calculation	Requested	In-Kind	Grand Total
01- Salaries and Wages				
Transition Teacher	31 hrs/wk.x 52 wks X \$28.26/hr less 6.25 hrs/day X 15 days Holiday X \$28.26	\$42,906		\$42,906
Transition Faciliator	42.50 hrs/wk.x 52 wks X \$28.26/hr less 8.50 hrs/day X 15 days Holiday X \$28.26	\$58,851		\$58,851
Transition Counselor	18 hrs/wk X 52 wks X \$28.26/hr less 3.50 hrs X 15 days Holiday X \$28.26	\$24,968		\$24,968
	Total Salaries and Wages	\$126,725	\$0	\$126,725
02- Contracted Services				
Aztec Software Upgrade	15 Ready for Work and Occupation Foundations X \$321 plus 15 Financial Literacy X \$600 plus \$25 S&H	\$13,840		\$13,840
Program Evaluator		\$10,000		\$10,000
	Total Contracted Services	\$23,840	\$0	\$23,840
03- Supplies/Materials				
Textbooks	32 Novels X \$6.75 plus Bluford book Set \$21.00 plus Townsend Library Series \$100 plus 7-Pre-GED satellite series X \$479.00 plus 7-GED Satellite series X \$479.00 plus 8% S&H	\$7,632		\$7,632
Classroom Supplies	50 Headsets X \$25 plus 6-Chairs X \$143 plus 3-Bookcases X \$150 plus 3-Printers X \$180 plus 2-projectors X \$665 plus 12-Toners X \$125 plus 20-Flashdrives X \$22 plus 12-Toners X \$60 plus 20-Boxes Folders X \$25 plus 200-packs of paper X \$1 plus 20-Binders X \$12 plus 6-cases of batteries X \$97 plus 8-Power Strip Cords X \$27 plus \$215 for pencils, tape, stapler, and paper clips	\$9,041		\$9,041
	Total Supplies/Materials	\$16,673	\$0	\$16,673
04- Other Charges				
FICA/WC	8.30%	\$10,518		\$10,518
Correctional Educational Association Conference Fees	\$325.00 X 5	\$1,625		\$1,625
Overnight Travel-Lodging, Airfare, per diem	Lodging: \$600 X 5 plus Airfare: \$365 X 5 plus Per Diem: \$51/day X 4 days X 5 people	\$5,845		\$5,845
	Total Other Charges	\$17,988	\$0	\$17,988
05- Equipment				
	Total Equipment	\$0	\$0	\$0
08- Transfers **				
Business Support	3.54%	\$6,557		\$6,557
	Total Transfers	\$6,557	\$0	\$6,557
Total Costs		\$191,783	\$0	\$191,783

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET**

ORIGINAL GRANT BUDGET	191,783.00	AMENDED BUDGET #		REQUEST DATE	September 20, 2011
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 #	3350-011-3241	
REVENUE SOURCE	ESEA, Title I Part D		SCHOOL NAME	Office of Alternative Education	
FUND SOURCE CODE			GRANT PERIOD	July 1, 2011 through September 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	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						6,557.00	6,557.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	126,725.00	23,840.00	16,673.00				167,238.00
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.				7,470.00			7,470.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				10,518.00			10,518.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	126,725.00	23,840.00	16,673.00	17,988.00	0.00	6,557.00	191,783.00

Finance Official Approval

Nancy Golub, CPA

Name

Nancy Golub, CPA

Signature

9/21/11

Date

410-887-4345 x368

Telephone #

Supt./Agency Head Approval

Dr. Joe A. Halrston, Superintendent

Name

Joe A. Halrston

Signature

9/23/11

Date

410-887-4281

Telephone #

MSDE Grant Manager Approval

Name

Signature

Date

Telephone #

Attachment 13



Fine Arts

The Bridge to Excellence in Public Schools Act
Fine Arts Responses

1. Describe the progress that was made in 2010-2011 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 summer 2010.
- A new resource guide was completed in the summer of 2010 for the middle school magnet programs in conjunction with the adoption of a new textbook entitled *Dance and Culture*.
- A curriculum plenary workshop was conducted to examine existing curriculum and set system, office, and course priorities for the 2011 summer workshops. Goals and action plans were developed for each workshop.

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 of 2010.
- The middle school comprehensive Grade 8 written assessment was piloted in 2009–2010, reviewed and revised in the summer of 2010, and administered in 2011.
- A bank of formative and summative assessments for the high school comprehensive programs 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 2010–2011 year for dance teachers. One session addressed technology and dance, and the second session addressed building a healthy dancer.
- The systemwide professional study day was held in August 2010 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 fourth annual Dance Educator's Training Institute was held in August 2010 in partnership with ClancyWorks Dance Company.

