

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** December 18, 2012

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

**FROM:** S. Dallas Dance, Superintendent

**SUBJECT:** **2012 BRIDGE TO EXCELLENCE MASTER PLAN UPDATE**

**PRESENTERS:** Keven A. Hobbs, Deputy Superintendent

**RESOURCE PERSONS:** Yakoubou Ousmanou, Executive Director, Research, Accountability, and Assessment  
Kimberly Bookhultz, Coordinator, Department of Research, Accountability, and Assessment

**INFORMATION**

That the Board of Education receives the 2012 Bridge to Excellence Master Plan Update.

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Click on the following link to access the document:  
<http://www.bcps.org/board/exhibits/2012/121812ExhibitH.PDF>

Attachment I – 2012 Bridge to Excellence Master Plan Update

Baltimore County Public Schools

Maryland's Reform Plan  
Bridge to Excellence in Public Schools  
Race to the Top  
2012



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### Local Planning Team Members

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

<b>Name</b>	<b>Affiliation/Title with Local School System</b>
Dr. S. Dallas Dance	Superintendent
Kevin Hobbs	Deputy Superintendent
Elizabeth Aitken	Executive Director, Liberal Arts
Catherine Allie	Assistant Superintendent, Elementary Schools Zone 2
Dr. Alpheus Arrington	Acting Chief Human Resources Officer
Mark Bedell	Assistant Superintendent, High Schools
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
Mychael Dickerson	Chief Communications Officer
Ms. Patricia Lawton	Chief Academic Officer
Dr. John Mayo	Assistant Superintendent, Middle Schools
Dr. Penelope Martin Knox	Assistant Superintendent, Middle Schools
Ms. Kathy McMahon	Executive Director, Special Programs
Dr. Edward Newsome Jr.	Assistant Superintendent, High Schools
Dr. Roger Plunkett	Assistant Superintendent, Alternative & School Support Programs
Ms. Michele Prumo	Chief of Staff
Dr. John Quinn	Executive Director, STEM
Mr. Dale Rauenzahn	Executive Director, Student Support Services

Ms. Verletta White	Assistant Superintendent, Elementary Schools Zone 3
Dr. Lisa Williams	Director, Equity & Cultural Proficiency

## Section A: Executive Summary and State Success Factors

### Introduction

Baltimore County Public Schools (BCPS) is a large and diverse school system—the 26<sup>th</sup> largest school district in the nation and 3<sup>rd</sup> largest in Maryland—with 174 schools, centers, and programs. BCPS developed and introduced in 2000 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* describes the school system’s destination, provides strategies on how to best get there, and offers benchmarks for staying on track to achieve its vision of producing graduates who have the knowledge, skills, and attitudes to reach their potential as responsible, productive citizens in a global economy and multicultural society.

With the implementation of the *Blueprint for Progress*, improvements and overall student achievement and school/district performance continue to be strong over time: the achievement gap in elementary schools has been narrowed with mathematics achievement increasing for all subgroups; the BCPS graduation rate ranks fourth highest in the nation among large school districts; national surveys of top high schools from *The Washington Post*, *Newsweek*, and *U.S. News and World Report* reveal more than half of all BCPS traditional and magnet high schools have been named among the nation’s top high schools; 14 of BCPS schools have won National Blue Ribbons and 16 have won Maryland Blue Ribbons; and multiple awards have been won for BCPS Title I schools, magnet programs, arts and physical education programs, including being named as one of the nation’s best communities for music education for eight of the last nine years, and for budget and facilities management as well.

Additional achievement highlights from the 2011 Report on Results include, but are not limited to, increased percentages for: elementary and middle school reading and mathematics MSA scores, which are at their highest levels in five years; English language learners achieving proficiency on the reading and mathematics MSA; students passing the high school assessment in biology; Advanced Placement (AP), which is at its highest level in five years, and SAT participation; and highly qualified paraprofessionals. In addition, progress has been sustained as follows: average number of AP courses being offered in each school with one-third of all high schools offering 20 or more AP courses; percentage of highly qualified teachers and highly qualified middle school mathematics teachers; 100% of newly hired highly qualified teachers in Title I schools; and implementation of Advancement via Individual Determination (AVID), a college preparatory program for students in the “academic middle,” in 22 high schools and 8 middle schools. Additional highlights from the 2011–2012 school year are reported below in the Goal Progress section.

While progress has been good, clearly very good, BCPS can move forward from good to great. The data reflect that opportunities for improvement continue to be attainable in such areas as, but not limited to: SAT mean scores; middle school reading scores necessitating additional focus on students in grades 6–8; and continued emphasis on students receiving special education services. Addressing these and other performance gaps among student groups and subgroups is vital to ensuring the success of all students. To move forward from good to great, a “culture of deliberate excellence” is being built; that is, taking deliberate action on how BCPS operates as a school system and using data to inform decisions about curriculum, instruction, and management. With a focus on pursuing a culture of deliberate excellence that will result in an acceleration of student achievement and district/school improvement, the following four major issues top the priority list: develop *Blueprint 2.0*, the school system’s next five-year strategic plan; ensure highly rigorous curriculum and academic progress in all content areas while transitioning to the Common Core State Standards; focus strategically on professional growth and development for all employees; and ensure timely, transparent, and clear internal and external communication. Through the joint effort of teachers, administrators, and all staff, including non-instructional as well as instructional, and

parents/guardians, students, and community members, a true learning community is formed to function as Team BCPS. Through everyone's combined expertise and commitment, Team BCPS can move the school system forward from good to great making BCPS the best school system in the nation and ensuring that all schools are high performing and all students are provided the best educational experience possible.

### Revenue and Expenditure Analysis

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

All variances are accumulated in lines 107 and 108 on Table 1.1B: Prior Year Variance Table (Comparison of Prior Year Expenditures).

The variance in "Unrestricted Mandatory Cost of Doing Business" was the result of lower utility and other operating costs due to unseasonably favorable weather conditions, lower than projected salary and benefit costs due to greater than expected retirement rates and health care plan enrollment shifts, and management efforts to conserve unspent funds by strict adherence to planned programs and limiting budget amendments.

The variance in "Restricted Mandatory Cost of Doing Business" was the result of changes between anticipated and actual grant awards and carryover for Title I and IDEA. Regarding Title I, BCPS planned for sequestration and other program modifications and aligned expenditures accordingly. For example, BCPS was required to reserve 20% of the funds for school improvement initiatives that far exceeded projections for actual costs; therefore, much of those funds were not spent within the fiscal year. The state also allocated two additional grants to Title I schools (1003a funds and additional ARRA funds that another system did not spend). All of these variables contributed to the large Title I carryover. Regarding IDEA, the primary variance between planned and actual expenditures is that \$2.1 million in planned carryover from FY11 to FY12 did not materialize and the Passthrough grant (84.027) was \$2 million less than planned; therefore, FY12 expenditures were aligned with available funds.

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

Standards and Assessments: Planned \$762,256,902 versus Actual \$749,214,655

Data Systems to Support Instruction: Planned \$21,953,928 versus Actual \$20,603,075

Great Teachers and Leaders: Planned \$16,947,604 versus Actual \$20,596,569

Turning Around the Lowest Achieving Schools: Planned \$10,121,000 versus Actual \$4,664,200

Mandatory Cost of Doing Business: Planned \$503,118,619 versus Actual \$519,319,554

The variations are discussed in the question and response above. The variances are not associated with any other issues specific to the reform areas.

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

State aid to education was reduced by the \$3.8 million amount of Education Job Funds received. The funds were used to pay for the ongoing costs of employee health care. If the funds had not been received and the state commensurately reduced aid to education, it is *possible* that student services may have been reduced although it is not possible to be more specific.

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

Not applicable.

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

As mentioned in Question 3, state aid to education was reduced by the amount of SFSF funds in FY2010, 2011, and 2012. If the funds had not been received and the state commensurately reduced aid to education, it is *likely* that student services may have been reduced although it is not possible to be more specific.

**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.**

Title I funds were used to improve professional development in mathematics and reading, provide technology enhancements, undertake community outreach, and offer additional instructional opportunities.

IDEA funds were used to provide increased non-public placements, support middle school instructional assistants, and provide high school technology and co-teaching opportunities.

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

BCPS has adhered to every state and federal admonition against using ARRA funds for unsustainable, ongoing costs for programs that could not otherwise be sustained after the program’s limited term. In particular, no staff, contractual agreements, or programs that could not otherwise be funded after the two-year projected life of the program were obligated.

[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.

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 effectively 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.

## 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 Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies," BCPS' curricula is aligned to the Common Core State Standards (CCSS) and is focused on strengthening college and career-readiness for all graduates. To achieve this intended result, BCPS supports 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. Subsequently, BCPS is revising its own curricula to provide teachers with the additional strategies and resources which they may need to meet the needs of its diverse student population and to ensure success for all.

## Section C. Data Systems to Support Instruction

The Baltimore County Public Schools' Learning in Virtual Environments (LiVE) initiative is aligned with the BCPS *Blueprint for Progress* vision, which 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." The LiVE initiative is comprised of the following five key projects: 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. In concert with MSDE, BCPS agrees to implement MSDE's Longitudinal Data System in conjunction with BCPS' student information systems and programs. Additionally, BCPS provides effective professional development to teachers and administrators in the use of data systems to support continuous improvement. Finally, BCPS makes data available to researchers from instructional improvement systems so they may evaluate materials, strategies, and approaches.

## Section D. Great Teachers and Leaders

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 is using 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 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.

BCPS and Towson University have formed a partnership to support first-year teachers in high-priority schools. Towson University will provide BCPS with three full-time Teacher Educators in Residence (TER). TER provides professional development support for the BCPS Teacher Induction Program (including mentoring and demonstration teaching) for first-year teachers at BCPS low-performing schools. BCPS provides 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 is provided through the New Teacher Induction Program. Along with professional development workshops designed to support new teachers, each first-year teacher who is not in a low-performing school receives the support of a BCPS mentor teacher. The primary goals of the program are 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 the input from the TERs.

Additionally, BCPS has expanded its Teach for America (TFA) Program to provide increased support for low-achieving or restructured middle schools. Currently, this program is in four middle schools. Through an innovative and strategic plan, BCPS has clustered the TFA teaching corps members in both content area and school sites. These teachers are tasked with targeting reading, language arts, and mathematics, areas which have shown a decline in test scores in these schools.

BCPS and the National Commission on Teaching and America's Future (NCTAF) have formed a partnership to implement the science, technology, engineering, and mathematics (STEM) learning studios teacher professional development initiative. In this partnership, NCTAF pairs 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.

The Department of Professional Development has 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.

BCPS evaluates the success of all supports used to enhance teacher effectiveness. BCPS participates in the Educator Instructional Improvement Academies and the Induction Academies. BCPS aligns its instructional and induction supports with the outcomes presented by MSDE in these two initiatives.

#### Section E. Turning Around the Lowest Achieving Schools

BCPS intervenes 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. BCPS supports 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 district-level RTTT Achievement Improvement Team includes: BCPS districtwide leadership; assistant superintendents; representatives from the Offices/Departments of STEM, Liberal Arts, Special Programs, Equity and Cultural Proficiency, Student Support Services, and Research, Accountability, and Assessment; an effective principal; and identified schools' site-based leadership teams as well as parents/guardians, community, and student representation. Team members, as well as other BCPS staff as appropriate, are assigned to conduct professional development sessions.

The use of data to improve student achievement in low-performing schools has been consistently documented as an effective practice. Similar to the MSDE Breakthrough Center, the RTTT Achievement Improvement Team uses 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 enhances 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.

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

Remaining balances in RTTT Year 2 projects' budgets are due to:

- actual contract services costs for consultants coming in lower than the forecast;
- a decrease in the indirect cost rate;
- actual professional development stipend payments coming in lower than the forecast;
- actual expenses for supplies coming in lower than the forecast; and/or
- vendors and contractors being unable to deliver supplies or services after the August 15 amendment date.

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

While some projects' timelines may be extended, the unused funds pose no impediment to all projects achieving their stated goals over the life of the grant. As unused funds were identified, project managers assessed the status of their projects and made proposals for changes that would keep the projects on track for Year 3 and beyond.

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

Project leads have adjusted schedules as needed to keep all project activities on track to be completed over the life of the grant. Monthly status meetings will continue to be held with the project managers to ask for status updates and identify areas of concern. Along with the monthly meetings, project managers will continue to submit monthly written reports on the status of their projects. Project managers will create plans to make programmatic changes and accelerations when necessary.

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

Monthly status meetings and written reports will be redesigned to identify and address potential problems sooner in the grant year so appropriate actions can be taken to address the problems. All staff will be retrained on the expectations for implementing the grant. BCPS will introduce a protocol for creating acceleration plans when necessary. All project managers will receive training on creating the acceleration plans. The grant manager will train the new staff involved in each project in a timely manner.

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

BCPS does not anticipate any challenges in implementing Project Year 3.

## Goal Progress

### *Maryland's Accountability System Components*

#### Reading

A review of the elementary reading performance data indicates in 2011–2012, 90.9% of the elementary students scored proficient or advanced. This was a 0.6 percentage point increase over the 2010–2011 results. During the same time, the Special Education, LEP, and FARMS student groups evidenced 1.6, 1.3, and 0.7 percentage point gains, respectively. A review of the middle school reading performance data indicates in 2011–2012, 81.7% of the middle school students scored proficient or advanced. However, challenges are evident. Significant performance gaps continue among student groups.

#### Mathematics

A review of the elementary mathematics performance data indicates in 2011–2012, 90.8% of the elementary students scored proficient or advanced. This was a 2.0 percentage point increase over the 2010–2011 results. During the same time, the Special Education, Limited English Proficient, and FARMS student groups evidenced 1.7, 2.4, and 3.0 percentage point gains, respectively. A review of the middle school mathematics performance data indicates in 2011–2012, 74.0% of middle school students scored proficient or advanced. This was a 1.5 percentage point increase over the 2010–2011 results. During the same time, the FARMS student group evidenced a 1.9 percentage point gain. However, challenges are evident. Significant performance gaps continue among student groups.

#### Science

Of all Grade 5 students, 67.7% scored proficient or advanced on the MSA. The following subgroups exceeded the Grade 5 average of 67.7% proficient or advanced: 82.2% of students in the Asian subgroup scored proficient or advanced, and 81.9% and 72.2% of students in the White and Two or More Races student subgroups scored proficient or advanced, respectively.

Female students outperformed male students by <1.0 percentage point (females, 68.0% scoring proficient or advanced; males, 67.4% scoring proficient or advanced). Of all Grade 8 students, 73.7% scored proficient or advanced on the MSA. The following subgroups exceeded the Grade 8 average of 73.7% proficient or advanced: Asian (88.6% scoring proficient or advanced), Hawaiian Native or other Pacific Islander (75.0% scoring proficient or advanced), White (85.0% scoring proficient or advanced), and Two or More Races (79.9% scoring proficient or advanced). Female students outperformed male students in 2011 by <1 percentage point (females, 73.8% scoring proficient or advanced; males, 73.6% scoring proficient or advanced).

#### 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 indicates 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 student groups evidenced 5.1, 3.0, and 1.7 percentage point gains, respectively.

The percentage point gap among student groups based upon race/ethnicity remains a challenge. In 2010–2011, baseline data indicate greater than 93.1% of students in the American Indian or Alaskan 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 student group, and 78.9% of students in the FARMS student group scored proficient or advanced.

A review of the Algebra/Data Analysis MSA performance data indicates in 2010–2011 the Special Education, Limited English Proficient, and FARMS student groups 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/ethnicity remains a challenge. In 2010–2011, baseline data indicate greater than 95.5% 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 Alaskan 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 student group, and 79.7% of students in the FARMS student group scored proficient or advanced.

### *Specific Student Groups in Bridge to Excellence*

#### Education that is Multicultural

BCPS recognizes Education that Is Multicultural (ETM) as an overarching theme; and, as such, it is addressed throughout the 2012 Master Plan. ETM emphasizes equity, access, support for success, academic achievement, and diversity in educational opportunities. The ETM 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.

#### Career and Technology Education

In 2011, 93% 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/EC4, and kindergarten teachers in the integration of the Early Childhood Accountability System 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.

Additional detailed information regarding strategies and activities being implemented to ensure continued progress and to address gaps in proficiency is available within the 2012 BTE Master Plan Update and the BCPS 2012–2013 Master Plan. Additional information about the budget and its alignment to the *Blueprint for Progress* is available in the BCPS Master Plan and the FY13 Adopted Budget available online at [www.bcps.org](http://www.bcps.org).

## 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, Race to the Top Scope of Work grant documents and Project Budget workbooks, and analyzing questions. Together, these documents illustrate the local school system's alignment of the annual budget with the Master Plan priorities.

## Background

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

1.1A: Current Year Variance Table			
Local School System: Baltimore County Public Schools			
Revenue Category		FY 13 Budget	
Local Appropriation		\$689,743,020	
Other Local Revenue		48,428	
State Revenue		558,653,477	
Federal Revenue		-	
84.386: Education Technology		-	
84.388: Title I - School Improvement		-	
84.389: Title I - Grants to LEAs, Neglected and Delinquent		-	
84.394: State Fiscal Stabilization Fund Education Program		-	
84.395: Race to the Top		5,335,411	
84.410: Education Jobs Fund		-	
84.010: Title I		17,597,548	
84.027: IDEA, Part B		22,938,459	
84.173 IDEA Part B		734,075	
84.181 IDEA Part C		900,859	
Other Federal Funds		18,490,722	
Other Resources/Transfers		32,084,246	
Total		\$1,346,526,245	
Instructions: Itemize FY 2013 expenditures by source (CFDA for ARRA funds, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.			
Section B - Standards and Assessments			
Reform Area 1: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.			
Expenditures:		Source	FTE
Health Services		Unrestricted	215.0
Instructional Salaries and Wages		Unrestricted	6856.1
Instructional Textbooks and Supplies		Unrestricted	
Mid Level Administration		Unrestricted	927.4
Other Instructional Costs		Unrestricted	
Other Local Revenue		Unrestricted	
Other Resources/Transfers		Unrestricted	
Special Education		Unrestricted	
State Revenue		Unrestricted	1997.6
Student Personnel Services		Unrestricted	
84.395 Race to the Top		Special Revenue Fund	112.6
84.010 Title I		Special Revenue Fund	
84.027 IDEA		Special Revenue Fund	124.0
84.173 IDEA Part B		Special Revenue Fund	286.7
84.181 IDEA Part C		Special Revenue Fund	
Other Federal funds **		Special Revenue Fund	11.6
Other Local Revenue		Special Revenue Fund	15.1
Other Resources/Transfers		Special Revenue Fund	
State Revenue		Special Revenue Fund	45.9

<b>Section C - Data Systems to support instruction</b>			
<b>Reform Area 2: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.</b>			
<b>Expenditures:</b>	<b>Source</b>	<b>Amount</b>	<b>FTE</b>
Administration	Unrestricted	17,543,422	118.0
Instructional Salaries and Wages	Unrestricted		
Instructional Textbooks and Supplies	Unrestricted	1,969,263	
Mid Level Administration	Unrestricted	1,346,100	
Other Instructional Costs	Unrestricted	115,100	
84.395 Race to the Top	Special Revenue Fund	323,253	
<b>Section D: Great Teachers and Leaders</b>			
<b>Reform Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.</b>			
<b>Expenditures:</b>	<b>Source</b>	<b>Amount</b>	<b>FTE</b>
Administration	Unrestricted	5,078,821	64.0
Instructional Salaries and Wages	Unrestricted	2,563,709	
Instructional Textbooks and Supplies	Unrestricted	224,506	
Maintenance of Plant	Unrestricted	4,688	
Mid Level Administration	Unrestricted	1,802,284	19.0
Student transportation Services	Unrestricted	79,201	
Operation of Plant	Unrestricted	14,314	
Other Instructional Costs	Unrestricted	581,020	
Other Resources/Transfers	Unrestricted		
Special Education	Unrestricted	37,758	
State Revenue	Unrestricted		
84.395 Race to the Top	Special Revenue Fund	3,155,316	20.0
84.010 Title I	Special Revenue Fund	7,470	
84.027 IDEA	Special Revenue Fund	149,196	
Other Federal funds **	Special Revenue Fund	3,688,656	3.0
Other Resources/Transfers	Special Revenue Fund	142,783	1.0
State Revenue	Special Revenue Fund	909,524	4.9
<b>Section E: Turning Around the Lowest Achieving Schools</b>			
<b>Reform Area 4: Turning around our lowest-achieving schools</b>			
<b>Expenditures:</b>	<b>Source</b>	<b>Amount</b>	<b>FTE</b>
Health Services	Unrestricted	14,200	0.5
Instructional Salaries and Wages	Unrestricted	3,755,431	42.6
Instructional Textbooks and Supplies	Unrestricted	554,753	
Mid Level Administration	Unrestricted	189,004	
Student transportation Services	Unrestricted	36,407	
Operation of Plant	Unrestricted	21,528	
Other Instructional Costs	Unrestricted	177,314	
Special Education	Unrestricted	107,104	
State Revenue	Unrestricted		
Student Personnel Services	Unrestricted	2,692	
84.395 Race to the Top	Special Revenue Fund	738,771	
State Revenue	Special Revenue Fund	32,078	

<b>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.</b>			
<b>Expenditures:</b>	<b>Source</b>	<b>Amount</b>	<b>FTE</b>
Administration	Unrestricted	14,155,853	133.6
Capital Outlay	Unrestricted	3,364,770	39.0
Fixed Charges	Unrestricted	290,727,510	
Maintenance of Plant	Unrestricted	34,639,104	250.0
Student transportation Services	Unrestricted	60,644,986	1141.0
Mid Level Administration	Unrestricted	12,001,335	121.1
Operation of Plant	Unrestricted	90,418,210	1165.3
Other Local Revenue	Unrestricted		
Other Resources/Transfers	Unrestricted		
State Revenue	Unrestricted		
84.010 Title I	Special Revenue Fund	11,710,366	15.9
84.027 IDEA	Special Revenue Fund	7,349,147	
84.173 IDEA Part B	Special Revenue Fund	186,253	
84.181 IDEA Part C	Special Revenue Fund	289,935	
Other Federal funds **	Special Revenue Fund	3,429,735	8.5
Other Local Revenue	Special Revenue Fund	19,660	
Other Resources/Transfers	Special Revenue Fund	3,093,454	18.1
State Revenue	Special Revenue Fund	1,223,764	
<b>Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category.</b>			
<b>Expenditures:</b>	<b>Source</b>	<b>Amount</b>	<b>FTE</b>
<b>Total</b>			
*Indicate non-ARRA IDEA and Title I funds by CFDA in Federal Revenue. All other federal funds can be consolidated into the Other Federal Funds line. Add lines if necessary.			

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

		FY 2012 Final Budget		
		FY 2012 Original Budget 7/1/2011	6/30/2012	% Change
<b>Revenue</b>				
Local Appropriation		668,495,342.00	668,495,342.00	0%
State Revenue		543,674,456.00	543,674,456.00	0%
Federal ARRA Funds		-	-	0%
Federal ARRA Funds		104,079.00	104,079.00	0%
Federal ARRA Funds		-	-	0%
Federal ARRA Funds		-	-	0%
Federal ARRA Funds		-	-	0%
Federal ARRA Funds		500,000.00	500,000.00	0%
Federal ARRA Funds		368,849.00	368,849.00	0%
Federal ARRA Funds		180,000.00	180,000.00	0%
Federal ARRA Funds		-	-	0%
Federal ARRA Funds		6,314,919.00	6,314,919.00	0%
Federal ARRA Funds		3,800,000.00	3,800,000.00	0%
Federal ARRA Funds		26,928,260.00	26,928,260.00	0%
Other Federal Funds		91,633.00	91,633.00	0%
Other Federal Funds		980,410.00	980,410.00	0%
Other Federal Funds		22,525,110.00	22,525,110.00	0%
Other Federal Funds		19,871,918.00	19,871,918.00	0%
Other Local Revenue		48,428.00	48,428.00	0%
Other Resources/Transfers		20,514,649.00	20,514,649.00	0%
<b>Total</b>		<b>1,314,398,053.00</b>	<b>1,314,398,053.00</b>	<b>0%</b>
<b>Change in Expenditures</b>				
Section/Reform Area	Source	Planned		
		Expenditure	Actual Expenditure	Planned FTE
Section B - Standards and Assessments.	Unrestricted	13,871,538.00	14,126,916.00	215.0
Section B - Standards and Assessments.	84.027	18,490,670.00	15,847,930.00	363.9
Section B - Standards and Assessments.	84.173	77,133.00	70,751.00	
Section B - Standards and Assessments.	84.391	500,000.00	351,958.00	
Section B - Standards and Assessments.	84.392	319,192.00	143,239.00	
Section B - Standards and Assessments.	84.181	692,307.00	661,671.00	11.6
Section B - Standards and Assessments.	84.393	166,022.00	233,108.00	
Section B - Standards and Assessments.	Unrestricted	444,442,647.00	433,959,961.00	6751.0
Section B - Standards and Assessments.	Unrestricted	18,497,174.00	19,331,830.00	927.4
Section B - Standards and Assessments.	Unrestricted	71,130,015.00	71,478,478.00	143.9
Section B - Standards and Assessments.	84.010	5,970,928.00	10,092,445.00	22.4
Section B - Standards and Assessments.	Restricted	11,528,413.00	7,387,414.00	
Section B - Standards and Assessments.	Unrestricted	6,735,685.00	7,816,005.00	
Section B - Standards and Assessments.	Restricted	44,422.00	31,930.00	



Section B - Standards and Assessments.	Restricted	Other Resources/Transfers	155,150.00	182,436.00		
Section B - Standards and Assessments.	84.395	Race to the Top	1,372,849.00	793,145.00	0.5	0.5
Section B - Standards and Assessments.	Unrestricted	Special Education	155,108,217.00	154,624,609.00	1986.5	1986.5
Section B - Standards and Assessments.	Restricted	State Revenue	4,597,542.00	3,434,522.00	45.5	45.5
Section B - Standards and Assessments.	Unrestricted	Student Personnel Services	8,556,998.00	8,631,962.00	113.6	113.6
Section B - Standards and Assessments.	84.386	Title II - Enhancing Education Through Technology		14,345.00		
Section C - Data Systems to support instruction.	Unrestricted	Administration	17,511,776.00	16,625,386.00	117.0	117.0
Section C - Data Systems to support instruction.	84.027	IDEA	6,248.00			
Section C - Data Systems to support instruction.	84.173	IDEA Part B	6,000.00			
Section C - Data Systems to support instruction.	Unrestricted	Instructional Salaries and Wages	103,728.00			
Section C - Data Systems to support instruction.	Unrestricted	Instructional Textbooks and Supplies	1,674,437.00	1,686,782.00		
Section C - Data Systems to support instruction.	Unrestricted	Mid Level Administration	143,000.00	124,984.00		
Section C - Data Systems to support instruction.	Unrestricted	Other Instructional Costs	525,523.00	159,925.00		
Section C - Data Systems to support instruction.	84.395	Race to the Top	1,983,216.00	2,005,998.00	0.5	0.5
Section D: Great Teachers and Leaders.	Unrestricted	Administration	5,158,924.00	5,023,948.00	64.5	64.5
Section D: Great Teachers and Leaders.	84.386	Title II - Enhancing Education Through Technology	104,079.00	5,689.00		
Section D: Great Teachers and Leaders.	84.027	IDEA	249,800.00	142,027.00		
Section D: Great Teachers and Leaders.	84.392	IDEA Part B - Preschool Grants	27,980.00	339.00		
Section D: Great Teachers and Leaders.	84.393	IDEA Part C - Infants and Families	-	790.00		
Section D: Great Teachers and Leaders.	Unrestricted	Health Services	-	12,597.00		
Section D: Great Teachers and Leaders.	Unrestricted	Instructional Salaries and Wages	2,775,701.00	2,725,319.00		
Section D: Great Teachers and Leaders.	Unrestricted	Instructional Textbooks and Supplies	251,202.00	185,362.00		
Section D: Great Teachers and Leaders.	Unrestricted	Maintenance of Plant	4,688.00	32,580.00		
Section D: Great Teachers and Leaders.	Unrestricted	Mid Level Administration	2,077,012.00	2,227,484.00	27.4	27.4
Section D: Great Teachers and Leaders.	Unrestricted	Student transportation Services	79,201.00	265,842.00		
Section D: Great Teachers and Leaders.	Unrestricted	Operation of Plant	14,314.00	67,243.00		
Section D: Great Teachers and Leaders.	Restricted	Other Federal Funds**	3,658,093.00	4,067,704.00	0.4	0.4
Section D: Great Teachers and Leaders.	Unrestricted	Other Instructional Costs	570,715.00	554,462.00		
Section D: Great Teachers and Leaders.	Restricted	Other Resources/Transfers	10,000.00	128,231.00		
Section D: Great Teachers and Leaders.	84.395	Race to the Top	1,902,150.00	2,099,783.00	10.5	10.5
Section D: Great Teachers and Leaders.	84.010	Title I		1,557,496.00		
Section D: Great Teachers and Leaders.	Unrestricted	Special Education	37,758.00	514,754.00		
Section D: Great Teachers and Leaders.	Restricted	State Revenue	25,987.00	984,919.00		
Section E: Turning Around the Lowest Achieving Schools.	Unrestricted	Health Services	14,200.00	14,200.00	0.5	0.5
Section E: Turning Around the Lowest Achieving Schools.	Unrestricted	Instructional Salaries and Wages	4,510,457.00	3,429,424.00	52.7	52.7
Section E: Turning Around the Lowest Achieving Schools.	Unrestricted	Instructional Textbooks and Supplies	554,753.00	507,818.00		
Section E: Turning Around the Lowest Achieving Schools.	Unrestricted	Mid Level Administration	189,004.00	189,004.00		
Section E: Turning Around the Lowest Achieving Schools.	Unrestricted	Student transportation Services	36,407.00	85,956.00		
Section E: Turning Around the Lowest Achieving Schools.	84.010	Title I	3,453,310.00		2	0
Section E: Turning Around the Lowest Achieving Schools.	Unrestricted	Operation of Plant	21,528.00	21,528.00		
Section E: Turning Around the Lowest Achieving Schools.	Unrestricted	Other Instructional Costs	177,314.00	83,596.00		
Section E: Turning Around the Lowest Achieving Schools.	84.395	Race to the Top	1,056,704.00	227,968.00	0.5	0.5
Section E: Turning Around the Lowest Achieving Schools.	Unrestricted	Special Education	83,420.00	83,420.00		

Section E: Turning Around the Lowest Achieving Schools.	Restricted	State Revenue	21,210.00	18,594.00	
Section E: Turning Around the Lowest Achieving Schools.	Unrestricted	Student Personnel Services	2,692.00	2,692.00	
Mandatory Cost of Doing Business	Unrestricted	Administration	14,439,016.00	13,916,601.00	138.1
Mandatory Cost of Doing Business	Unrestricted	Capital Outlay	3,217,723.00	3,064,887.00	39.0
Mandatory Cost of Doing Business	84.410	Fixed Charges	3,800,000.00	4,129,953.00	
Mandatory Cost of Doing Business	Unrestricted	Fixed Charges	263,832,772.00	263,283,077.00	
Mandatory Cost of Doing Business	84.027	IDEA	8,181,542.00	7,826,220.00	
Mandatory Cost of Doing Business	84.173	IDEA Part B	8,500.00	10,524.00	
Mandatory Cost of Doing Business	84.386	Title II - Enhancing Education Through Technology		1,963.00	
Mandatory Cost of Doing Business	84.392	IDEA Part B - Preschool Grants	21,677.00	24,592.00	
Mandatory Cost of Doing Business	84.391	IDEA Part B - Grants to States-Pass-Through		35,195.00	
Mandatory Cost of Doing Business	84.181	IDEA Part C	288,103.00	290,115.00	
Mandatory Cost of Doing Business	84.395	Race to the Top		378.00	
Mandatory Cost of Doing Business	84.393	IDEA Part C - Infants and Families	13,978.00	18,303.00	
Mandatory Cost of Doing Business	Unrestricted	Maintenance of Plant	27,696,778.00	29,211,733.00	251.0
Mandatory Cost of Doing Business	Unrestricted	Student transportation Services	58,154,209.00	57,091,276.00	1128.0
Mandatory Cost of Doing Business	84.010	Title I	13,100,872.00	5,837,096.00	16
Mandatory Cost of Doing Business	Unrestricted	Mid Level Administration	13,187,826.00	12,291,795.00	124.6
Mandatory Cost of Doing Business	Unrestricted	Operation of Plant	87,554,245.00	83,482,485.00	1167.3
Mandatory Cost of Doing Business	Restricted	Other Federal Funds**	3,945,412.00	2,119,439.00	9.9
Mandatory Cost of Doing Business	Restricted	Other Local Revenue	4,006.00	16,498.00	
Mandatory Cost of Doing Business	Restricted	Other Resources/Transfers	3,197,460.00	94,006.00	19.1
Mandatory Cost of Doing Business	Restricted	State Revenue	2,474,501.00	1,067,797.00	8.0
Mandatory Cost of Doing Business	84.410	Fixed Charges - Variance between anticipated and actual expenditures		(329,953.00)	
Mandatory Cost of Doing Business	Unrestricted	Variance between anticipated and actual expenditures		16,006,676.00	
Mandatory Cost of Doing Business	84.386	Title II - Enhancing Education Through Technology - Variance between anticipated and actual expenditures		82,082.00	
Mandatory Cost of Doing Business	84.391	IDEA Part B - Grants to States-Pass-Through - Variance between anticipated and actual expenditures		112,847.00	
Mandatory Cost of Doing Business	84.392	IDEA Part B - Preschool Grants - Variance between anticipated and actual expenditures		200,679.00	
Mandatory Cost of Doing Business	84.393	IDEA Part C - Infants and Families - Variance between anticipated and actual expenditures		(72,201.00)	
Mandatory Cost of Doing Business	84.395	Race to the Top - Variance between anticipated and actual expenditures		1,187,647.00	
Mandatory Cost of Doing Business	84.027	IDEA - Variance between anticipated and actual expenditures		3,112,083.00	
Mandatory Cost of Doing Business	84.173	IDEA Part B - Variance between anticipated and actual expenditures		10,358.00	
Mandatory Cost of Doing Business	84.181	IDEA Part C - Variance between anticipated and actual expenditures		28,624.00	

Mandatory Cost of Doing Business	84.010	Title I - Variance between anticipated and actual expenditures	5,038,073.00		
Mandatory Cost of Doing Business	Restricted	State Revenue - Variance between anticipated and actual expenditures	1,613,408.00		
Mandatory Cost of Doing Business	Restricted	Other Federal Funds** - Variance between anticipated and actual expenditures	5,557,361.00		
Mandatory Cost of Doing Business	Restricted	Other Resources/Transfers - Variance between anticipated and actual expenditures	2,957,937.00		
<b>Total</b>			<b>1,314,398,053.00</b>	<b>13,758.30</b>	<b>13,758.30</b>

**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

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Salaries and Wages	43,294	85,725	99,496	127,236	355,751
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	1,469	260	2,000	36,066	39,795
4. Other Charges	3,693	7,554	8,249	10,566	30,062
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs 3.8%)	1,715	3,218	3,775	5,981	14,689
7. Total Costs (lines 1-6)	50,171	96,757	113,520	179,849	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.

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

<b>Project Budget Narrative</b>
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<b>Project Description:</b>
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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.

<b>Funding:</b>
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Race to the Top funding: \$440,297.

<b>Year by Year Description:</b>
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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.

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

Project Details by Object					
<b>Salaries and Wages:</b> 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	9,589	28,297	36,700	46,933	121,519
Project Manager	33,705	57,428	62,796	80,303	234,232
<b>Total</b>	43,294	85,725	99,496	127,236	355,751
Fiscal Assistant will be paid at \$18.00 per hour and a 2% increase per each <u>BCPS</u> fiscal year (\$18.36 FY12, \$18.73 FY13, \$19.10 FY14, \$19.48 FY15). Project Manager hired at \$30.79 per hour plus a 2% increase per each <u>BCPS</u> fiscal year (\$31.41 FY12, \$32.04 FY13, \$32.68 FY14, \$33.33 FY15). These are contractual employees that will be hired and paid for four years through the BCPS payroll.					

<b>Contract Services:</b> 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					-
<b>Total</b>	-	-	-	-	-
N/A					

<b>Supplies and Materials:</b> 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	1,469	260	2,000	36,066	39,795
item					-
<b>Total</b>	1,469	260	2,000	36,066	39,795
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). <del>The costs will decrease over the four year period as only</del> <b>Remaining expenses for Years 3-4 will be for printer cartridges and miscellaneous office supplies will be needed in the future years such as filing folders, pens, paper, etc. Year 3 is estimated at \$2,000, and Year 4 at \$1,000. The balance in Year 4 (\$35,066) will be reallocated to another RTTT project.</b>					

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

<b>Project Details by Object</b>					
<b>Other Charges:</b> 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	789	2,332	2,932	3,750	9,803
Project Manager Fixed Charges	2,774	4,733	5,017	6,416	18,940
Mileage	130	489	300	400	1,319
<b>Total</b>	3,693	7,554	8,249	10,566	30,062
Fixed charges were calculated using the FICA rate of 7.65% and Workers Compensation Insurance rate of <del>0.65%</del> <b>0.34%</b> . Because these employees are contractual no other benefit costs apply <b>except mileage reimbursement</b> .					

<b>Transfers (Indirect Costs):</b> 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	3,218	3,775	5,981	14,689
					-
<b>Total</b>	1,715	3,218	3,775	5,981	14,689
The costs above represent the approved federal indirect costs of 3.54% for FY 2011 <b>and 3.44% in FY 2012</b> .					