- The dance resource teacher attended and presented at the National Dance Association's Pedagogy Conference, the National Dance Education Organization's annual conference, and the Maryland Council for Dance's Page to Stage Conference.
- One leadership cadre meeting was held in May 2011.
- The dance resource teacher created and taught a continuing professional development course in social/ballroom dance.
- The dance resource teacher attended the Arts Education in Maryland Schools (AEMS) CAFÉ Conference.
- The dance resource teacher attended the Johns Hopkins University (JHU) Neuro-Education Summit on current brain research and implications for education.

Fine Arts Strategic Plan Strategy IV

Facilities, Equipment, Materials, and Supplies

- The Office of Dance purchased resources for instruction and curriculum delivery to support offices and programs. These resources included videos, books, and technology accessories.

Fine Arts Strategic Plan Strategy V

Enhance and Develop Programs

- Guest artist residencies and guest choreographers were provided in eight fine arts dance programs.
- The Grade 5 Ballroom Stars Program completed its fourth year, providing one-week intensive instruction in 14 schools.
- The fifth year of the All-County Honors Dance Ensemble provided recognition of, and additional performance opportunities for, high school students showcasing a high level of achievement in fine arts dance.
- The Student Choreography Showcase provided opportunities for students to present their work and be adjudicated on their composition with an opportunity to work with ClancyWorks Dance Company.
- The Fourteenth Annual Dance Festival provided opportunities for each fine arts dance program to perform adjudicated pieces for the public as well as opportunities to take master classes in Conditioning for Dance, Nutrition for the Dancer, Floor Barre, and Dancing through History.
- Windsor High School and Sixth Form, from Birmingham, England, visited and performed in four schools, co-rehearsed with Patapsco High School and Center for the Arts and the All-County Honors Dance Ensemble, and performed in the countywide dance festival.
- The Office of Dance assisted in identifying BCPS' boys/young men for the Estelle Dennis Peabody Scholarship Program for boys.
- The Office of Dance assisted in identifying BCPS' boys/young men for the Sudbrook Center for the Arts Scholarship Program for boys.

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.
- Fourteen teachers provided fine arts dance education in eleven programs.
- A new program at West Towson Elementary School was created with a focus on arts integration and dance.
- A new dance program at Hereford High School was created with the staffing of a part-time position.

Music

Fine Arts Strategic Plan Strategy I
Curriculum Alignment

- Revisions and editing were completed for the Guitar Addendum and World Music 6.
- Software upgrades were developed for Foundations of Music Technology.
- The instrumental music library was updated.
- Articulated Instruction Module (AIM) objectives, knowledge and skill indicators, and activities were maintained for the K-12 music program.

Fine Arts Strategic Plan Strategy II
Performance-based Assessments

- Secondary ensembles in Grades 8–12 participated in performance assessments in March 2011 and May 2011.
- Teachers served as assistants to the assessment process in order to gain a better understanding of ensemble adjudications and best practices for improved student achievement.

Fine Arts Strategic Plan Strategy III
Professional Development

- Professional development was provided to almost 300 music teachers in August 2010 to reinforce curricular and instructional best practices to enhance student achievement in the K-12 music program. Curricula sessions were facilitated by teachers. Guest presenters provided sessions on pedagogy and best practices.
- New teachers participated in a seven-week Continuing Professional Development (CPD) course designed to address the content issues and specialized needs of music teachers K-12.
- In conjunction with the Office of AVID/College Board, the Office of Music provided two Advanced Placement (AP) mentoring cadre sessions for teachers of AP music theory.
- Office staff attended and presented at national and state conferences.

- Foundations of Music Technology, World Music 6 and Guitar Addendum workshops were presented in June 2011.

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.
- Music supplies and other support materials were purchased to support the delivery of curriculum and instruction.
- Instrument repair and replacement were continued, and the instrument inventory was maintained.

Fine Arts Strategic Plan Strategy V

Enhance and Develop Programs

- Partnership with the Baltimore Symphony Orchestra (BSO) provided for the following opportunities:
 - High school instrumentalists performed in a Side-by-Side Concert.
 - High school chorus, band, and orchestra students participated in the High School All Honors Concert.
 - Students in targeted elementary schools attended free BSO concerts.
- The Marching Band Showcase was held at Towson University.
- The High School All Honors Jazz Concert was held at the Walters Art Gallery.

Fine Arts Strategic Plan Strategy VI

Provide Fine Arts Staff, Supervisors, and Support Staff

- Baltimore County Public Schools maintained a coordinator, supervisor, and two specialist positions to support the K-12 music programs.