<b>Total Project Costs</b>					
	Year 1	Year 2	Year 3*	Year 4*	Total
	50,171	96,757	113,520	179,849	440,297

These are the total project costs under Section A for overseeing and administering the RTTT projects.					
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### 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	373,583	591,543	1,477,261	-	2,442,387
2. Contract Services	-	173,340	234,677	-	408,017
3. Supplies and Materials	-	27,289	81,014	-	108,303
4. Other Charges	30,905	47,208	236,437	-	314,550
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	14,201	28,875	69,811	-	112,887
7. Total Costs (lines 1-6)	418,689	868,255	2,099,200	-	3,386,144

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 K-12 Reading/Language Arts curriculum and K-8, Algebra 1, Algebra 2, 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 K-12 RELA and mathematics teachers. BCPS will purchase a K-8 web-based assessment. This assessment will be used to inform instruction based on student performance and can provide critical information on students that are new to BCPS. Teachers will be able to respond to learning deficits in a timely and strategic way based on student results. The assessments are aligned to state standards. Reports on student achievement are available at the district, school and teacher level. Parents may also receive achievement reports. Assessment data may be used to inform the articulation of students from grade to grade and school to school. Because the assessment also measures growth, it may be used as one of multiple measures in the new teacher evaluation.

#### Funding:

~~\$3,130,770~~ ~~\$3,250,967~~ **\$3,386,144** (Race to the Top funding)

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

#### 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	105,171	258,513	620,391	-	984,075
Stipend (ISD)	-	-	411,465	-	411,465
Stipend: Curriculum Alignment Mathematics CCSS	129,727	189,122	175,981	-	494,830
Stipend (ISD)	138,685	143,908	269,424	-	552,017
<b>Total</b>	373,583	591,543	1,477,261	-	2,442,387

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:

RELA Year 1 - Year 3: Curriculum writers for design and development calculated at the current rate of \$257.14/day.

Year 1 = approximately 409 days, Year 2 = approximately ~~1,372~~ **1,005** days, Year 3 = approximately ~~2,046~~ **2,412** days. Total = \$984,075

Professional development to introduce CCSS and curriculum revisions for classroom teachers K-12:

RELA Year 1 - Year 3: Plans will include Professional Study Days each year (including hours/days outside of the school day/year) calculated at the current rate of \$183.69/day. Year 1 = \$0, Year 2 = ~~\$0~~ approximately ~~195~~ **2,240** days, Year 3 = approximately ~~2,045~~ **2,240** days. Total = \$411,465

Stipends for curriculum design and revisions to ensure alignment to State Common Core Standards K-12 for Mathematics:

Math Year 1 - Year 3: Curriculum writers for design and development calculated at the current rate of \$257.14/day.

Year 1 = approximately 504 days, Year 2 = approximately ~~619~~ **735** days, Year 3 = approximately ~~564~~ **684** days. Total = ~~\$437,138~~ ~~\$433,924~~ **\$494,830**

Professional development to introduce CCSS and curriculum revisions for classroom teachers K-12:

Math Year 1 - Year 3: Plans will include Professional Study Days each year (including hours/days outside of the school day/year) calculated at the current rate of \$183.69/day. Year 1 = approximately 755 days, Year 2 = approximately ~~1,115~~ **783** days, Year 3 = approximately 1,467 days. Total = ~~\$612,923~~ **\$552,017**

**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
External Printing	-	10,090	28,288	-	38,378
Facilities and related costs for Professional Development	-	8,774	113,986	-	122,760
K-8 online assessment	-	116,200	-	-	116,200
Dual Diploma Degree Program	-	38,276	92,403	-	130,679
<b>Total</b>	-	173,340	234,677	-	408,017

Printed curricular materials to support professional development.

Year 1 RELA and Mathematics: \$0

Year 2 RELA and Mathematics: ~~\$14,349~~ **\$10,090**

Year 3 RELA and Mathematics: \$28,288

Facilities and related costs will be needed for Mathematics and RELA across Years 2 and 3. Ongoing professional development will be offered both during and beyond the work day. These charges reflect the estimated costs for off-site locations.

In Year 2, a K-8 online adaptive assessment will inform instruction based on student performance, provide diagnostic data for students new to BCPS, and will provide K-2 data for students that do not currently participate in system-wide and state assessments.

Dual Diploma Degree Program (\$130,680 spent on 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).

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

<b>Project Details by Object</b>					
<b>Supplies and Materials:</b> 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	-	9,509	22,400	-	31,909
Resource materials for professional development of teachers (ISD)	-	17,780	58,614	-	76,394
<b>Total</b>	-	27,289	81,014	-	108,303
<p>Reference materials for design groups (200 teachers) and curriculum writers (200 teachers) will support curriculum alignment and revisions.</p> <p>Year 1 RELA and Mathematics: \$0</p> <p>Year 2 RELA and Mathematics: <del>\$17,600</del> \$9,500 (<del>176</del> <b>95</b> design/curriculum writers @\$100 for reference materials)</p> <p>Year 3 RELA and Mathematics: \$22,400 (224 design/curriculum writers @\$100 for reference materials)</p> <p>Resource materials for professional development of 5,032 teachers to support curriculum alignment and revisions.</p> <p>Year 1 RELA and Mathematics: \$0</p> <p>Year 2 RELA and Mathematics: <del>\$32,910</del> <b>\$17,780</b> (<del>2,581</del> <b>1,394</b> teachers @\$12.75 for resource materials)</p> <p>Year 3 RELA and Mathematics: <del>\$35,393</del> <b>\$58,614</b> (<del>2,451</del> <b>3,638</b> teachers @ <del>\$14.44</del> <b>\$16.11</b> for resource materials)</p>					

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

Project Details by Object					
<b>Other Charges:</b> 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	30,905	47,208	118,033	-	196,146
BCPS Print shop	-	-	118,404	-	118,404
<b>Total</b>	30,905	47,208	236,437	-	314,550
FICA and Workmen's Compensation is calculated on current rate of <del>8.30% for fiscal year 2011</del> 7.99% (7.65 + 0.34) for FY 2012. Internal printing costs for curriculum guides in Year 3.					

<b>Property:</b> 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	-	-	-	-	-
<b>Total</b>	-	-	-	-	-
N/A					

<b>Transfers (Indirect Costs):</b> 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	14,201	28,875	69,811	-	112,887
<b>Total</b>	14,201	28,875	69,811	-	112,887
The costs above represents the approved federal indirect cost rate of 3.54% for FY 2011 and 3.44% for FY 2012.					
<b>Total Project Costs</b>					
	Year 1	Year 2*	Year 3*	Year 4*	Total
	418,689	868,255	2,099,200	-	3,386,144

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	540,023	697,575	555,224	-	1,792,822
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	-	-	-	-	-
5. Property	1,026,058	-	-	-	1,026,058
6. Transfers (Indirect Costs)	19,117	23,997	19,100	-	62,214
7. Total Costs (lines 1-6)	1,585,198	721,572	574,324	-	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.

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

### **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. easi will be released in a phased manner over multiple fiscal years. This approach ensures that all users are trained appropriately by the Professional Development Department as each phase is released, and allows for the Project Management Office (PMO) to gather and document all requirements via stakeholder and user focus groups sessions to ensure that core user needs are met. easi is broken 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 (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. 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 as well as new data elements that will allow teachers to easily gauge student progress and pitfalls with regard to subject matters, abilities, and learning preferences. Year 3: Efforts will focus on maintenance and support to include the addition of student data, demographic and performance information. We plan to continue working with Curriculum and Instruction (C&I) teams for curriculum resources, and will explore reporting opportunities with the Department of Research Accountability and Assessment's (DRAA) reporting tools and systems, as applicable.

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.

<b>Project Name:</b>	<b>Education, Assessment, and Student Information (easi) System</b>
<b>LEA:</b>	<b>03 - Baltimore County Public Schools</b>
<b>Project Number:</b>	<b>3</b>

Project Details by Object					
<b>Salaries and Wages:</b> 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	-	-	-	-	-
<b>Total</b>	-	-	-	-	-

<b>Contract Services:</b> 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)	116,213	103,075	-	-	219,288
Lead Architect	189,746	235,577	277,612	-	702,935
SharePoint Specialist	40,135	70,155	-	-	110,290
Developer 1	118,309	144,628	138,806	-	401,743
Developer 2	75,620	136,268	138,806	-	350,694
Active Directory Expert	-	-	-	-	-
Training & Conferences	-	7,872	-	-	7,872
<b>Total</b>	540,023	697,575	555,224	-	1,792,822
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 <b>approximately \$71.00/hour for approximately 4,507 4,035 3,089 hours across Years 1-2 1-3</b> The Lead Architect will provide contractual services at the rate of <b>approximately \$157.25/hour for approximately 3,116 3,321 4,470 hours across Years 1-2 1-3</b> . The SharePoint Specialist will provide contractual services at the rate of <b>approximately \$137.63/hour for approximately 1,611 892 801 hours across Years 1 and 2</b> . <b>The two Developers combined reflect a rate of approximately \$76.00/hour for approximately 7,290 8,609 9,900 hours across Years 1-2 1-3.</b>					
<del>Active Directory Expert will provide contractual services at a rate of approximately \$45/hour for approximately 1,152 hours in Year 2.</del> The developers will be paid to attend <b>a</b> conferences and to train the end-users at a one-time cost of \$9,000 <b>\$7,872</b> in 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.

easi	Year 1	Year 2*	Year 3*	Year 4*	Total
Backup Rack UPS Units	-	-	-	-	-
<b>Total</b>	-	-	-	-	-

10 backup rack UPS units x \$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	-	-	-	-	-
<b>Total</b>	-	-	-	-	-

**Fixed Charges:**

**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
<del>12TB Timonium SAN Storage and Disaster Recovery</del>	-	-	-	-	-
<del>12TB Timonium SAN Storage</del>	-	-	-	-	-
Commvault Expansion Backup	209,379	-	-	-	209,379
Commvault Backup License	35,529	-	-	-	35,529
<del>Commvault Backup License Renewal</del>	-	-	-	-	-
Backup Tape Library Expansion	140,638	-	-	-	140,638
Backup Brocade Switch	32,624	-	-	-	32,624
VM Host Servers- Timonium	205,840	-	-	-	205,840
Small Application Server	7,767	-	-	-	7,767
<b>Total</b>	1,026,058	-	-	-	1,026,058

Each of the easi Storage Area Network [SAN] storage **(\$394,281)**, commvault **(\$244,908)**, backup tape **(\$140,638)**, and brocade switch **(\$32,624)** line items will be one time costs in the amounts noted above. **Also** for Year 1, 4 Virtual Machine (VM) Host Servers x \$51,460/server = \$205,840 **and one small application server = \$7,767**. For Year 2, 1 VM host server x \$51,460 = \$51,460. 12TB SAN Storage for both the Timonium and Disaster Recovery locations = \$169,644. Lastly, one small application server = \$7,767.

**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
	19,117	23,997	19,100	-	62,214
<b>Total</b>	19,117	23,997	19,100	-	62,214

The costs above represent the approved federal indirect costs of **3.54%** for FY 2011 **and 3.44% for FY 2012**.

<b>Total Project Costs</b>					
	Year 1	Year 2*	Year 3*	Year 4*	Total
	1,585,198	721,572	574,324	-	2,881,094

All funds will be spent in Years 1-3: \$1,585,198 in Year 1, ~~\$985,576~~ **\$721,572** in Year 2, and ~~\$340,320~~ **\$574,324** in Year 3.

**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

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
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.

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

<b>Project Budget Narrative</b>
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<b>Project Description:</b>
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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 concepts.

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.

<b>Funding:</b>
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Race to the Top Funding: \$1,339,020
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<b>Year by Year Description:</b>
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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, which is 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:	<b>Virtual High School and Game Development Project</b>
LEA:	<b>03 - Baltimore County Public Schools</b>
Project Number:	<b>4</b>

Project Details by Object					
<b>Salaries and Wages:</b> 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
<b>Total</b>	-	-	-	-	-
N/A					
<b>Contract Services:</b> 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
PD Developer Training	10,000	10,000	5,000	-	25,000
PD Teachers' Lessons App	10,000	10,000	5,000	-	25,000
PD Train the Trainer	11,000	12,000	7,000	-	30,000
PD Boot Camp	13,000	14,000	8,000	-	35,000
<b>Total</b>	505,950	493,950	293,339	-	1,293,239
<p>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 = One Game Contest Team x \$2,500/day x 8 days = \$20,000 across Year 1 and Year 2 and one Game Contest Team x \$2,500/day x 8 days = \$20,000 across Years 2-3. Student Game Build = one Game Build Team x \$2,500/day x 64 days = \$160,000 across Years 1-3 and one Game Build Team x 8 days = \$20,000 across Years 2-3. Research/Conduct Study will be performed by a university at a fixed cost of \$40,000 across Years 1-2 and \$20,000 across Years 2-3. Lesson Build = one Development Build Team x \$2,500/day x 60 days = \$150,000 across Years 1-3. Interface Build = one Development Build Team x \$2,500/day x 16 days = \$40,000 across Years 1-3. Social Network Build = one Development Build Team x \$2,500/day x 10 days = \$25,000 across Years 1-3.</p> <p>Character Creator Build = 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 = one Development Build Team x \$2,500/day x 80 days = \$200,000 across Years 1-3, and one Development Build Team x \$2,500/day x 20 days = \$50,000 across Years 2-3. Reward System Build = one Development Build Team x \$2,500/day x 10 days = \$25,000 across Years 1-2 and one Development Build Team x \$2,500/day x 4 days = \$10,000 across Years 2-3. Software License Fee = \$95,000 across Years 1-3. Professional Development (PD) Developer Training = 20 Training Sessions x \$1,250/Training Session = \$25,000 across Years 1-3. P.D. Teachers' Lessons Application = 20 Teacher Lessons x \$1,250/lesson = \$25,000 across Years 1-3. PD Train the Trainer Sessions = 30 sessions x \$1,000 per session = \$30,000 across Years 1-3. P.D. Boot Camp Training = 35 trainings x \$1,000/session = \$35,000 across Years 1-3.</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.

VHS	Year 1	Year 2*	Year 3*	Year 4*	Total
<b>Total</b>	-	-	-	-	-

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
					-
<b>Total</b>	-	-	-	-	-

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
					-
<b>Total</b>	-	-	-	-	-

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
<b>Total</b>	17,911	17,486	10,384	-	45,781

The costs above represent the approved federal indirect costs of 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 Years 1, 2, and 3: \$523,861 in Year 1, \$511,436 in Year 2, and \$303,723 in Year 3. Accordingly, Year 4 has no associated budget.

**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

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
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.

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

<b>Project Budget Narrative</b>
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<b>Project Description:</b>
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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 The 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 the former 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.

<b>Funding:</b>
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Race to the Top Funding: \$114,180
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<b>Year by Year Description:</b>
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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 multiplayer 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.



<b>Project Name:</b>	<b>Virtual Learning Arena</b>
<b>LEA:</b>	<b>03 - Baltimore County Public Schools</b>
<b>Project Number:</b>	<b>5</b>

<b>Project Details by Object</b>
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**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
					-
<b>Total</b>	-	-	-	-	-

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
					-
<b>Total</b>	-	110,276	-	-	110,276

**Lesson Build:** This \$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
					-
<b>Total</b>	-	-	-	-	-

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
					-
<b>Total</b>	-	-	-	-	-

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
					-
<b>Total</b>	-	-	-	-	-

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
<b>Total</b>	-	3,904	-	-	3,904

The costs above represent the approved federal indirect costs of 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 2. Accordingly, Years 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

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
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.

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

<b>Project Budget Narrative</b>
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<b>Project Description:</b>
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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 Common Core State Standards (CCSS) and BCPS curriculum. The goal of the center is to maintain all students in the courses in which their peers would enroll and 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).

<b>Funding:</b>
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Race to the Top Funding: \$330,389
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<b>Year by Year Description:</b>
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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** 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
					-
<b>Total</b>	10,500	10,500	-	-	21,000

**Professional Development Costs for Teacher Training:** Stipends of \$10,500 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	-	-	-	-	-
					-
<b>Total</b>	-	-	-	-	-

**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
<b>Digital course content &amp; resources</b>	123,000	138,429	-	-	261,429
Virtual Classroom Workstations	34,920	-	-	-	34,920
<b>Total</b>	157,920	138,429	-	-	296,349

Supplies & Materials: Purchase digital course content and digital resources from various vendors at competitive costs, total = \$123,000; computer equipment = 15 teacher stations x \$1,303/station = \$19,545, and 25 student stations x \$615/station = \$15,375; therefore, total Year 1 = \$123,000 + \$19,545 + \$15,375 = \$157,920. Year 2: 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
					-
<b>Total</b>	872	872	-	-	1,744

**Fixed Charges:** Professional Development stipends: Year 1 & Year 2  $\$10,500 \times .0830 = \$872$  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	-	-	-	-	-
					-
<b>Total</b>	-	-	-	-	-

**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
<b>Total</b>	5,993	5,303	-	-	11,296

The costs above represent the approved federal indirect costs of **3.54%** for FY11. For Year 1, indirect cost is calculated as follows:  $\$169,292 \times .0354 = \$5,993$ ; and for Year 2,  $\$149,801 \times .0354 = \$5,303$ . 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 ( **\$175,285** in Year 1 and **\$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

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Salaries and Wages	-	-	-	-	-
2. Contract Services	-	175,026	306,645	-	481,671
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	-	-	-	-	-
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	6,021	10,548	-	16,569
7. Total Costs (lines 1-6)	-	181,047	317,193	-	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.

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

<b>Project Budget Narrative</b>
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<p><b>Project Description:</b></p> <p>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.</p>
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<p><b>Funding:</b></p> <p>Race to the Top Funding: \$498,240</p>
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<p><b>Year by Year Description:</b></p> <p>During Years <b>2 and 3</b>, 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.</p>
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<b>Project Name:</b>	<b>Longitudinal Data System</b>
<b>LEA:</b>	<b>03 - Baltimore County Public Schools</b>
<b>Project Number:</b>	<b>7</b>

Project Details by Object					
<b>Salaries and Wages:</b> 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
<b>Total</b>	-	-	-	-	-
N/A					
<b>Contract Services:</b> 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	-	17,526	149,145	-	166,671
Longitudinal Data P20 Cleansing Tools Software License	-	157,500	157,500	-	315,000
<b>Total</b>	-	175,026	306,645	-	481,671
<del>The one-time cost of \$300,000 will provide</del> <b>C</b> onsulting services for the implementation of a master data management tool and data cleansing initiative <b>will be \$166,671</b> . <del>The one-time cost of \$180,000 will pay for</del> <b>T</b> he cleansing tools software license <b>will be \$315,000</b> .					
<b>Supplies and Materials:</b> 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
<b>Total</b>	-	-	-	-	-
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
					-
<b>Total</b>	-	-	-	-	-

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
					-
<b>Total</b>	-	-	-	-	-

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
	-	6,021	10,548	-	16,569
<b>Total</b>	-	6,021	10,548	-	16,569

The costs above represent the approved federal indirect costs of ~~3.44%~~ **3.54%** for FY 2014.

#### Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
-	181,047	317,193	-	498,240

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

### 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	389,169	616,475	462,928	1,597,557
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	-	-	-	-	-
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	4,566	13,387	21,207	15,925	55,085
7. Total Costs (lines 1-6)	133,551	402,556	637,682	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 *at least* 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 goal 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~~ *at least* 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					-
<b>Total</b>	-	-	-	-	-

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	358,369	585,675	432,128	1,443,560
<b>Total</b>	128,985	389,169	616,475	462,928	1,597,557

Year 1 - **\$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 each of the three Teacher Educators in Residence (TER) and \$17,000 for a Project Director.** Years 2 through 4 - **\$30,800** will be spent each year on continuing professional development. **Year 2 - ~~\$458,369~~ \$358,369** will be paid to Towson University in contractual service fees: **~~\$101,783 per~~ \$205,349 for three TERs, \$103,020 for Project Director, \$10,000 for transportation, and \$40,000 for project evaluation.** **Year 3 - ~~\$484,703~~ \$585,675 in fees: \$105,854 per \$418,534 for three five TERs, \$107,141 for Project Director, \$10,000 for transportation, and \$50,000 for project evaluation.** **Year 4 - ~~\$431,681~~ \$432,128 in fees: \$90,146 per \$270,885 for three TERs, \$91,243 for Project Director, \$10,000 for transportation, and \$60,000 for project 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					-
<b>Total</b>	-	-	-	-	-
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					-
<b>Total</b>	-	-	-	-	-
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					-
<b>Total</b>	-	-	-	-	-
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	13,387	21,207	15,925	55,085
					-
<b>Total</b>	4,566	13,387	21,207	15,925	55,085

The costs above represent the approved federal indirect cost rate of ~~3.54%~~ **3.44%** for fiscal year 2011.

**Total Project Costs**

	Year 1	Year 2*	Year 3*	Year 4*	Total
	133,551	402,556	637,682	478,853	1,652,642

Year 1: **\$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 **Director** and **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	-	707,850	180,000	53,415	941,265
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	-	-	-	-	-
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	24,350	6,192	1,837	32,379
7. Total Costs (lines 1- 6)	-	732,200	186,192	55,252	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.



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

<b>Project Budget Narrative</b>
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<b>Project Description:</b>
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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 models 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.

<b>Funding:</b>
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Race to the Top funding will be used for planning and for conducting the pilot in ~~ten~~ **four** 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 (PD) for central office and school-based administrators.

<b>Year by Year Description:</b>
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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~~ **four** pilot sites. In Year 2, BCPS will provide professional development for administrative staff in the four pilot sites on using the technology, implement the technology for professional development and evaluation purposes, and evaluate the program. During Years **2-4** 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:	<b>Enhancing Teacher Effectiveness</b>
LEA:	<b>03 - Baltimore County Public Schools</b>
Project Number:	<b>9</b>

<b>Project Details by Object</b>					
<b>Salaries and Wages:</b> 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					-
<b>Total</b>	-	-	-	-	-
N/A					
<b>Contract Services:</b> 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 <del>10</del> 4 pilot schools	-	5,000	-	-	5,000
PD for remaining BCPS schools	-	541,800	-	-	541,800
<i>BCPS Administrator training</i>	-	7,000	-	-	7,000
<i>Technology hardware</i>	-	94,050	-	-	94,050
<i>Reflect video licenses</i>	-	60,000	180,000	53,415	293,415
<b>Total</b>	-	707,850	180,000	53,415	941,265

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

Project Details by Object					
<p><b><i>BCPS will purchase an all-inclusive package (software, hardware, training, licensing, etc.) from Teachscape to facilitate the project.</i></b> In year two, BCPS will pilot the project in <del>ten</del> <b>four</b> schools. Two professional development sessions will be held for the <del>ten</del> <b>four</b> schools. Each school will send a team of administrators to the training. The professional development will consist of a six and one-half hour session 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 how to implement 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. <b><i>BCPS will also purchase the requisite licenses and online PD modules for using the Charlotte Danielson Framework for Teaching. The framework is used to evaluate the videos and to determine areas of professional development support. The online PD will also support the training needed for the new teacher evaluation system. The new evaluation will be piloted systemwide in September 2012 making this training essential. 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. License fees are spread across Years 2-4.</i></b></p>					
<p><b>Supplies and Materials:</b> 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.</p>					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Technology hardware	-	-	-	-	-
<b>Total</b>	-	-	-	-	-
N/A					

Project Name:	<b>Enhancing Teacher Effectiveness</b>
LEA:	<b>03 - Baltimore County Public Schools</b>
Project Number:	<b>9</b>

Project Details by Object
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**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					-
<b>Total</b>	-	-	-	-	-

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
					-
<b>Total</b>	-	-	-	-	-

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	-	24,350	6,192	1,837	32,379
item					-
<b>Total</b>	-	24,350	6,192	1,837	32,379

The costs above represent the approved federal indirect cost rate of **3.54%** for FY11 **and 3.44% for FY 2012** .

**Total Project Costs**

Year 1	Year 2*	Year 3*	Year 4*	Total
-	732,200	186,192	55,252	973,644

Project Name:	<b>Enhancing Teacher Effectiveness</b>
LEA:	<b>03 - Baltimore County Public Schools</b>
Project Number:	<b>9</b>

<b>Project Details by Object</b>
<p>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. In Year 2, the hardware will be purchased for <del>ten</del> <b>four</b> schools as a pilot. Professional development will be provided for school-based administrators. <del>The total cost of Year 2 is \$55,014.</del> During this year, an evaluation will be ongoing to determine the effectiveness of the initiative. If the pilot is approved for expansion, then the <b>additional</b> hardware <b>will be purchased in Year 2;</b> and professional development will occur for the remaining schools during Years <del>2-4</del> <b>3</b>. BCPS will continue to monitor this initiative.</p>

### 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	59,447	517,785	856,225	400,425	1,833,882
2. Contract Services	210,000	434,730	213,247	1,140	859,117
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	17,534	254,670	431,526	141,272	845,002
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	10,159	42,735	53,135	19,216	125,245
7. Total Costs (lines 1-6)	297,140	1,249,920	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 ten 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 these 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 2011-2012, 10 new teachers were hired; for school year 2011-2012, 10 new teachers are hired and 10 will return from the previous school year making a total of 20 teachers; for school year 2012-2013, 0 new teachers will be hired and 10 teachers will return from school year 2011-2012. 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: TFA program will provide for the placement of ten teachers in the 2011-2012 school year, 20 teachers in the 2012-2013 school year, and ten teachers in the 2013-2014 school year.

<b>Project Name:</b>	<b>Teach for America</b>
<b>LEA:</b>	<b>03 - Baltimore County Public Schools</b>
<b>Project Number:</b>	<b>10</b>

### 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	59,447	517,785	856,225	400,425	1,833,882
<b>Total</b>	<b>59,447</b>	<b>517,785</b>	<b>856,225</b>	<b>400,425</b>	<b>1,833,882</b>

This program will begin in the 2011-2012 school year under RTTT. The estimated cost in annual salary through Teach for America is \$45,456 per teacher. This is a 10-month base salary. Teachers will be with BCPS for a two-year contract; and in Year 2, teachers will receive a 2% increase thereby making the base salary \$46,365. 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 calculated based on 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 will 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 2, 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 in Year 3), the salaries and wages will significantly decrease in Year 4.

**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 Dev	210,000	434,730	213,247	1,140	859,117
		-	-	-	-
<b>Total</b>	<b>210,000</b>	<b>434,730</b>	<b>213,247</b>	<b>1,140</b>	<b>859,117</b>

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.



<b>Project Name:</b>	<b>Teach for America</b>
<b>LEA:</b>	<b>03 - Baltimore County Public Schools</b>
<b>Project Number:</b>	<b>10</b>

Project Details by Object					
<b>Supplies and Materials:</b> 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					-
<b>Total</b>	-	-	-	-	-
N/A					
<b>Other Charges:</b> 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
Health Care/Family	5,980	136,444	235,676	49,616	427,716
FICA/WC = 8.30	4,910	42,976	71,067	33,235	152,188
Retirement 14.34	6,644	74,250	122,783	57,421	261,098
Mileage .50 per	-	1,000	2,000	1,000	4,000
<b>Total</b>	17,534	254,670	431,526	141,272	845,002
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' compensation ( <b>0.65%</b> ) 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.					

<b>Project Name:</b>	<b>Teach for America</b>
<b>LEA:</b>	<b>03 - Baltimore County Public Schools</b>
<b>Project Number:</b>	<b>10</b>

<b>Project Details by Object</b>																							
<b>Property:</b> 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					-																		
<b>Total</b>	-	-	-	-	-																		
N/A																							
<b>Transfers (Indirect Costs):</b> 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 Cost	10,159	42,735	53,135	19,216	125,245																		
item					-																		
<b>Total</b>	10,159	42,735	53,135	19,216	125,245																		
The costs above represent the approved federal indirect cost rate of <b>3.54%</b> for FY 2011.																							
<b>Total Project Costs</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 15%;">Year 1</th> <th style="width: 15%;">Year 2*</th> <th style="width: 15%;">Year 3*</th> <th style="width: 15%;">Year 4*</th> <th style="width: 20%;">Total</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: right;">297,140</td> <td style="text-align: right;">1,249,920</td> <td style="text-align: right;">1,554,133</td> <td style="text-align: right;">562,053</td> <td style="text-align: right;">3,663,246</td> </tr> <tr> <td colspan="6" style="height: 20px;"></td> </tr> </tbody> </table>							Year 1	Year 2*	Year 3*	Year 4*	Total		297,140	1,249,920	1,554,133	562,053	3,663,246						
	Year 1	Year 2*	Year 3*	Year 4*	Total																		
	297,140	1,249,920	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.																							

**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

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Salaries and Wages	3,306	15,430	19,288	25,717	63,741
2. Contract Services	49,758	59,175	53,722	54,610	217,265
3. Supplies and Materials	359	750	1,000	1,250	3,359
4. Other Charges	266	2,181	2,726	3,635	8,808
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	1,901	2,744	2,717	3,016	10,378
7. Total Costs (lines 1-6)	55,590	80,280	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.

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

<b>Project Budget Narrative</b>
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<b>Project Description:</b>
<p>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 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.</p>

<b>Funding:</b>
Race to the Top Funding: \$303,551

<b>Year by Year Description:</b>
<p>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.</p>

<b>Project Name:</b>	<b>STEM Learning Studios</b>
<b>LEA:</b>	<b>03 - Baltimore County Public Schools</b>
<b>Project Number:</b>	<b>11</b>

<b>Project Details by Object</b>
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**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)	3,306	15,430	19,288	25,717	63,741
<b>Total</b>	<b>3,306</b>	<b>15,430</b>	<b>19,288</b>	<b>25,717</b>	<b>63,741</b>

Staff Development Stipends: All years - three days in the summer. Year 1 - 6 teachers will participate in the programs (3 days x \$183.69/day x 6 = **\$3,306**). 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	7,346	7,500	7,500	7,500	29,846
Evaluator	6,000	6,000	6,000	6,000	24,000
Project Director	12,785	12,980	12,980	12,980	51,725
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	1,946	2,400	2,400	2,400	9,146
Conference Presentations	1,500	1,500	1,500	1,500	6,000
Training <b>Workshops</b>	1,381	9,995	4,542	5,430	21,348
NCTAF Conference calls	500	500	500	500	2,000
<b>Total</b>	<b>49,758</b>	<b>59,175</b>	<b>53,722</b>	<b>54,610</b>	<b>217,265</b>

NCTAF will provide the following staffing each year: PBL/LT Specialist (3 days x \$2,500), Evaluator, Project Director at 15% FTE, ongoing program dev./sr. staff oversight, travel to local schools, consultant travel (two trips each at \$1,200), outside conference presentations, **training workshops (including vendor-supplied materials for participants, fees for expert and motivational speakers, and miscellaneous consultants)**, 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)	359	750	1,000	1,250	3,359
<b>Total</b>	<b>359</b>	<b>750</b>	<b>1,000</b>	<b>1,250</b>	<b>3,359</b>

Professional development supplies for training sessions and costs for three BCPS teachers visiting NCTAF annually at its 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	266	1,281	1,601	2,135	5,283
Travel (ISD - teachers)	-	900	1,125	1,500	3,525
<b>Total</b>	266	2,181	2,726	3,635	8,808

**Fixed Charges:** Stipends: Year 1 ( \$7,715 x .083 = **\$640**), Year 2 ( \$15,430 x .083 = **\$1,281**), Year 3 (\$19,288 x .083 = **\$1,601**), Year 4 (\$25,717 x .083 = **\$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
	-	-	-	-	-
<b>Total</b>	-	-	-	-	-

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	1,901	2,744	2,717	3,016	10,378
<b>Total</b>	1,901	2,744	2,717	3,016	10,378

The costs above represent the approved federal indirect cost rate of **3.54%** for FY11.

**Total Project Costs**

Year 1	Year 2*	Year 3*	Year 4*	Total
55,590	80,280	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

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Salaries and Wages	7,178	76,500	270,000	-	353,678
2. Contract Services	2,900	154,535	619,165	340,000	1,116,600
3. Supplies and Materials	-	107,630	38,892	-	146,522
4. Other Charges	584	6,112	136,573	-	143,269
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	378	11,861	36,623	11,696	60,558
7. Total Costs (lines 1-6)	11,040	356,638	1,101,253	351,696	1,820,627

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.

<b>Local School System: 03 - Baltimore County Public Schools</b>	
<b>Project Title:</b>	<b>Turning Around Lowest-Achieving Schools</b>
<b>Criteria:</b>	<b>(E)(2)</b>
<b>Project Number:</b>	<b>12</b>
<b>Project Budget Narrative</b>	
<b>Project Description:</b>	
<p>Baltimore County Public Schools (BCPS) staff will use a ranking system to identify the lowest 5% of elementary, middle, and high schools for participation in this project. The BCPS will form a district-level Race to the Top (RTTT) Achievement Improvement Team, which will include BCPS Executive Leadership team members and school-based leaders as well as parent/guardian, community and student representation, to oversee the turnaround effort at the lowest 5% of elementary, middle, and high schools. Aligned with the Maryland State Department of Education (MSDE) 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 building capacity for a 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"> <li>• <del>Middle School Summer College (Extended Year Opportunities)</del></li> <li>• Elementary-to-Middle and Middle-to-High Articulation Processes for School Improvement</li> <li>• Culturally Responsive Instruction for School Improvement</li> <li>• Behavior and Instructional Support Models for School Improvement</li> <li>• Programs to Enhance Advanced Placement (AP) Participation and Performance for School Improvement</li> <li>• <del>Dual Diploma Degree Program</del></li> <li>• Quality Special Education and English Language Learner Services for School Improvement</li> <li>• Interventions to Accelerate Reading Achievement</li> <li>• Interventions to Accelerate Mathematics/STEM Achievement</li> <li>• <i>Credit recovery program (AdvancePath Academy) to assist in meeting graduation requirements and preventing students from dropping out.</i></li> </ul> <p>*A detailed description of each intervention is provided in the full narrative.</p>	
<b>Funding:</b>	
<p>The RTTT funding (<del>\$2,076,000</del> <del><i>\$1,955,803</i></del> <i>\$1,820,627</i>) will provide initial capital to establish a districtwide protocol for turning around the lowest-achieving schools.</p>	



**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 and 3 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 3, which will be the final year of the grant funding.

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

### 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)	7,178	76,500	137,700	-	221,378
<i>Salaries (Reg)</i>	-	-	132,300	-	132,300
<b>Total</b>	7,178	76,500	270,000	-	353,678

The stipends for instructional staff development relate to the following:-

~~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 PD program for 30 teachers – 3 teachers from each school – \$11,021.40. Combined total is \$12,151.80);-

~~Culturally Responsive Instruction for School Improvement~~ (5 day PD for 100 teachers – 10 teachers from each school – \$91,845);-

~~Programs to Enhance AP Participation for School Improvement~~ (5 day PD for 50 teachers – 5 teachers from each school – \$45,922.50 );-

~~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 PD program for 30 teachers – 3 teachers from each school – \$11,021.40. Combined total is \$12,151.80); and

~~Building Capacity for Rigorous School Improvement~~ (5 day 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.]

#### Stipends

*Ongoing professional development within the identified schools. Based on needs identified through the comprehensive needs assessment, focus areas may include (but are not limited to):*

- *STEM*
- *Reading/Language Arts*
- *Special Education*
- *English Language Learners (ELL)*
- *Culturally Responsive Instruction*
- *Advanced Placement*

#### Salaries

*Extended Day/Year Instructional Programs: Funding required for teacher salaries to provide additional instructional time for identified students in need of after-school and/or extended year instructional assistance.*

*Elementary-to-Middle and Middle-to-High Articulation for School Improvement: Funding required for teacher salaries to provide supplemental instruction for identified students that may benefit from additional academic support as they transition from elementary to middle school or middle to high school.*

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

<b>Project Details by Object</b>					
<b>Contract Services:</b> 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
<del>Middle School Summer College (Reg)</del>	-	-	-	-	-
<del>Student transportation for Middle School Summer College program (Reg)</del>	-	-	-	-	-
<del>Interventions for Accelerated Reading Achievement (Reg)</del>	-	-	-	-	-
Interventions for Accelerated <i>Reading and Mathematics/STEM Achievement (Reg)</i>	-	106,035	194,565	-	300,600
<i>AdvancePath Academy</i>	-	-	340,000	340,000	680,000
Elementary-to-Middle and Middle-to-High Articulation for School Improvement (ISD)	-	1,000	24,000	-	25,000
<del>Culturally Responsive Instruction for School Improvement (ISD)</del>	2,000	-	-	-	2,000
<del>Programs to Enhance Advanced Placement (AP) Participation for School Improvement (ISD)</del>	-	-	-	-	-
<del>Planning to Provide Quality Special Education and English Language Learner Services for School Improvement (ISD)</del>	-	-	-	-	-
Building Capacity for Rigorous School Improvement (ISD)	900	47,500	60,600	-	109,000
<b>Total</b>	2,900	154,535	619,165	340,000	1,116,600

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

### Project Details by Object

*Student Transportation for Extended Day Programs: \$15,000 for student transportation required to successfully implement extended day instructional programs in the identified schools.*

*Interventions for Accelerated Reading and/or STEM Achievement: Approximately \$300,000 needed for seven schools to support reading and/or STEM intervention programs through consulting and presenting services and/or through purchasing approved intervention programs. All consultants/presenters will be vetted and approved through internal BCPS processes.*

*Credit Recovery Intervention Program: AdvancePath Academy (\$680,000 across Years 3-4) will provide students who are deficient in credits, potentially not meeting graduation requirements, and/or at risk of dropping out of school a means to recover credits.*

*Elementary-to-Middle and Middle-to-High Articulation for School Improvement: \$25,000 for consultant/presenters to conduct required professional development to support successful implementation of a Freshman Seminar for transitioning high school students. All consultants/presenters will be vetted and approved through internal BCPS processes.*

*Building Capacity for Rigorous School Improvement: Consultants/presenters and facility fees associated with professional development to support school improvement. Based on needs identified through the comprehensive needs assessment, focus areas may include (but are not limited to):*

- *Culturally Responsive Instruction*
- *Special Education*
- *English Language Learners (ELL)*
- *Advanced Placement*

The contract expenses relate to the following:–

~~Middle School Summer College (\$210,000 **\$420,000** needed to contract with a local college or university **and \$10,000 \$20,000** for student transportation );–~~

~~Dual Diploma Degree Program (\$65,340 **\$130,680** 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 (**\$94,650 - \$208,232** - amount needed to for 7 schools to purchase a reading intervention program **and/or consulting services** ; there is an internal BCPS process to do this);~~

~~Interventions for Accelerated Mathematics/STEM Achievement (\$100,300 **\$212,959** -amount needed for 7 schools to purchase a math/STEM intervention program **and/or consulting services** to be vetted through BCPS internal process);~~

~~Elementary to Middle and Middle to High Articulation for School Improvement Program (\$20,000 **\$40,000** for consultants, which will be vetted through the internal BCPS process whom will facilitate prof. development);–~~

~~Culturally Responsive Instruction for School Improvement (\$20,000 **\$49,500** for consultants/presenters for prof. development and \$5,000 in facilities fees at \$1,000 per day);–~~

~~Programs to Enhance AP Participation for School Improvement (\$20,000 **\$38,000** for consultants/ presenters, which will be vetted through the internal BCPS process);~~

~~Planning to Provide Quality Special Education and English Language Services for School Improvement (\$20,000 **\$40,000** for consultants/presenters to deliver professional development and acquired through BCPS internal process ); and~~

~~Building Capacity for Rigorous School Improvement (\$20,000 **\$44,324** for consultants/presenters acquired as mentioned above **plus** and \$2,500 in facility fees)~~

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

Project Details by Object					
<b>Supplies and Materials:</b> 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)	-	-	-	-	-
Behavioral and Instructional Support Models for School Improvement (Reg)	-	99,053	7,192	-	106,245
<i>Extended Day program (Reg)</i>	-	-	5,000	-	5,000
Culturally Responsive Instruction for School Improvement (ISD)	-	-	-	-	-
Building Capacity for Rigorous School Improvement (ISD)	-	8,577	26,700	-	35,277
<b>Total</b>	-	107,630	38,892	-	146,522
<i>Behavioral and/or Instructional Support Models for School Improvement: Approximately \$106,000 to purchase supplies and materials for program needs in the identified schools.</i>					
<i>Extended Day Instructional Programs: \$5,000 for supplies and materials needed to support successful implementation of extended day instructional programs within the identified schools.</i>					
<i>Building Capacity for Rigorous School Improvement: Approximately \$35,000 for supplies and materials needed to support professional development in the identified schools. Based on needs identified through the comprehensive needs assessment, focus areas may include (but are not limited to):</i>					
<ul style="list-style-type: none"> <li>• <i>STEM</i></li> <li>• <i>Reading/Language Arts</i></li> <li>• <i>Special Education</i></li> <li>• <i>English Language Learners (ELL)</i></li> <li>• <i>Culturally Responsive Instruction</i></li> <li>• <i>Advanced Placement</i></li> </ul>					
<p>The supplies expenses relate to the following:-</p> <p><del>Middle School Summer College (\$30,000 each in Years 2 and 3 in which \$200 will be allocated for each student—there will be a total of 150 students);</del></p> <p><del>Behavioral and Instructional Support Models for School Improvement (\$80,000 in Year 1 and \$100,000 in Year 2 in supplies for program start up);</del></p> <p><del>Culturally Responsive Instruction for School Improvement (\$20,820 for binders, books, and other materials across Years 1-2 );</del></p> <p><del>Building Capacity for Rigorous School Improvement (\$18,640 for binders, books, and other materials across Years 1-2 )</del></p>					

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

Project Details by Object					
<b>Other Charges:</b> 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) <i>FICA + Workers' comensation</i>	584	6,112	21,573	-	28,269
<i>Conference registration fees</i>	-	-	30,000	-	30,000
<i>Conference travel</i>	-	-	70,000	-	70,000
<i>Student transportation for Extended day program (Reg)</i>	-	-	15,000	-	15,000
<b>Total</b>	584	6,112	136,573	-	143,269
<i>FICA (7.65%) and workers' compensation (0.34%) charges are applied to the "Salaries and Wages" expenses. Teachers will be attending conferences which support school improvement by increasing teacher capacity.</i> The other charges relate to fixed charges for employees' benefits. The total-instructional staff development stipend amount ( <del>\$507,832</del> ) was multiplied by <del>8.30%</del> to account for employees' FICA and worker compensation benefits.					
<b>Property:</b> 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	-	-	-	-	-
<b>Total</b>	-	-	-	-	-
N/A					
<b>Transfers (Indirect Costs):</b> 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	378	11,861	36,623	11,696	60,558
<b>Total</b>	378	11,861	36,623	11,696	60,558
The costs above represent the approved federal indirect cost rate of <b>3.54%</b> for FY11 <i>and 3.44% for FY12</i> .					

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

<b>Project Details by Object</b>					
<b>Total Project Costs</b>					
	Year 1	Year 2*	Year 3*	Year 4*	Total
	11,040	356,638	1,101,253	351,696	1,820,627
We anticipate all funds will be encumbered by the conclusion of Year <del>3</del> <b>4</b> . Accordingly, year <del>4</del> <b>has no</b> associated budget.					

# Race to the Top Summary C-125 Budget

ORIGINAL GRANT BUDGET	17,403,073	AMENDED BUDGET #	03-18	REQUEST DATE	10/19/12
GRANT NAME	Race to the Top	GRANT RECIPIENT NAME	Race to the Top FY '11		
MSDE GRANT #	115742	RECIPIENT GRANT #	3350-096-4200		
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.
<b>201 Administration</b>							
Prog. 21 General Support	-	-	-	-	-	-	-
Prog. 22 Business Support	355,751	-	39,795	1,319	-	546,598	943,463
Prog. 23 Centralized Support	-	4,505,141	-	-	1,026,058	-	5,531,199
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal	-	-	-	-	-	-	-
Prog. 16 Inst. Admin. & Supv.	-	-	-	-	-	-	-
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	1,966,182	1,242,812	407,441	-	-	-	3,616,435
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.	2,748,569	3,156,050	146,675	224,029	-	-	6,275,323
Prog. 10 Guidance Services	-	-	-	-	-	-	-
Prog. 11 Psychological Services	-	-	-	-	-	-	-
Prog. 12 Adult Education	-	-	-	-	-	-	-
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.	-	-	-	-	-	-	-
Prog. 09 Instruction Staff Dev.	-	-	-	-	-	-	-
Prog. 15 Office of the Principal	-	-	-	-	-	-	-
Prog. 16 Inst. Admin & Superv.	-	-	-	-	-	-	-
<b>207 Student Personnel Serv.</b>	-	-	-	-	-	-	-
<b>208 Student Health Services</b>	-	-	-	-	-	-	-
<b>209 Student Transportation</b>	-	-	-	15,000	-	-	15,000
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.	-	-	-	-	-	-	-
Prog. 31 Operating Services	-	-	-	-	-	-	-
<b>211 Plant Maintenance</b>							
<b>212 Fixed Charges</b>	-	-	-	1,021,653	-	-	1,021,653
<b>214 Community Services</b>	-	-	-	-	-	-	-
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements	-	-	-	-	-	-	-
Prog. 35 Buildings & Additions	-	-	-	-	-	-	-
Prog. 36 Remodeling	-	-	-	-	-	-	-
<b>Total Expenditures By Object</b>	5,070,502	8,904,003	593,911	1,262,001	1,026,058	546,598	17,403,073

Finance Official Approval	Nancy Golub, CPA	410-887-4345 x368
	Name	Telephone #
Supt./Agency Head Approval	S. Dallas Dance	410-887-4281
	Name	Telephone #
MSDE Grant Manager Approval	Dr. James V. Foran	410-767-0589
	Name	Telephone #



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

03-18

CATEGORY/PROGRAM			BUDGET OBJECT					
			01- SALARIES & WAGES	02-CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER Charges	05 - EQUIPMENT	08 - TRANSFERS
BUDGET BY CAT./PROG.								
<b>201 Administration</b>								
Prog.	21	General Support						-
Prog.	22	Business Support	43,294		1,469	130		75,941
Prog.	23	Centralized Support		1,001,973	-		1,026,058	2,028,031
<b>202 Mid-Level Administration</b>								
Prog.	15	Office of the Principal						-
Prog.	16	Inst. Admin. & Supv.						-
<b>203-205 Instruction Categories</b>								
Prog.	01	Regular Prog.	59,447	-	157,920		-	217,367
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.	394,567	435,643	359	-		830,569
Prog.	10	Guidance Services						-
Prog.	11	Psychological Services						-
Prog.	12	Adult Education						-
<b>206 Special Education</b>								
Prog.	04	Public Sch Instr. Prog.						-
Prog.	09	Instruction Staff Dev.						-
Prog.	15	Office of the Principal						-
Prog.	16	Inst. Admin & Superv.						-
<b>207 Student Personnel Serv.</b>								-
<b>208 Student Health Services</b>								-
<b>209 Student Transportation</b>				-		-		-
<b>210 Plant Operation</b>								
Prog.	30	Warehousing & Distr.						-
Prog.	31	Operating Services						-
<b>211 Plant Maintenance</b>								
<b>212 Fixed Charges</b>						53,724		53,724
<b>214 Community Services</b>								-
<b>215 Capital Outlay</b>								
Prog.	34	Land & Improvements						-
Prog.	35	Buildings & Additions						-
Prog.	36	Remodeling						-
<b>Total Expenditures By Object</b>			497,308	1,437,616	159,748	53,854	1,026,058	75,941
								3,250,525

Finance Official Approval	<u>Nancy Golub, CPA</u>	410-887-4345 x368
	Name	Signature
		Date
		Telephone #

Supt./Agency Head Approval	<u>S. Dallas Dance</u>	410-887-4281
	Name	Signature
		Date
		Telephone #

MSDE Grant Manager Approval	<u>Dr. James V. Foran</u>	410-767-0589
	Name	Signature
		Date
		Telephone #

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

03-18

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02-CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER Charges	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
<b>201 Administration</b>							
Prog. 21 General Support							-
Prog. 22 Business Support	85,725		260	489		174,297	260,771
Prog. 23 Centralized Support		2,139,262	-		-		2,139,262
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.							-
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	459,308	260,274	237,329		-		956,911
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.	685,834	945,965	36,352	-			1,668,151
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
<b>207 Student Personnel Serv.</b>							-
<b>208 Student Health Services</b>							-
<b>209 Student Transportation</b>		-		-			-
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
<b>211 Plant Maintenance</b>							
<b>212 Fixed Charges</b>				216,022			216,022
<b>214 Community Services</b>							-
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
<b>Total Expenditures By Object</b>	1,230,867	3,345,501	273,941	216,511	-	174,297	5,241,117

Finance Official Approval Nancy Golub, CPA 410-887-4345 x368

Name Signature Date Telephone #

Supt./Agency Head Approval S. Dallas Dance 410-887-4281

Name Signature Date Telephone #

MSDE Grant Manager Approval Dr. James V. Foran 410-767-0589

Name Signature Date Telephone #

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

03-18

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02-CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER Charges	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							-
Prog. 22 Business Support	99,496		2,000	300		233,040	334,836
Prog. 23 Centralized Support		1,310,491	-		-		1,310,491
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.							-
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	988,525	642,538	12,192		-		1,643,255
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.	1,642,451	1,154,529	108,714	221,529			3,127,223
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
<b>207 Student Personnel Serv.</b>							-
<b>208 Student Health Services</b>							-
<b>209 Student Transportation</b>		-		15,000			15,000
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
<b>211 Plant Maintenance</b>							
<b>212 Fixed Charges</b>				576,622			576,622
<b>214 Community Services</b>							-
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
<b>Total Expenditures By Object</b>	2,730,472	3,107,558	122,906	813,451	-	233,040	7,007,427

Finance Official Approval Nancy Golub, CPA 410-887-4345 x368

Name Signature Date Telephone #

Supt./Agency Head Approval S. Dallas Dance 410-887-4281

Name Signature Date Telephone #

MSDE Grant Manager Approval Dr. James V. Foran 410-767-0589

Name Signature Date Telephone #

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

03-18

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02-CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER Charges	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
<b>201 Administration</b>							
Prog. 21 General Support							-
Prog. 22 Business Support	127,236		36,066	400		63,320	227,022
Prog. 23 Centralized Support		53,415	-		-		53,415
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.							-
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	458,902	340,000	-		-		798,902
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	619,913	1,250	2,500			649,380
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
<b>207 Student Personnel Serv.</b>							-
<b>208 Student Health Services</b>							-
<b>209 Student Transportation</b>		-		-			-
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
<b>211 Plant Maintenance</b>							
<b>212 Fixed Charges</b>				175,285			175,285
<b>214 Community Services</b>							-
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
<b>Total Expenditures By Object</b>	611,855	1,013,328	37,316	178,185	-	63,320	1,904,004

Finance Official Approval **Nancy Golub, CPA** 410-887-4345 x368

Name Signature Date Telephone #

Supt./Agency Head Approval **S. Dallas Dance** 410-887-4281

Name Signature Date Telephone #

MSDE Grant Manager Approval **Dr. James V. Foran** 410-767-0589

Name Signature Date Telephone #

Table 2.1: Maryland School Assessment Performance Results - Reading - Elementary																																				
Subgroup	All Students												Male										Female													
	2010				2011				2012				2010				2011				2012				2010				2011				2012			
	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.
All Students	22,352	19,818	88.7	22,667	20,469	90.3	23,143	21,039	90.9	11,477	9,942	86.6	11,600	10,240	88.3	11,891	10,610	89.2	10,875	9,876	90.8	11,067	10,229	92.4	11,252	10,429	92.7	10,909	9,909	90.8	11,067	10,229	92.4	11,252	10,429	92.7
Hispanic/Latino of any race				1,435	1,258	87.7	1,559	1,386	88.9				747	642	85.9	808	703	87.0							688	616	89.5	751	683	90.9						
American Indian or Alaska Native				81	69	85.2	79	71	89.9				36	31	86.1	34	28	82.4							45	38	84.4	45	43	95.6						
Asian				1,337	1,270	95.0	1,411	1,346	95.4				687	646	94.0	723	690	95.4							650	624	96.0	688	656	95.3						
Black or African American				8,696	7,419	85.3	8,618	7,364	85.4				4,442	3,641	82.0	4,412	3,656	82.9							4,254	3,778	88.8	4,206	3,708	88.2						
Native Hawaiian or Other Pacific Islander				13	11	84.6	15	15	100.0				6	5	83.3	8	8	100.0							7	6	85.7	7	7	100.0						
White				10,321	9,716	94.1	10,492	9,969	95.0				5,299	4,927	93.0	5,432	5,098	93.9							5,022	4,789	95.4	5,060	4,871	96.3						
Two or more races				784	726	92.6	969	888	91.6				383	348	90.9	474	427	90.1							401	378	94.3	495	461	93.1						
Special Education				2,677	1,847	69.0	2,764	2,004	72.5				1,834	1,271	69.3	1,904	1,408	73.9							843	576	68.3	904	668	73.9	933	694	74.4			
Limited English Proficient (LEP)				754	550	72.9	730	577	79.0				419	310	74.0	407	315	77.4							335	240	71.6	323	262	81.1	361	295	81.7			
Free/Reduced Meals (FARMS)				10,096	8,276	82.0	10,559	9,020	85.4				5,146	4,076	79.2	5,381	4,456	82.8							4,950	4,200	84.8	5,178	4,564	88.1	5,461	4,832	88.5			

Table 2.2: Maryland School Assessment Performance Results - Reading - Middle																																				
Subgroup	All Students												Male										Female													
	2010				2011				2012				2010				2011				2012				2010				2011				2012			
	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.
All Students	22,158	18,173	82.0	22,246	18,451	82.9	22,441	18,344	81.7	11,225	8,753	78.0	11,336	8,975	79.2	11,410	8,898	78.0	10,933	9,420	86.2	10,906	9,474	86.9	11,031	9,446	85.6	10,909	9,409	86.2	10,936	9,474	86.9	11,031	9,446	85.6
Hispanic/Latino of any race				1,114	872	78.3	1,197	937	78.3				545	408	74.9	604	457	75.7							569	464	81.5	593	480	80.9						
American Indian or Alaska Native				65	52	80.0	68	52	76.5				32	25	78.1	36	26	72.2							33	27	81.8	32	26	81.3						
Asian				1,268	1,154	91.0	1,286	1,155	89.8				630	555	88.1	648	569	87.8							638	599	93.9	638	586	91.8						
Black or African American				9,359	7,090	75.8	9,466	7,084	74.8				4,778	3,357	70.3	4,804	3,333	69.4							4,581	3,733	81.5	4,662	3,751	80.5						
Native Hawaiian or Other Pacific Islander				12	9	75.0	15	8	53.3				4	2	50.0	3	3	37.5							8	7	87.5	7	5	71.4						
White				9,991	8,897	89.1	9,821	8,607	87.6				5,159	4,474	86.7	5,040	4,293	85.2							4,832	4,423	91.5	4,781	4,314	90.2						
Two or more races				433	375	86.6	588	501	85.2				188	154	81.9	270	217	80.4							245	221	90.2	318	284	89.3						
Special Education				2,438	1,237	50.7	2,467	1,251	50.7				1,637	827	50.5	1,685	795	47.2							801	410	51.2	819	438	53.5	834	411	49.3			
Limited English Proficient (LEP)				289	123	42.6	235	96	40.9				158	59	37.3	125	51	40.8							131	64	48.9	110	45	40.9	138	52	37.7			
Free/Reduced Meals (FARMS)				9,486	7,005	73.8	10,192	7,644	75.0				4,789	3,307	69.1	5,193	3,651	70.3							4,697	3,698	78.7	4,999	3,993	79.9	5,278	4,156	78.7			

Table 2.3: Maryland High School Assessment Performance Results - Reading - High (English II)																																				
Subgroup	All Students												Male										Female													
	2010				2011				2012				2010				2011				2012				2010				2011				2012			
	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.	# Tested	% Prof.	% Prof.	% Prof.
All Students	7,546	6,323	83.8	7,455	6,332	84.9				3,749	2,992	79.8	3,696	3,033	82.1				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				1	0	0.0							1	0	0.0										0	0	0.0									
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										34	34	100.0									
Special Education				704	353	50.1							468	244	52.1										236	109	46.2									
Limited English Proficient (LEP)				61	26	42.6							30	11	36.7										31	15	48.4									
Free/Reduced Meals (FARMS)				2,021	1,560	77.2							957	713	74.5										1,064	847	79.6									



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

Subgroup	All Students										Male										Female									
	2010					2011					2012					2010					2011					2012				
	# 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	7,561	4,762	63.0	7,594	4,942	65.1	7,537	5,101	67.7	3,878	2,455	63.3	3,854	2,541	65.9	3,866	2,606	67.4	3,683	2,307	62.6	3,740	2,401	64.2	3,671	2,495	68.0	3,671	2,495	68.0
Hispanic/Latino of any race				455	248	54.5	329	64.5					235	143	60.9	277	182	65.7				220	105	47.7	233	147	63.1			
American Indian or Alaska Native				29	16	55.2	28	16	57.1				15	11	73.3	14	9	64.3				14	5	35.7	14	7	50.0			
Asian				440	355	80.7	461	379	82.2				223	179	80.3	239	199	83.3				217	176	81.1	222	180	81.1			
Black or African American				3,057	1,491	48.8	2,910	1,456	49.3				1,548	756	48.8	1,472	714	48.5				1,509	735	48.7	1,438	722	50.2			
Native Hawaiian or Other Pacific Islander				10	5	50.0	2	1	50.0				6	2	33.3	1	0	0.0				4	3	75.0	1	1	100.0			
White				3,363	2,657	79.0	3,335	2,740	81.9				1,717	1,371	79.8	1,713	1,396	81.5				1,646	1,286	78.1	1,622	1,334	82.2			
Two or more races				240	170	70.8	291	210	72.2				110	79	71.8	150	106	70.7				130	91	70.0	141	104	73.8			
Special Education				891	296	33.2	890	312	33.9				589	212	36.0	615	225	36.6				302	84	27.8	305	87	28.5			
Limited English Proficient (LEP)				180	34	18.9	192	51	26.6				96	19	19.8	104	32	30.8				84	15	17.9	88	12	14.1			
Free/Reduced Meals (FARMS)				3,445	1,573	45.7	3,622	1,793	49.5				1,751	813	46.4	1,809	916	50.6				1,694	760	44.9	1,813	877	48.4	1,806	928	51.4

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

Subgroup	All Students										Male										Female									
	2010					2011					2012					2010					2011					2012				
	# 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	7,467	5,382	72.1	7,397	5,316	71.9	7,522	5,544	73.7	3,714	2,637	71.0	3,807	2,731	71.7	3,767	2,773	73.6	3,753	2,745	73.1	3,590	2,585	72.0	3,755	2,771	73.8			
Hispanic/Latino of any race				365	242	66.3	379	264	69.7				173	114	65.9	180	125	69.4				192	128	66.7	199	139	69.8			
American Indian or Alaska Native				26	22	84.6	23	16	69.6				12	10	83.3	15	11	73.3				14	12	85.7	8	5	62.5			
Asian				456	389	85.3	472	418	88.6				217	190	87.6	233	201	86.3				239	199	83.3	239	217	90.8			
Black or African American				3,094	1,789	57.8	3,156	1,886	59.8				1,593	902	56.6	1,566	928	59.3				1,501	887	59.1	1,500	958	60.3			
Native Hawaiian or Other Pacific Islander				6	4	66.7	4	3	75.0				2	1	50.0	1	1	100.0				4	3	75.0	3	2	66.7			
White				3,308	2,759	83.4	3,344	2,842	85.0				1,747	1,467	84.0	1,708	1,456	85.2				1,561	1,292	82.8	1,636	1,386	84.7			
Two or more races				142	111	78.2	144	115	79.9				63	47	74.6	64	51	79.7				79	64	81.0	80	64	80.0			
Special Education				694	224	32.3	756	238	31.5				517	187	36.2	548	184	33.6				221	55	24.9	239	51	21.3	282	70	24.8
Limited English Proficient (LEP)				123	21	17.1	96	23	24.0				68	12	17.6	59	16	27.1				55	9	16.4	37	7	18.9	60	11	18.3
Free/Reduced Meals (FARMS)				3,111	1,820	58.5	3,333	1,948	58.4				1,537	891	58.0	1,698	991	58.4				1,574	929	59.0	1,635	957	58.5	1,711	1,032	60.3

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

Subgroup	All Students										Male										Female									
	2010					2011					2012					2010					2011					2012				
	# 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	7,474	6,170	82.6	7,373	5,990	81.2				3,714	3,089	83.2	3,650	3,011	82.5						3,759	3,081	82.0	3,723	2,979	80.0				
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				1	0	0.0							1	0	0.0															
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				722	380	52.6							478	271	56.7															
Limited English Proficient (LEP)				46	26	56.5							23	15	65.2															
Free/Reduced Meals (FARMS)				1,999	1,499	75.0							941	740	78.6															

**Table 3.1: HSA Test Participation and Status - English 2011**  
Population: All 10th Grade Students

Subgroup	All Students						Male						Female								
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not 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			
	7,483	69.7	5,214	25.6	1,917	4.7	352	3,757	64.1	2,408	30.7	1,155	5.2	194	3,726	75.3	2,806	20.5	762	4.2	158
All Students	317	56.8	180	33.4	106	9.8	31	154	53.9	83	38.3	59	7.8	12	163	59.5	97	28.8	47	11.7	19
Hispanic/Latino of any race	25	84.0	21	12.0	3	4.0	1	9	88.9	8	11.1	1	0.0	0	16	81.3	13	12.5	2	6.3	1
American Indian or Alaska Native	445	76.9	342	20.0	89	3.1	14	225	72.0	162	26.2	59	1.8	4	220	81.8	180	13.6	30	4.5	10
Asian	2,937	58.4	1,714	35.2	1,035	6.4	188	1,460	51.1	746	41.5	606	7.4	108	1,477	65.5	968	29.0	429	5.4	80
Black or African American	2	50.0	1	0.0	0	50.0	1	2	50.0	1	0.0	0	50.0	1	0	0.0	0	0.0	0	0.0	0
Native Hawaiian or Other Pacific Islander	3,675	78.9	2,901	18.0	661	3.1	113	1,870	74.2	1,388	22.2	415	3.6	67	1,805	83.8	1,513	13.6	246	2.5	46
White	82	67.1	55	28.0	23	4.9	4	37	54.1	20	40.5	15	5.4	2	45	77.8	35	17.8	8	4.4	2
Two or more races	619	27.3	169	66.6	412	6.1	38	418	28.5	119	65.3	273	6.2	26	201	24.9	50	69.2	139	6.0	12
Special Education	123	8.9	11	66.7	82	24.4	30	56	5.4	3	82.1	46	12.5	7	67	11.9	8	53.7	36	34.3	23
Limited English Proficient (LEP)	2,833	54.9	1,555	37.1	1,050	8.0	228	1,393	48.6	677	43.0	599	8.4	117	1,440	61.0	878	31.3	451	7.7	111
Free/Reduced Meals (FARMS)																					

**Table 3.2: HSA Test Participation and Status - English 2011**  
Population: All 11th Grade Students

Subgroup	All Students						Male						Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not 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	6,827	82.4	5,627	17.1	1,168	0.5	32	3,336	78.1	2,605	21.3	711	20	3,491	86.6	3,022	13.1	457	0.3
Hispanic/Latino of any race	280	77.1	216	20.7	58	2.1	6	136	72.8	99	24.3	33	29	4	144	81.3	117	17.4	25
American Indian or Alaska Native	29	65.5	19	34.5	10	0.0	0	13	76.9	10	23.1	3	0.0	0	16	56.3	9	43.8	7
Asian	388	87.1	338	12.9	50	0.0	0	205	83.4	171	16.6	34	0	183	91.3	167	8.7	16	0.0
Black or African American	2,683	73.5	1,971	25.9	695	0.6	17	1,277	67.0	855	32.3	412	10	1,406	79.4	1,116	20.1	283	0.5
Native Hawaiian or Other Pacific Islander	3	100.0	3	0.0	0	0.0	0	2	100.0	2	0.0	0	0	1	100.0	1	0.0	0	0.0
White	3,382	89.4	3,023	10.3	350	0.3	9	1,677	86.2	1,445	13.5	226	6	1,705	92.6	1,578	7.3	124	0.2
Two or more races	62	91.9	57	8.1	5	0.0	0	26	88.5	23	11.5	3	0.0	0	36	94.4	34	5.6	2
Special Education	524	45.8	240	51.1	278	1.1	6	343	46.9	161	51.9	178	12	4	181	43.6	79	55.2	100
Limited English Proficient (LEP)	56	26.8	15	71.4	40	1.8	1	29	20.7	6	79.3	23	0.0	0	27	33.3	9	63.0	17
Free/Reduced Meals (FARMS)	2,404	71.4	1,717	27.7	665	0.9	22	1,171	66.6	780	32.5	380	9	11	1,233	76.0	937	23.1	285

**Table 3.3: HSA Test Participation and Status - English 2011**  
Population: All 12th Grade Students

Subgroup	All Students						Male						Female								
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not 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	6,859	88.5	6,068	11.5	791	0.0	0	3,290	86.6	2,850	13.4	440	0.0	0	3,569	90.2	3,218	9.8	351	0.0	0
Hispanic/Latino of any race	230	84.8	195	15.2	35	0.0	0	118	83.1	98	16.9	20	0.0	0	112	86.6	97	13.4	15	0.0	0
American Indian or Alaska Native	26	96.2	25	3.8	1	0.0	0	9	100.0	9	0.0	0	0.0	0	17	94.1	16	5.9	1	0.0	0
Asian	393	91.1	358	8.9	35	0.0	0	219	91.8	201	8.2	18	0.0	0	174	90.2	157	9.8	17	0.0	0
Black or African American	2,753	81.8	2,253	18.2	500	0.0	0	1,260	79.0	996	21.0	264	0.0	0	1,493	84.2	1,257	15.8	236	0.0	0
Native Hawaiian or Other Pacific Islander	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0
White	3,405	93.6	3,188	6.4	217	0.0	0	1,664	91.9	1,529	8.1	135	0.0	0	1,741	95.3	1,659	4.7	82	0.0	0
Two or more races	52	94.2	49	5.8	3	0.0	0	20	85.0	17	15.0	3	0.0	0	32	100.0	32	0.0	0	0.0	0
Special Education	500	70.0	350	30.0	150	0.0	0	304	71.1	216	28.9	88	0.0	0	196	68.4	134	31.6	62	0.0	0
Limited English Proficient (LEP)	53	47.2	25	52.8	28	0.0	0	23	39.1	9	60.9	14	0.0	0	30	53.3	16	46.7	14	0.0	0
Free/Reduced Meals (FARMS)	2,216	82.4	1,826	17.6	390	0.0	0	1,004	80.3	806	19.7	198	0.0	0	1,212	84.2	1,020	15.8	192	0.0	0



**Table 3.4: HSA Test Participation and Status - Algebra/Data Analysis 2011**  
Population: All 10th Grade Students

Subgroup	All Students						Male						Female					
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not 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	7,123	79.6	5,673	19.3	1,377	1.0	73	3,580	79.8	2,856	19.2	689	3,543	79.5	2,817	19.4	688	1.1
Hispanic/Latino of any race	294	69.4	204	27.9	82	2.7	8	149	71.1	106	26.8	40	145	67.6	98	29.0	42	3.4
American Indian or Alaska Native	25	88.0	22	8.0	2	4.0	1	9	100.0	9	0.0	0	16	81.3	13	12.5	2	6.3
Asian	403	89.6	361	9.4	38	1.0	4	204	86.3	176	13.2	27	199	93.0	185	5.5	11	1.5
Black or African American	2,842	68.5	1,948	30.3	862	1.1	32	1,404	67.5	948	31.3	439	1,438	69.5	1,000	29.4	423	1.0
Native Hawaiian or Other Pacific Islander	2	50.0	1	50.0	1	0.0	0	2	50.0	1	50.0	1	0	0.0	0	0.0	0	0.0
White	3,482	88.4	3,077	10.9	378	0.8	27	1,777	89.5	1,591	9.7	173	1,705	87.2	1,486	12.0	205	0.8
Two or more races	75	80.0	60	18.7	14	1.3	1	35	71.4	25	25.7	9	40	87.5	35	12.5	5	0.0
Special Education	608	43.8	266	55.6	338	0.7	4	408	48.3	197	50.7	207	200	34.5	69	65.5	131	0.0
Limited English Proficient (LEP)	91	19.8	18	70.3	64	9.9	9	46	28.3	13	67.4	31	45	11.1	5	73.3	33	15.6
Free/Reduced Meals (FARMS)	2,741	68.6	1,879	30.1	826	1.3	36	1,347	69.3	933	29.5	397	1,394	67.9	946	30.8	429	1.4

**Table 3.5: HSA Test Participation and Status - Algebra/Data Analysis 2011**  
Population: All 11th Grade Students

Subgroup	All Students						Male						Female					
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not 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	6,550	85.7	5,613	14.1	922	0.2	15	3,213	85.3	2,740	14.5	466	3,337	86.1	2,873	13.7	456	0.2
Hispanic/Latino of any race	267	80.1	214	19.1	51	0.7	2	133	77.4	103	21.8	29	134	82.8	111	16.4	22	0.7
American Indian or Alaska Native	29	86.2	25	13.8	4	0.0	0	13	100.0	13	0.0	0	16	75.0	12	25.0	4	0.0
Asian	348	96.8	337	2.9	10	0.3	1	188	97.9	184	2.1	4	160	95.6	153	3.8	6	0.6
Black or African American	2,625	76.1	1,997	23.7	621	0.3	7	1,256	74.5	936	25.2	316	1,369	77.5	1,061	22.3	305	0.2
Native Hawaiian or Other Pacific Islander	2	100.0	2	0.0	0	0.0	0	1	100.0	1	0.0	0	1	100.0	1	0.0	0	0.0
White	3,219	92.7	2,984	7.1	230	0.2	5	1,597	92.7	1,480	7.2	115	1,622	92.7	1,504	7.1	115	0.2
Two or more races	60	90.0	54	10.0	6	0.0	0	25	92.0	23	8.0	2	35	88.6	31	11.4	4	0.0
Special Education	511	53.4	273	46.2	236	0.4	2	335	58.5	196	41.2	138	176	43.8	77	55.7	98	0.6
Limited English Proficient (LEP)	40	62.5	25	35.0	14	2.5	1	21	71.4	15	28.6	6	19	52.6	10	42.1	8	5.3
Free/Reduced Meals (FARMS)	2,348	77.1	1,810	22.6	531	0.3	7	1,145	77.5	887	22.3	255	1,203	76.7	923	22.9	276	0.3

**Table 3.6: HSA Test Participation and Status - Algebra/Data Analysis 2011**  
Population: All 12th Grade Students

Subgroup	All Students						Male						Female					
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not 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	6,602	89.1	5,885	10.9	717	0.0	0	3,162	90.3	2,855	9.7	307	3,440	88.1	3,030	11.9	410	0.0
Hispanic/Latino of any race	215	88.8	191	11.2	24	0.0	0	108	91.7	99	8.3	9	0	86.0	92	14.0	15	0.0
American Indian or Alaska Native	26	84.6	22	15.4	4	0.0	0	10	80.0	8	20.0	2	16	87.5	14	12.5	2	0.0
Asian	349	96.3	336	3.7	13	0.0	0	192	97.4	187	2.6	5	157	94.9	149	5.1	8	0.0
Black or African American	2,700	80.7	2,179	19.3	521	0.0	0	1,235	81.5	1,007	18.5	228	1,465	80.0	1,172	20.0	293	0.0
Native Hawaiian or Other Pacific Islander	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0
White	3,261	95.3	3,108	4.7	153	0.0	0	1,597	96.2	1,536	3.8	61	1,664	94.5	1,572	5.5	92	0.0
Two or more races	51	96.1	49	3.9	2	0.0	0	20	90.0	18	10.0	2	31	100.0	31	0.0	0	0.0
Special Education	495	66.9	331	33.1	164	0.0	0	301	68.4	206	31.6	95	194	64.4	125	35.6	69	0.0
Limited English Proficient (LEP)	31	71.0	22	29.0	9	0.0	0	9	77.8	7	22.2	2	22	68.2	15	31.8	7	0.0
Free/Reduced Meals (FARMS)	2,165	82.8	1,793	17.2	372	0.0	0	980	84.6	829	15.4	151	1,185	81.4	964	18.6	221	0.0

**Table 3.7: HSA Test Participation and Status - Biology 2011**

**Population: All 10th Grade Students**

Subgroup	All Students						Male						Female					
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number 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	7,370	73.4	5,413	22.3	1,640	4.3	3,172	73.8	2,733	21.7	804	4.5	1,677	73.1	2,680	22.8	836	4.1
Hispanic/Latino of any race	307	60.3	185	31.9	98	7.8	24	61.8	94	28.3	43	9.9	15	58.7	91	35.5	55	5.8
American Indian or Alaska Native	25	56.0	14	36.0	9	8.0	2	77.8	7	22.2	2	0.0	0	43.8	7	43.8	7	12.5
Asian	423	86.5	366	11.3	48	2.1	9	9	215	13.5	29	2.3	5	208	185	9.1	19	1.9
Black or African American	2,910	60.4	1,759	33.6	979	5.9	172	60.0	867	33.8	489	6.2	89	60.9	892	33.4	490	5.7
Native Hawaiian or Other Pacific Islander	2	50.0	1	0.0	0	50.0	1	50.0	1	0.0	0	50.0	1	0.0	0	0.0	0	0.0
White	3,622	83.5	3,026	13.5	489	3.0	107	84.7	1,561	12.4	228	3.0	55	82.4	1,465	14.7	261	2.9
Two or more races	81	76.5	62	21.0	17	2.5	2	37	59.5	35.1	13	5.4	2	44	90.9	40	9.1	4
Special Education	617	38.9	240	53.8	332	7.3	45	43.6	181	49.2	204	7.2	30	29.2	59	63.4	128	7.4
Limited English Proficient (LEP)	98	19.4	19	57.1	56	23.5	23	16.7	8	64.6	31	18.8	9	22.0	11	50.0	25	28.0
Free/Reduced Meals (FARMS)	2,790	58.1	1,620	34.6	965	7.3	205	59.1	812	33.1	455	7.7	106	57.0	808	36.0	510	7.0