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.
- AIM objectives and knowledge and skill indicators will be used to create lesson seeds and assessments.

Fine Arts Strategic Plan Strategy II

Performance-based Assessments

- Theatre Arts II curricula and assessments were created by master teachers.

Fine Arts Strategic Plan Strategy III
Professional Development

- A lead theatre 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

- AIM information was updated for the K – 12 visual arts program to reflect curriculum revisions.
- Curriculum updates were completed to align the elementary and middle school guides 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 2010 professional development sessions on curriculum revision and 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 Eastern Technical High School.

Fine Arts Strategic Plan Strategy V
Enhance and Develop Programs

- Paula Rees, Museum Liaison, implemented the Developing Language and Literacy through the Arts (DLLA) programs in coordination with the Baltimore Museum of Art (BMA) and 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 2010–2011 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.

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. 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 elective courses.
- The Office of Magnet Programs funded the review and revision of the middle school magnet Grade 8 written assessment.

Fine Arts Strategic Plan Strategy III
Professional Development

- Professional development for dance teachers focusing on building the healthy dancer and technology for dance was funded by the MSDE Fine Arts Initiative and Title II.
- 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 and Title II.
- The operating budget of the Office of Professional Development funded the stipend for an instructor for the continuing professional development course, Making the Connection: Quality Arts Integration K–5.

- Title II funds paid for the stipends for teachers to attend the Leadership Cadre and the Curriculum Writers Plenary Trainings.
- Title II and the MSDE Fine Arts Initiative funded attendance at conferences and conventions for three teachers.
- The operating budget from the Offices of Health, Physical Education, and Dance funded the resource teacher's attendance at the CAFÉ Conference.
- The MSDE Fine Arts Initiative funded the resource teacher's attendance at the JHU Summit on brain research.

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 technology, 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.
- Local schools utilized PTSA, operating budget, and Grade 5 parent boosters' funds to provide the Grade 5 Ballroom Stars Program.

Fine Arts Strategic Plan Strategy VI *Provide Fine Arts Staff, Supervisors, and Support Staff*

- The operating budget continued to support the 15 fine arts dance teacher positions in the system.
- The operating budget continued to support the dance resource position and 15 extended-year employment (EYE) days for the purpose of curriculum development and professional development planning and implementation.

Music

Fine Arts Strategic Plan Strategy I *Curriculum Alignment*

- The Fine Arts Initiative financially supported teacher salaries to develop software upgrades for Foundations of Music Technology and to update the instrumental music library.
- The general fund and the Fine Arts Initiative financially supported teacher salaries for revision and editing of World Music 6 and the Guitar Addendum.

Fine Arts Strategic Plan Strategy II *Performance-based Assessments*

- The middle and high school assessment 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. Buses were provided for schools to attend.
- The BCPS Performance Assessment Report 2011 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 and implementation.
- The cost for providing teachers as assistants to the assessment process was funded by the Fine Arts Initiative.
- The Fine Arts Initiative financially supported contracting judges for the Solo and Ensemble Festival and the Side-by-Side Concert.

Fine Arts Strategic Plan Strategy III *Professional Development*

- The Fine Arts Initiative funded supplies and other resources for the 2010 professional development day.
- The Fine Arts Initiative provided texts for the (CPD) course for new teachers. Presenter salaries were paid through the Office of Professional Development.
- The Fine Arts Initiative funded substitutes to allow teachers of AP music theory to attend the AP mentoring cadres.
- Title II funds provided for the World Music 6, Guitar Addendum, and Foundations of Music Technology workshops.

Fine Arts Strategic Plan Strategy IV *Facilities, Equipment, Materials, and Supplies*

- The general fund supported instrument repair and replacement and the purchase of music supplies and other support materials for the delivery of the music curriculum.

Fine Arts Strategic Plan Strategy V
Enhance and Develop Programs

- The Fine Arts Initiative funded registration fees for students and chaperones to participate in statewide enrichment activities.
- The general fund supported stagehand salaries and the rental of the Meyerhoff Symphony Hall, the rental of risers, and piano tuning for the High School All 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.

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.

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 III
Professional Development

- The Fine Arts Initiative funded supplies and presentations for the 2010 professional development day.
- The Fine Arts Initiative funded substitutes to allow for 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 Eastern Technical High 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 a museum liaison 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 levels, 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 fourth year in summer 2011, 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 2011.

- 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 part-time position in a comprehensive high school was eliminated in a program for the fall 2010. A new program was 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, a limited number of participants 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 strategies to improve student success.

4. **Describe the goals, objectives, and strategies that will be implemented during 2011-2012 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 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 on the development of curriculum.
- The Office of Dance applied for additional grants to support initiatives and programming. Title II funding requests were approved from 2010–2011 enabling professional development costs to be covered outside of grants.

Music

- The Office of Music will continue to provide support to schools in establishing, maintaining, and implementing best practices for increased student achievement in music.
- Approved Title II funding requests for 2010–2011 will be used to provide additional professional development for ongoing curricula support, raising performance standards, and conference attendance for teachers.
- Fine Arts Initiative funding will continue to be used to support and enhance enrichment opportunities and the development and implementation of curricula.

Theatre

- Implementation of the revised Theatre I curriculum will continue to be monitored.
- Theatre Arts II was 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 continued 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 2012**

Category/Object	Line Item	Amount	In-Kind	Total
DANCE				
Strategy 1		\$0	\$7,519	\$7,519
Strategy 2		\$0	\$3,621	\$3,621
Strategy 3		\$2,065	\$4,423	\$6,488
Strategy 4		\$550	\$308	\$858
Strategy 5		\$5,790	\$11,495	\$17,285
Strategy 6		\$0	\$1,358,527	\$1,358,527
Administrative Business Support Services - Transfers	Indirect Costs	\$168	\$0	\$168
Dance TOTAL		\$8,573	\$1,385,893	\$1,394,466
MUSIC				
Strategy 1		\$0	\$16,708	\$16,708
Strategy 2		\$10,611	\$93,000	\$103,611
Strategy 3		\$4,122	\$3,806	\$7,928
Strategy 4		\$2,077	\$200,000	\$202,077
Strategy 5		\$0	\$24,800	\$24,800
Strategy 6		\$0	\$20,684,122	\$20,684,122
Administrative Business Support Services - Transfers	Indirect Costs	\$336	\$0	\$336
Music TOTAL		\$17,146	\$21,022,436	\$21,039,582
THEATRE				
Strategy 1		\$5,291	\$0	\$5,291
Strategy 2		\$1,115	\$0	\$1,115
Strategy 3		\$0	\$0	\$0
Strategy 4		\$1,999	\$0	\$1,999
Strategy 5		\$0	\$0	\$0
Strategy 6		\$0	\$2,327,543	\$2,327,543
Administrative Business Support Services - Transfers	Indirect Costs	\$168	\$0	\$168
Theatre TOTAL		\$8,573	\$2,327,543	\$2,336,116
VISUAL ARTS				
Strategy 1		\$0	\$0	\$0
Strategy 2		\$0	\$0	\$0
Strategy 3		\$5,955	\$0	\$5,955
Strategy 4		\$7,489	\$7,000	\$14,489
Strategy 5		\$1,200	\$3,900	\$5,100
Strategy 6		\$2,166	\$16,434,225	\$16,436,391
Administrative Business Support Services - Transfers	Indirect Costs	\$336	\$0	\$336
Visual Arts TOTAL		\$17,146	\$16,445,125	\$16,462,271
GRAND TOTAL		\$51,438	\$41,180,997	\$41,232,435

Budget Narrative

Fine Arts

Fiscal Year 2012

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
Dance					
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 .0065 x \$3,857 = \$25		\$320	\$320
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 .0065 x \$1,543 = \$10		\$128	\$128
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 .0065 x \$1,543 = \$10		\$128	\$128
Total Dance			\$0	\$7,519	\$7,519
Music					
Regular Programs Salaries & Wages	Revise Music for Life Curriculum	6 teachers x 10 days x \$257.14		\$15,428	\$15,428
Fixed Charges	FICA & W/C	.0765 x \$15,428 = \$1,180 .0065 x \$15,428 = \$100		\$1,280	\$1,280
Total Music			\$0	\$16,708	\$16,708
Theatre					
Regular Programs Salaries & Wages	Curriculum Writers--Revision of Theatre Arts III Curriculum	2 teachers x 7 days x \$257.14 1 teacher x 5 days x \$257.14	\$4,886		\$4,886
Fixed Charges	FICA & W/C	.0765 x \$4886 = \$373 .0065 x \$4886 = \$32	\$405		\$405
Total Theatre			\$5,291	\$0	\$5,291
Visual Arts					
Total Visual Arts			\$0	\$0	\$0
Total Strategy 1			\$5,291	\$24,227	\$29,518