**Table 3.8: HSA Test Participation and Status - Biology 2011**

**Population: All 11th Grade Students**

Subgroup	All Students						Male						Female					
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number 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	6,749	81.6	5,509	17.6	1,186	0.8	54	82.1	2,703	17.2	565	0.8	25	81.2	2,806	18.0	621	0.8
Hispanic/Latino of any race	274	73.7	202	24.1	66	2.2	6	75.4	101	21.6	29	3.0	4	72.1	101	26.4	37	1.4
American Indian or Alaska Native	29	58.6	17	37.9	11	3.4	1	69.2	9	30.8	4	0.0	0	50.0	8	43.8	7	6.3
Asian	372	91.1	339	8.9	33	0.0	0	90.4	178	9.6	19	0.0	0	92.0	161	8.0	14	0.0
Black or African American	2,677	71.4	1,912	27.3	732	1.2	33	71.1	903	27.8	353	1.1	14	71.7	1,009	26.9	379	1.4
Native Hawaiian or Other Pacific Islander	3	100.0	3	0.0	0	0.0	0	100.0	2	0.0	0	0.0	0	100.0	1	0.0	0	0.0
White	3,334	89.7	2,989	9.9	331	0.4	14	1,653	1,492	9.3	154	0.4	7	1,681	1,497	10.5	177	0.4
Two or more races	60	78.3	47	21.7	13	0.0	0	75.0	18	25.0	6	0.0	0	80.6	29	19.4	7	0.0
Special Education	526	52.9	278	45.4	239	1.7	9	58.9	202	39.7	136	1.5	5	41.5	76	56.3	103	2.2
Limited English Proficient (LEP)	44	43.2	19	54.5	24	2.3	1	54.5	12	45.5	10	0.0	0	31.8	7	63.6	14	4.5
Free/Reduced Meals (FARMS)	2,385	70.3	1,676	28.3	674	1.5	35	71.8	831	26.7	309	1.5	17	68.8	845	29.7	365	1.5

**Table 3.9: HSA Test Participation and Status - Biology 2011**

**Population: All 12th Grade Students**

Subgroup	All Students						Male						Female					
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number 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	6,750	85.0	5,738	15.0	1,012	0.0	0	87.5	2,818	12.5	404	0.0	0	82.8	2,920	17.2	608	0.0
Hispanic/Latino of any race	218	84.9	185	15.1	33	0.0	0	88.2	97	11.8	13	0.0	0	81.5	88	18.5	20	0.0
American Indian or Alaska Native	26	88.5	23	11.5	3	0.0	0	100.0	9	0.0	0	0.0	0	82.4	14	17.6	3	0.0
Asian	366	92.9	340	7.1	26	0.0	0	94.7	196	5.3	11	0.0	0	90.6	144	9.4	15	0.0
Black or African American	2,724	74.9	2,039	25.1	685	0.0	0	78.3	971	21.7	269	0.0	0	72.0	1,068	28.0	416	0.0
Native Hawaiian or Other Pacific Islander	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
White	3,363	92.3	3,103	7.7	260	0.0	0	93.3	1,526	6.7	110	0.0	0	91.3	1,577	8.7	150	0.0
Two or more races	53	90.6	48	9.4	5	0.0	0	95.0	19	5.0	1	0.0	0	87.9	29	12.1	4	0.0
Special Education	495	65.7	325	34.3	170	0.0	0	70.1	211	29.9	90	0.0	0	58.8	114	41.2	80	0.0
Limited English Proficient (LEP)	32	46.9	15	53.1	17	0.0	0	33.3	4	66.7	8	0.0	0	55.0	11	45.0	9	0.0
Free/Reduced Meals (FARMS)	2,183	76.2	1,664	23.8	519	0.0	0	79.9	788	20.1	198	0.0	0	73.2	876	26.8	321	0.0

**Table 3.10: HSA Test Participation and Status - Government 2011**

Population: All 10th Grade Students

Subgroup	All Students						Male						Female								
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not 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				
All Students	7,464	80.2	5,984	17.3	1,290	2.5	190	3,749	79.9	2,994	17.6	660	2.5	95	3,715	80.5	2,990	17.0	630	2.6	95
Hispanic/Latino of any race	319	68.3	218	24.5	78	7.2	23	155	69.7	108	25.8	40	4.5	7	164	67.1	110	23.2	38	9.8	16
American Indian or Alaska Native	25	72.0	18	24.0	6	4.0	1	9	88.9	8	11.1	1	0.0	0	16	62.5	10	31.3	5	6.3	1
Asian	441	86.6	382	10.2	45	3.2	14	223	86.1	192	11.7	26	2.2	5	218	87.2	190	8.7	19	4.1	9
Black or African American	2,932	70.9	2,080	25.9	760	3.1	92	1,457	70.1	1,021	26.3	383	3.6	53	1,475	71.8	1,059	25.6	377	2.6	39
Native Hawaiian or Other Pacific Islander	2	50.0	1	50.0	1	0.0	0	2	50.0	1	50.0	1	0	0	0	0.0	0	0.0	0	0.0	0
White	3,663	87.9	3,220	10.5	386	1.6	57	1,866	87.8	1,638	10.7	200	1.5	28	1,797	88.0	1,582	10.4	186	1.6	29
Two or more races	82	79.3	65	17.1	14	3.7	3	37	70.3	26	24.3	9	5.4	2	45	86.7	39	11.1	5	2.2	1
Special Education	617	50.1	309	46.7	288	3.2	20	415	54.7	227	42.2	175	3.1	13	202	40.6	82	55.9	113	3.5	7
Limited English Proficient (LEP)	122	22.1	27	52.5	64	25.4	31	56	21.4	12	62.5	35	16.1	9	66	22.7	15	43.9	29	33.3	22
Free/Reduced Meals (FARMS)	2,827	68.4	1,934	27.7	782	3.9	111	1,388	68.4	949	27.4	380	4.3	59	1,439	68.5	985	27.9	402	3.6	52

**Table 3.11: HSA Test Participation and Status - Government 2011**

Population: All 11th Grade Students

Subgroup	All Students						Male						Female								
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number 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	6,953	87.1	6,055	12.0	831	1.0	67	3,414	87.2	2,976	11.5	394	1.3	44	3,539	87.0	3,079	12.3	437	0.6	23
Hispanic/Latino of any race	288	83.7	241	14.2	41	2.1	6	139	82.0	114	15.1	21	2.9	4	149	85.2	127	13.4	20	1.3	2
American Indian or Alaska Native	30	83.3	25	16.7	5	0.0	0	13	92.3	12	7.7	1	0.0	0	17	76.5	13	23.5	4	0.0	0
Asian	402	93.0	374	5.2	21	1.7	7	215	92.1	198	5.6	12	2.3	5	187	94.1	176	4.8	9	1.1	2
Black or African American	2,747	80.0	2,197	19.1	524	0.9	26	1,310	78.6	1,030	20.1	263	1.3	17	1,437	81.2	1,167	18.2	261	0.6	9
Native Hawaiian or Other Pacific Islander	4	100.0	4	0.0	0	0.0	0	2	100.0	2	0.0	0	0.0	0	2	100.0	2	0.0	0	0.0	0
White	3,419	92.4	3,159	6.8	233	0.8	27	1,708	93.4	1,596	5.6	95	1.0	17	1,711	91.4	1,563	8.1	138	0.6	10
Two or more races	63	87.3	55	11.1	7	1.6	1	27	88.9	24	7.4	2	3.7	1	36	86.1	31	13.9	5	0.0	0
Special Education	531	64.4	342	35.0	186	0.6	3	347	70.6	245	28.8	100	0.6	2	184	52.7	97	46.7	86	0.5	1
Limited English Proficient (LEP)	59	62.7	37	28.8	17	8.5	5	32	62.5	20	25.0	8	12.5	4	27	63.0	17	33.3	9	3.7	1
Free/Reduced Meals (FARMS)	2,451	78.9	1,933	20.1	492	1.1	26	1,197	79.8	955	18.8	225	1.4	17	1,254	78.0	978	21.3	267	0.7	9

**Table 3.12: HSA Test Participation and Status - Government 2011**

Population: All 12th Grade Students

Subgroup	All Students						Male						Female							
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not 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	7,034	91.9	6,465	8.1	569	0.0	0	3,392	93.3	3,164	6.7	228	0.0	0	3,642	90.6	3,301	9.4	341	0.0
Hispanic/Latino of any race	238	95.8	228	4.2	10	0.0	0	121	98.3	119	1.7	2	0.0	0	117	93.2	109	6.8	8	0.0
American Indian or Alaska Native	28	100.0	28	0.0	0	0.0	0	10	100.0	10	0.0	0	0.0	0	18	100.0	18	0.0	0	0.0
Asian	404	96.0	388	4.0	16	0.0	0	227	97.4	221	2.6	6	0.0	0	177	94.4	167	5.6	10	0.0
Black or African American	2,829	86.7	2,454	13.3	375	0.0	0	1,303	88.3	1,151	11.7	152	0.0	0	1,526	85.4	1,303	14.6	223	0.0
Native Hawaiian or Other Pacific Islander	1	100.0	1	0.0	0	0.0	0	1	100.0	1	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0
White	3,477	95.2	3,311	4.8	166	0.0	0	1,707	96.1	1,640	3.9	67	0.0	0	1,770	94.4	1,671	5.6	99	0.0
Two or more races	57	96.5	55	3.5	2	0.0	0	23	95.7	22	4.3	1	0.0	0	34	97.1	33	2.9	1	0.0
Special Education	504	74.4	375	25.6	129	0.0	0	307	79.2	243	20.8	64	0.0	0	197	67.0	132	33.0	65	0.0
Limited English Proficient (LEP)	55	80.0	44	20.0	11	0.0	0	25	88.0	22	12.0	3	0.0	0	30	73.3	22	26.7	8	0.0
Free/Reduced Meals (FARMS)	2,263	86.2	1,950	13.8	313	0.0	0	1,025	88.2	904	11.8	121	0.0	0	1,238	84.5	1,046	15.5	192	0.0

Table 4.1: Four-Year Cohort Graduation Rate														
Subgroup	All Students					Male					Female			
	2009-2010		2010-2011		Grad Rate	2009-2010		2010-2011		Grad Rate	2009-2010		2010-2011	
	# Graduates	# Students	Grad Rate	# Graduates		# Students	# Graduates	# Students	# Graduates		# Students	# Graduates	# Students	
All Students	7,013	8,618	81.38	81.81	3,368	4,364	77.18	3,290	4,293	76.64	3,645	4,254	85.68	87.20
Hispanic/Latino of any race	219	306	71.57	68.17	113	165	68.48	119	190	62.63	106	141	75.18	75.52
American Indian or Alaska Native	25	40	62.50	64.29	6	12	50.00	11	19	57.89	19	28	67.86	69.57
Asian	362	395	91.65	92.84	176	202	87.13	221	241	91.70	186	193	96.37	94.27
Black or African American	2,581	3,343	77.21	79.69	1,211	1,692	71.57	1,257	1,722	73.00	1,370	1,651	82.98	86.30
Native Hawaiian or Other Pacific Islander	1	1	100.00	100.00	1	1	100.00	1	1	100.00	0	0	0.00	0.00
White	3,794	4,497	84.37	83.75	1,849	2,275	81.27	1,657	2,089	79.32	1,945	2,222	87.53	88.44
Two or more races	31	36	86.11	80.56	12	17	70.59	24	31	77.42	19	19	100.00	82.93
Special Education	442	830	53.25	52.49	280	558	50.18	275	565	48.67	162	272	59.56	59.67
Limited English Proficient (LEP)	52	95	54.74	50.00	30	53	56.60	24	54	44.44	22	42	52.38	56.00
Free/Reduced Meals (FARMS)	1,811	2,386	75.90	76.44	830	1,180	70.34	966	1,384	69.80	981	1,206	81.34	82.81

Table 4.2: Four-Year Cohort Dropout Rate														
Subgroup	All Students					Male					Female			
	2009-2010		2010-2011		Dropout Rate	2009-2010		2010-2011		Dropout Rate	2009-2010		2010-2011	
	# Dropouts	# Students	# Dropouts	# Students		# Dropouts	# Students	# Dropouts	# Students		# Dropouts	# Students	# Dropouts	# Students
All Students	1,183	8,618	1,114	8,410	13.25	716	4,364	724	4,293	16.86	467	4,254	390	4,117
Hispanic/Latino of any race	60	306	71	333	21.32	33	165	46	190	24.21	27	141	25	143
American Indian or Alaska Native	11	40	14	42	33.33	4	12	7	19	36.84	7	28	7	23
Asian	23	395	18	433	4.16	17	202	11	241	4.56	6	193	7	192
Black or African American	523	3,343	473	3,467	13.64	331	1,692	318	1,722	18.47	192	1,651	155	1,745
Native Hawaiian or Other Pacific Islander	0	1	0	1	0.00	0	1	0	1	0.00	0	0	0	0
White	563	4,497	526	4,062	12.95	328	2,275	336	2,089	16.08	235	2,222	190	1,973
Two or more races	3	36	12	72	16.67	3	17	6	31	19.35	0	19	6	41
Special Education	237	830	240	865	27.75	168	558	174	565	30.80	69	272	66	300
Limited English Proficient (LEP)	21	95	32	104	30.77	9	53	20	54	37.04	12	42	12	50
Free/Reduced Meals (FARMS)	339	2,386	432	2,827	15.28	195	1,180	264	1,384	19.08	144	1,206	168	1,443

Table 5.1: Attendance Rates

		All Students						Male						Female					
Annual Measurable Objective (AMO):		94%	94%	94%	90%*	94%	94%	94%	94%	90%*	94%	94%	94%	94%	94%	90%*	94%	94%	94%
Subgroups by Level		2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Elementary	95.8	95.7	95.8	95.1	95.8	96.2	95.8	95.7	95.7	95.1	95.8	96.1	95.8	95.7	95.8	95.1	95.9	96.2
	Middle	95.1	94.9	95.0	94.8	95.3	95.6	95.0	94.8	94.9	94.6	95.1	95.4	95.3	95.1	95.0	94.9	95.5	95.7
	High	93.0	92.3	92.2	92.1	92.4	93.0	93.0	92.3	92.1	92.2	92.5	93.1	92.9	92.3	92.2	92.0	92.3	92.9
Hispanic/Latino of any race	Elementary					95.5	95.9					95.5	95.8					95.6	95.9
	Middle					95.0	95.4					94.9	95.4					95.1	95.4
	High					90.5	90.5					90.1	90.3					91.0	90.7
American Indian or Alaska Native	Elementary					95.5	95.6					95.3	95.4					95.8	95.9
	Middle					93.5	93.0					92.5	92.1					94.5	94.1
	High					90.9	91.8					91.8	92.5					90.2	91.2
Asian	Elementary					97.0	97.1					97.0	97.1					96.9	97.1
	Middle					97.5	97.4					97.3	97.2					97.6	97.6
	High					95.7	96.2					95.4	95.8					96.1	96.5
Black or African American	Elementary					95.9	96.2					95.8	96.1					95.9	96.3
	Middle					95.3	95.6					95.0	95.4					95.6	95.8
	High					91.6	92.5					91.8	92.6					91.5	92.4
Native Hawaiian or Other Pacific Islander	Elementary					97.4	97.3					97.2	97.0					97.6	97.6
	Middle					96.6	94.8					95.4	95.1					97.2	94.6
	High					93.5	94.3					91.6	93.3					96.0	94.9
White	Elementary					95.7	96.1					95.8	96.1					95.7	96.1
	Middle					95.1	95.3					94.9	95.2					95.3	95.4
	High					92.9	93.3					93.0	93.4					92.8	93.2
Two or more races	Elementary					95.3	95.6					95.2	95.4					95.4	95.9
	Middle					95.2	95.3					94.7	95.1					95.6	95.5
	High					91.6	92.7					91.3	93.3					91.9	92.2
Special Education	Elementary	94.7	94.8	94.9	94.1	94.8	95.1	94.7	94.8	94.9	94.2	95.0	95.2	94.9	94.9	94.8	93.9	94.6	95.0
	Middle	93.1	92.8	93.4	93.0	93.6	93.8	92.9	92.7	93.4	92.9	93.4	93.7	93.4	93.0	93.5	93.1	94.0	94.0
	High	90.4	89.3	90.1	89.1	89.7	90.3	90.6	89.2	90.4	89.4	90.0	90.4	90.0	89.5	89.5	88.6	89.0	90.1
Limited English Proficient (LEP)	Elementary	96.3	96.1	96.0	95.6	96.2	96.7	96.4	96.2	96.1	95.7	96.3	96.7	96.1	96.0	95.9	95.4	96.2	96.7
	Middle	95.8	96.2	95.5	95.3	96.0	95.8	95.8	96.0	95.2	95.8	96.0	96.0	95.8	96.4	95.8	94.7	96.0	95.5
	High	93.9	91.2	91.4	92.0	91.8	92.1	93.6	90.9	90.9	92.4	91.4	91.8	94.4	91.5	91.9	91.6	92.3	92.5
Free/Reduced Meals (FARMS)	Elementary	94.9	95.0	95.0	94.2	95.1	95.5	94.8	94.9	94.9	94.2	95.0	95.4	94.9	95.0	95.1	94.2	95.1	95.6
	Middle	93.8	93.6	93.7	93.6	94.2	94.5	93.7	93.6	93.6	93.4	93.9	94.3	94.0	93.7	93.9	93.9	94.6	94.8
	High	90.6	90.3	89.8	89.9	90.0	90.8	90.9	90.5	90.0	90.2	90.2	90.9	90.4	90.1	89.5	89.5	89.8	90.8

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
2011-2012	94.9	5.1

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	5,478	5,416	98.9
2011-2012	4,521	4,481	99.1

Table 6.3: Number of Classes <u>Not</u> Taught by Highly Qualified (NHQ) Teachers by Reason												
School Year	Expired Certificate		Invalid Grade Level(s) for Certification		Testing Requirement Not Met		Invalid Subject for Certification		Missing Certification Information		Conditional Certificate	
	# 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
2006-2007	225	1.2	71	0.4	34	0.2	527	2.9	725	4.0	592	3.3
2007-2008	138	0.8	92	0.6	10	0.5	622	3.7	289	1.7	746	4.5
2008-2009	107	0.7	134	0.9	18	0.1	670	4.3	0	0.0	479	3.1
2009-2010	111	0.4	188	0.7	7	0.0	812	3.1	176	0.7	363	1.4
2010-2011	88	0.3	177	0.7	32	0.1	786	2.9	156	0.6	229	0.8
2011-2012	40	0.1	139	0.5	7	0.0	641	2.6	157	0.6	193	0.8

**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	
2011-2012							
	Elementary	2,054	2,028	98.7	2,715	2,639	97.2
Secondary	3,444	3,127	90.8	1,870	1,760	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**

Core Academic Subject Classes									
School Year	Level	High Poverty*				Low Poverty			
		Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT		Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT	
		#	%	#	%	#	%	#	%
2008-2009	Elementary	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
2011-2012	Elementary	1,908	94.1	63	3.1	2,583	97.9	36	1.4
	Secondary	2,995	95.8	111	3.5	1,715	97.4	14	0.8



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	
2011-2012	133	5,781	2.0	236	5,781	4.0	15	5,781	0.2	49	5,781	0.8	7

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, 2012

Table 7.1: 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
2011-2012	85.0	79.0	81.0	79.0	84.0	88.0	93.0	87.0	13.0	17.0	16.0	18.0	13.0	11.0	6.0	11.0	2.0	4.0	4.0	3.0	3.0	1.0	1.0	2.0

Table 7.2: Percentage of Kindergarten Students with Previous Prekindergarten Experience									
	% Fully Ready			% Approaching Readiness			% Developing Readiness		
	LL	MT	LL	LL	MT	LL	LL	MT	MT
2004-2005	54.0	65.0	37.0	37.0	28.0	9.0	9.0	8.0	8.0
2005-2006	63.0	71.0	30.0	30.0	23.0	7.0	7.0	6.0	6.0
2006-2007	67.0	75.0	27.0	27.0	20.0	7.0	7.0	6.0	6.0
2007-2008	63.0	66.0	30.0	30.0	28.0	7.0	7.0	6.0	6.0
2008-2009	70.0	74.0	25.0	25.0	21.0	5.0	5.0	4.0	4.0
2009-2010	74.0	78.0	21.0	21.0	17.0	5.0	5.0	5.0	5.0
2010-2011	77.0	79.0	18.0	18.0	17.0	4.0	4.0	4.0	4.0
2011-2012	78.0	80.0	18.0	18.0	16.0	4.0	4.0	4.0	4.0

**Table 7.3: September 30 Prekindergarten Enrollment****Baltimore County Public Schools' Prekindergarten (4 year old) Enrollment Data - 9/30/2011**

<b>School</b>	<b>Half Day or Full Day</b>	<b>Total Students Enrolled 9/30/2011</b>	<b>Income Eligible Students (Priority 1)</b>	<b>Students Enrolled Under Other Criteria (Priority 2)</b>
Arbutus Elementary	Half Day; 1 session	20	20	0
Baltimore Highlands Elementary	Half Day; 3 sessions	63	63	0
Battle Grove Elementary	Half Day; 2 sessions	39	32	7
Bear Creek Elementary	Half Day; 2 sessions	42	32	10
Berkshire Elementary	Half Day; 4 sessions	80	74	6
Campfield Early Childhood Center	Half Day; 7 sessions	132	120	12
Carney Elementary	Half Day; 1 session	21	21	0
Catonsville Elementary	Half Day; 2 sessions	32	8	24
Cedarmere Elementary	Half Day; 2 sessions	35	30	5
Chadwick Elementary	Half Day; 2 sessions	42	42	0
Charlesmont Elementary	Half Day; 2 sessions	39	22	17
Chase Elementary	Half Day; 2 sessions	38	25	13
Chesapeake Terrace Elementary	Half Day; 1 session	21	17	4
Church Lane Elementary Technology	Half Day; 1 session	21	21	0
Deer Park Elementary	Half Day; 2 sessions	39	33	6
Dogwood Elementary	Half Day; 2 sessions	42	42	0
Dundalk Elementary	Half Day; 4 sessions	80	59	21
Eastwood Center Elem. Magnet	Half Day; 1 session	14	14	0
Edgemere Elementary	Half Day; 2 sessions	35	24	11
Edmondson Heights Elementary	Half Day; 2 sessions	37	34	3
Elmwood Elementary	Half Day; 2 sessions	38	26	12
Essex Elementary	Half Day; 2 sessions	41	29	12
Featherbed Lane Elementary	Half Day; 3 sessions	59	39	20
Franklin Elementary	Half Day; 2 sessions	23	11	12
Fullerton Elementary	Half Day; 2 sessions	30	30	0
Glenmar Elementary	Half Day; 2 sessions	43	32	11
Glyndon Elementary	Half Day; 1 session	21	21	0
Grange Elementary	Half Day; 2 sessions	38	35	3
Halethorpe Elementary	Half Day; 2 sessions	39	24	15
Halstead Academy	Half Day; 2 sessions	42	42	0
Harford Hills Elementary	Half Day; 1 session	21	21	0
Hawthorne Elementary	Half Day; 5 sessions	106	102	4
Hebbville Elementary	Half Day; 2 sessions	35	31	4
Hernwood Elementary	Half Day; 1 session	21	21	0
Hillcrest Elementary	Half Day; 1 session	20	20	0
Johnnycake Elementary	Half Day; 3 sessions	61	61	0

**Table 7.3: September 30 Prekindergarten Enrollment****Baltimore County Public Schools' Prekindergarten (4 year old) Enrollment Data - 9/30/2011**

<b>School</b>	<b>Half Day or Full Day</b>	<b>Total Students Enrolled 9/30/2011</b>	<b>Income Eligible Students (Priority 1)</b>	<b>Students Enrolled Under Other Criteria (Priority 2)</b>
Lansdowne Elementary	Half Day; 3 sessions	56	53	3
Logan Elementary	Half Day; 2 sessions	42	42	0
Mars Estates Elementary	Half Day; 3 sessions	42	42	0
Martin Boulevard Elementary	Half Day; 2 sessions	35	35	0
McCormick Elementary	Half Day; 4 sessions	77	52	25
Middleborough Elementary	Half Day; 1 session	20	10	10
Middlesex Elementary	Half Day; 2 sessions	42	34	8
Norwood Elementary	Half Day; 2 sessions	40	40	0
Oakleigh Elementary	Half Day; 3 sessions	51	27	24
Oliver Beach Elementary	Half Day; 1 session	21	7	14
Orems Elementary	Half Day; 2 sessions	38	32	6
Owings Mills Elementary	Half Day; 4 sessions	77	56	21
Padonia International Elementary	Half Day; 3 sessions	53	32	21
Perry Hall Elementary	Half Day; 1 sessions	20	20	0
Pine Grove Elementary	Half Day; 2 sessions	39	26	13
Pleasant Plains Elementary	Half Day; 2 sessions	40	31	9
Pot Spring Elementary	Half Day; 2 sessions	39	37	2
Powhatan Elementary	Half Day; 2 sessions	23	21	2
Reisterstown Elementary	Half Day; 1 session	21	21	0
Relay Elementary	Half Day; 1 session	20	6	14
Riverview Elementary	Half Day; 3 sessions	62	54	8
Sandalwood Elementary	Half Day; 2 sessions	41	41	0
Sandy Plains Elementary	Half Day; 4 sessions	67	64	3
Seneca Elementary	Half Day; 2 sessions	41	25	16
Seven Oaks Elementary	Half Day; 1 session	19	15	4
Shady Spring Elementary	Half Day; 2 sessions	43	43	0
Sussex Elementary	Half Day; 2 sessions	42	42	0
Timber Grove Elementary	Half Day; 1 session	20	20	0
Victory Villa Elementary	Half Day; 2 sessions	42	34	8
Villa Cresta Elementary	Half Day; 2 sessions	38	28	10
Vincent Farm Elementary	Half Day; 2 sessions	36	31	5
Warren Elementary	Half Day; 2 sessions	38	35	3
Westowne Elementary	Half Day; 2 sessions	42	32	10
Winand Elementary	Half Day; 4 sessions	77	65	12
Winfield Elementary	Half Day; 2 sessions	39	39	0
Woodbridge Elementary	Half Day; 1 session	19	18	1

**Table 7.3: September 30 Prekindergarten Enrollment****Baltimore County Public Schools' Prekindergarten (4 year old) Enrollment Data - 9/30/2011**

<b>School</b>	<b>Half Day or Full Day</b>	<b>Total Students Enrolled 9/30/2011</b>	<b>Income Eligible Students (Priority 1)</b>	<b>Students Enrolled Under Other Criteria (Priority 2)</b>
Woodmoor Elementary	Half Day; 3 sessions	54	46	8
<b>TOTAL</b>	<b>158</b>	<b>3,026</b>	<b>2,534</b>	<b>492</b>

## **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 three to achieve the stated goal(s).**

Baltimore County Public Schools (BCPS) is committed to providing a quality, comprehensive educational program designed to address the needs of a diverse student population.

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 effectively 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 that include which demonstrate BCPS' commitment to implement significant grant proposals and 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. Should the Federal Indirect Rate of 3.44% for fiscal year 2012 be adjusted, BCPS has a contingency plan in place. If the rate is increased, the funding for the fiscal assistant will be reduced. Conversely, if the rate is decreased, funding will be added to the Curriculum Alignment and Development Project under Section B for additional professional development.

The Baltimore County Master Plan Advisory Committee composed of all segments of the community – parents/guardians, businesses, diversity awareness, special education, area advisory and university personnel – were consulted and ideas sought on the development of proposals. Meetings were also held with union 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 are incorporated in the 2012 – 2013 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 developed a framework for the teacher and principal evaluation systems. The evaluation systems will be piloted during the 2012 – 2013 school year. BCPS is fully committed to participate 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 address the activities included in the original Memorandum of Understanding (B)(3). It will also describe any optional activities that it wishes to address with its funds from Race to the Top.**

Part (B) (3): Supporting the transition to enhanced standards and high-quality assessments

The Baltimore County Public School district 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, strategic instructional strategies, and assessment tools which 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 is aligned to the Common Core State Standards (CCSS) and is 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 CCSS. Subsequently, BCPS is revising its own curricula to provide teachers with the additional strategies and resources which they may need to meet the needs of its diverse student population and to ensure success for all.

The gap analysis of the CCSS vs. the existing state curriculum indicates that major curriculum revisions, in terms of what is taught at specific grades, need to occur to both RELA and mathematics. Subsequently, BCPS needs is revising its existing curricula to align to the CCSS. In RELA, a greater emphasis is being placed on the reading of informational text and on writing instruction which emphasizes product in addition to process. In mathematics, concepts are being taught with less breadth and more depth; and there is a major realignment of the content which is being taught in the CCSS-aligned Algebra I, Algebra II, and geometry courses.

BCPS is using a gap analysis process, the CCSS-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. The goal is to have a new curriculum in place one year before the start of a new Maryland state assessment system. BCPS continues 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 are incorporated into the BCPS Education, Assessment, and Student Information (easi) System 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 continues to provide inservice training on its databases to staff and commences inservice training for all teachers on the new easi system. Thus, BCPS fully meets the requirements of (B) (3) as well as (C) (3) (ii and iii). BCPS curriculum development activities starts each summer with teams of curriculum



writers organized into grade-level bands while working closely with supervisory teams from BCPS' content offices to design and develop BCPS' curricula for RELA and mathematics. All curriculum development is aligned to the state's RELA and mathematics curriculum framework and supplements the resources in the state's toolkit.

In RELA, individuals with experience in social studies and science are included in curriculum design and development so there will be discipline-specific literacy activities. In addition, curriculum design and development efforts 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 are conducted for BCPS' teachers and administrators. These activities will serve as a supplement to the summer professional development institutes, which are conducted by MSDE for school-based teams. In turn, these teams strive to ensure that all stakeholders are aware of the changes related to the CCSS and to the additional curricular resources that BCPS has created.

During this three-year curriculum development effort, piloting of BCPS' new curricula materials is occurring and evaluation instruments are being used to determine the quality and effectiveness of the new curricular documents and resources. When necessary, revisions and edits are being 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 its normal plan of operations.

BCPS purchased a Web-based assessment called the Measures for Academic Progress (MAP). This assessment will be used to inform instruction based on student performance and can provide critical information on students who are new to BCPS. Teachers will be able to respond to learning deficits in a timely and strategic way based on student results. The assessments are aligned to state standards. Reports on student achievement are available at the district, school, and teacher levels. Parents/guardians may also receive achievement reports. MAP assessment data may be used to inform the articulation of students from grade to grade and school to school. Because the assessment also measures growth, it may be used as one of multiple measures in the new teacher evaluation.

BCPS is piloting the assessment in 15 schools across all levels. The assessment will be given three times a year. The assessment is computer based and takes approximately 50 minutes. The schools were identified through feeder patterns to take advantage of the availability of data from elementary to middle school and middle to high school. The contract consists of student license fees for a 15,000 student pilot, on-site professional development workshops, administrator and district office training, and technical support. The Department of Research, Accountability, and Assessment will evaluate the pilot on professional development, implementation, technology access and ease of use, and instructional application.

The Dual Diploma Degree program is a partnership designed for students who want to graduate from BCPS having simultaneously earned an Associate of Arts degree in general studies at the Community College of Baltimore County (CCBC) and a BCPS high school diploma. The general studies degree curriculum is designed for students who plan to pursue an Associate of Arts degree before transferring to a four-year college or university. Focused on academic rigor and preparation for the twenty-first century work force, this program allows students to earn college credit which is transferrable to a number of post-secondary institutions in Maryland. This program was envisioned by Superintendent of Schools, Dr. Nancy Grasmick, for the state of Maryland. Baltimore County Public Schools and the Community College of Baltimore County were selected to create a model program. Teams of educators, administrators, and advisors from both institutions met to identify courses which are aligned to meet the requirements of the Associate of Arts degree and to identify resources and procedures to implement this program.

**Action Plan: Section B**

**LEA:** Baltimore County Public Schools    **Date:** November 3, 2010    **Year of the Grant (circle one)**    1    2    3    4

**Goal(s):**

- 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 Standards (CCSS) and focused on strengthening college and career readiness.

<b>Section B: Standards and Assessments</b>	<b>Correlation to State Plan</b>	<b>Project #</b>	<b>Timeline</b>	<b>Key Personnel</b>	<b>Performance Measure</b>	<b>Recurring Expense: Y/N</b>
<i>MOU Requirements: (Yes)</i>	(B)(3)					
<i>Activities to Implement MOU Requirements</i>						
1. Review the Common Core State Standards and BCPS curricula to determine the extent of curricular change and revisions necessary.	(B)(3)	2	September 2010 through January 2011	Acting Associate Superintendent of Curriculum & Instruction; Acting Executive Director of STEM; Executive Director of Liberal Arts	Curriculum offices in RELA and mathematics met to review the CCSS and to compare to BCPS standards.	N

2. Determine gaps in existing BCPS curriculum for reading/English/language arts and mathematics for PreK–12 by reviewing the gap analysis of the existing Maryland State Curriculum and the Common Core State Standards.	(B)(3)	2	September 2010 through January 2011	Acting Associate Superintendent of Curriculum & Instruction; Acting Executive Director of STEM; Executive Director of Liberal Arts	Using the information from gap analysis conducted by MSDE, BCPS conducted its own gap analysis by both standard and grade level in RELA and mathematics. The results of this internal gap analysis have been reported to Executive Leadership.	N
3. Present an overview of the action plan for developing a new curricular framework to the BCPS Executive Leadership team and the Board of Education of BCPS Curriculum Committee.	(B)(3)	2	October 2010	Acting Associate Superintendent of Curriculum & Instruction; Acting Executive Director of STEM; Executive Director of Liberal Arts	Mathematics and RELA developed and presented an action plan that lists the scope of activities that were conducted by RELA and mathematics to revise BCPS' existing curricula.	N

4. Prepare and submit report to BCPS' Executive Leadership team; include timeline for necessary revisions.	(B)(3)	2	January 2011	Acting Associate Superintendent of Curriculum & Instruction; Acting Executive Director of STEM; Executive Director of Liberal Arts	Following the completion of the gap analysis for BCPS' curricula, RELA and mathematics presented a more detailed timeline for curricula revisions.	N
5. Convene grade-specific or grade-band design workgroups in mathematics, reading/English/language arts.	(B)(3)	2	Summer 2011 – Summer 2013	Acting Executive Director of STEM; Executive Director of Liberal Arts	Following the approved action plan and timeline and in concert with MSDE's new common core aligned state curriculum, RELA and mathematics form curriculum development/design workgroups that will help lead the curriculum writing efforts for identified grade bands during the summers of 2011, 2012, and 2013.	N

6. Convene grade-specific or grade-band curriculum writing groups in mathematics, reading/English/language arts.	(B)(3)	2	Summer 2011 – Summer 2013	Acting Executive Director of STEM; Executive Director of Liberal Arts	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
7. Design and deliver professional development to support curriculum implementation.	(B)(3)	2	Fall 2011 – Summer 2013	Acting Executive Director of STEM; Executive Director of Liberal Arts	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, RELA and mathematics will	N

8. Administer (pilot) the Measures of Academic Progress online test in Grades K through 8 to identify data that will inform instruction as students' college and career readiness along a trajectory are assessed.	(B)(3)	2	Spring 2012, Fall 2012, Winter 2013	Executive Director of Research, Accountability, and Assessment	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.	Y Cost will become part of the operating budget if the pilot is successful.
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						three administrations to evaluate the success of instruction and interventions.	
9. Dual Diploma Degree Program	B(3)	12	June 2012 - August 2014	Chief Academic Officer; Executive Director of Liberal Arts and RTTT Achievement Improvement Team	Trends in student college matriculation will be analyzed to determine intervention effectiveness.	N	



## Maryland's Accountability Plan

### **Priority, Focus, and Reward Schools**

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

Maryland school systems consist of the following:

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

\*designations relate to Title I schools only

\*\*designation relates to Title I or Title I eligible

### **Reward Schools:**

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

*High Progress Reward Schools* are those Title I Schools that have significantly reduced the gap in achievement between subgroups. These schools must have made at least an 18 percentage point gain in the "all students" group between 2007-2011 MSAs and have a 10 percent or less gap between any other performing subgroup. Reward Schools in either category will be recognized by the State Department of Education and act as models of success for other Title I schools. A list of reward schools can be found in Table 2 of Maryland's [ESEA Flexibility Request Application \(pgs 129-132\)](http://www.marylandpublicschools.org/MSDE/programs/esea_flex/?WBCMODE=present%2525%2525%253e%2525%2525) at [http://www.marylandpublicschools.org/MSDE/programs/esea\\_flex/?WBCMODE=present%2525%2525%253e%2525%2525](http://www.marylandpublicschools.org/MSDE/programs/esea_flex/?WBCMODE=present%2525%2525%253e%2525%2525)

### **Describe the LEA's strategies to recognize Reward schools.**

Baltimore County Public Schools is proud to recognize seven Title I schools that were identified as Reward Schools. The strategies that will be used to recognize these schools include a posting on the BCPS' Web site Title I internet pages acknowledging each school by name. In addition, the schools will be recognized among their Title I peers at the annual Title I meeting on September 12, 2012. Reward schools will receive a certification of recognition from the Office of Title I. As part of the annual Title I Best Practices Symposium that takes place every spring, Title I Reward Schools will be featured and asked to present the strategies that had the greatest impact on overall school performance or were shown to contribute to progress over a period of time on the Maryland School Assessment (MSA).

### **Focus Schools:**

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

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

### **Priority Schools:**

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

The Maryland State Department of Education expects that school districts with Priority Schools will use a certain portion of their Title I funding from the federal government to implement their choice of turnaround models or turnaround plans for intervention. Maryland has identified 21 Priority Schools. Sixteen of the Priority Schools are currently being served with funds from Title I, Section 1003(g). The additional five schools will be served using Title I, Part A funds reserved by the district. All Priority Schools are eligible to receive between \$50,000 and \$2

million per year for the next three years to help execute their turnaround models or interventions. Since these Priority Schools will take additional measures of attention and support, it is expected that these schools will implement multifaceted plans for school reform including recruiting staff, enriching instructional programs, professional development, and developing a system of accountability that will help turnaround models and intervention measures. All Priority Schools will be monitored by the LEA and MSDE.