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
Dance					
Regular Programs Salaries & Wages	Exam/Unit Assessment 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 \$2,314 = \$177 .0065 x \$2,314 = \$15		\$192	\$192
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 .0065 x \$1,029 = \$7		\$86	\$86
Total Dance			\$0	\$3,621	\$3,621
Music					
Regular Programs Contracted Services	Assess secondary music performance ensembles using performance-based assessments	75 assessors @ \$200/day		\$15,000	\$15,000
Regular Programs Contracted Services	Assess solo and ensemble performances using performance-based assessments	40 assessors @ \$100 each	\$4,000		\$4,000
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 secondary band and choral program development using performance-based assessments	24 teachers @ \$28.26/hr. x 3 hours x 3 days	\$6,104		\$6,104
Fixed Charges	FICA & W/C	.0765 x \$6,104 = \$467 .0065 x \$6,104 = \$40	\$507		\$507
Total Music			\$10,611	\$93,000	\$103,611
Theatre					
Regular Programs Salaries & Wages	Curriculum Writers - revision of existing Theatre Art II assessment	2 teachers x 2 days x \$257.14	\$1,029		\$1,029
Fixed Charges	FICA & W/C	.0765 X \$1,029 = \$79 .0065 x \$1,029 = \$7	\$86		\$86
Total Theatre			\$1,115	\$0	\$1,115
Visual Arts					
Total Visual Arts			\$0	\$0	\$0
Total Strategy 2			\$11,726	\$96,621	\$108,347

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

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.

Key Strategy:

- 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
Dance					
Instructional Staff Development Contract Services	Guest Artists - master classes for teachers' professional development	4 x \$150 per artist = \$600	\$600	\$320 Title II	\$600
Instructional Staff Development - Other	Hotel, registration, airfare - Title II funding	$500 \times 3 = \$1,500 + 500 \times 2 = \$2,500$		\$2,500	\$2,500
Instructional Staff Development - Other	Airport Parking - Title II funding	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	\$800
Instructional Staff Development Salaries & Wages	Leadership Cadre/Oversight Committee - Title II funding	6 teachers x \$28.26 x 2 hours		\$339	\$339
Instructional Staff Development Salaries & Wages	Substitutes for professional development days	2 days x 8 subs x \$84.58	\$1,353		\$1,353
Fixed Charges	FICA & W/C	$.0765 \times \$1,353 = \103 $.0065 \times \$1,353 = \9	\$112		\$112
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 \times \$678 = \52 $.0065 \times \$678 = \4		\$56	\$56
Total Dance			\$2,065	\$4,423	\$6,488
Music					
Instructional Staff Development Salaries & Wages	Substitutes for professional development days	45 teachers x \$84.58	\$3,806	\$3,806	\$7,612
Fixed Charges	FICA & W/C	$.0765 \times \$3,806 = \291 $.0065 \times \$3,806 = \25	\$316		\$316
Total Music			\$4,122	\$3,806	\$7,928

(Strategy 3 Continued)					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Theatre					
Instructional Staff Development Salaries & Wages					
Fixed Charges					
Total Theatre			\$0	\$0	\$0
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Visual Arts					
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 .0065 x \$5,498 = \$36	\$457		\$457
Total Visual Arts			\$5,955	\$0	\$5,955
Total Strategy 3			\$12,142	\$8,229	\$20,371

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
Dance					
Regular Programs Supplies & Materials	Books, videos, resource materials for programs	11 x \$50	\$550		\$550
Regular Programs Supplies & Materials	Honors Ensemble awards- Operating Budget	22 students x \$14		\$308	\$308
Total Dance			\$550	\$308	\$858
Music					
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 supplies and materials for professional development activities		\$2,077		\$2,077
Total Music			\$2,077	\$200,000	\$202,077
Theatre					
Regular Programs Supplies & Materials	Purchase texts and instructional videos to support the theatre program as needed per school	\$66.63 x 30 schools	\$1,999		\$1,999
Total Theatre			\$1,999	\$0	\$1,999
Visual Arts					
Regular Programs Equipment	1 new kiln, ventilation, and electrical		\$7,489	\$7,000	\$14,489
Total Visual Arts			\$7,489	\$7,000	\$14,489
Total Strategy 4			\$12,115	\$207,308	\$219,423