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

## **2012 Annual Measurable Objectives (AMOs)**

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

### **LEA Level AMO Analysis for Reading and Mathematics:**

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

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

While overall, notable increases in student performance have been achieved on the Maryland School Assessments, comprehensive data analysis indicate 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) indicates in 2011 – 2012, 90.9% of the elementary students scored proficient or advanced. This was a 0.6 percentage point increase over the 2010 – 2011 results. During the same time, the special education, LEP, and FARMS subgroups evidenced 1.6, 1.3, and 0.7 percentage point gains, respectively.

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

- The percentage point gap among student groups based upon race/ethnicity remains a challenge. There was an increase of 4.2 percentage points in the gap between the highest and lowest performing subgroups from 10.4 percentage points in 2010-2011 to 14.6 percentage points in 2011 – 2012. In 2011 – 2012, 95.4% of students in the Asian subgroup scored proficient or advanced while 88.9% of the Hispanic/Latino of any race, 89.9% of the American Indian or Alaska Native, 85.4% of the Black or African American, 100.0% of the Native Hawaiian or Other Pacific Islander, and 95.0% of the White subgroups scored in the same range. In addition, 91.6% of students identified in the two or more races subgroup scored proficient or advanced.
- The percentage point gap among students in all subgroups including race/ethnicity and student groups remains a challenge. There was an increase in the gap between the highest and lowest performing subgroups of 3.4 percentage points from 22.5 percentage points in 2010 – 2011 to 25.9 percentage points in 2011 – 2012. Of the students receiving special education services, 74.1% scored proficient or advanced; 80.3% of students in the limited English proficient subgroup scored proficient or advanced; and 86.1% of students in the FARMS subgroup scored proficient or advanced.

- The performance of females continues to exceed males by 3.5 percentage points. Gender analysis shows that both males and females realized a small increase in proficiency with males increasing from 88.3% to 89.2% and females increasing from 92.4% to 92.7%.

### **Middle Reading**

A review of the middle school reading performance data (Table 2.2) indicate in 2011 – 2012 that 81.7% of the middle school students scored proficient or advanced. This was a 1.2 percentage point decrease from the 2010 – 2011 results.

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

- The percentage point gap among student groups based upon race/ethnicity remains a challenge. There was an increase of 20.5 percentage points in the gap between the highest and lowest performing subgroups from 16.0 percentage points in 2010-2011 to 36.5 percentage points in 2011 – 2012. In 2011 – 2012, 89.8% of students in the Asian subgroup scored proficient or advanced while 78.3% of the Hispanic/Latino of any race, 76.5% of the American Indian or Alaska Native, 74.8% of the Black or African American, 53.3% of the Native Hawaiian or Other Pacific Islander, and 87.6% of the White subgroups scored in the same range. During the same time, 85.2% of students identified in the two or more races subgroup scored proficient or advanced.
- The percentage point gap among students in all subgroups including race/ethnicity and student groups remains a challenge. There was an increase in the gap between the highest and lowest performing subgroups of 4.1 percentage points from 50.1 percentage points in 2010 – 2011 to 54.2 percentage points in 2011 – 2012. Of the students receiving special education services, 47.9% scored proficient or advanced; 35.6% of students in the limited English proficient subgroup scored proficient or advanced; and 73.7% of students in the FARMS subgroup scored proficient or advanced.
- The performance of females continues to exceed males by 7.6 percentage points. Gender analysis shows that both males and females realized decreases in proficiency with males decreasing from 79.2% to 78.0% and females decreasing from 86.9% to 85.6%.

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

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 2013.

**2011 – 2012 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.

**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.

**2012–2013 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 2012 – 2013 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. 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 Common Core State Curriculum (MCCSS) 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 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.
- 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 new PARCC assessments aligned to the CCSS.
- 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-price 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-price 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-price 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-price meals. Professional development will be focused on transition to the MCCSS with a focus on developing good first instruction.
- Examine the written and taught curriculum to ensure good first instruction. Review curriculum content, use of data to make instructional and planning decisions, level of rigor and expectations in the classroom, and the teaching and learning climate.

### **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)
- 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. Professional development will be focused on transition to the CCSS with a focus on developing good first instruction.
- Introduce the CCSS frameworks and curriculum maps for each grade level to administrators, chairmen, reading contacts, and teachers through systemwide and regional professional development sessions.
- Develop a curriculum revision timeline for core and gifted and talented programs.

- Examine the written and taught curriculum to ensure good first instruction. Review curriculum content, use of data to make instructional and planning decisions, level of rigor and expectations in the classroom, and the teaching and learning climate.
- 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 aligned to the common core state standards and that is vertically aligned in grades 6 – 12 and includes differentiation strategies for students receiving special education services and English language learners.
- Develop and implement an integrated language arts curriculum that includes grammar, mechanics, and usage and is vertically aligned K–12.
- Create a revision plan to develop a Grade 6 curriculum that includes 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 ensure levels of rigor consistent with high expectations, higher-level thinking, and preparation for advanced programs of study, ultimately preparing students for college and career readiness.

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

- Create a multi-year strategic action plan to revise PreK – 12 ELA Curriculum 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 spring 2013.
- 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.
- Continue development of 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.

#### **Resource Allocations:**

- FY13 Operating Budget
- Title II FY12 and FY13

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

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

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 2011 – 2012, 90.8% of the elementary students scored proficient or advanced. This was a 2.0 percentage point increase over the 2010 – 2011 results. During the same time, the special education, limited English proficient, and FARMS subgroups evidenced 1.7, 2.4, and 3.0 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/ethnicity remains a challenge. There was a decrease in the gap between the highest and lowest performing subgroups of 2.5 percentage points from 15.7 percentage points in 2010-2011 to 13.2 percentage points in 2011 – 2012. In 2011 – 2012, 97.5% of students in the Asian subgroup scored proficient or advanced while 90.8% of the Hispanic/Latino of any race, 89.9% of the American Indian or Alaska Native, 84.3% of the Black or African American, 93.3% of the Native Hawaiian or Other Pacific Islander, and 95.0% of the White subgroups scored in the same range. During the same time, 92.7% of students identified in the two or more races subgroup scored proficient or advanced.
- The percentage point gap among students in all subgroups including race/ethnicity and student groups remains a challenge. There was a decrease in the gap between the highest and lowest performing subgroups of 1.7 percentage points from 30.1

- percentage points in 2010 – 2011 to 28.4 percentage points in 2011 – 2012. Of the students receiving special education services, 69.1% scored proficient or advanced; 86.9% of students in the limited English proficient subgroup scored proficient or advanced; and 86.1% of students in the FARMS subgroup scored proficient or advanced.
- The performance of females continues to exceed males by 0.7 percentage point. Gender analysis shows that both males and females realized increases in proficiency with males increasing from 88.4% to 90.5% and females increasing from 89.3% to 91.2%.

### **Middle School Mathematics**

A review of the middle school mathematics performance data (Table 2.5) indicate in 2011 – 2012, 74.0% of middle school students scored proficient or advanced. This was a 1.5 percentage point increase over the 2010 – 2011 results. During the same time, the special education, limited English proficient subgroups evidenced 2.8 and 1.7 percentage point decreases, respectively, while the FARMS subgroup had an increase of 1.9 percentage points.

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

- The percentage point gap among student groups based upon race/ethnicity also remains a challenge. There was a decrease in the gap between the highest and lowest performing subgroups of 1.2 percentage points from 31.2 percentage points in 2010 – 2011 to 30.0 percentage points in 2011 – 2012. In 2011 – 2012, 91.2% of students in the Asian subgroup scored proficient or advanced while 72.0% of the Hispanic/Latino of any race, 66.2% of the American Indian or Alaska Native, 61.2% of the Black or African American, 73.3% of the Native Hawaiian or Other Pacific Islander, and 84.1% of the White subgroups scored in the same range. During the same time, 81.1% of students identified in the two or more races subgroup scored proficient or advanced.
- The percentage point gap among students in all subgroups including race/ethnicity and student groups remains a challenge. There was an increase in the gap between the highest and lowest performing subgroups of 2.8 percentage points from 47.7 percentage points in 2010 – 2011 to 50.5 percentage points in 2011 – 2012. Of the students receiving special education services, 40.7% scored proficient or advanced; 47.9% of students in the limited English proficient subgroup scored proficient or advanced; and 62.9% of students in the FARMS subgroup scored proficient or advanced.
- The performance of females continues to exceed males by 3.8 percentage points. Gender analysis shows that both males and females realized a small increase in proficiency with males increasing from 71.0% to 72.2% and females increasing from 74.1% to 76.0%.

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

The 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 and reduced -price meals. The timeline for full implementation is spring of 2013.

**2012 – 2013 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.

**2012 – 2013 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 2012 – 2013 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 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.
- 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**

- Provide professional development for principals and mathematics teachers to support the effective integration of the instructional strategies and content shifts outlined in the Common Core Transition documents into daily instruction.
- Provide professional development for principals and mathematics teachers to support the integration of Universal Design for Learning into daily instruction.
- Collaborate with the Office of Special Education to identify mathematical instructional and content needs and provide professional development for administrators, support personnel, and new and veteran teachers.
- Collaborate with the Office of Equity and Cultural Proficiency to identify instructional needs and provide professional development in culturally responsive pedagogy to address the identified needs.
- 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 Maryland Common Core 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 Common Core State Curriculum to support the achievement of all students.
- Continue to 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 the Maryland Common Core State Curriculum 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 Special Education to identify instructional needs and provide professional development for special education and general education mathematics teachers.
- Collaborate with the Office of Equity and Cultural Proficiency to identify instructional needs and provide professional development in culturally responsive pedagogy to address the identified needs.
- 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 English language learners.
- 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 Maryland Common Core State Curriculum and prepare students for Algebra I.
- Continue to refine and monitor countywide short-cycle and benchmark assessments in grades 6 – 8.
- Provide professional development for administrators, special educators, and mathematics teachers to support the integration of Universal Design for Learning into daily instruction.
- Continue to provide professional development (e.g., such as Algebraic Thinking Booster Sessions and Algebraic Thinking for school-based support teachers) 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.
- Provide professional development and support for administrators on the effective implementation of the Algebraic Thinking mathematics curriculum.
- Conduct an instructional audit of teachers' level of implementation of the Algebraic Thinking mathematics curriculum, and develop professional development based on feedback received from the audit.
- 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 2011 – 2012 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 Common Core State Curriculum through the use of e-Learning.

**Resource Allocations:**

- FY13 Operating Budget
- RTTT FY13

## **Science**

A comparison of data on the Maryland School Assessment for Science for Grade 5 (Table 2.7) and Grade 8 (Table 2.8) from 2010 to 2012 shows continued improvement in student performance. Since 2010, the data show gains in overall student performance of 4.7 percentage points on the Grade 5 MSA and 1.6 percentage points on the Grade 8 MSA.

Based on the examination of 2012 Maryland School Assessment science data for Grade 5 (Table 2.7) and Grade 8 (Table 2.8):

Of all Grade 5 students, 67.7% scored proficient on the MSA. This represents an increase of 2.6 percentage points above the 2011 performance. The following subgroups exceeded the 2012 Grade 5 average of 67.7% proficient:

- Asian (82.2% scoring proficient; a 1.5 percentage point increase over the 2011 results)
- White (81.9% scoring proficient; a 2.9 percentage point increase over the 2011 results)
- Two or more races (72.2% scoring proficient; a 1.4 percentage point increase over the 2011 results)
- Female students outperformed male students in 2012 by <1.0 percentage point (males 67.4% scoring proficient; females 68.0% scoring proficient). Both gender groups demonstrated increased performance compared to 2011 data.

Of all Grade 8 students, 73.7% scored proficient on the MSA. This represents an increase of 1.8 percentage points above the 2011 performance. The following subgroups exceeded the 2012 Grade 8 average of 73.7% proficient. The following subgroups exceeded the Grade 8 average of 73.7% proficient:

- Asian (88.6% scoring proficient; a 3.3 percentage point increase over the 2011 results)
- Hawaiian Native or other Pacific Islander (75.0% scoring proficient; a 8.3 percentage point increase over the 2011 results)
- White (85.0% scoring proficient; a 1.6 percentage point increase over the 2011 results)
- Two or more races (79.9% scoring proficient; a 1.7 percentage point increase over the 2011 results)
- Female students outperformed male students by <1.0 percentage points (males 73.6% scoring proficient; females 73.8% scoring proficient). Both gender groups demonstrated increased performance compared to 2011 data.

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

Based upon the examination of the 2012 Maryland School Assessment (MSA) science data for Grade 5, the following subgroups performed below the system average of 67.7% proficient:

- Hispanic/Latino of any race (64.5% scoring proficient; a 10.0 percentage point increase over the 2011 results)
- American Indian or Alaska Native (57.1% scoring proficient; a 1.9 percentage point increase over the 2011 results)
- Black or African American (49.3% scoring proficient; a 0.5 percentage point increase over the 2011 results)
- Native Hawaiian or Other Pacific Islander (50.0% scoring proficient; demonstrating no change compared to 2011 data)
- Special Education (33.9% scoring proficient; a 1.9 percentage point increase over the 2011 results)
- Limited English Proficient (23.2% scoring proficient; a 3.4 percentage point decrease compared to the 2011 results)
- Free/Reduced Meals (52.3% scoring proficient; a 2.85 percentage point increase over the 2011 results)

Based upon the examination of the 2012 Maryland School Assessment (MSA) science data for Grade 8, the following subgroups performed below the system average of 73.7% proficient:

- Hispanic/Latino of any race (69.7% scoring proficient, a 3.4 percentage point increase above the 2011 results)
- American Indian or Alaska Native (69.6% proficient, a 15.0 percentage point increase above the 2011 results)
- Black or African American (59.8% scoring proficient, a 2.0 percentage point increase above the 2011 results)
- Special Education (30.6% scoring proficient, a 0.9 percentage point decrease compared to the 2011 results)
- Limited English Proficient (27.2% scoring proficient, a 3.2 percentage point increase above the 2011 results)
- Free/Reduced Meals (61.2% scoring proficient, a 2.8 percentage point increase above the 2011 results)

**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 Hispanic/Latino of any race, American Indian/Alaska Native, Black or African American, Native Hawaiian or Other Pacific Islander, Special Education, Limited English Proficient, and FARMS. The timeline for full implementation is spring of 2013.

**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, English 10, and Government will pass the Maryland High School Assessments on their first attempt.

**Key Strategies:**

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

**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:**

### **System Level**

- Provide ongoing resource assistance at the elementary, middle, and high school levels; and work collaboratively with the science department chairs of middle and high schools to provide professional development for individual teachers, content area or grade-level teams, and departments
- Work collaboratively with the Offices of Special Education, Gifted and Talented, World Languages and ESOL, and Title I to address the needs of all student populations through curriculum-embedded differentiation and modification, curriculum enhancements and enrichments (both curricular and extracurricular), and professional development
- Continue to support all schools and teachers in the improvement of the quality of the written, taught, and assessed curriculum and particularly in providing a safe and engaging, rich, relevant, rigorous, hands-on program of science for all students
- Continue to assist all schools in analyzing data and making appropriate instructional decisions
- Continue to collaborate with the Office of Special Education to assist middle and high school department chairs in analysis of assessment data in order to identify difficult concepts and reteaching strategies that facilitate learning for students receiving special education
- Continue to collaborate with the Office of Special Education to design professional development specific to school and student needs that includes differentiated practices and assistive technology
- Continue to train teachers in instructional practices targeted at making science content more accessible to low-performing students
- Continue to refine and administer benchmark assessments in Grades 3 through 8 and biology
- Continue to differentiate lessons to meet the needs of students receiving special education services and English language learners
- Continue to work collaboratively with other disciplines to better understand the characteristics of diverse learners
- Continue to work with other curriculum offices to develop a comprehensive, transdisciplinary plan to support state environmental literacy requirements

### **Elementary**

- Provide professional development to school administrators on recognizing high quality science instruction and identifying strategies to improve instruction
- Continue to incorporate expository reading materials and instructional strategies for writing in Grades PreK through 5 to supplement problem-based science units
- Implement leveled e-text resources in Grades 1 and 2 and develop similar resources for Grades 3 through 5
- 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 outdoor science unit, "Eco-Scouts," which is aligned with the State Curriculum and involves a schoolyard habitat component to support the achievement of all students
- Continue to implement the Grade 3 outdoor science unit, "Eco-Detectives," 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 2 outdoor science unit, "Eco-Adventurers," which is aligned with the Maryland State Curriculum and contains a field study component to support the achievement of all students
- Continue to implement the Grade 1 outdoor science unit, "Eco-Explorers," 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
- Pilot "As the Weather Changes," a STEM unit in Grade 1, which has been revised to include a focus on mechanical engineering; and collaborate with the Maryland Agricultural Resource Council to revise the "Skeeters" and "Budding Botanists" Grade 2 STEM units to include a focus on agricultural engineering. The aforementioned units are part of a long-range plan to embed an engineering strand throughout the K-5 curriculum.
- Continue to expand upon the course offerings for the Elementary Summer Science Institute (ESSI) with increased emphasis on Maryland Technology Standards and 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

## **Secondary**

- 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 secondary 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 secondary 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
- Continue to 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 the Middle School Challenge component in the annual Science, Engineering, and Mathematics (STEM) Fair
- Continue to add electronic data acquisition activities to instructional units in Grades 6 through 8
- Continue to implement student summer enrichment programs and experiences in science and technology for secondary 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 and high school science department chairs
- Continue to implement courses for high school credit in the magnet middle schools
- Continue to provide professional development to middle and high school science teachers through Summer Science Institutes with increased emphasis on Maryland Technology Standards
- Pilot the STEM Learning Studios model at additional middle and high schools to enrich the STEM experience for students and teachers

- Implement the new Middle School Reteaching Guide 6-8, which has been designed to review important content for the comprehensive Grade 8 MSA
- Continue to meet with the department chairs of targeted middle and high schools to provide professional development and leadership support

**Resource Allocations:**

- FY13 Operating Budget
- Title II FY12 and FY13
- MSDE grant funding, as available
- Environmental Protection Agency grant funding, as available



## **Social Studies**

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

In compliance with and preparation for House Bill 1227, specifically the mandate that student achievement in social studies shall be assessed, the following goals, objectives, and strategies are included within the BCPS Master Plan for the 2012 – 2013 school year.

<b>Goals</b>	<b>Objectives and Implementation Strategies</b>	<b>Timeline</b>	<b>Methods for Measuring Progress Toward Meeting Goals and Objectives</b>
<b>K – 12</b> 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). (State standard)	Continue to revise the K – 12 social studies program to ensure that the curriculum is aligned with the Common Core State Standards for English/language arts and literacy in history/social studies, science, and technical subjects	July 2012 to June 2013	Curriculum audit to determine alignment of existing K – 12 social studies program to Common Core State Standards for English/ language arts and literacy in history/social studies, science, and technical subjects
	Continue to review existing social studies programs and curricula to determine the degree to which differentiation strategies provide opportunities to increase student achievement while reducing achievement gaps	July 2012 to June 2013	Short-cycle and benchmark results  Feedback as prescribed by ISO procedures  Curriculum audit to determine alignment of existing K – 12 social studies program to determine the degree to which differentiation strategies within teaching suggestions address achievement gaps
	Continue to implement short-cycle and benchmark assessments for all social studies programs of study using resulting data to evaluate student	July 2012 to June 2013	Short-cycle and benchmark assessments

<b>Goals</b>	<b>Objectives and Implementation Strategies</b>	<b>Timeline</b>	<b>Methods for Measuring Progress Toward Meeting Goals and Objectives</b>
	achievement, to determine successes of instructional programs, to modify instruction to meet the needs of all students, and to ensure alignment with adopted Maryland state assessments for elementary, middle, and high school social studies		
<b>Elementary</b> 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). (State standard)	Continue to implement a plan to provide professional development to elementary teachers to develop understanding of elementary social studies concepts that leads to students' success on social studies benchmark assessments	July 2012 to June 2013	Attendance for professional development offerings  Benchmark assessments
	Continue to integrate language arts and mathematics strategies into social studies instruction	July 2012 to June 2013	Curriculum audit of opportunities for integration of reading and mathematics strategies into social studies instruction
<b>Middle</b> 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	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	July 2012 to June 2013	Curriculum audit of opportunities for integration of reading strategies into social studies instruction

Goals	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives
(MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA). (State standard)	Support Advanced Placement (AP) vertical teaming and the Common Core State Standards for reading and writing by revising the suggestions within the <i>Social Studies Gifted and Talent Progression of Skills Grades 6 – 12</i>	July 2012 to June 2013	Completed vertical teaming document
<b>High Performance</b> 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). (State standard)	Continue professional development for secondary social studies teachers with focused attention toward alignment with the Common Core State Standards for reading and writing	July 2012 to June 2013	Attendance at professional development activities, including department chair meetings
	Continue to review and refine high school social studies courses listed in the <i>Course Registration Guide</i> to ensure that all high school social studies courses are supported by rigorous instruction	July 2012 to June 2013	Curriculum audit of opportunities for rigorous social studies instruction
	Revise the Government short-cycle and benchmark assessments and analyze results to measure achievement relative to the Common Core State Standards for reading and writing and adopted Maryland state assessments for high school social studies	July 2012 to June 2013	Short-cycle and benchmark assessments

Goals	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives
	Support AP vertical teaming and alignment of the curriculum with the Common Core State Standards for reading and writing by revising the suggestions within the <i>Social Studies Gifted and Talented Progression of Skills Grades 6 – 12</i>	July 2012 to June 2013	Completed document
	Prepare modifications to curriculum and assessment to ensure alignment with the recently adopted Maryland state assessments for high school social studies and provide differentiation that increases student achievement while reducing achievement gaps among all students	July 2012 to June 2013	Short-cycle and benchmark assessments

## **High School Assessments (HSAs)**

### **English**

- 1. Based on available trend data, describe the challenges in English. 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.

**2012-2013 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 Universal Design for Learning 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.
- Continue to work with teachers to develop quality grades 6-12 curriculum that is aligned to the CCSS and that provides a rigorous foundation that reinforces “good instruction first.”
- 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.
- Involve all schools in the Ark program to provide intensive year-long professional development in the instructional shifts that are a part of the transition to the CCSS.

**Resource Allocations:**

- FY13 Operating Budget
- Title II FY12 and FY13

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

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

Challenges relating to the performances of the students in grades 10 – 12 on the 2011 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 students in the special education, FARMS, and limited English proficient subgroups.

- Grade 10:
  - Limited English Proficient (8.9% passing)
  - Special Education (27.3% passing)
  - FARMS (54.9% passing)
  - Male students receiving special education services (28.5% passing)
  - Female students receiving special education services (24.9% passing)
  - Male students within the limited English proficient subgroup (5.4% passing)
  - Female students within the limited English proficient subgroup (11.9% passing)
  - Male students within the FARMS subgroup (48.6% passing)
  - Female students within the FARMS subgroup (61.0% passing)
- Grade 11:
  - Limited English Proficient (26.8% passing)
  - Special Education (44.8% passing)
  - Male students receiving special education services (46.9% passing)
  - Female students receiving special education services (43.6% passing)
  - Male students within the limited English proficient subgroup (20.7% passing)
  - Female students within the limited English proficient subgroup (33.3% passing)
  - Male students receiving free and reduced price meal services (66.6% passing)
- Grade 12:
  - Limited English Proficient (47.2% passing)
  - Female students receiving special education services (68.4% passing)
  - Male students within the limited English proficient subgroup (39.1% passing)
  - Female students within the limited English proficient subgroup (53.3% 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 2012 – 2013 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.

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 UDL as a foundation.
- Create an action plan to review each curriculum guide seeking recommendations for infusing literature that is representative of the diverse needs of students.
- 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.

**Resource Allocations:**

- FY13 Operating Budget
- Title II FY12 and FY13

## Algebra/Data Analysis

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

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/ethnicity remains a challenge. In 2010 – 2011, baseline data indicate greater than 95.5% 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.

**2012 – 2013 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.

**2012 – 2013 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 2012 – 2013 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 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.
- 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 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:**

- FY13 Operating Budget
- Title II FY12

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

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

Challenges relating to the performances of the students in grades 10 – 12 on the 2011 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 students in the special education and limited English proficient subgroups.

- Grade 10:
  - Limited English Proficient (19.8% passing)
  - Special Education (43.8% passing)
  - FARMS (68.6% passing)
  - Male students receiving special education services (48.3% passing)
  - Female students receiving special education services (34.5% passing)
  - Male students within the limited English proficient subgroup (28.3% passing)
  - Female students within the limited English proficient subgroup (11.1% passing)
  - Male students receiving free and reduced price meal services (69.3% passing)
  - Female students receiving free and reduced price meal services (67.9% passing)
- Grade 11:
  - Limited English Proficient (62.5% passing)
  - Special Education (53.4% passing)
  - Male students receiving special education services (58.5% passing)
  - Female students receiving special education services (43.8% passing)
  - Female students within the limited English proficient subgroup (52.6% passing)
- Grade 12:
  - Special Education (66.9% passing)

- Male students receiving special education services (68.4% passing)
- Female students receiving special education services (64.4% passing)
- Female students within the limited English proficient subgroup (68.2% 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 2012 – 2013 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:

- Collaborate with the Office of Special Education to identify instructional needs and provide professional development for special education and general education mathematics teachers.
- Collaborate with the Office of Equity and Cultural Proficiency to identify instructional needs and provide professional development in culturally responsive pedagogy to address the identified needs.
- Continue to implement a new supplemental program, Keys to Essential Algebra Skills (KEAS), for high school students in the Algebra 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.

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 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.

**Resource Allocations:**

- FY13 Operating Budget
- Title II FY12

## Biology

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

Challenges relating to the performances of the students in grades 10 – 12 on the 2011 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 students in the special education, limited English proficient, and FARMS subgroups.

- Grade 10:
  - Special Education (38.9% passing)
  - Limited English Proficient (19.4% passing)
  - FARMS (58.1% passing)
  - Male students receiving special education services (43.6% passing)
  - Female students receiving special education services (29.2% passing)
  - Male students within the Limited English Proficient subgroup (16.7% passing)
  - Female students within the Limited English Proficient subgroup (22.0% passing)
  - Male students receiving free and reduced price meal services (59.1% passing)
  - Female students receiving free and reduced price meal services (57.0% passing)
- Grade 11:
  - Special Education (52.9% passing)
  - Limited English Proficient (43.2% passing)
  - FARMS (70.3% passing)
  - Male students receiving special education services (58.9% passing)
  - Female students receiving special education services (41.5% passing)
  - Male students within the Limited English Proficient subgroup (54.5% passing)
  - Female students within the Limited English Proficient subgroup (31.8% passing)
  - Male students receiving free and reduced price meal services (71.8% passing)
  - Female students receiving free and reduced price meal services (68.8% passing)
- Grade 12:
  - Special Education (65.7% passing)
  - Limited English Proficient (46.9% passing)
  - Male students within the Limited English Proficient subgroup (33.3% passing)
  - Female students receiving special education services (58.8% passing)
  - Female students within the Limited English Proficient subgroup (55.0% 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 2012 – 2013, BCPS will continue to focus on 21<sup>st</sup> century learning skills, rigorous and relevant instruction, differentiation, accessibility of content to all students, STEM-based initiatives proven to be effective in meeting the identified challenges, and supporting transition to the Common Core State Standards. Of significance is BCPS' commitment to inquiry-based instruction, virtual learning using gaming and simulation technologies, development and implementation of lessons integrating content from the STEM fields (science, technology, engineering, and mathematics), and implementation of a pre-college science course to better prepare students for entry-level science classes at the community colleges. BCPS will continue to provide professional development on STEM as a means to support the transition to Common Core State Standards. Additionally, in 2012-2013, BCPS will begin to examine existing science curricula and put in to place a strategy and timeline for realignment of science curriculum to the Next Generation Science 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-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.

The Office of Science's attention to 21<sup>st</sup> century learning skills, inquiry, 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)

- Continuing to provide 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
- Continuing to provide support to schools for HSA remediation
- Continuing to provide 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 race/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
- Continuing to implement 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 students 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 21<sup>st</sup> 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 ongoing high school visits by Office of Science staff (233 high school visits in 2011 – 2012 and 50 thus far in 2012 – 2013)

**Resource Allocations:**

- FY13 Operating Budget
- Title II FY13
- Grant monies, as available

## **Strands**

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

- 1. How will the system organize internally to support schools in Strands 1-5? (e.g. What is the system's plan to review quality School Improvement Plans? What is the system's plan to ensure there is adequate support and resources available for schools in all 5 strands? How will system level human resources be redistributed and/or enhanced to support the success of schools in strands 1-5?).**

In order to provide differentiated support, Baltimore County Public Schools has used the 2012 MSA data results to structure schools into three tiers. Schools in all tiers continue to address needs through the process of school improvement. The School Improvement Plan has been revised to directly align to the new state accountability system. This revised plan, entitled School Progress Plan (SPP), addresses achievement, gap, and growth measures for reading and mathematics; achievement and gap measures for science; attendance rates; and suspension rates. The SPPs are fluid documents that are reviewed by the assistant superintendents of schools and are revisited throughout the school year.

The assistant superintendents of schools have developed a Differentiated Tiered Support Model to effectively address the varied needs of schools. This model, reflected in the chart on the following page, encompasses supports in the areas of instruction, data, and leadership.

**Differentiated Tiered Support Model**  
**2012-2013**  
**Focused Instruction and Leadership Through Data Analysis**

<b>Tier</b>	<b>School Performance</b>	<b>Primary Goal</b>	<b>Instruction</b>	<b>Data</b>	<b>Leadership</b>
<b>Tier III</b>	Schools with intensive needs for multiple subgroups not meeting standards (Schools in Strands 3,4, and 5 in Maryland's Accountability Plan)	Provide direct support and guidance for principals to improve overall student achievement	<ul style="list-style-type: none"> <li>*Monthly principals' professional development (PD)</li> <li>*assistant superintendents' school visits</li> <li>*Countywide professional development for teachers</li> <li>*Direct support and guidance with professional development provided by assistant superintendents and C &amp; I staff aligned with the root cause analysis</li> <li>*Monthly submission of informal observation logs to the assistant superintendents</li> </ul>	<ul style="list-style-type: none"> <li>*Targeted professional development offerings from DRAA</li> <li>*Observation of data meetings by the assistant superintendents</li> <li>*Data submitted monthly to the assistant superintendents for all subgroups with aligned interventions</li> </ul>	<ul style="list-style-type: none"> <li>*Monthly principals' meetings PD</li> <li>*School Progress Plan</li> <li>*Submission of 2012-2013 school-based PD plan to the assistant superintendents</li> <li>*assistant superintendents' visits will include observation of post-conference feedback by the school administration</li> <li>*Frequent informal school visits by the assistant superintendents</li> </ul>
<b>Tier II</b>	Schools with achievement needs for targeted subgroup(s) (Schools in Strand 2 in Maryland's Accountability Plan)	Provide targeted support for principals to improve student achievement for identified subgroup(s)	<ul style="list-style-type: none"> <li>*Monthly principals' professional development</li> <li>*assistant superintendents' school visits</li> <li>*Countywide professional development for teachers</li> <li>*Targeted professional development provided by assistant superintendents and C &amp; I staff aligned with subgroup needs</li> <li>*Quarterly submission of informal observation logs to the assistant superintendents</li> </ul>	<ul style="list-style-type: none"> <li>*Targeted professional development offerings from DRAA</li> <li>*Observation of data meetings by assistant superintendents</li> <li>*Data submitted quarterly to the assistant superintendents for targeted subgroups with aligned interventions</li> </ul>	<ul style="list-style-type: none"> <li>*Monthly principals' meetings PD</li> <li>*School Progress Plan</li> <li>*Submission of 2012-2013 school-based PD plan to the Assistant Superintendent</li> <li>*assistant superintendents' visits will include observation of post-conference feedback by the school administration</li> <li>*Frequent informal school visits by the Assistant Superintendent</li> </ul>
<b>Tier I</b>	Schools meeting and/or exceeding academic standards for all students (Schools in Strand 1 in Maryland's Accountability Plan)	Provide support for principals with continuous improvement	<ul style="list-style-type: none"> <li>*Monthly principals' professional development</li> <li>*assistant superintendents' school visits</li> <li>*Countywide professional development for teachers</li> <li>*Maintain informal observation log – reviewed during school visits</li> </ul>	<ul style="list-style-type: none"> <li>*Professional development: DRAA</li> <li>*Observation of data meetings by assistant superintendents</li> <li>*Data reviewed during mid-year/end of year conferences with assistant superintendents</li> </ul>	<ul style="list-style-type: none"> <li>*Monthly principals' meeting PD</li> <li>*School Progress Plan</li> <li>*Submission of 2012- 2013 school-based PD plan to the assistant superintendents</li> <li>*Informal school visits</li> <li>*Opportunities to share “best practices” with school-based instructional leaders</li> </ul>

## Specific Student Groups in Bridge to Excellence

### English Language Learners

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

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

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

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

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

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

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

- X. *No Child Left Behind* Indicator 2.3: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment, as reported for performance indicator 1.2.

This section reports the progress of Limited English Proficient students in developing and attaining English language proficiency and making Adequate Measurable Objective (AMO) targets. School systems are asked to analyze their data on the following Annual Measurable Achievement Objectives (AMAOs):

- **AMAO 1** is used to demonstrate the percentages of Limited English Proficient students progressing toward English proficiency. For making AMAO 1 progress, Maryland uses a composite score obtained from the *ACCESS for ELLs* assessment. This measure and its target for 2012 have yet to be defined.
- **AMAO 2** is used to demonstrate the percentages of Limited English Proficient students attaining English proficiency by the end of each school year. For calculating AMAO 2, Maryland uses a composite score obtained from the *ACCESS for ELLs* assessment: 5.0 (bridging or advanced) or higher. The AMAO 2 target for school year 2011-2012 has yet to be defined.
- **AMAO 3** represents Adequate Yearly Progress of LEAs for the Limited English Proficient student subgroup. The AMAO 3 target for school year 2011-12 has yet to be defined pending approval of Maryland's ESEA Flexibility Waiver Request.

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

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



## **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 (PLTW) Pre-Engineering, PLTW Biomedical, and Cyber Security have been implemented. 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, Communications Technology, Careers in Cosmetology, and the Academy of Health Professions. The MSDE Business Management/Finance cluster programs of study are currently being upgraded and revised to reflect industry standards and recommendations.

BCPS continues to participate in annual work sessions that bring secondary and post-secondary partners together to update existing articulated agreements and/or develop new agreements aligned with new MSDE programs of study. The post-secondary partners include Towson University (Teacher Academy of Maryland), Community College of Baltimore County (CCBC), 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 University of Maryland Baltimore County (UMBC) (Engineering). Students who meet articulation standards are identified so they may apply for articulated credits and start post-secondary degree programs.

BCPS continues to coordinate with CCBC to support the implementation of Accuplacer exams to assist CTE students in pursuing post-secondary education and continues to partner with CCBC to assist students in pursuing post-secondary education. CTE students are encouraged to participate in early college experiences through parallel enrollment and concurrent enrollment (Homeland Security at CCBC).

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.

**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?**

**2012 – 2013 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).

**2012 – 2013 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, under represented, and special needs populations that address the diversity of the BCPS community to support the achievement of all student groups including racial/ethnic subgroups, 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 of study are available for all students, including special populations, at every high school in BCPS. Parents/guardians and all students, including students receiving special education services, 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, and the <https://bcps.org/offices/CTE> Web site. 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/licensures 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, post-secondary placements, completion rates, and non-traditional participation of all CTE students. HSA (High School Assessment) 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 2011, the CTE enrollees in BCPS were as follows:

<u>Total Enrollment</u>	<u>CTE Completers</u>	<u>Dual Completers</u>
16,789	1,377	942

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 and CTE teachers.
  - 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.
  - Professional counselors hold meetings to assess how the current CTE programs meet state and industry requirements and what changes are recommended. Professional counselors match the right students for the right programs and enroll students in the CTE programs based on needs and interests.
  - Students in CTE programs have access to such student organizations as DECA, FBLA, SkillsUSA, FFA, and FEA to enhance and support skills and knowledge learned in the CTE programs of study. These organizations give students the opportunity to compete in events related to their CTE program of study, to practice leadership skills, and to make the connections to their CTE program and the workplace and/or college opportunities.
- 4. CTE improvement plans are required if a local school system does not meet at least 90% of the negotiated performance target for a Core Indicator of Performance under the Perkins Act. If your school system did not meet one or more Core Indicators of Performance, please respond to the following.**

**a.) Identify the Core Indicator(s) of Performance that did not meet the 90% threshold.**

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

- 6S1 – Percentage of underrepresented student enrollment in career and technology education programs that lead to non-traditional training and employment.
- 6S2 – Percentage of underrepresented student completion in career and technology education programs that lead to non-traditional 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 lowest non-traditional participation is among male students. The data shows that 60.58% of males are underrepresented in non-traditional CTE programs. Overall, BCPS has an underrepresented population of 43.45% when the state average is 36.35%. CTE programs in Baltimore County are for all students and that is the way they advertised to parents/guardians and the public in general. The Office of CTE will continue to address this issue. One of the strategies to address this issue is the new initiative to expand computer science into the elementary and middle school levels. This will build a pipeline to providing students access to computer science at younger ages and leading to interest in computer science at the high school level especially for female and minority students. Other pipeline programs are being implemented such as Engineering is Elementary. If BCPS is awarded the iC3 grant, the funds will help to support the expansion and implementation of pipeline initiative at the elementary and middle schools that will lead to more students being enrolled at the high school level in CTE programs.

The lowest percentage of underrepresented completers in non-traditional CTE programs (6S2) is among males. The data show that 44% of males are underrepresented in non-traditional CTE programs. Overall, BCPS has an underrepresented population in this category of 31.51% compared to the state average of 31.22%. The data show that special education, white, and FARMS student groups have the lowest percentages when disaggregated by subgroups. CTE programs in Baltimore County are for all students including these underrepresented subgroups. While CTE programs are advertised to parents/guardians and the public in general, the Office of CTE will continue to address this issue. One of the strategies being planned by the CTE staff is to visit professional counselors at schools to facilitate discussions about the requirements for CTE programs approved for that school and how important it is that students complete the full sequence of courses required in a program of study. Again, the strategy for building the pipeline for CTE programs at the high school level is to peak student interest and the commitment to complete the program of study.

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

- Strategy Worksheet A, Consumer Services, Hospitality and Tourism, CIP # 200401, Food Production, Management & Services – Culinary Arts students, including special populations and non-traditional students meeting ProStart certification and NCLB graduation standards, will increase 5.0% from 63 to 68. (Noted as a challenge for CTE programs in BCPS on the 2012 MSDE Monitoring Visit Report.)
- Strategy Worksheet A, Health and Biosciences, CIP #51999, Health Occupations – All Health Occupations students, including special populations and non-traditional students, will complete the National Health

Care Skills Standards Certification Assessment. Certifications and/or C.N.A. technical skill attainment will increase 5.0% from 89 students passing the assessment to 94 students. (Noted as a challenge for CTE programs in BCPS on the 2012 MSDE Monitoring Visit Report.) There will be an increase by 2.0% in the number of male students, non-traditional for Health Occupations, completing the program from 52 to 55 students (Noted as a challenge for CTE programs in BCPS on the 2012 MSDE Monitoring Visit Report.)

- Strategy Worksheet B-3 Career Development, All CIPs, All Sites – The percentage of CTE completers who enter post-secondary education, employment, or the military two quarters after graduation according to LPAR will increase from 82.27% in 2011 to 83.00% in 2012.
- Strategy Worksheet B-3 Career Development, All CIPs, All Sites – The number of students enrolling in the career and technology education programs in high school will increase 0.5% from 16,789 to 16,873.
- Strategy Worksheet B-4 Services to Special Populations, All CIPs, All Sites – Increase the number of special needs students in the BCPS northeast district who pass the Algebra I HSAs from 45.0%, according to the Maryland Report Card data, to 45.3%.
- It 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 A, Health and Biosciences, CIP #51999, Health Occupations – All Health Occupations students, including special populations and non-traditional students, will complete the National Health Care Skills Standards Certification Assessment. Certifications and/or C.N.A. technical skill attainment will increase 5.0% from 89 students passing the assessment to 94 students. (Noted as a challenge for CTE programs in BCPS on the 2012 MSDE Monitoring Visit Report.) There will be an increase by 2.0% in the number of male students, non-traditional for Health Occupations, completing the program from 52 to 55 students (Noted as a challenge for CTE programs in BCPS on the 2012 MSDE Monitoring Visit Report.)
- Strategy Worksheet B-3 Career Development, All CIPs, All Sites – The percentage of CTE completers who enter post-secondary education, employment, or the military two quarters after graduation according to LPAR will increase from 82.27% in 2011 to 83.00% in 2012.
- It is also addressed in the Certification of Participation and the Local Perspective.

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

The lowest non-traditional participation is among male students. The disaggregated data by student groups show that only the American Indian or Alaska Native student

group falls below the state average in this category. The number in this student group is very low and may adversely affect the data. The use of research-based strategies for improving enrollment and retention of students in non-traditional CTE programs needs to be improved at the school level. Measuring the outcomes and results of projects used to increase the underrepresented student enrollment in CTE programs also needs improvement at the school level. Schools need to collect testimonials and seek both positive and negative input from program participants to measure enthusiasm for the program and then make improvement where necessary. The Office of CTE responds to the needs of the local labor market and feature high-demand occupations as a means to improve underrepresented student enrollment in CTE programs that lead to non-traditional training and employment. Baltimore County Public Schools cultivates an institutional commitment to gender equity and compliance with civil rights laws and uses the program as an opportunity to train all staff about gender equity.

The lowest percentage of underrepresented completers in non-traditional CTE programs continues to be among males. The data show that special education, two or more races, and white student groups have the lowest percentages when the data are disaggregated by subgroups. Students need to be introduced to role models including professionals who have non-traditional careers and peers who participated in non-traditional CTE programs. This often does not happen at the school level or when students are introduced to possible career choices. Model programs need to be expanded to underserved populations that have historically participated in careers that are non-traditional based on race/ethnicity, disability, or socioeconomic status. Because of budget restraints especially in the area of staffing, model programs have not expanded to the extent that they need to in order to serve the non-traditional student. The Office of CTE will continue to address this issue.

- e.) If this is the third consecutive year that the same Core Indicator of Performance did not meet the 90% threshold, describe what new actions and strategies are being implemented to ensure progress toward meeting the 90% threshold.**

This was not the third consecutive year that the same Core Indicator of Performance was not met.

## **Early Learning**

### **1. Based on the examination of 2011 – 2012 MMSR Kindergarten Assessment Data:**

- 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.**

**2012–2013 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.

**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 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 implement the Early Childhood Special Education Accountability System (ECAS) to measure results for preschool 3/EC 3, prekindergarten/EC4, and kindergarten children who have IEPs; utilize results to develop strategies for improving services and instruction to improve child outcomes.
- Continue to provide professional development sessions to support preschool 3/EC 3, prekindergarten/EC4, and kindergarten teachers in the integration of the 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.
- Continue to provide inclusive service options for three-, four-, and five-year-old children in early childhood programs.
- Continue to provide resource support on utilizing instructional materials and implementing intervention strategies for preschool 3/EC 3, prekindergarten/EC4, kindergarten teachers, and other school-based staff working with young children.
- 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.

**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 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, social studies, and the arts.
- Continue to implement the Early Childhood Special Education Accountability System (ECAS) to measure results for preschool 3/EC 3, prekindergarten/EC4, and kindergarten children who have IEPs; utilize results to develop strategies for improving services and instruction to improve child outcomes.
- Continue to 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.
- Collaborate with local early childhood stakeholders to establish a Baltimore County early childhood advisory council to improve school readiness for all children in Baltimore County.



Based on the examination of the 2011 – 2012 Public Prekindergarten Enrollment Data (Table 7.3):

**1. Please verify the accuracy of the Prekindergarten enrollment data, as it was provided to the MSDE, Division of Early Childhood Development Early Learning Office for school year 2011 – 2012.**

The September 30, 2011, prekindergarten enrollment data for school year 2011 – 2012 on Table 7.3 is accurate.

**2. Describe the policies and practices put in place to ensure the enrollment of all eligible children into the Public Prekindergarten Program as described in COMAR 13A.06.02.**

- 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.
- Institute the recently developed component of STARS to identify the enrollment criteria (homelessness, economically disadvantaged, special education) of prekindergarten students.
- Continue the practice of contacting 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 BCPS' 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 other early learning and development programs to provide a prekindergarten program for all eligible children.**

- Collaborate with Head Start representatives to facilitate student enrollment in both Y of Central Maryland Baltimore County Head Start programs 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 Childhood 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, Sweet Potato Kids, Home Instruction for Parents of Preschool Youngsters (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/guardians and caregivers about prekindergarten programs in Baltimore County.

## **Gifted and Talented Education**

The *Annotated Code of Maryland* §8-201 defines a gifted and talented student as “an elementary or secondary student who is identified by professionally qualified individuals as: (1) Having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment; (2) Exhibiting high performance capability in intellectual, creative, or artistic areas; (3) Possessing an unusual leadership capacity; or (4) Excelling in specific academic fields.”

*COMAR 13A.04.07 Gifted and Talented Education* establishes the minimum standards for student identification, programs and services, professional development, and reporting requirements

*COMAR 13A.04.07 §06* specifies that local school systems shall in accordance with *Education Article §5-401 (c)* report in their Bridge to Excellence Master Plans their “goals, objectives, and strategies regarding the performance of gifted and talented students along with timelines for implementation and methods for measuring progress.”

The school system’s Master Plan Update on the Gifted and Talented Program will report the system’s progress on these three goals from *COMAR 13A.04.07*:

### **Goal 1. Student Identification**

Each local school system shall establish a process for identifying gifted and talented students as they are defined in the Educational Article §8-201 [*13A.04.07 §.02 (A)*].

### **Goal 2. Programs and Services**

Each local school system shall provide different services beyond those normally provided by the regular school program in order to develop the gifted and talented student’s potential [*13A.04.07 §.03 (A)*].

### **Goal 3 . Professional Development**

Teachers and other personnel assigned to work specifically with students identified as gifted and talented shall engage in professional development aligned with the competencies specified by 13A 12.03.12 Gifted and Talented Education Specialist.

Use the chart below to report the school system's 2011-2012 objectives and strategies for these three goals along with implementation timelines and assessment of progress

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

The following initiatives for gifted and talented (GT) students support the systemwide implementation of Board Policy 6401 and Superintendent's Rule 6401.

Goals	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress	Assessment of Progress (Met, Partially Met, Not Met)
<b>Student Identification</b>  Reference COMAR 13A.04.07 §.02, A-F.	<ul style="list-style-type: none"><li>Support schools in the process for identifying gifted and talented students as defined in the <i>Handbook for Implementing the Gifted and Talented Education Program</i>. (A, B,C, D) This process includes:<ul style="list-style-type: none"><li>Documentation of advanced early learning behaviors, PreK – 2, through implementation of Primary Talent Development (PTD) and Primary Achievement Curriculum Enrichment (PACE) curricula (F 1)</li><li>A process for appeals that is clearly stated in</li></ul></li></ul>	August 2011 – June 2012	<ul style="list-style-type: none"><li>Monitor GT student enrollment data</li><li>Monitor school participation in professional development</li><li>Monitor progress through school visits</li><li>GT Status Report</li><li>PTD Portfolio mid-year and end-of-year reviews</li></ul>	<ul style="list-style-type: none"><li>Met</li><li>Met</li><li>Met</li><li>Met</li><li>Met</li></ul>

	<p>writing, made public, and consistently implemented systemwide (F 2)</p> <ul style="list-style-type: none"> <li>○ Ongoing professional development for school staff and interested stakeholders on the characteristics and needs of gifted and talented students (F 3)</li> <li>● Review and analyze student identification, participation, and retention data trends in order to evaluate the effectiveness of the identification process (E)</li> </ul>			
<p><b>Programs and Services</b></p> <p>Reference</p> <p>COMAR 13A.04.07 §.03, A-C.</p>	<ul style="list-style-type: none"> <li>● Continue to provide appropriately differentiated programs and services that shall accelerate, extend, or enrich instructional content, strategies, and products to demonstrate and apply learning for students in grades PreK-12 in order to develop the gifted and talented student's potential. (A, C 1) <ul style="list-style-type: none"> <li>○ PTD Grades PreK – 2</li> <li>○ PACE Language Arts Grades PreK – 2</li> <li>○ GT Reading/Language Arts Grades 3-10</li> <li>○ Mathematic Enrichment Grades 1-2</li> <li>○ GT Mathematics Grades 3-12</li> <li>○ GT Science Grades 3-12</li> <li>○ GT Social Studies Grades 3-10</li> <li>○ Enrichment components are included in science units in grades 1 and 2</li> </ul> </li> <li>● Continue to provide programs and services to inform and involve parents/guardians of gifted and talented students (C 2, C 3)</li> </ul>	<p>August 2011 – June 2012</p>	<ul style="list-style-type: none"> <li>● Monitor implementation through school visits</li> <li>● Monitor school participation in professional development</li> </ul>	<ul style="list-style-type: none"> <li>● Met</li> <li>● Met</li> <li>● Met</li> </ul>

	<ul style="list-style-type: none"> <li>○ Gifted and Talented Education Citizens Advisory Council (GT CAC) monthly meetings</li> <li>○ School-based GT Parent Information Nights</li> <li>○ Updated Office of Gifted and Talented Web site</li> <li>○ Updated GT/PTD programs informational brochures</li> </ul>			
<b>Professional Development</b>  Reference  COMAR 13A.04.07 §.04, A-B.	<ul style="list-style-type: none"> <li>● Provide information to teachers and other personnel assigned specifically to work with students who have been identified as gifted and talented through professional development aligned with the competencies specified by the Gifted and Talented Education Specialist certification. (A) <ul style="list-style-type: none"> <li>○ Social, cultural, and economic influences, key issues, and trends in gifted and talented education</li> <li>○ Cognitive and affective characteristics of gifted and talented students</li> <li>○ Processes and procedures for identification that encompass all students and use multiple indicators of potential, aptitude, and achievement</li> <li>○ Evidence-based instructional strategies for differentiating instruction for gifted and talented students</li> <li>○ Early talent development model to</li> </ul> </li> </ul>	August 2011-June 2012	<ul style="list-style-type: none"> <li>● Monitor progress through school visits</li> <li>● Monitor school participation in professional development</li> <li>● Review and refine professional development based on participants' feedback and evaluations</li> <li>● Monitor cohort participation</li> </ul>	<ul style="list-style-type: none"> <li>● Met</li> <li>● Met</li> <li>● Met</li> <li>● Partially Met</li> </ul>

	<p>foster critical and creative thinking and nurture the targeted learning behaviors</p> <ul style="list-style-type: none"> <li>• During 2011-2012, staff in the Office of Gifted and Talented Education engaged approximately 2,404 teachers by conducting or contributing to 62 GT professional development opportunities, PreK-12. Office staff also provided professional development in the form of technical assistance in the schools. Staff engaged administrators and teachers in numerous school visits by providing one-on-one, small, and large group assistance. Details are included in the following table.</li> <li>• Provide information to teachers who wish to pursue leadership roles in gifted and talented education to obtain the Gifted and Talented Education Specialist certification (B) <ul style="list-style-type: none"> <li>○ CASENEX courses</li> <li>○ Notre Dame of Maryland University Cohort</li> </ul> </li> </ul>			
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**Professional Development Dates, Activities, and Numbers of Participants**

<b>Date</b>	<b>Activities</b>	<b>Numbers of Participants</b>
August 2011	GT/PTD Overview <i>New Teacher Induction</i> , Grades 1-5	145
August 2011	Hillcrest Elementary, Kindergarten, Grade 1 and Grade 2 Teachers, <i>To Infinity and Beyond: Challenging Highly Able Primary Mathematics Students</i>	14
September 2011	Franklin Elementary, Faculty Meeting, <i>Rising Tides: Critical and Creative Thinking in the Elementary Classroom</i>	35
September 2011	GT Facilitators' Meeting – Countywide – GT Facilitators' Meeting – All Areas and Levels, GT Handbook Training	170
September 2011	Prettyboy Elementary, Faculty Meeting, <i>Rising Tides: Critical and Creative Thinking in the Elementary Classroom</i>	35
September 2011	Elementary Mathematics Content Training, Grade 5 GT Teachers	18
October 2011	Training for New Gifted and Talented Education Facilitators	45
October 2011	Franklin Elementary, Follow-up Faculty Meeting, <i>Rising Tides: Critical and Creative Thinking in the Elementary Classroom</i>	35
October 2011	West Towson Elementary, Grade 1 and Grade 2 Teachers, PACE Language Arts	8
October 2011	Howard County Student Teacher Interns, <i>Rising Tides: Critical and Creative Thinking in the Elementary Classroom</i>	20
October 2011	Primary Talent Development (PTD) Prekindergarten Teacher Training	3
October 2011	Primary Talent Development (PTD) Kindergarten Teacher Training	13
October 2011	Primary Talent Development (PTD) Grade 1 Teacher Training	12
October 2011	Primary Talent Development (PTD) Grade 2 Teacher Training	6
October 2011	Title I Assistant Principals Sustainability Training	20
October 2011	Training for Teachers New to Gifted and Talented Education	32
October 2011	Mars Estates Elementary, Grade 2 Teachers, PACE Language Arts	4
October 2011	Prettyboy Elementary, Follow-up Faculty Meeting, <i>Rising Tides:</i>	35



	<i>Critical and Creative Thinking in the Elementary Classroom</i>	
October 2011	Red House Run Elementary, Grade 1 and Grade 2 Teachers, PACE Language Arts	8
October 2011	Maryland Educators of Gifted Students (MEGS) Conference, <i>To Infinity and Beyond: Challenging Highly Able Primary Mathematics Students</i>	30
October 2011	Maryland Educators of Gifted Students (MEGS) Conference, <i>Product Options</i>	40
November 2011	Elementary Zone 1 Principals' Meeting, <i>Finding Oz: Nurturing Potential and Promise in the Primary Years</i>	36
November 2011	Training for Teachers New to Gifted and Talented Education, Part 2	20
November 2011	National Association for Gifted Students (NAGC) Conference, <i>To Infinity and Beyond: Challenging Highly Able Primary Mathematics Students</i>	35
November 2011	Differentiating Elementary Social Studies	14
December 2011	MSDE GT State Briefing, <i>Head and Shoulders: Subject Acceleration in Mathematics in Baltimore County</i>	30
December 2011	Elementary Mathematics Content Training, Grade 5 GT Teachers	15
December 2011	Carney Elementary, Grade 1 Teachers, PACE Language Arts	4
December 2011	New Town Elementary, Grade 1 Teachers, PACE Language Arts	4
December 2011	Powhatan Elementary, Grade 1 Teachers, PACE Language Arts	4
December 2011	Pinewood Elementary, Grade 1 and Grade 2, <i>To Infinity and Beyond: Challenging Highly Able Primary Mathematics Students</i>	10
December 2011	Reading Specialists' Meeting	124
December 2011	Elementary Zone 2 Principals' Meeting, <i>Finding Oz: Nurturing Potential and Promise in the Primary Years</i>	36
December 2011	Primary Talent Development (PTD) Portfolio Review Process Workshop	31
December 2011-February 2012	Tiered Instruction for Differentiation in the Mixed-Ability Classroom	18
January 2012	Elementary Zone 3 Principals' Meeting, <i>Finding Oz: Nurturing Potential and Promise in the Primary Years</i>	35
January 2012	Halstead Academy Elementary, Special Area Teachers, <i>Rising Tides: Critical and Creative Thinking in the Elementary Classroom</i>	8

January 2012	Chatsworth Elementary, Grade 1 and Primary Inclusion, <i>Finding Oz: Nurturing Potential and Promise in the Primary Years</i>	7
January 2012	Elementary Assistant Principals' Training, <i>Finding Oz: Nurturing Potential and Promise in the Primary Years</i> (3 sessions)	50
January 2012	Lansdowne Elementary, Grade 2 Teachers, PTD and PACE Language Arts	6
January 2012	GT Facilitators' Meeting – Countywide – GT Facilitators' Meeting – All Areas and Levels	72
January 2012	<i>Differentiation that Promotes Rigor and Engagement: A Principal's Role</i> , Bertie Kingore	72
February 2012	Lansdowne Elementary, Grade 1 Teachers, PTD and PACE Language Arts	4
February 2012	Elementary Mathematics Content Training, Grade 5 GT Teachers	12
January and February 2012	Elementary Teacher Training, <i>Finding Oz: Nurturing Potential and Promise in the Primary Years</i> (8 sessions)	278
February 2012	Fort Garrison Elementary, Grade 1 and Grade 2 Teachers, PACE Language Arts	8
February 2012	Rodgers Forge Elementary, Grade 1 and Grade 2 Teachers, PACE Language Arts	8
February 2012	Riverview Elementary, Grade K, Grade 1, and Grade 2 Teachers, PACE Language Arts	9
February 2012	Bear Creek Elementary, Grade 1 Teachers, PACE Language Arts	3
February 2012	Elementary Zone 1 Principals' Meeting, <i>Inquiring Minds Want to Grow</i>	36
March 2012	Parent/Guardian Teacher Liaison/GT Facilitator Meeting	51
March 2012	Primary Talent Development (PTD) PreKindergarten and Kindergarten Teacher Training	9
March 2012	PACE Language Arts Teacher Training, Grades 1, and 2 (two sessions)	57
March 2012	Primary Talent Development (PTD) Grade 1 and Grade 2 Teacher Training	12
April 2012	Elementary Zone 2 Principals' Meeting, <i>Inquiring Minds Want to Grow</i>	36
April 2012	Glyndon Elementary School Faculty Meeting, PTD	36
May 2012	Elementary Zone 3 Principals' Meeting, <i>Inquiring Minds Want to Grow</i>	35
May 2012	Training for the Office of Mathematics on the New GT Handbook	15

May 2012	GT Training for all High School Teachers	72
May 2012	GT Facilitators' Meeting – Countywide – GT Facilitators' Meeting – All Areas and Levels-Carol Dweck	141
May 2012	Eastern Shore PTD Conference, <i>PTD in Mathematics; PTD and Reading Product Options</i>	80
May 2012	Celebrating Primary Talent Development	143
August 2011 – August 2012	Total Professional Development Activities: 62	2,404 Total Participants

## **2011- 2012 Gifted and Talented Enrollment**

COMAR 13A.04.07 states that “gifted and talented students are found in all Maryland schools and in all cultural, ethnic, and economic groups” (§ .01); that “the identification process shall be used to identify students for participation in the programs and services” [§ .02 (D)]; and that “each school system shall review the effectiveness of its identification process” [§ .02 (E)].

Beginning with the grade level in which the system’s identification process is initiated, report the number of students identified at each grade level.

Grades 9-12: High school GT participation includes all students who are enrolled in any Advanced Level Courses (ALC), which include those designated as GT, AP, and IB.

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
All Students				1729	2107	2263	2283	2365	2328	2176	2536	3081	3709
Hispanic/Latino of any race				87	89	112	101	86	89	71	75	112	148
American Indian or Alaska Native				2	5	7	4	8	6	5	12	10	13
Asian				162	188	198	187	195	237	202	243	284	319
Black or African American				426	472	572	599	618	595	589	641	896	1141
Native Hawaiian or other Pacific Islander				1	2	0	1	1	1	1	2	0	1
White				988	1253	1285	1310	1383	1352	1256	1509	1750	2051
Two or more races				63	98	88	81	74	48	52	54	29	36
Special Education				43	36	14	17	28	14	17	27	34	53
Limited English Proficient (LEP)				3	7	4	2	2	3	1	2	4	4
Free and Reduced Price Meals FARMS				468	551	643	618	667	633	542	522	720	929

**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/Dr. Judith Sullivan

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

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**Date completed:** September 5, 2012

## **Education that is Multicultural (ETM)**

### **INTRODUCTION**

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

### **GUIDELINES FOR COMPLETION AND SUBMISSION OF BRIDGE TO EXCELLENCE ETM REPORT**

#### **REQUIRED COMPONENTS**

- 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* form 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 list of ETM mandatory and/or ETM voluntary courses offered
  - A list of Professional Development ETMA workshops or seminars provided during the school year

## ETMA BRIDGE TO EXCELLENCE REPORT EXECUTIVE SUMMARY

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

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

- 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.
- The LSS has written policies and practices that prohibit discrimination against students and staff based on the disability and diversity factors.
- The LSS has non-discrimination policies and statements included in staff and student handbooks, on Web sites, and in publications throughout the school system.
- The LSS has established procedures for students and staff to report discrimination complaints based on any of the diversity factors.

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

- Need for all schools to engage in instructional activities that recognize and appreciate students' cultural identities, multiple intelligences, and learning styles.
- Need for all schools to implement strategies, programs, and initiatives to eliminate disproportionality in special education identification and placement.
- Need for LSS and relevant area offices to ensure ETMA professional development provided by all schools includes involvement of all staff in training that explores attitudes and beliefs about personal cultural identity.
- Need for LSS and relevant area offices to ensure ETMA professional development provided by all schools includes involvement of all staff in training that to explore attitudes and beliefs about other cultures to foster greater intergroup understanding.

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

- To foster growth in sustainable meaningful community engagement that is inclusive of diverse cultures
- To encourage and support development of rigorous relevant curriculum that appropriately challenges all students
- To increase employee commitment and effectiveness by fostering teamwork and development of positive relationships among diverse staff
- To promote within all departments a culture of data-driven accountability and decision making

- 4. Provide comments related to the compliance status report form, noting any recommendations for suggested revisions.**  
Establish operational definitions for the criteria that are contained within the document in order to ensure a uniform understanding of what they indicate. Currently, they seem to be open to interpretation, which can interfere with the reliability of the data that is 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"> <li>• Diversity</li> <li>• Education that is Multicultural</li> <li>• Accelerating and enhancing student achievement</li> <li>• Eliminating student achievement gaps</li> </ul>				✓	
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.				✓	
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.				✓	
4. The Bridge to Excellence Master Plan includes specific references (Cross-cutting Themes) related to Education that is Multicultural and minority achievement initiatives.				✓	

II. Curriculum	Beginning			Embedding	Sustaining
	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.				✓	
2. Practices and programs promote values, attitudes, and behaviors, which promote cultural sensitivity:				✓	
a. Curriculum content includes information regarding history of cultural groups and their contributions in Maryland, the United States and the world.				✓	
b. Multiple cultural perspectives of history are represented.				✓	
3. As reflected in the State Curriculum, all schools provide opportunities for students to demonstrate the following attitudes and actions:					
a. valuing one's own heritage.				✓	
b. valuing the richness of cultural diversity and commonality.				✓	
c. valuing the uniqueness of cultures other than one's own.				✓	

d. being aware of and sensitive to individual differences within cultural groups.				✓	
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.				✓	
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.				✓	

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.				✓	
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.				✓	
b. that promotes the development of interpersonal skills that prepare students for a diverse workplace and society.				✓	
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...				✓	
d. in which diverse linguistic patterns are respected.				✓	

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.					✓	
f. that reflects relationships of mutual respect.					✓	
g. that includes activities and strategies to prevent bullying, harassment, racism, sexism, bias, discrimination, and prejudice.					✓	
h. that includes multicultural assemblies, programs, and speakers.					✓	

IV. Instruction	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained		
<b>A. Access and Grouping</b>					✓
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.					
2. A committed demonstration of high expectations for all students is visible.				✓	
a. Schools ensure that all students have access to equally rigorous academic instruction regardless of cultural and socio-economic background.				✓	
b. All schools assure that all students with disabilities are afforded access to classes and programs in the “least restrictive” environment.				✓	
c. Highly qualified/effective and certified teachers are assigned to low-achieving schools.				✓	
d. Teachers already working in low-achieving schools are certificated and highly qualified/effective.				✓	

3. All schools monitor and address disproportionate referrals for discipline, suspensions, and expulsions, as well as, placements of students in special education programs.					✓	
4. All schools provide outreach to assure that there is equitable representation of diverse cultural and socioeconomic groups in:						
a. advanced placement courses					✓	
b. gifted and talented programs					✓	
c. special initiatives such as grants and/or pilot programs such as STEM					✓	Not in All schools
d. student organizations and extracurricular activities					✓	
e. student recognition programs and performances					✓	
5. All schools ensure that all students have access to instructional technology.				✓		
<b>B. Instructional Activities</b>				✓		
1. All schools engage in instructional activities that recognize and appreciate students' cultural identities, multiple intelligences and learning styles.						
2. All schools use instructional activities that promote an understanding of and respect for a variety of ways of communicating, both verbal and nonverbal.					✓	

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



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

❖ Mandatory ETM courses are offered (attach a list of courses)					✓	
❖ ETMA workshops or seminars are provided during the year (attach a list of programs)					✓	
4. The LSS and relevant area offices ensure ETMA Staff Development provided by all schools includes involvement of all staff in training that:						
a. explores attitudes and beliefs about their own cultural identity.				✓		
b. identifies equity strategies, techniques, and materials appropriate for their work assignment.				✓		
5. All schools provide training:						
a. in assessing the prior knowledge, attitudes, abilities, and learning styles of students from varied backgrounds in order to ensure compliance with ETM practices.					✓	
b. to recognize, prevent and address bullying, harassment, stereotyping, prejudice, discrimination, and bias that impedes student achievement.					✓	
c. to explore attitudes and beliefs about other cultures to foster greater inter-group understanding.				✓		
d. to identify and implement instructional strategies, techniques, and materials appropriate for ETMA.					✓	

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

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 system-wide 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.				✓	
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.				✓	
4. Information about available ETMA resources is communicated throughout the LSS using a variety of mechanisms such as newsletters/monthly/and/or quarterly publications.				✓	
5. All schools incorporate multicultural instructional materials in all subject areas.			✓		
6. All schools encourage, have representation, and utilize parents and community members from diverse backgrounds in school events and activities and as resources.			✓		

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.					✓	
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).			✓			
9. All schools have a process for selection of instructional resources that includes the following criteria:						
a. materials that avoid stereotyping and bias.					✓	
b. materials that reflect the diverse experiences of cultural groups and individuals.					✓	
c. individuals from diverse backgrounds were involved in the review and selection of materials.					✓	
10. All school media centers include print and non-print materials that reflect diversity and the multi-cultural nature of the community.					✓	

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.				✓	
2. The physical environment in all schools reflects diversity and inclusiveness in displays and materials.				✓	

VIII. Policies	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained		
1. The LSS has written policies and practices that prohibit discrimination against students and staff based on the disability and diversity factors.					✓
2. The LSS has non-discrimination policies and statements included in staff and student handbooks, on websites and publications throughout the school system.					✓
3. The LSS has established procedures for students and staff to report discrimination complaints based on any of the diversity factors.					✓
4. School system policies assure that all school publications use bias free, gender fair language and visual images which reflect cultural diversity and inclusiveness.		✓			
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).					
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IX. Assessments	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained		
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.				✓	
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.				✓	
3. All schools use a multiplicity of opportunities and formats for students to show what they know.				✓	
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.				✓	
5. The LSS requires that teachers allow multiple opportunities for students to recover failing assessment and/or assignment grades.				✓	

6. The LSS utilizes assessment instruments and procedures which are valid for the population being assessed, not at random.					✓	
7. The LSS utilizes non-traditional assessment instruments and procedures to allow students to evidence mastery of content.					✓	
8. The LSS utilizes valid assessment instruments which are varied and sensitive to students' cultural and linguistic backgrounds.					✓	

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:					
a. families from diverse backgrounds.				✓	
b. community members from diverse backgrounds.			✓		
c. resource organizations that reflect diversity.			✓		
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.					✓
3. All school functions are held in facilities that are accessible to individuals with disabilities.					✓

## Section C: Data Systems to Support Instruction

### **Race to the Top Scope of Work Update**

**The narrative for Section C will address the activities included in the original Memorandum of Understanding (C)(3)(i-iii). It will also describe 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 which 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 also 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 a Teacher Portal. Specifically, easi provides a list of courses a teacher is scheduled to teach within a school year, links to relevant teaching materials, and snapshots of student performance measurements. Teachers can 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 can 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 enables administrators to view all course lists and student details, which 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 Virtual High School (VHS) and Game Development project uses 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, which are being developed over the next year.

The project provides new and engaging technology and methodology for teachers and students to experience. This new learning environment presents curriculum in an engaging way that ultimately increases teacher effectiveness in the classroom. A virtual high school houses multiple virtual environments running concurrently with independent, virtual learning experiences which 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, which challenge and motivate students to problem solve and strategize as they learn. This virtual high school also is being aligned to BCPS’ data management systems to provide teachers, administrators, and parents/guardians with 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 BCPS’ Office of Science PreK-12, 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 competed in the design and presentation of game concepts which are based on the BCPS Science, Technology, and Mathematics (STEM) curriculum, were judged by a panel of content and gaming experts. The most promising designs were selected to be developed and published for BCPS by partners from the gaming industry. These games are a 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 which 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.

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 is expanding and increasing capacity and producing new curriculum units delivered via the VLA.

During the 2012 – 2013 school year, new curriculum units are being developed in collaboration with Baltimore County Public School curriculum specialists and outside consultants. The VLA

curriculum tool will be improved to support the expansion of curriculum development and customization environments by teachers and students. The effectiveness of these units and lessons will be measured through the students' achievement results.

The e-Center is an alternative program for enrolled students to receive services through a technology-based delivery system of curriculum, which is aligned to both state core standards and BCPS curriculum. The goal of the center is to maintain all students in the courses that their peers take to meet the grade-level requirements for PreK-12 and all graduation requirements for students in high school. The e-Center delivers 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 is technology-based, highly qualified teachers use a blended-instructional model based on student needs and curriculum standards. As an alternative program, all students 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).

During the 2012 – 2013 school year, the e-Center software is being tested to handle a variety of courses. New hardware and software integration for teachers and students will be tested to verify effectiveness in the classroom. Professional development will be provided to teachers for the strategies of online and blended instruction. Each of these activities will be evaluated to determine teacher proficiency with instructional processes in order to deliver the e-Center instruction model during the 2012 – 2013 school year.

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 our standards to an even higher level. Expanding our data cleansing and data inventory tools is crucial to providing data which will enable our 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 to use to improve instruction requires a reliable and accessible source of data. BCPS currently maintains a ten (10) 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, we plan to expand our 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 continues 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**

**LEA:** Baltimore County Public Schools      **Date:** November 3, 2010      **Year of the Grant (circle one)**    **1**    **2**    **3**    **4**

**Goal(s):**

- (C) (3) Using data to Improve Instruction

**Education, Assessment, and Student Information (easi) System**

<b>Section C: Data Systems to Support Instruction</b>	<b>Correlation to State Plan</b>	<b>Project.</b>	<b>Timeline</b>	<b>Key Personnel</b>	<b>Performance Measure</b>	<b>Recurring Expense: Y/N</b>
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(C)(3)(i-iii)					
1. Design and implement a teacher-focused portal drawing from BCPS STEM curriculum standards and BCPS data sources.	(C)(3)	3	2010-2013	Chief Information Officer; Manager, Project Management Office/Web Services Projects; Manager, Office of Student Data; Data Warehouse	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	2010 - 2013	Chief Information Officer; Manager, Project Management Office/Web Services Projects; Executive Director of Professional Development	Improved easi system features and functionality based of stakeholder feedback and needs.	N
3. Document results of focus group sessions to capture all key system enhancement requests.	(C)(3)	3	2010-2013	Chief Information Officer; Manager, Project Management Office/Web Services Projects	easi Phase 2 and 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	2010-2013	Chief Information Officer; Manager, Project Management Office/Web Services Projects	Curriculum and Instruction, Document Management Systems, Business Requirements Document (BRD), and 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	2010-2013	Chief Information Officer; Manager, Project Management Office/Web Services Projects; 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	2010-2013	Chief Information Officer; 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	2010-2013	Executive Director of Professional Development	Training of staff in the use of easi features, tools, and system functionality.	N

# Action Plan: Section C

LEA: Baltimore County Public Schools Date: November 3, 2010 Year of the Grant (circle one) 2 3 4

## Goal(s):

- (C) (3) Using data to Improve Instruction

## 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) Activities to Implement MOU Requirements</i>	(C)(3)(i-iii)					
1. Design and implement student games using BCPS STEM curriculum standards.	(C)(3)	4	2010-2012	Chief Information Officer; 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	2010 - 2012	Chief Information Officer; Manager, Administrative Technology Services, Virtual Learning/Special Projects	Virtual High School Production of a Virtual High School <ul style="list-style-type: none"> <li>- web browser accessible</li> <li>- utilizes existing BCPS infrastructure</li> <li>- Phase II Design Document</li> <li>- Phase II Project Plan</li> </ul>	N

					<ul style="list-style-type: none"> <li>- Convert Phase I to new multi-platform engine</li> <li>- Automated tracking of student progress</li> <li>- STEM lesson system</li> <li>- Professional development of lessons in VHS</li> </ul>	
3. Design and implement new student gaming contests called the Games That Educate Fair	(C) (3)	4	2010-2012	Chief Information Officer; Manager, Administrative Technology Services, Virtual Learning/Special Projects	Implement student contest for high and middle 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	2010-2012	Chief Information Officer; 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	2010-2012	Chief Information Officer; Manager,	Professional development will be conducted in two areas. (1) lesson preparation, delivery, and assessment using	N



### Action Plan: Section C

**LEA:** Baltimore County Public Schools    **Date:** November 3, 2010    **Year of the Grant (circle one)**    **1**    **2**    **3**    **4**

**Goal(s):**

- (C) (3) Using data to Improve Instruction

**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) 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	2010-2012	Chief Information Officer; Manager, Administrative Technology Services, Virtual Learning/Special Projects	Provide additional modifications and enhancements to the Mount St. Helens virtual environment.	N

### Action Plan: Section C

**LEA:** Baltimore County Public Schools    **Date:** November 3, 2010    **Year of the Grant (circle one)**    1    2    3    4

**Goal(s):**

- (C) (3) Using data to Improve Instruction  
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) Activities to Implement MOU Requirements</i>	(C)(3)(i-iii)					
1. Provide equipment to enable teachers to provide virtual curriculum, online instruction, two-way interactive engagement, assessment, and feedback.	(C)(3)	6	2010-2012	Chief Information Officer, Executive Director Student Support Services	Establishment of the e-Center as an alternative center.	N
2. Develop the curriculum on the system purchased server within the Learning Management System selected for the use in the project.	(C)(3)	6	2010 - 2012	Chief Information Officer, Executive Director Student Support Services	Provide courses for grades PreK-12 that are aligned with and meet state and BCPS standards.	N

3. Provide staff development on the blended teaching model, online instruction, and the Learning Management System that curriculum modules will use.	(C)(3)	6	2010-2012	Chief Information Officer, Executive Director Student Support Services	All e-Center teachers are highly qualified and fully trained in the delivery of online instruction and the blended model.	N
4. 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	2010-2012	Chief Information Officer, Executive Director Student Support Services	Students perform at the same level or higher on standardized assessments (MSA, HSA) as students in comprehensive schools.	N
5. 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	2010-2012	Chief Information Officer, 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



### Action Plan: Section C

**LEA:** Baltimore County Public Schools    **Date:** November 3, 2010    **Year of the Grant (circle one)**    1    2    3    4

**Goal(s):**

- (C) (3) Using data to Improve Instruction

**Longitudinal Data Systems**

<b>Section C: Data Systems to Support Instruction</b>	<b>Correlation to State Plan</b>	<b>Project.</b>	<b>Timeline</b>	<b>Key Personnel</b>	<b>Performance Measure</b>	<b>Recurring Expense: Y/N</b>
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(C)(3)(i-iii)					
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	(C)(3)	7	2010-2011	Manager, Office of Student Data, Warehouse, Database Administrator, Data Warehouse Software Engineer	LDS Enhancements Business Requirements Document (BRD).	N

elements contained in the LDS.	(C)(3)	7	2011 - 2013	Manager, Office of Student Data, Data Warehouse Team Leader, Database Administrator, 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	2011-2013	Manager, Office of Student Data, Data Warehouse Team Leader, Database Administrator, Data Warehouse Software Engineer, Enterprise Systems Engineer; implementation services consultants	Project plan for implementation.	N

4. Installation of master data management software	(C) (3)	7	2011-2013	Database Administrator, Data Warehouse Software Engineer, 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	2011-2013	Office of Student Data Manager, Database Assistant, 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 BCPS' LDS, and 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 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 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.