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
Dance					
Regular Programs Contract Services	Guest artists and residencies for fine arts dance programs	\$100/hr. x 10 hours	\$1,000		\$1,000
Regular Programs Contract Services	Guest artists for Dance & Rhythms units	15 schools x \$550		\$8,250	\$8,250
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 = \$215 .0065 x \$2,805 = \$18	\$233		\$233
Regular Programs Contract Services	Adjudicators for BCPS Dance Festival & All-County Honors Ensemble	\$50 x 6 = \$300	\$300		\$300
Regular Programs Transportation	Buses 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 \$65.75 = \$1,052	\$252	\$800	\$1,052
Regular Programs Contract Services	Videographer & DVD copies	Fee \$350 x 2 = \$700		\$700	\$700
Regular Programs Contract Services	Tech crew & director for festival and showcase	\$50 x 6 = \$300	\$300		\$300
Regular Programs Salaries & Wages	Custodians for BCPS Dance Festival	\$33.35/hr. x 12 hours		\$400	\$400
Total Dance			\$5,790	\$11,495	\$17,285
Music					
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
Total Music			\$0	\$24,800	\$24,800

(Strategy 5 Continued)					
Theatre					
Regular Programs					\$0
Contract Services					
Total Theatre				\$0	\$0
Visual Arts					
Regular Programs	Exhibit Materials: postcards,	2 exhibits x \$400	\$800	\$3,700	\$4,500
Contract Services	programs				
Regular Programs	Exhibit Receptions: catering	2 receptions x \$200	\$400	\$200	\$600
Contract Services					
Total Visual Arts			\$1,200	\$3,900	\$5,100
Total Strategy 5			\$6,990	\$40,195	\$47,185

Strategy 6: Provide sufficient fine arts teachers, supervisors, and support staff to meet fine arts standard:

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.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

Master Plan Goal 3, 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.

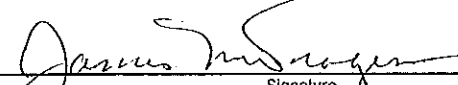
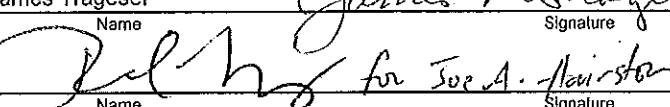
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Dance					
Regular Programs	Dance resource teacher	\$85,038		\$85,038	\$85,038
Salaries & Wages					
Fixed Charges	FICA & W/C	.0765 x \$85,038 = \$6,505 .0065 x \$85,038 = \$553		\$7,058	\$7,058
Regular Programs		14.0 FTE teachers x \$60,120		\$841,680	\$841,680
Salaries & Wages					
Fixed Charges	FICA & W/C	.0765 x \$84,1680 = \$64,389 .0065 x \$841,680 = \$5,471		\$69,860	\$69,860
Fixed Charges	Retirement	.1545 x \$926,718		\$142,714	\$142,714
Fixed Charges	Health	15.0 FTE teachers x \$13,663		\$204,945	\$204,945
Regular Programs	Curriculum workshop	\$85,038 divided by 191 =		\$6,678	\$6,678
Salaries & Wages	coordinator- EYE days	\$445.23 x 15 days			
Fixed Charges	FICA & W/C	.0765 x \$6,678 = \$511 .0065 x \$6,678 = \$43		\$554	\$554
Total Dance			\$0	\$1,358,527	\$1,358,527
Music					
Mid-Level	300 teachers to deliver	300 FTE teachers x \$44,674		\$13,402,200	\$13,402,200
Administration and	program of instruction				
Supervision					
Salaries & Wages					
Fixed Charges	FICA, W/C, Retirement & Benefits	.0765 x \$13,402,200 = \$1,025,268 .0065 x \$13,402,200 = \$87,114 15.45% x \$13,402,200 = \$2,070,640 300 teachers x \$13,663 \$4,098,900		\$7,281,922	\$7,281,922
Total Music			\$0	\$20,684,122	\$20,684,122

(Strategy 6 Continued)					
Theatre					
Regular Programs Salaries & Wages					\$0
Fixed Charges	FICA & W/C				\$0
Regular Programs Other Costs	Mileage				\$0
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 .0065 x \$1,560,615 = \$10,144		\$129,531	\$129,531
Fixed Charges	Health	\$10,622 x 35 teachers = \$371,770		\$371,770	\$371,770
Fixed Charges	Retirement	.1545 x \$1,560,615 = \$241,115		\$241,115	\$241,115
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 .0065 x \$17,600 = \$114		\$1,460	\$1,460
Fixed Charges	Health	0.20 x \$13,663 = \$2,733		\$2,733	\$2,733
Fixed Charges	Retirement	.1545 x \$17,600 = \$2524		\$2,719	\$2,719
Total Theatre			\$0	\$2,327,543	\$2,327,543
Visual Arts					
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 .0065 x \$6,040 = \$39		\$501	\$501
Regular Programs Contract Services	Guest artist for Orems Elementary's 50th Anniversary/Share cost with school				\$0
Regular Programs Salaries & Wages	Art Museum Liaisons BMA \$2,000		\$2,000		\$2,000
Fixed Charges	FICA & W/C	.0765 x \$2,000 = \$153 .0065 x \$2,000 = \$13	\$166		\$166
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 x \$42,487		\$10,536,776	\$10,536,776
Fixed Charges	FICA, W/C, Retirement & Benefits	.0765 x \$10,536,776 = \$806,063 .0065 x \$10,536,776 = \$68,489 .1545 x \$10,536,776 = \$1,627,932 248 x \$13,663 = \$3,388,424		\$5,890,908	\$5,890,908
Total Visual Arts			\$2,166	\$16,434,225	\$16,436,391
Total Strategy 6			\$2,166	\$40,804,417	\$40,806,583
Administrative Business Support Services Transfers	Indirect costs	51,438 x .02/1.02 = \$1,008	\$1,008		\$1,008
Total Grant			\$51,438	\$41,180,997	\$41,232,435