- (D) Great Teachers and Leaders
- (D)(2) Improving teacher and principal effectiveness based on performance
  - (i) Measuring student growth
  - (ii) Designing and implementing evaluation systems

In collaboration with MSDE, BCPS is participating in the pilot evaluation (as described in the MOU (D)(2)(ii)). BCPS is piloting the new evaluations in 47 schools during the 2012 – 2013 school year. Full implementation of the new evaluations will occur 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 uses 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 which 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.

BCPS will conduct annual evaluations of teachers and principals as described by the Maryland State Department of Education. BCPS will continue to use the appraisal process for the purpose of tenure and certification.

- (D)(3) BCPS will ensure the equitable distribution of effective teachers and principals.
- (i) BCPS has prioritized the distribution of effective and highly effective principals and teachers in its high-poverty and /or high-minority schools.
- (ii) BCPS has prioritized the distribution of effective and highly effective teachers in hard-to-staff areas.

BCPS and Towson University formed a partnership to support first-year teachers in high-priority schools. Towson University provides BCPS with three full-time Teacher Educators in Residence (TER). TER 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 provides 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 is provided through the New Teacher Induction Program. Along with professional development workshops designed to support new teachers, each first-year teacher who is not in a low-performing school receives the support of a BCPS mentor teacher. The primary goals of the program are 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 the input from the TERs.

Additionally, BCPS expanded its Teach for America (TFA) Program to provide increased support for low-achieving or restructured middle schools. Previously, this program is in four middle schools. Through an innovative and strategic plan, BCPS clusters the TFA teaching corps members in both content area and school sites. These teachers are tasked with targeting reading, language arts, and mathematics, areas which have shown a decline in test scores.

BCPS and the National Commission on Teaching and America's Future (NCTAF) formed a partnership to implement the science, technology, engineering, and mathematics (STEM) learning studios teacher professional development initiative. In this partnership, NCTAF helps 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. In this partnership, NASA is providing BCPS with professional development by engaging students in learning activities which draw on NASA education content and the challenges and discoveries emerging from today's NASA missions.

- (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 Department 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. BCPS, in collaboration with its professional development schools, provides first-year teachers with one additional year of support from their institutes of higher education faculty.

- (ii) BCPS will measure, evaluate, and continuously improve the effectiveness of supports in order to improve student achievement.

BCPS evaluates the success of all supports used to enhance teacher effectiveness. The Department of Research, Accountability, and Assessment provides technical assistance for the evaluation process. BCPS participates in the Educator Instructional Improvement Academies and the Induction Academies. BCPS aligns its instructional and induction supports with the outcomes presented by MSDE in these two initiatives.

### Action Plan: Section D

LEA: Baltimore County Public Schools Date: November 3, 2010 Year of the Grant (circle one)    1    2    3    4

**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. Planning will occur during the 2010-2011 school year. During 2011-2012, BCPS will participate in an MSDE pilot of the new evaluations. The new evaluations will be implemented in 2012-2013.	(D)(2)(iii)	N/A	September 2010 – June 2013	Manager, Staff Relations; Executive Director, Professional Development; 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	Planning January 2011 - August 2011 Implementation August 2011 - June 2014	Dean, College of Education, Towson University; 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	2011-2012 2012-2013 2013-2014	Director of Personnel	9 teachers in year 2. 20 teachers in year 3. 11 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.	N
4. Form a partnership with NCTAF to implement a STEM Learning Studios professional development initiative.	(D)(3)(i-ii)	11	2010-2011 2011-2012 2012-2013 2013-2014	Acting Executive Director, STEM and BCPS NCTAF Project Manager	The Learning Studio would provide professional development for the following: Yr. 1 =6 teachers Yr. 2=12 teachers Yr. 3=15 teachers Yr. 4=20 teachers. Offices will assess the effectiveness of professional development offerings through the use of	N



						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.	
<i>Additional Required Activities:</i>							
1. Educator Instructional Improvement Academies.	(D)(5)(i-ii)	N/A	As scheduled by MSDE	Executive Director, Professional Development; Coordinator, Teacher Development	Attendance at academy.	N	
2. Induction Academies.	(D)(5)(i-ii)	N/A	As scheduled by MSDE	Executive Director, Professional Development; Coordinator, Teacher Development	Attendance at academy.	N	
<i>Optional Activities:</i>							
1. Conduct gap analysis of BCPS teacher and principal induction programs compared to the new COMAR regulations, and adjust BCPS programs to meet the new	(D)(5)(i)	N/A	August 2010-August 2011	Executive Director, Professional Development; Coordinator, Teacher Development	Compliance with the state regulations for new teacher and new principal induction.	N	

regulations.						
2. Create a memorandum of understanding with Towson University defining the roles and responsibilities of each institution in the BCPS / Towson University First-Year Teacher Induction and Retention Partnership.	(D)(3)(i)	N/A	October 2010-January 2011	Dean, College of Education, Towson University; Executive Director, Professional Development	Completion of Memorandum of Understanding.	N
3. 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.	(D)(2)(i-iii) (D)(5)(i)	9	Pilot 2011-2012 Full Implementation 2012 - 2014	Executive Director, Professional Development	Increased teacher retention data; increased student achievement; increased teachers identified as highly effective.	Yes, BCPS operating funds and available grant funds will be used to continue the software licensing.
4. BCPS will purchase online training modules of the Charlotte Danielson Framework for Teaching for teachers and principals. Principals/Evaluators will also receive additional training that will result in certification through ETS in the Danielson Framework for Teaching.	(D)(2)(i-iv)	9	May 2012-June 2013	Executive Director, Professional Development	All teachers will receive online training in the Danielson framework for teaching in support of the new teacher evaluation. Evaluators will receive certification in Danielson Framework for Teaching. Certification will ensure inter-rater reliability throughout the school system.	Yes, BCPS operating funds and available grant funds will be used to continue the software licensing.

### **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.<sup>1</sup> In this section, each LSS should address the factors that prevent the district from attaining the HQT benchmark goals. Please see the instructions on the next page.

**Instructions:**

1. Complete data tables 6.1 – 6.7.
2. Review the criteria associated with each table on the next two pages.
3. If the school system **did not** meet the targeted criteria for each data table, respond to the associated prompt(s) for each table. Be sure to respond to **all prompts** for **each** criterion not met.
4. If the school system has met **all** of the criteria in the following data tables, **no additional written response is required.**

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
<b>6.1:</b> Percentage of Core Academic Subject Classes (CAS) Taught by Highly Qualified Teachers (HQT)	The percentage of CAS is <b>94%</b> HQT or higher.	<ol style="list-style-type: none"> <li>1. Describe where challenges are evident.</li> <li>2. Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress placing <b>HQT in CAS</b>.</li> </ol>
<b>6.2:</b> Percentage of Core Academic Subject Classes (CAS) Taught by Highly Qualified Teachers (HQT) in Title I Schools	The percentage of CAS in Title I schools is 100% HQT.	<ol style="list-style-type: none"> <li>1. Describe where challenges are evident.</li> <li>2. Describe the strategies used to ensure all CAS in Title I schools are taught by HQT.</li> </ol> <p>(Responses are included following the chart.)</p>
<b>6.3:</b> Number of Classes <b><u>Not</u></b> Taught by Highly Qualified Teachers (NHQT) by Reason	The combined percentage total of NHQT <b><i>across all reasons</i></b> is less than 10%.	<ol style="list-style-type: none"> <li>1. Describe where challenges are evident.</li> <li>2. Identify the practices, programs, or strategies and the corresponding resource allocations to ensure sufficient progress in targeted areas of <b><u>NHQT</u></b>.</li> </ol>
<b>6.4:</b> Core Academic Subject Classes (CAS) taught by Highly Qualified Teachers (HQT) in High Poverty and Low Poverty Schools by Level	The percentage of CAS taught by HQT in <b>high poverty</b> schools is equal to or greater than the percentage of HQT CAS in <b>low poverty</b> schools. (Explanation: Data represent an equal distribution of HQT staff between high and low poverty schools).	<ol style="list-style-type: none"> <li>1. Describe where challenges are evident.</li> <li>2. Describe the changes or adjustments to ensure an equal distribution of HQT staff in both High and Low poverty schools.</li> </ol> <p>(Responses are included following the chart.)</p>

<b>6.5:</b> Core Academic Subject Classes taught by Highly Qualified Teachers (HQT) in High and Low Poverty Schools By Level and Experience	The percentage of <i>inexperienced HQT</i> in CAS in <b>high poverty</b> schools is not greater than the percentage of <i>experienced HQT</i> in CAS in <b>low poverty</b> schools.	<ol style="list-style-type: none"> <li>1. Describe where challenges are evident.</li> <li>2. Identify the changes or adjustments to ensure low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. What evidence does the school system have that strategies are in place are having the intended effect?</li> </ol> <p>(Responses are included following the chart.)</p>
<b>6.6:</b> Attrition Rates	<i>Total overall attrition</i> is less than 10%	<ol style="list-style-type: none"> <li>1. Identify the practices, programs, or strategies and the corresponding resource allocations to address the overall retention of staff. What evidence does the school system have that the strategies in place are having the intended effect?</li> </ol>
<b>6.7:</b> 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"> <li>1. Describe the strategies used to ensure all paraprofessionals working in Title I schools will be qualified.</li> </ol>

**Based on the data in Table 6.2: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers in Title I Schools**

**1. Describe where challenges are evident.**

**CHALLENGES:**

- Coding of classes incorrectly by some Title I principals. There were a few teachers in core subjects areas in Title I schools who were identified on the MSDE Verification Report as not highly qualified. A few of these teachers' classes were incorrectly coded.
- Listing of a few long-term substitutes as not highly qualified.
- Hiring highly qualified teachers in critical shortage areas of special education, world languages, mathematics, and science.

## **2. Describe strategies used to ensure all CAS in Title I schools are taught by HQT.**

### **Key Strategies:**

- a) Collaborate with the Department of Technology and building principals to ensure teachers' assignments are correctly coded.
- b) Monitor the placement of long-term substitutes with the Office of Temporary Services to ensure that all long-term substitutes are highly qualified.
- c) Meet regularly with Title I principals to review placement of core subject teachers.
- d) Ensure that Title I teachers assigned to summer school are highly qualified in the grade assignments.
- e) Ensure that all children have an opportunity to receive instruction from teachers with diverse cultural and experiential backgrounds.
- f) Continue a systematic process for the selection of highly qualified teachers.

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 2013.

The Office of Personnel conducts annual staffing meetings with principals to review and evaluate previous year hiring and to discuss out-of-field teaching assignments to identify strategies for class configuration, inclusion models, and other options to reduce out-of-field assignments.

### **Based on the data in Table 6.4: Core Academic Subject Classes Taught by Highly Qualified Teachers in High Poverty and Low Poverty Schools by Level**

#### **1. Describe where challenges are evident.**

##### **CHALLENGES**

- 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.

**2. Describe the changes or adjustments to ensure an equal distribution of HQT staff in both high poverty and low poverty schools.**

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 2013.

The Office of Personnel conducts annual staffing meetings with principals to review and evaluate previous year hiring and to discuss out-of-field teaching assignments to identify strategies for class configuration, inclusion models, and other options to reduce out-of field assignments. Core subject teachers in priority schools can only be transferred to non-priority schools once a highly qualified replacement is identified to be assigned to the priority school.

The percentage of classes taught by highly qualified elementary teachers in high poverty schools is 98.7% compared to 97.2% in low poverty schools. Also, the percentage of classes taught by highly qualified teachers in high poverty secondary schools is 90.8% compared to 94.1 % of classes taught by highly qualified teachers in low poverty secondary schools. There is a 3.3% difference between the percentage of classes taught by highly qualified teachers in high poverty and low poverty secondary schools.

**Based on the data in Table 6.5: Core Academic Subject Classes Taught by Highly Qualified Teachers in High Poverty and Low Poverty Schools by Level and Experience**

**1. Describe where challenges are evident.**

**CHALLENGES**

- 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.

**2. Identity the changes or adjustments to ensure low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. What evidence does the school system have that strategies are in place and are having the intended effect?**

The Office of Personnel conducts annual staffing meetings with principals to review and evaluate previous year hiring and to discuss out-of-field teaching assignments to identify strategies for class configuration, inclusion models, and other options to reduce out-of field assignments. Core subject teachers in priority schools can only be transferred to non-priority schools once a highly qualified replacement is identified to be assigned to the priority school.

The strategies identified in the *Blueprint for Progress* have had a positive impact on the percentage of highly qualified teachers in high poverty schools to ensure that low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. The percentage of classes taught by highly qualified elementary teachers in high poverty schools is 98.7% compared to 97.2% in low poverty schools. Also, the percentage of classes taught by highly qualified teachers in high poverty secondary schools is 90.8% compared to 94.1 % of classes taught by highly qualified teachers in low poverty secondary schools. There is a 3.3% difference between the percentage of classes taught by highly qualified teachers in high poverty and low poverty secondary schools.

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 2013.



## **High Quality Professional Development**

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

### **Professional Development**

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

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

<b>Goal: Baltimore County Public Schools will increase the achievement of underperforming populations.</b>				
<b>Action Steps</b>	<b>Responsible Person(s)</b>	<b>Start Date</b>	<b>Due Date</b>	<b>Outcomes/ Evaluation/ Comments</b>
Principals will receive monthly professional development to address underperforming populations. Topics will include: <ul style="list-style-type: none"><li>○ Comprehensive Needs Assessments</li><li>○ Root Cause Analysis</li><li>○ College and Career Readiness Benchmark Data</li><li>○ Data Driven Decision Making and Accountability</li><li>○ First Instruction, The Core Curriculum</li><li>○ Response to Intervention</li></ul>	<ul style="list-style-type: none"><li>○ Assistant Superintendents of Schools</li><li>○ Chief Accountability Officer</li><li>○ Chief Academic Officer</li><li>○ Director, Leadership Development</li></ul>	July 2012	June 2013	Schools will develop progress plans to address underperforming populations.

**Goal: Baltimore County Public Schools will transition to the Maryland Common Core Curriculum.**

<b>Action Steps</b>	<b>Responsible Person(s)</b>	<b>Start Date</b>	<b>Due Date</b>	<b>Outcomes/ Evaluation/ Comments</b>
Staff from each school will attend the Educator Effectiveness Academies (EEA) and create school-based transition plans.	Assistant Superintendent of Alternative Programs	June 2012	October 2012	EEA team members will provide professional development to school staff on the transition to the Maryland Common Core State Curriculum (MCCSC).
Staff within the Division of Curriculum and Instruction will create transition documents to be used by schools to revise curriculum content that is aligned to the MCCSC.	Chief Academic Officer	July 2012	June 2014	EEA team members will provide professional development to school staff on the transition to the MCCSC.
Staff within the Division of Curriculum and Instruction will revise curriculum guides and documents to reflect the MCCSC standards.	Chief Academic Officer	July 2012	June 2014	Curriculum documents and resources will be revised to reflect the MCCSC standards.
Staff within the Division of Curriculum and Instruction will provide professional development on the changes to curriculum guides and resources aligned to the MCCSC.	Chief Academic Officer	July 2012	June 2014	Staff within the Division of Curriculum and Instruction will provide professional development to staff on the transition to the MCCSC.

**Goal: Baltimore County Public Schools will pilot and implement a new teacher and principal evaluation.**

<b>Action Steps</b>	<b>Responsible Person(s)</b>	<b>Start Date</b>	<b>Due Date</b>	<b>Outcomes/ Evaluation/ Comments</b>
BCPS will design and pilot a new teacher and principal evaluation system that includes qualitative and quantitative measures.	<ul style="list-style-type: none"> <li>○ Executive Director, Professional Development</li> <li>○ Manager, Staff Relations</li> <li>○ President, Teachers Association of Baltimore County (TABCO)</li> <li>○ Chief Accountability Officer</li> </ul>	July 2012	June 2013	<p>The new evaluation system will be piloted and revised based on feedback from the participants.</p> <p>Staff within the Department of Research, Accountability, and Assessment/Data Warehouse will conduct an evaluation of the pilot and the new evaluation systems.</p>
The assistant superintendents of schools, teachers and administrators will receive professional development on implementing the qualitative and quantitative measures in the new evaluation systems.	<ul style="list-style-type: none"> <li>○ Executive Director, Professional Development</li> <li>○ Manager, Staff Relations</li> <li>○ President, TABCO</li> </ul>	July 2012	June 2013	Pilot principals and teachers will have the tools necessary to pilot the new evaluations.
BCPS will implement a new teacher and principal evaluation system that includes qualitative and quantitative measures.	<ul style="list-style-type: none"> <li>○ Executive Director, Professional Development</li> <li>○ Manager, Staff Relations</li> <li>○ President, TABCO</li> </ul>	July 2013	June 2014	Assistant superintendents of schools, administrators, and teachers will successfully implement the new evaluation systems.

Baltimore County Public Schools (BCPS) is committed to improving achievement for all underperforming populations through the professional development of its principals and teachers and providing access to resources for identifying and responding to needs and to data for monitoring and informing instruction, which will change teacher and administrator practice and result in improved achievement. BCPS has designed and is currently piloting a new teacher and principal evaluation. Feedback from the pilot participants will be used to revise the evaluations systems so they are ready for full implementation during the 2013 – 2014 school year. BCPS is well positioned to transition to the Maryland Common Core State Curriculum (MCCSC). Staff from all schools have attended the Educator Effectiveness Academies and are implementing transition plans based on the activities provided at the academies and from the curriculum offices. Curriculum documents continue to be revised to align with the MCCSC and will be ready for full implementation in the fall of 2014.

## **Teacher Induction**

COMAR regarding teacher induction/mentoring and new reporting requirements as part of the Master Plan process were approved by the State Board of Education in 2011. Each LEA must provide the following information regarding their teacher induction/mentoring program:

- 1. A description of your Comprehensive Teacher Induction Program, including orientation programs, standards for effective mentoring, and mentoring supports. Options to include are your LEA Action Plans and TELL Survey Data.**

Baltimore County Public Schools' New Teacher Induction Program (NTI) is a three-year program coordinated by the Department of Professional Development in collaboration with the offices in the Division of Curriculum and Instruction and the Department of Student Support Services. NTI includes the New Teacher Orientation, Teacher Mentor Program, New Teacher Seminars, and New Teacher After-School Workshops.

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 Baltimore County Public Schools' Teacher Mentor Program is aligned with state standards and guidelines for teacher induction.

New Teacher Orientation is a three-day event offered in August. New and newly hired teachers participate in a full day of curriculum orientation, a school-based orientation day, and a day of pedagogy workshops including culturally responsive instruction, classroom management, and professional conduct.

New Teacher Seminars are one-day conference style professional development offerings in fall and spring each year. Participants extend the learning begun at New Teacher Orientation by participating in follow-up workshops on curriculum content, culturally responsive teaching, and classroom management. In addition, workshops on Universal Design for Learning, technology integration strategies, and the Charlotte Danielson Framework for Teaching are provided.

New Teacher After-School Workshops provide the opportunity for “just in time” learning, including curriculum content (e.g., overview of third quarter Grade 3 mathematics curriculum), classroom management (e.g., de-escalation and positive behavior supports), student engagement (e.g., increasing student talk/decreasing teacher talk), and instructional planning (e.g., objective writing).

Every new BCPS teacher is strongly encouraged to participate in NTI activities, including New Teacher Orientation, New Teacher Seminars, and New Teacher After-School Workshops, for the duration of the probationary period. Participation in NTI is voluntary. Required participation in NTI would need to be negotiated.

In compliance with COMAR 13A.07.01 *Comprehensive Teacher Induction Program*, 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, reviews of lesson plans, and feedback, based on clearly defined teaching standards and expectations.

### **Mentoring Supports**

Each first-year teacher in BCPS received a minimum of two hours per week of 1:1 support from a full-release 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 were also included in teacher mentor caseloads. Teacher mentors provide after-school support group meetings and workshops on identified areas of shared need for probationary teachers with participant and presenter stipends provided by the Department of Professional Development.

Teacher mentors are selected by principals in collaboration with the Department of Professional Development. Principals evaluate teacher mentors using the standard teacher evaluation form, process, and timeline.

## **2. Data regarding the scope of your mentoring program, including the number of probationary teachers and the number of mentors who have been assigned; and**

In 2011 – 2012, 43 FTE full-release teacher mentors were allocated to serve 358 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,

25 FTE teacher mentors were school-based, assigned to one priority school each, while 18 FTE teacher mentors were cluster based, each with a caseload of 15-20 new teachers in one geographic cluster of schools within the school system. Four of the cluster-based teacher mentors were special educators who worked specifically with new and newly hired special educators, and three of the cluster-based teacher mentors were world language educators who worked specifically with new and newly hired teachers of world languages. The remaining cluster-based teacher mentors were general educators who worked with new teachers in all other content areas by elementary or secondary level.

In 2012 – 2013, 46 FTE full-release teacher mentors are allocated to serve 535 new and newly hired teachers in Baltimore County Public Schools. Each first-year teacher is assigned to a teacher mentor while due to limited resources second- and third-year teachers are assigned to teacher mentors upon principal request.

<b>Mentor Ratio 2012 – 2013</b>							
	1 <sup>st</sup> Year Teachers	2 <sup>nd</sup> Year Teachers	3 <sup>rd</sup> Year Teachers	Newly Hired Experienced Teachers	Total # Teachers	Total # mentors	M to T Ratio
<b>Baltimore County Public Schools</b>	535	117	20	107	672	46	1:15 ratio

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 Teacher Induction Academy. Professional development offered for teacher mentors includes practice in providing non-evaluative feedback, facilitating co-planning and co-teaching, and designing and facilitating school-based professional development strategies. Teacher mentors are provided with formative assessment tools to use to assess teacher needs, collect data, facilitate reflective data analysis, coach implementation of new learning, and plan next steps to accelerate teacher growth. Monthly teacher mentor professional development sessions provide teacher mentors with practice in using formative assessment tools to plan, implement, and reflect on teacher learning.

### **3. The process used to measure the effectiveness of the induction/mentoring and the results of that measurement.**

Formative assessment data is collected after New Teacher Orientation, New Teacher Fall Seminar, and the After-School Workshops in the form of participant surveys. Over 120

separate events are conducted each year for new teachers with formative assessment survey data collected from attendees after each event. Survey data is shared with presenters and collaborating offices through the New Teacher Induction Advisory Group, a systemwide induction committee that meets twice annually to review and guide the BCPS teacher induction program.

New teacher and principal surveys are also sent to assess the effectiveness of the induction and mentoring programs. Summative assessment data is collected and analyzed at the end of each school year including teacher appraisal data and teacher retention data.

#### **New Teacher Induction Survey Data (n= 140 elementary and n= 98 secondary)**

The data represent the number of respondents who answered agree + strongly agree.

<b>Survey Item</b>	<b>Elementary Teachers</b>	<b>Secondary Teachers</b>
I receive mentoring support during non-instructional time as often as I need it.	83	97
I receive mentoring support focused on analyzing evidence of student learning and using assessment information to adjust my teaching.	77	85
Someone co-plans with me when I need assistance with planning.	74	73
I receive support that helps me become a more effective teacher.	89	94
I have had the opportunity to observe another teacher in order to learn best practices from him/her.	71	85
I have had the opportunity to discuss my observation(s) of another teacher in order to learn best practices from him/her.	69	87
I have received formative feedback that I use to improve my teaching.	94	97
I participate in professional learning activities (at my school or in systemwide workshops) that address any new teacher needs and concerns that I have.	91	97
I intend to return to my teaching position in 2012-2013.	91	97
The mentoring support I have received has been sufficient to meet my needs as a teacher new to BCPS.	83	97

#### **Discussion of Teacher Data**

The data represents a 65% response rate. Areas of strength in the induction program include the use of formative feedback to improve teaching, participation in professional learning activities that address new teacher concerns, and teacher retention. Areas of need in the induction program include co-planning support and opportunities to observe and debrief with

skilled teachers. While secondary teachers report that they have received mentoring support to analyze student learning and use assessment data to adjust their teaching, elementary teachers report a need for more support in this area. While the survey data report overall higher numbers of satisfied induction participants than do the TELL data, trends in the TELL data are consistent with trends in BCPS' survey data, reinforcing the need to provide more co-planning support and support in analyzing student work.

**New Teacher Induction Principal Data (n= 84 elementary and n= 23 secondary)**

The data represent the number of respondents who answered agree + strongly agree.

<b>Survey Item</b>	<b>Elementary Principals</b>	<b>Secondary Principals</b>
My new teachers receive mentoring support during non-instructional time as often as they need it.	97	96
My new teachers receive mentoring support focused on analyzing evidence of student learning and using assessment information to adjust their teaching.	93	96
Someone co-plans with my new teachers when they need assistance with planning.	93	91
My new teachers receive support that helps them become more effective teachers.	100	96
My new teachers have had the opportunity to observe another teacher in order to learn best practices from him/her.	100	100
My new teachers have had the opportunity to discuss their observation(s) of another teacher in order to learn best practices from him/her.	100	100
My new teachers have received formative feedback to improve their teaching.	97	96
My new teachers participate in professional learning activities (at my school or in systemwide workshops) that address any new teacher needs and concerns that they have.	96	100
Teacher mentors demonstrate a knowledge of adult learning theory through their interactions with our teachers.	96	100
Teacher mentors demonstrate effective coaching techniques in their interactions with our new teachers.	96	93
Teacher mentors are able to assess and address the needs of our new teachers.	96	100
My understanding of the developmental needs of new teachers regularly informs my practice as a school leader.	96	87



### Discussion of Principal Data

The data represent a 58% response rate. Overall, respondents are very satisfied with the induction program supports provided for new teachers. The use of the word “opportunities” in the observation and debriefing statements probably led to higher rates of agreement for principals than for teachers. Areas of need in the induction program include co-planning support and support for analyzing student work and using assessments to adjust teaching. While the survey data report overall higher numbers of satisfied induction participants than do the TELL data, trends in the TELL data are consistent with trends in BCPS’ survey data, reinforcing the need to provide more co-planning support and support in analyzing student work.

### Summative Assessment Data Analysis

The following table represents teacher retention and teacher appraisal data for the schools with school-based teacher mentors in 2011 – 2012. The goal of the Teacher Mentor Program is to retain at least 80% of teachers, and the program exceeded this goal at every school. Appraisal data is more difficult to tie to the Teacher Mentor Program since school appraisal data include every teacher in the school—not just those on teacher mentor caseloads. However, 20 of the 26 schools with teacher mentors met or exceeded the systemwide percentage of teachers rated “satisfactory” (98.5%); and the remaining six schools rated 90% or more teachers “satisfactory.” In order to maintain the confidentiality of personnel records, individual appraisal information will not be provided.

SCHOOL NAME	RETENTION RATE (%)	TEACHERS RATED SATISFACTORY (%)
Baltimore Highlands Elementary	90.9	100.0
Chesapeake High	98.6	100.0
Deep Creek Middle	100.0	100.0
Deer Park Middle Magnet	96.0	98.6
Dundalk High	100.0	94.9
Dundalk Middle	97.2	100.0
Edmondson Heights Elementary	100.0	100.0
Featherbed Lane Elementary	93.9	96.6
Golden Ring Middle	100.0	96.4
Halstead Academy	100.0	100.0
Hawthorne Elementary	96.9	100.0
Hebbville Elementary	100.0	100.0
Holabird Middle	100.0	100.0
Lansdowne Middle	98.0	96.0
Loch Raven Technical Academy	98.1	100.0
Old Court Middle	97.7	100

Reisterstown Elementary	100.0	100.0
Riverview Elementary	100.0	100.0
Sandalwood Elementary	100.0	100.0
Shady Spring Elementary	100.0	100.0
Southwest Academy	100.0	98.0
Sussex Elementary	100.0	100.0
Windsor Mill Middle	100.0	97.7
Woodlawn High	98.1	92.5
Woodlawn Middle	95.1	97.5
<b>2011-2012 BCPS SYSTEM TOTALS</b>		
<b>PERFORMANCE LEVEL</b>	<b>NUMBER OF TEACHERS</b>	<b>PERCENTAGE OF TEACHERS</b>
Satisfactory	6,321	98.5
Unsatisfactory	96	1.5
Total	6,417	100.0

## **Persistently Dangerous Schools**

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

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

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

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

None of the Baltimore County Public Schools were identified as persistently dangerous during the 2011 – 2012 school year.

## **Attendance**

Based on the Examination of the Attendance Data (Table 5.1):

**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 2011 – 2012.
- High school level attendance rates remain below the state standard at 93.0%. The attendance rates for all racial/ethnic groups, with the exception of the Asian and Native Hawaiian or Other Pacific Islander subgroups, are below the state standard of 94.0%. 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.

**2012 – 2013 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.
- Expand the Project Attend Program that was piloted 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.
- Provide parents/guardians with the updated School Attendance brochure.
- 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.
- Educate school personnel on the best practices developed by the Attendance Workgroup.
- Continue the Truancy Court Program in two middle schools with consultation from the University Of Baltimore School Of Law.

**Resource Allocation:**

- FY13 Operating Budget

## **Graduation and Dropout Rates (4-Year Cohort)**

**No Child Left Behind Goal 5: All students will graduate from high school.**

**No Child Left Behind Indicator 5.1: The percentage of students who graduate each year with a regular diploma.**

**No Child Left Behind Indicator 5.2: The percentage of students who drop out of school.**

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

**Based on the Examination of Graduation and Dropout Rate Data (Tables 4.1 and 4.2):**

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

### **Graduation Rate Challenges**

The four-year cohort graduation rate for all students was 81.81%, exceeding the AMO of 81.50% by 0.31 percentage point. However, the following subgroups performed below the AMO of 81.50%:

- Hispanic/Latino of any race (68.17%, 13.33 percentage points below the AMO)
- American Indian or Alaskan Native (64.29%, 17.21 percentage points below the AMO)
- Black or African American (79.69%, 1.81 percentage points below the AMO)
- Two or More Races (80.56%, 0.94 percentage point below the AMO)
- Special Education (52.49%, 29.01 percentage points below the AMO)
- Limited English Proficient (50.00%, 31.5 percentage points below the AMO)
- Free/Reduced Price Meals (76.44%, 5.06 percentage points below the AMO)

### **Dropout Rate Challenges**

The four-year cohort dropout rate for all students was 13.25%. Since no state standard has been established, it cannot be determined which subgroups' dropout rates are greater than the state standard. However, the following significant gaps continue among specific student groups when compared to the rate for all students.

- Hispanic/Latino of any race (21.32%)
- American Indian of Alaskan Native (33.33%)
- Two or More Races (16.67%)
- Special Education (27.75%)
- Limited English Proficient (30.77%)
- Free/Reduced Meals (15.28%)

**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 ninth 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.

**2012 – 2013 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 assistance with enrollment, additional counseling, tutoring, and services to families.
- Recommend use of the Student Support Team (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.
- Counsel students considering withdrawal prior to graduation on ways to graduate.
- 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.
- Expand evening AdvancePath Academies as part of the evening high school program to support students throughout the county.
- Open two additional AdvancePath Academies in Overlea High School and Woodlawn High School.
- Expand the Home and Hospital Program e-Center 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.

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 two additional AdvancePath Academies in Overlea High School and Woodlawn High School.
- Expand 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 among graduation, post-secondary training, and income.
- Provide professional development for school administrators and teachers targeting strategies for subgroups not meeting the graduation AMO.

**Resource Allocations:**

- FY 13 Operating Budget
- Maintain existing staff as allocated in the FY13 Operating Budget
- Race to the Top Funding
- MSDE funding of Safe and Supportive Schools Initiatives

## Section E: Turning Around Lowest Performing 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 performing schools. LEAs must identify all goals and tasks/activities that will be implemented in year three to achieve the stated goal(s).**

The narrative for Section E will address the activities included in the original Memorandum of Understanding (E)(2). It will also describe 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 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 supports 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 were defined specifically in terms of the schools' improvement needs. In the team's work in providing technical assistance, appropriate collection and analysis of data was integral to the decision-making process informing the RTTT Achievement Team's technical assistance to schools. As such, consistency is engendered because a consistent data analysis protocol is the RTTT Achievement Team's primary mode of operation. The district-level RTTT Achievement Improvement Team includes 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 parents/guardians, community, and student representation. The professional development sessions for the RTTT Achievement Improvement Team are 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 was created; and team members are assigned to conduct professional development sessions for all members. Other BCPS staff, as appropriate, is used to conduct professional development sessions.

For transparency and stakeholder buy-in, the outline governing the RTTT Achievement Improvement Team's work is available for all selected schools' leadership teams, Parent Teacher Association (PTA), Student Council Association (SCA), faculty council, and community partners. Information sessions are held and open to any stakeholder interested in learning about the support model used to turn around the district's lowest-achieving schools.

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 uses 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 enhances 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 used a ranking system to identify the lowest-achieving schools for participation in this project. The BCPS Department of Research, Accountability, and Assessment ranked all elementary, middle, and high schools based on a series of student factors. These factors included achievement data, special education participation, English language learner identification, free and reduced price meal 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 were included for participation in this project.

The district-level RTTT Achievement Improvement Team includes BCPS districtwide leadership, school site-based leadership teams and community, and student representation as appropriate. The RTTT Achievement Improvement Team utilizes a rigorous school improvement structure to facilitate its work with the identified school leadership teams. These school-based leadership teams include administrators, teachers, parents/guardians, community members, and students, as appropriate.

Each participating school uses 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 district-level RTTT Achievement Improvement Team protocol is the emphasis on use of real-time data describing classroom instruction and its impact on student engagement and performance. Instructional observational data are gathered as a baseline to inform and monitor improvements in the quality of classroom instruction. Aspects of the instructional program which may be examined based on school needs include student engagement, cultural responsiveness instruction, rigor of questioning, and access to rigorous instruction for students with an Individualized Educational Program (IEP) and/or identified as an English language learner (ELL).

The comprehensive needs assessment process revealed specific gaps for participating schools. All identified schools are participating in professional development relating to building capacity for rigorous school improvement and are provided resources relative to informed decision making. These school-based leadership teams include administrators, teachers, parents/guardians, community members, and students, as appropriate. The capacity of the school-based leadership teams is developed through a series of building capacity for rigorous school improvement sessions. The sessions 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, which is used to engage school-based leadership teams. The building capacity for rigorous school improvement sessions coupled with the RTTT Achievement Improvement Team's utilization of the gradual release of responsibility model enhance the school-based leadership teams' ability to sustain the turnaround effort in the district's lowest-achieving schools. As provided in Appendix A, the RTTT Achievement Improvement Team provides 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:

- 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
- 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
- Credit Recovery Program – AdvancePath Academy

In order to gauge the progress of this program, BCPS has created a robust internal measurement for evaluating student gains. Aligned with the BCPS *Blueprint for Progress*, specific areas will be measured throughout the program as follows:

- Increased percentage of low achieving schools meeting state standards
- Increased student performance in 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)
- Increased graduation rate and decreased dropout rate.