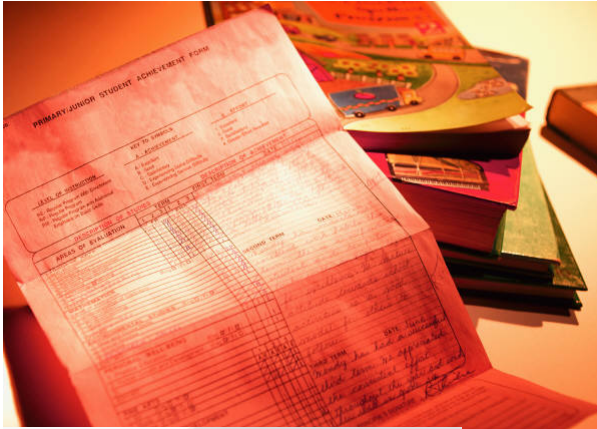
**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	51438	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Fine Arts Initiative	GRANT RECIPIENT NAME	Baltimore Country Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2011	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	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						1,008.00	1,008.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	16,824.00	7,700.00	2,801.00		7,489.00		34,814.00
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.	10,657.00	600.00	2,077.00				13,334.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				2282			2,282.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	27,481.00	8,300.00	4,878.00	2,282.00	7,489.00	1,008.00	51,438.00

Finance Official Approval	James Trageser		7/19/11	410-887-4345 ext. 38
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval		for Joe A. Hovington	7/26/11	
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Additional Federal and State Reporting Requirements



Victims of Violent Criminal Offenses in Schools (VVCO) SY 2010-11

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

Violent Criminal Offenses	Number of VVCOs (Note 1)	Number of Victims Requesting Transfers (Note 2)	Transfers Granted Prior to Final Case Disposition (Note 3)
Abduction & attempted abduction	0	0	0
Arson & attempted arson in the first degree	13	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	29	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	0	0	0
Assault in the first degree	61	0	0
Assault with intent to murder	0	0	0
Assault with intent to rape	0	0	0
Assault with intent to rob	61	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
TOTAL	103	0	0

State Fiscal Stabilization Fund Program Requirements – Phase II Achieving Equity in Teacher Distribution

Summary

To enable State officials, parents, the Department of Education, local educators and other key stakeholders to measure States' progress towards improving teacher effectiveness and achieving equity in the distribution of teachers and principals, States will need to collect, publish, and analyze basic information about how districts evaluate teacher and principal effectiveness and distribute their highly qualified and effective teachers among schools. The objective is to highlight inequities that result in low-income and minority students being taught by inexperienced, unqualified, out-of-field or ineffective teachers at higher rates than other students. Similarly, because principals play a critical role in teaching and learning, it is important to highlight inequities that result in low-income and minority students being taught in schools overseen by ineffective principals at higher rates than other students.

General Instructions:

Please update the school system web site to report required information. **For this reporting year, use 2010-2011 data to update system web site.**

PART I: Teacher and Principal Evaluation Systems

Directions:

Include the following information **for descriptors (a)(1), (a)(2), and indicators (a)(4), (a)(5), (a)(7)** on the local school system's designated website.

Citation	Description	Rationale
Descriptor (a)(1)	Describe, for each local education agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.	Teacher evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective teachers.
Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.	Principal evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective principals.
Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.	Ratings from teacher evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective teachers across districts.

Citation	Description	Rationale
Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.	To the extent information on the distribution of teacher performance ratings is readily accessible by school, State officials, parents and other key stakeholders can identify and address inequities in the distribution of effective teachers on an ongoing basis.
Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level .	Ratings from principal evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective principals across districts.

Please provide the link on the line below:

<http://www.bcps.org/system/reports/arra/>

PART II: Achievement Outcomes and Evaluation Systems

Directions: Check the appropriate response for questions 1 and 2 to report information for indicators (a)(3) and (a)(6).

Citation	Description	Rationale
Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

1. Do your evaluation systems include student achievement outcomes or student growth? (Mark "Yes" or "No")
 - a. _____ Yes, the systems used to evaluate the performance of **teachers** include student achievement outcomes or student growth as an evaluation criterion.
 - b. If Yes, please respond (check one):

_____ Student achievement outcomes are included as an evaluation criterion.

_____ Student growth is included as an evaluation criterion.
 - c. X No, the systems used to evaluate the performance of teachers do not include student achievement outcomes or student growth as an evaluation criterion.

Citation	Description	Rationale
Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

2. Do the systems used to evaluate the performance of **principals** include student achievement outcomes or student growth as an evaluation criterion? (Mark "Yes" or "No")
- ☐ Yes, the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion.
 - If Yes, please respond (check one):
 - ☐ Student achievement outcomes are included as an evaluation criterion.
 - ☐ Student growth is included as an evaluation criterion.
 - ☒ No, the systems used to evaluate the performance of principals do not include student achievement outcomes or student growth as an evaluation criterion.

Facilities to Support Master Plan Strategies and Early Childhood Programs

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 prekindergarten programs as required by COMAR 13.06.02.

A. Overall Facilities Plan:

- 1. Provide a list of board of education goals, objectives, and implementation strategies that significantly impact facility needs, such as class size reduction plans and required prekindergarten programs.**

See response to number 3 below.

- 2. Provide a brief description of any major changes to these goals, objectives, and implementation strategies since the last update.**

See response to number 3 below.

- 3. 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. Detailed capital improvement project descriptions and schedules are not required.**

No state or local capital allowances 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 when necessary.

B. Full or Half-Day Prekindergarten Programs:

Please address the statements below related to mandatory early childhood programs. Submission of the table of school names and program locations required in prior year updates is not required.

- 1. Provide a brief narrative description of any continuing issues related to providing facilities for prekindergarten programs as mandated by COMAR 13.A.06.02.**

N/A

- 2. Provide a list of schools by name where new prekindergarten programs will be added for school year 2011-2012. Please identify if the new programs will be full-day or half-day.**

For school year 2011-2012:

- Two additional half-day sessions will be added at McCormick Elementary.
- Two additional half-day sessions will be added at Winand Elementary.
- One additional half-day session will be added at Deer Park Elementary.

3. **Provide a list of schools by name where existing prekindergarten programs will be eliminated for school year 2011-2012. Please identify if the eliminated programs are full-day or half-day.**

For school year 2011-2012:

- One half-day session will be eliminated at West Towson Elementary.
- Two half-day sessions will be eliminated at Red House Run Elementary.
- Two half-day sessions will be eliminated at Woodholme Elementary.
- One half-day session will be eliminated at New Town Elementary.

**Transfer of School Records for Children in State-Supervised Care
Annual Certification Statement**

Local School System: Baltimore County Public Schools

Point of Contact: Sharon Ochs

Address: 9610 Pulaski Park Drive, Suite 219

Baltimore, MD 21220

Telephone: 410-887-0404

FAX: 410-918-9329

Email: 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

7/8/11

Date

Please complete certification statement and submit as part of your 2011 Master Plan Annual update. If you have questions, please contact:

John McGinnis
Pupil Personnel and School Social Worker Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

Phone: (410) 767-0295

Fax: (410) 333-8148

Email: jmcginnis@msde.state.md.us

**STUDENT RECORDS REVIEW AND UPDATE VERIFICATION
Certification Statement**

Local School System: Baltimore County Public Schools

Point of Contact: Tim Hayden

Address: 6901 Charles Street

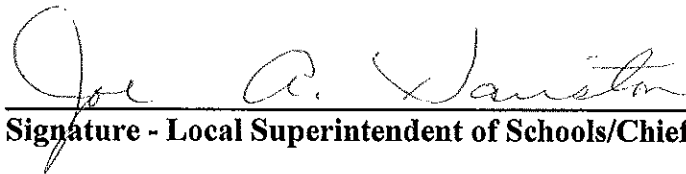
Baltimore, MD 21204

Telephone: 410-887-0291

FAX: 410-321-5721

Email: thayden@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

7/14/11
Date

Please complete certification statement and submit as part of your 2011 Master Plan Annual update. If you have questions, please contact:

John McGinnis
Pupil Personnel and School Social Worker Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

Phone: (410) 767-0295

Fax: (410) 333-8148

Email: jmcginnis@msde.state.md.us