**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
<b>MOU Requirements: (Yes)</b> Activities to Implement MOU Requirements	(E)(2)					
Establish a district-level RTTT Achievement Improvement Team	E(1) E(2)	N/A	November 2010- December 2010	Assistant to the Superintendent for Alternative and School Support Programs	In accordance with the school improvement needs of the identified school, establish the school-level and system-level team.	N
Identify low-achieving 5% of BCPS elementary, middle, and high schools	E(2)	N/A	December 2010	Acting Associate Superintendent of Curriculum and Instruction; Executive Director, Liberal Arts and RTTT Achievement Improvement Team	The lowest 5% of schools at the elementary, middle, and high school level are identified using a weighted z-score calculation.	N

Complete a comprehensive needs assessment for identified schools	E(2) C(3)(i)	N/A	January 2011- March 2011	Assistant to the Superintendent for Alternative and School Support Programs; Acting Associate Superintendent of Curriculum and Instruction; Executive Director, Liberal Arts and RTTT Achievement Improvement Team	Evidence of a comprehensive improvement plan responsive to the underperformance issues of the school.	N
Building capacity for rigorous school improvement (all school-based leadership teams will be involved)	E(2) C(3)(i)	12	February 2011- August 2012	Acting Associate Superintendent of Curriculum and Instruction; Executive Director, Liberal Arts and RTTT Achievement Improvement Team	Measurement of school leadership's ability to design comprehensive improvement programs through a site visit RTTT Achievement team implementation tool in addition to a professional development evaluation tool.	N
Develop a credit recovery program to meet the needs of students who are credit deficit and not meeting graduation requirements and/or may dropout		12	September 2012- August 2014	Executive Director of Student Support Services	Graduation rate and dropout rate will be positively affected.	N

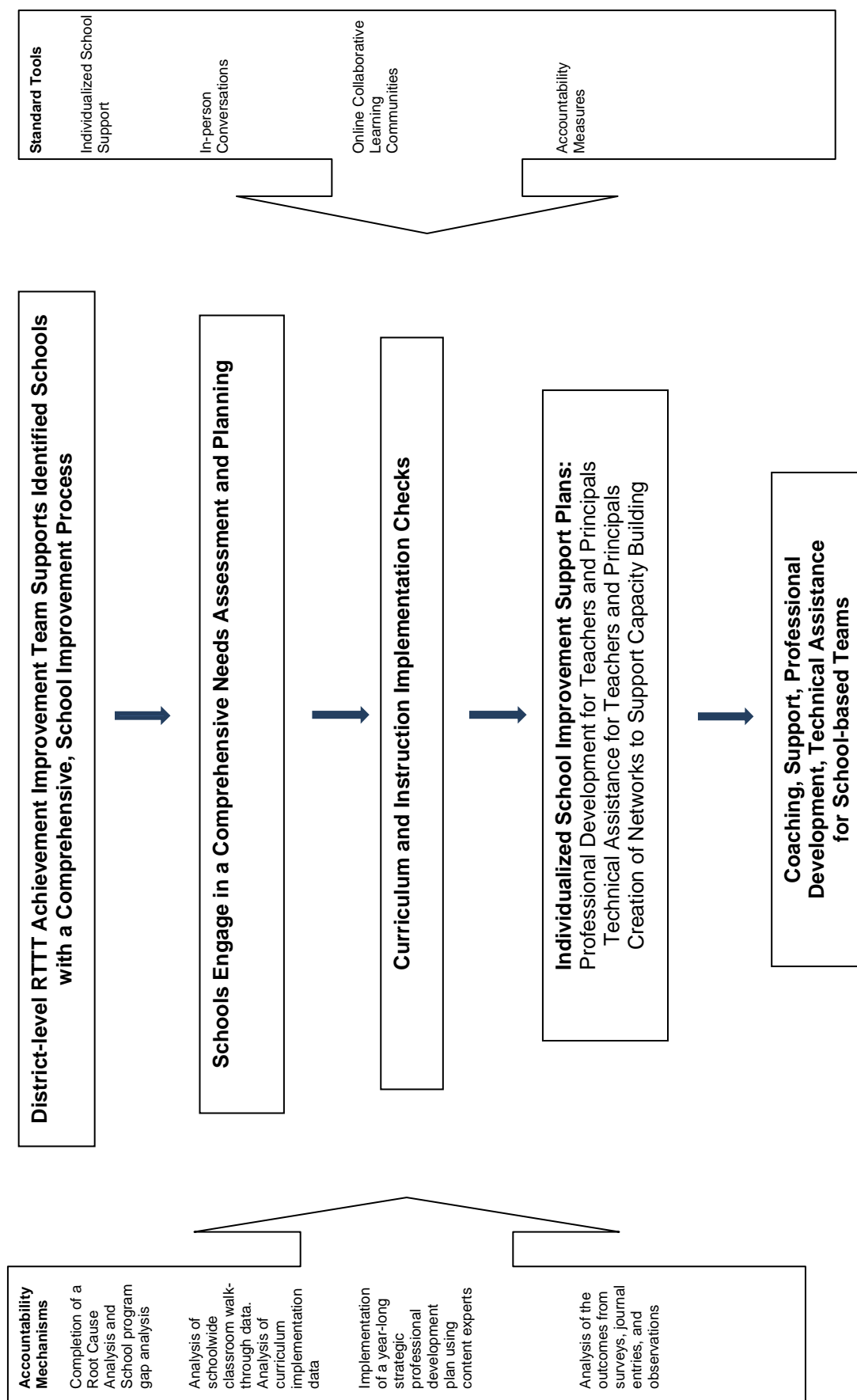


Optional Activities: Elementary-to-Middle and Middle-to-High Articulation Processes for School Improvement	E(2)	12	March 2011- July 2011	Assistant Superintendent for Middle Schools; Assistant Superintendent for High Schools; Assistant Superintendents for Elementary Schools; Acting Associate Superintendent of Curriculum and Instruction; Executive Director, Liberal Arts and RTTT Achievement Improvement Team	Effectiveness is being measured by assessing the trends in student participation in accelerated courses such as AP, honors, and gifted and talented.	N
Culturally Responsive Instruction for School Improvement	E(2)	12	Ongoing	Director of Equity and Cultural Proficiency; Acting Associate Superintendent of Curriculum and Instruction; Executive Director, Liberal Arts and RTTT Achievement Improvement Team	Intervention effectiveness is being determined by assessment of changed instructional delivery practices, specifically the changes toward culturally responsive instruction.	N

Behavior and Instructional Support Models for School Improvement	E(2)	12	Ongoing	Executive Director of Student Support Services; Acting Associate Superintendent of Curriculum and Instruction; Executive Director, Liberal Arts and RTTT Achievement Improvement Team	School suspension and referral data are being analyzed to determine intervention effectiveness.	N
Programs to Enhance AP Participation and Performance for School Improvement	E(2)	12	June 2011-August 2011	Acting Associate Superintendent of Curriculum and Instruction; Executive Director, Liberal Arts and RTTT Achievement Improvement Team	AP participation and pass rate are being analyzed as a means of determining the effectiveness of intervention.	N
Provide Quality Special Education and English Language Learner Services for School Improvement	E(2)	12	February 2011-August 2012	Director of Special Education; Director of World Languages; Acting Associate Superintendent of Curriculum and Instruction; Executive Director, Liberal Arts and RTTT Achievement Improvement Team	IEP team data describing placement and referral trends are being analyzed to determine intervention effectiveness.	N

Interventions to Accelerate Reading Achievement	E(2)	12	September 2011- August 2012	Acting Associate Superintendent of Curriculum and Instruction; Executive Director, Liberal Arts and RTTT Achievement Improvement Team	The reading achievement of students participating in this intervention are being analyzed to determine effectiveness.	N
Interventions to Accelerate Mathematics/STEM Achievement	E(2)	12	September 2011- August 2012	Acting Executive Director of STEM; Acting Associate Superintendent of Curriculum and Instruction; Executive Director, Liberal Arts and RTTT Achievement Improvement Team	Mathematics achievement is being analyzed to determine effectiveness.	N

## Appendix A

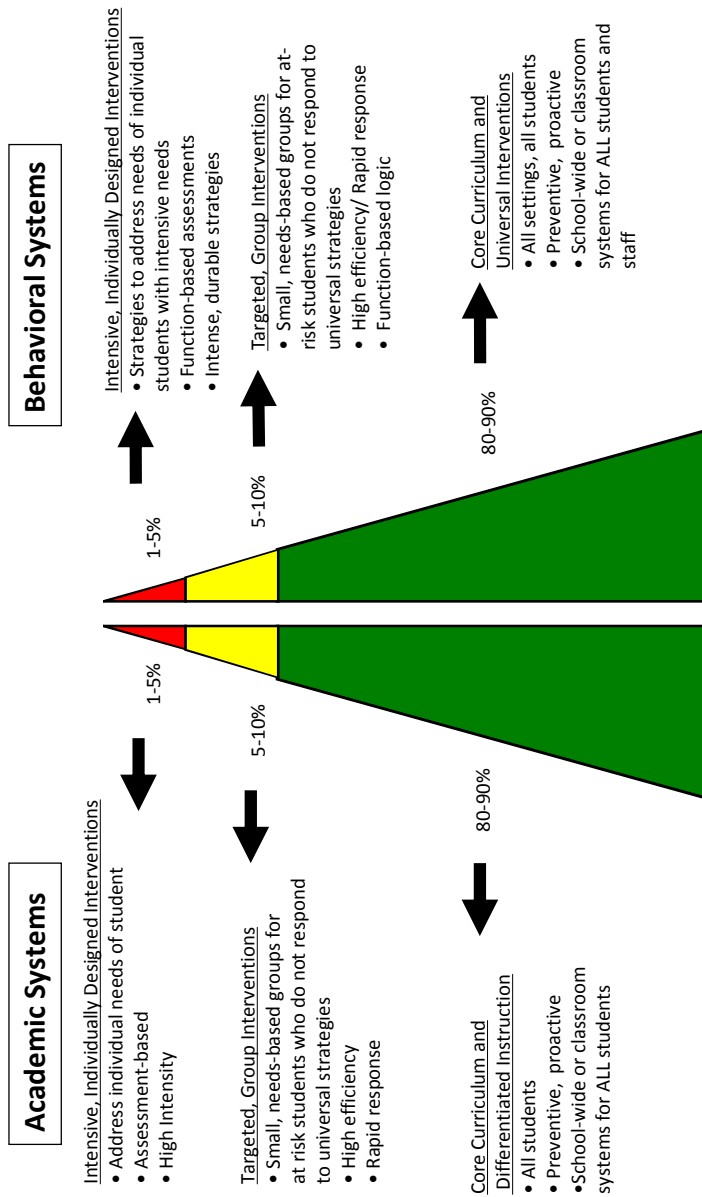


## **Appendix B**

### **Intervention Descriptions**

- **Elementary-to-Middle and Middle-to-High Articulation Processes for School Improvement:**
  - Transition from elementary to middle school and from middle to high school is an anxiety-producing event. As students leave the schools with which they are familiar, they face new expectations, teachers, curriculum, and processes. Programs which provide a seamless transition help reduce student and parent/guardian anxiety and create a sense of comfort which allows all students to start the first day in their new school ready to learn. This transition model will involve teachers, administrators, and school counselors at all levels in the dialogue necessary to create a seamless model of transition among feeder schools. Representatives from high schools will meet with their feeder middle and elementary school representatives to discuss curricular alignment, expectations, and a process for the transition of all incoming students. These processes may include the teaching of new skills in preparation of the transition, school visits, sharing programs in the arts, alignment of lessons, and the creation of a vehicle to explain the behavioral and educational expectations at each point of transition.
- **Culturally Responsive Instruction for School Improvement:**
  - Professional development to build staff knowledge in meeting the needs of diverse learners will be examined using workshops, modeled lessons, classroom visitations, and online interactive training. Staff will build capacity to employ more student-based and student-centered teaching and learning practices. Appropriate data will be collected and analyzed as a means of informing the identified and implemented professional development topics.
- **Behavior and Instructional Support Models for School Improvement:**
  - The BCPS Office of Student Support Services has developed a three-tiered, response-to-intervention, problem-solving approach for systematic academic and behavior planning to support the eight performance goals delineated in the *Blueprint for Progress*, particularly student achievement and safe and orderly learning environments. All schools, centers, and programs in Baltimore County Public Schools (BCPS) are expected to develop and implement a schoolwide positive behavior plan within the School Improvement Plan. Schoolwide positive behavior plans are consistent with school, center, or program code of conduct, discipline process, Student Support Team (SST)/Individualized Educational Plan (IEP) team process, Character Education Initiative, Positive Behavioral Interventions and Supports (PBIS) program, or other behaviorally-oriented processes, programs, and services. This intervention will support the development, implementation, and monitoring of the Positive Behavioral Interventions and Supports (PBIS) framework and the Student Support Team (SST) processes in BCPS as indicated by school needs and system priorities.

# Maryland's Tiered Instructional and Positive Behavioral Interventions and Supports (PBIS) Framework



*A Tiered Instructional Approach to Support Achievement for All Students: Maryland's Response to Intervention Framework (MSDE, 2008)*

- **Programs to Enhance Advanced Placement Participation and Performance for School Improvement:**
  - In collaboration with the College Board, workshops and summer institutes for high school teachers will occur. The focus relates to Advanced Placement (AP) and Pre-AP trainings for the teaching of English, mathematics, science, social science, and history courses. This intervention will assist high school teachers and administrators to learn more about the interrelatedness of AP courses and college coursework.
- **Provide Quality Special Education and English Language Learner Services for School Improvement:**
  - In order for schools to provide quality education to students with disabilities and English language learners, aspects of the instructional program need to be examined based on school needs. This intervention will provide intense professional development to schools regarding implementation of the curriculum and access to rigorous instruction, students' ability to access the general education curriculum, engagement of students in the classroom, and effective decision making during the Individualized Educational Program (IEP) Team Process for students with an IEP and/or identified as English language learner (ELL). Schools will receive training on co-teaching models which will increase student access to the general education curriculum as well as improve academic achievement. Teachers will learn how to schedule and plan co-teaching lessons and to effectively deliver the lesson in the classroom.
- **Intervention to Accelerate Reading Achievement:**
  - This intervention will provide individualized learning solutions using a scientifically proven program to accelerate reading comprehension, vocabulary, writing proficiency, and performance on high-stakes tests. Students are provided a minimum of 45 minutes of reading time using materials on their independent reading level to practice reading comprehension skills. Using a balanced literacy approach (reading, writing, speaking, and listening), students will accelerate their reading achievement within the period of intervention. This intervention will include regular use of high interest topics for the entire class specifically matched to each student's reading level.
- **Intervention to Accelerate Mathematics/STEM Achievement:**
  - This intervention will provide individualized learning solutions using a scientifically proven program to accelerate mathematical skills identifying computation, fluency, problem solving, number sense, and algebraic thinking. The implementation of this intervention will involve a highly individualized process which is dependent upon the student's developmental level and current mathematics skills, the requirements of the district's mathematics curriculum, and the degree to which the student possesses or lacks the necessary auxiliary skills (i.e. mathematics vocabulary, reading comprehension) for success in mathematics. Using the content concepts of STEM, this intervention will promote critical thinking and problem solving.

- **Description of “scientifically proven programs to accelerate skills:”**
  - Scientifically proven reading interventions describe programs developed based on the work of the National Reading Panel and the National Writing Commission. Additionally, the reading interventions used will have evaluations which demonstrate the effectiveness of the interventions in accelerating the reading achievement of underperforming students. Similarly, scientifically proven mathematics interventions describe programs developed based on standards and recommendations consistent with the research of the National Council of Teachers of Mathematics. Further, the mathematics interventions used will have evaluations which demonstrate the effectiveness of the interventions in accelerating the mathematics achievement of underperforming students. Pursuant to district policy, instructional materials recommended for approval must be forwarded to the Baltimore County Board of Education (hereafter Board) for adoption; hence, it would be inappropriate to pre-identify specific interventions prior to the Board’s adoption.
- **AdvancePath Academy Credit Recovery Program:**
  - This proven program at two other low-performing BCPS schools has been successful at moving students who are credit-deficient to graduation. This credit recovery program is a computer-assisted mastery learning system which blends highly qualified teacher-directed instruction with the Learning Management system to give the students the support they need to move through aligned curriculum content to meet the rigorous academic credits required for graduation. Students who are at risk of dropping out are directed to the recovery program to move them towards graduation.



## **Section F: General**

### **Race to the Top Scopes 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 three to achieve the stated goal(s).**

N/A

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

**2012 Master Plan Annual Update  
PART II: Attachments**



**Attachment 4**  
**School Level Budget Summary**  
**Fiscal Year 2013**  
**Local School System: Baltimore County Public Schools**

1. Rank order all schools by percentage of poverty. After school name indicate as appropriate: (SW) for Title I Schoolwide Schools; (TAS) for Targeted Assistance Title I Schools; or (CH) for Charter Schools.
2. Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding. Expand Table as needed.

School Name	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-A Teacher and Principal Training and Recruiting Fund	Title III-A English Language Acquisition	Other	Other	Total ESEA Funding by School
Meadowood Education Center	0070	105.88%	0						
Rosedale Center	0072	93.88%	0						
Riverview Elementary (SW)	1308	88.69%	\$384,412						
Sandalwood Elementary (SW)	1527	87.28%	\$432,463						
Deep Creek Elementary (SW)	1525	86.86%	\$344,539						
Bridge Center	0073	86.67%	0						
Colgate Elementary (SW)	1503	84.24%	\$284,219						
Baltimore Highlands Elementary (SW)	1307	83.79%	\$403,326						
Sussex Elementary (SW)	1513	83.29%	\$311,823						
White Oak School (SW)	0923	82.67%	\$61,854						
Logan Elementary (SW)	1217	81.89%	\$413,550						
Halstead Academy (SW)	0912	81.37%	\$336,872						
Mars Estates Elementary (SW)	1512	80.42%	\$293,932						
Lansdowne Middle (SW)	1351	80.00%	\$519,364						
Hawthorne Elementary (SW)	1515	79.41%	\$397,702						
Milbrook Elementary (SW)	0307	78.04%	\$268,884						
Scotts Branch Elementary (SW)	0206	77.08%	\$436,552						
Sandy Plains Elementary (SW)	1216	76.97%	\$440,642						
Dundalk Elementary (SW)	1202	76.96%	\$482,048						
Johnnycake Elementary (SW)	0105	76.71%	\$489,205						
Chadwick Elementary (SW)	0113	76.67%	\$333,805						
Woodmoor Elementary (SW)	0205	76.26%	\$382,879						
Catonsville Center for Alternative Studies	0069	76.12%	0						
Winfield Elementary (SW)	0211	76.09%	\$343,006						
Deep Creek Middle (SW)	1557	75.59%	\$620,579						
Lansdowne Elementary (SW)	1311	75.06%	\$302,622						

Edmondson Heights Elementary (SW)	0104	75.06%	\$322,559						
Glenmar Elementary (SW)	1518	74.02%	\$181,732						
Dundalk Middle	1251	73.87%	0						
Berkshire Elementary (SW)	1205	73.65%	\$212,304						
Woodlawn Middle	0253	73.34%	0						
Crossroads Center	0075	73.30%	0						
Shady Springs Elementary (SW)	1409	72.83%	\$300,282						
Featherbed Lane Elementary (SW)	0204	72.61%	\$251,028						
Martin Boulevard Elementary (SW)	1506	72.30%	\$128,741						
Middlesex Elementary (SW)	1514	71.76%	\$238,120						
Victory Villa Elementary (SW)	1505	71.39%	\$164,408						
McCormick Elementary (SW)	1403	71.17%	\$200,415						
Campfield Early Childhood Center	0062	70.76%	0						
Golden Ring Middle	1451	70.39%	0						
Hebbville Elementary (SW)	0209	70.09%	\$158,973						
Powhatan Elementary (SW)	0210	70.00%	\$129,081						
Southwest Academy	0155	69.71%	0						
Norwood Elementary (SW)	1207	69.62%	\$272,768						
Holabird Middle	1253	69.17%	0						
Dogwood Elementary (SW)	0112	68.88%	\$278,882						
Battle Grove Elementary (SW)	1517	68.51%	\$137,913						
Chase Elementary (SW)	1507	68.07%	\$145,725						
Elmwood Elementary (SW)	1405	67.60%	\$238,799						
Windsor Mill Middle	0256	67.48%	0						
Old Court Middle	0252	66.96%	0						
Bedford Elementary (SW)	0303	66.54%	\$117,532						
General John Stricker Middle	1255	66.04%	0						
Owings Mills Elementary (SW)	0402	65.76%	\$331,193						
Charlesmont Elementary (SW)	1212	65.53%	\$160,672						
Pleasant Plains Elementary (SW)	0909	64.80%	\$213,323						
Middle River Middle	1556	64.25%	0						
Hernwood Elementary (SW)	0214	63.98%	\$90,229						
Randallstown Elementary (SW)	0202	63.57%	\$97,139						
Bear Creek Elementary (SW)	1206	63.53%	\$104,642						
Battle Monument School	1215	63.16%	0						
Dundalk High	1273	62.88%	0						
Loch Raven Technical Academy	0954	60.58%	0						
Woodlawn High Center for Pre-Eng.	0172	60.37%	0						
Chesapeake High	1574	60.28%	0						
Church Lane Elementary of Tech (SW)	0207	59.55%	\$112,144						
Halethorpe Elementary	1313	58.90%	0						
Stemmers Run Middle	1554	58.88%	0						
Grange Elementary	1210	58.35%	0						
Deer Park Elementary (SW)	0216	57.89%	\$87,070						
Essex Elementary	1508	57.68%	0						

Overlea High	1473	57.38%	0						
Lansdowne High & Academy of Finance	1371	56.09%	0						
Winand Elementary	0213	56.01%	0						
Maiden Choice School	0111	55.32%	0						
Red House Run Elementary	1406	54.68%	0						
Deer Park Middle Magnet	0254	54.33%	0						
Oakleigh Elementary	0910	53.26%	0						
Milford Mill Academy	0271	53.24%	0						
Seneca Elementary	1531	52.46%	0						
Kenwood High	1572	52.37%	0						
Woodbridge Elementary	0116	51.77%	0						
Eastwood Center	1218	51.12%	0						
Randallstown High	0272	49.77%	0						
Glyndon Elementary	0407	49.17%	0						
Arbutus Elementary	1302	49.02%	0						
Owings Mills High	0452	48.76%	0						
Padonia International	0810	48.48%	0						
Imagine Discovery Charter School (CH)	0218	48.15%	0						
Reisterstown Elementary	0406	48.15%	0						
Patapsco High and Center for Arts	1272	48.13%	0						
Harford Hills Elementary	0915	47.43%	0						
New Town High	0473	46.95%	0						
Pikesville Middle	0352	46.61%	0						
Timber Grove Elementary	0405	46.35%	0						
Middleborough Elementary	1520	45.62%	0						
Parkville High & Center for Math/Science	0972	45.58%	0						
Edgemere Elementary	1502	44.47%	0						
Orems Elementary	1519	44.44%	0						
Sparrows Point Middle	1559	44.18%	0						
Westowne Elementary	0103	43.87%	0						
Villa Cresta Elementary	0908	43.84%	0						
Arbutus Middle	1356	43.19%	0						
Chesapeake Terrace Elementary	1511	42.07%	0						
Cedarmere Elementary	0408	41.95%	0						
Warren Elementary	0813	41.92%	0						
Woodholme Elementary	0311	41.10%	0						
Carney Elementary	1106	40.52%	0						
Ridge Ruxton School	0922	39.09%	0						
Vincent Farm Elementary	1533	39.01%	0						
Parkville Middle	1452	38.40%	0						
Perry Hall Elementary	1105	36.65%	0						
Pot Springs Elementary	0808	36.39%	0						
Relay Elementary	1310	35.69%	0						
Fullerton Elementary	1404	35.09%	0						
Wellwood International School	0304	34.42%	0						

Franklin Middle	0451	34.29%	0						
Pine Grove Middle	0957	34.19%	0						
Pine Grove Elementary	0921	33.47%	0						
Sudbrook Magnet Middle	0353	32.81%	0						
New Town Elementary	0217	31.70%	0						
Sparrows Point High	1573	30.69%	0						
Cockeysville Middle	0853	30.46%	0						
Western School of Technology & Environmental Science	0175	30.42%	0						
Catonsville Elementary	0101	30.05%	0						
Joppaview Elementary	1109	29.17%	0						
Franklin High	0472	27.56%	0						
Seven Oaks Elementary	1110	27.32%	0						
Perry Hall Middle	1151	27.26%	0						
Pikesville High	0371	27.06%	0						
Eastern Technical High	1575	26.27%	0						
Catonsville High	0174	26.12%	0						
Loch Raven High	0973	25.80%	0						
Oliver Beach Elementary	1534	25.65%	0						
Catonsville Middle	0151	25.10%	0						
Gunpowder Elementary	1111	22.97%	0						
Perry Hall High	1171	22.74%	0						
Hillcrest Elementary	0115	22.61%	0						
Dumbarton Middle	0953	19.98%	0						
Hampton Elementary	0911	19.47%	0						
Franklin Elementary	0403	19.41%	0						
Dulaney High	0872	19.00%	0						
Westchester Elementary	0102	17.30%	0						
Towson High	0971	17.08%	0						
Chatsworth School	0404	15.58%	0						
George W. Carver Center for Arts & Technology	0975	14.66%	0						
Cromwell Valley Elementary Reg Magnet	0916	14.25%	0						
Lutherville Laboratory	0803	12.50%	0						
Stoneleigh Elementary	0905	11.41%	0						
Ridgely Middle	0852	11.19%	0						
Timonium Elementary	0805	11.14%	0						
Hereford Middle	0855	11.12%	0						
Summit Park Elementary	0310	10.96%	0						
Fifth District Elementary	0501	10.68%	0						
Seventh District Elementary	0701	10.14%	0						
Prettyboy Elementary	0601	8.82%	0						
Chapel Hill Elementary	1107	8.68%	0						
Kingsville Elementary	1104	8.24%	0						
Jacksonville Elementary	1002	7.58%	0						



**Attachment 5-A**  
**Transferability of ESEA Funds [ESEA Section 6123(b)]**  
**Fiscal Year 2013**  
**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 100 percent of the funds allocated to it by formula under four major ESEA programs among those programs and to Title I. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

50% limitation for local school systems not identified for school improvement or corrective action. 30% limitation for districts identified for school improvement. A school system identified for corrective action may not use the fund transfer option.					
Funds Available for Transfer	Total FY 2013 Allocation	\$ Amount to be transferred <u>out of</u> <u>each program</u>	\$ Amount to be transferred into each of the following programs		
			Title I-A	Title II-A	Title II-D
			\$ N/A	\$ N/A	Title IV-A
Title II-A Teacher Quality	\$ N/A	\$ N/A			
Title II-D Ed Tech					
Title IV-A Safe and Drug Free Schools & Communities					



**Attachment 5-B**  
**Consolidation of ESEA Funds for Local Administration (ESEA Section 9203)**  
**Fiscal Year 2013**  
**Local School System: Baltimore County Public Schools**

Section 9203 of ESEA allows a local school system, with approval of MSDE, to consolidate ESEA administrative funds. In consolidating administrative funds, a school system *may not* (a) designate more than the percentage established in each ESEA program, and (b) use any other funds under the program included in the consolidation for administrative purposes. A school system may use the consolidated administrative funds for the administration of the ESEA programs and for uses at the school district and school levels for such activities as:

- The coordination of the ESEA programs with other federal and non-federal programs;
- The establishment and operation of peer-review activities under *No Child Left Behind*;
- The dissemination of information regarding model programs and practices;
- Technical assistance under any ESEA program;
- Training personnel engaged in audit and other monitoring activities;
- Consultation with parents, teachers, administrative personnel, and nonpublic school officials; and
- Local activities to administer and carry out the consolidation of administrative funds.

A school system that consolidates administrative funds shall not be required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation.

If the school system plans to consolidate ESEA administrative funds, indicate below the ESEA programs and amounts that the school system will consolidate for local administration. Provide a detailed description of how the consolidated funds will be used.					
Title I-A (Reasonable and Necessary)	Title II-A (Reasonable and Necessary)	Title II-D (Reasonable and Necessary)	Title III-A (Limit: 2 Percent)	Title IV-A (Limit: 2 Percent)	Total ESEA Consolidation (Reasonable and Necessary)
\$ N/A	\$ N/A		\$ N/A		\$ N/A

**Attachment 6**  
**Nonpublic School Information for ESEA Programs**  
**Fiscal Year 2013**  
**Local School System: Baltimore County Public Schools**

Enter the complete information for each participating nonpublic school, including mailing address. Use the optional "Comments" area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under "Comments." NOTE: Complete Attachment 6 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 School 6631 Johnnycake Road Baltimore, MD 21244	Private School						
	Public School	19	19	29	0	0	
	Neutral Site						
Arrow Center for Education 1605 Cromwell Bridge Road Baltimore, MD 21234	Private School						
	Public School	0	0	20	0	0	
	Neutral Site						
Bais Hamedrash and Mesivta of Baltimore 6823 Old Pimlico Road Baltimore, MD 21209	Private School						
	Public School	0	0	*	0	0	
	Neutral Site						

**Attachment 6**  
**Nonpublic School Information for ESEA Programs**  
**Fiscal Year 2013**  
**Local School System: Baltimore County Public Schools**

Enter the complete information for each participating nonpublic school, including mailing address. Use the optional "Comments" area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under "Comments." NOTE: Complete Attachment 6 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	
Bais Yaakov Elementary School for Girls 11111 Park Heights Avenue Owings Mills, MD 21117	Private School						
	Public School	45	18	120	0	0	
	Neutral Site						
Bais Yaakov Eva Winer High School 6302 Smith Avenue Baltimore, MD 21209	Private School						
	Public School	0	0	100	0	0	
	Neutral Site						
Bais Yaakov Middle School for Girls 6300 Smith Avenue Baltimore, MD 21209	Private School						
	Public School	0	0	70	0	0	
	Neutral Site						

**Attachment 6**  
**Nonpublic School Information for ESEA Programs**  
**Fiscal Year 2013**  
**Local School System: Baltimore County Public Schools**

Enter the complete information for each participating nonpublic school, including mailing address. Use the optional "Comments" area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under "Comments." NOTE: Complete Attachment 6 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	
	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)
Baltimore Hebrew Congregation Day School 7401 Park Heights Avenue Baltimore, MD 21208	Private School						
	Public School	0	0	14	0	0	
	Neutral Site						
Bethany Christian School 1932 Gwynn Oak Avenue Baltimore, MD 21207	Private School						
	Public School	0	0	9	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**  
**Nonpublic School Information for ESEA Programs**  
**Fiscal Year 2013**  
**Local School System: Baltimore County Public Schools**

Enter the complete information for each participating nonpublic school, including mailing address. Use the optional "Comments" area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under "Comments." NOTE: Complete Attachment 6 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	
CAN Learning Garden 6622 Loch Raven Boulevard Baltimore, MD 21239	Private School						
	Public School	3	3	N/A	0	0	
	Neutral Site						
Forbush School at Glyndon 407 Central Avenue Reisterstown, MD 21136	Private School						
	Public School	0	0	50	0	0	
	Neutral Site						
Free State Montessori School 12536 Harford Road Fork, MD 21051	Private School						
	Public School	0	0	*	0	0	
	Neutral Site						

**Attachment 6**  
**Nonpublic School Information for ESEA Programs**  
**Fiscal Year 2013**  
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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	
God's Little Angels 6247 Kenwood Avenue Baltimore, MD 21237	Private School						
	Public School	0	0	N/A	0	0	New to Title IA.
	Neutral Site						
Good Shepherd Center 4100 Maple Avenue Baltimore, MD 21227	Private School						
	Public School	0	0	34	0	0	
	Neutral Site						
Hannah More School 12039 Reisterstown Road Reisterstown, MD 21136	Private School						
	Public School	0	0	54	0	0	
	Neutral Site						

# Attachment 6

## Nonpublic School Information for ESEA Programs

Fiscal Year 2013

Local School System: Baltimore County Public Schools

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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	
Harbour School at Baltimore 11251 Dolfield Boulevard Owings Mills, MD 21117	Private School						
	Public School	0	0	*	0	0	
	Neutral Site						
Havenwood Preschool Center 100 East Ridgely Road Timonium, MD 21093	Private School						
	Public School	0	0	24	0	0	
	Neutral Site						
Immaculate Conception School 112 Ware Avenue Towson, MD 21204	Private School						
	Public School	2	2	41	1	1	
	Neutral Site						

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**Nonpublic School Information for ESEA Programs**  
**Fiscal Year 2013**  
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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		
Immaculate Heart of Mary School 8501 Loch Raven Boulevard Towson, MD 21286	Private School							
	Public School	16	8	38	0	0		
	Neutral Site							
Jewish Community Center Early Childhood Dept. 3506 Gwynnbrook Avenue Owings Mills, MD 21117	Private School							
	Public School	0	0	54	0	0		
	Neutral Site							
John Paul Regional Catholic School 6946 Dogwood Road Baltimore, MD 21244	Private School							
	Public School	16	17	15	1	1		
	Neutral Site							



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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	
<b>Krieger Schecter Day School</b> 8100 Stevenson Road Baltimore, MD 21208	Private School						
	Public School	0	0	*	0	0	
	Neutral Site						
<b>Lamb of God School</b> 1810 Fairview Avenue Halethorpe, MD 21227	Private School						
	Public School	0	0	20	0	0	
	Neutral Site						
<b>Liberty Christian School</b> 11303 Liberty Road Owings Mills, MD 21117	Private School						
	Public School	0	0	27	0	0	
	Neutral Site						

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**Fiscal Year 2013**  
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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)
Loyola Blakefield Chestnut Avenue and Charles Street Baltimore, MD 21204	Private School						
	Public School	0	0	104	0	0	
	Neutral Site						
Mann Residential School 6501 N. Charles Street, Bldg A Towson, MD 21204	Private School						
	Public School	0	0	15	0	0	
	Neutral Site						
Maryvale Preparatory School 11300 Falls Road Brooklandville, MD 21022	Private School						
	Public School	0	0	35	0	0	
	Neutral Site						

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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	Students Mathematics	Staff	Students	Staff				
		(Can be a duplicated count)	(Can be a duplicated count)							
Mount de Sales Academy 700 Academy Road Catonsville, MD 21228	Private School									
	Public School	0	0	60	0	0				
	Neutral Site									
Mt. Pleasant Christian School 6000 Radecke Avenue Baltimore, MD 21206	Private School									
	Public School	0	0	14	0	0				
	Neutral Site									
New Mark of Excellence School 2605 North Rolling Road Baltimore, MD 21244	Private School									
	Public School	6	7	11	0	0				
	Neutral Site									

Attachment 6

Nonpublic School Information for ESEA Programs

Fiscal Year 2013

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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	
Notre Dame Preparatory School 815 Hampton Lane Towson, MD 21286	Private School						
	Public School	0	0	85	0	0	
	Neutral Site						
Our Lady of Grace School 18310 Middletown Road Parkton, MD 21120	Private School						
	Public School	0	0	24	0	0	
	Neutral Site						
Our Lady of Hope/St Luke School 8003 North Boundary Road Baltimore, MD 21222	Private School						
	Public School	27	6	26	0	0	
	Neutral Site						

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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-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	
<b>Our Lady of Mt. Carmel School</b> 1706 Old Eastern Avenue Baltimore, MD 21221	Private School						
	Public School	22	18	20	0	0	
	Neutral Site						
<b>Our Lady of Victory School</b> 4416 Wilkens Avenue Arbutus, MD 21229	Private School						
	Public School	11	10	*	0	0	
	Neutral Site						
<b>Redeemer Classical Christian School</b> 6415 Mt. Vista Road Kingsville, MD 21087	Private School						
	Public School	0	0	30	0	0	
	Neutral Site						

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**Fiscal Year 2013**  
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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 63 Sacred Heart Lane Glyndon, MD 21071	Private School						
	Public School	10	0	47	0	0	
	Neutral Site						
Saint Demetrious Greek Orthodox Bilingual Day School 2504 Cub Hill Road Baltimore, MD 21234	Private School						
	Public School	0	0	*	0	0	
	Neutral Site						
Sisters Academy of Baltimore 139 First Avenue Baltimore, MD 21227	Private School						
	Public School	6	0	16	0	0	
	Neutral Site						

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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)
St. Agnes School 603 St. Agnes Lane Baltimore, MD 21229	Private School						
	Public School	6	11	27	0	0	
	Neutral Site						
St. Clement Mary Hofbauer 1216 Chesaco Avenue Rosedale, MD 21237	Private School						
	Public School	7	6	45	0	0	
	Neutral Site						
St. John the Evangelist School 13311 Long Green Pike Hydes, MD 21082	Private School						
	Public School	0	0	22	0	0	
	Neutral Site						

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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)
St. Joseph School - Cockeysville 105 Church Lane Cockeysville, MD 21030	Private School	0	0	28	0	0	
	Public School						
	Neutral Site						
St. Joseph School - Fullerton 8416 Belair Road Baltimore, MD 21236	Private School	5	2	43	6	1	
	Public School						
	Neutral Site						
St. Mark School 26 Melvin Avenue Catonsville, MD 21228	Private School	5	4	28	0	0	
	Public School						
	Neutral Site						



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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	
St. Michael The Archangel School 10 Willow Avenue Baltimore, MD 21206	Private School						
	Public School	22	19	23	0	0	
	Neutral Site						
St. Paul's Lutheran School 12022 Jerusalem Road Kingsville, MD 21087	Private School						
	Public School	0	0	14	0	0	
	Neutral Site						
St. Paul's Plus 11232 Falls Road Brooklandville, MD 21022	Private School						
	Public School	0	0	*	0	0	
	Neutral Site						

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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. (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
St. Paul's School for Girls 11232 Falls Road Brooklandville, MD 21022	Private School						
	Public School	0	0	*	0	0	
	Neutral Site						
St. Peter's Christian Day School 7910 Belair Road Baltimore, MD 21236	Private School						
	Public School	0	0	12	0	0	
	Neutral Site						
St. Pius X School 6432 York Road Baltimore, MD 21212	Private School						
	Public School	7	6	22	1	1	
	Neutral Site						

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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	
St. Stephen School 8028 Bradshaw Road Kingsville, MD 21087	Private School						
	Public School	0	0	20	0	0	
	Neutral Site						
St. Thomas Parish Day School Inc 232 St. Thomas Lane Owings Mills, MD 21117	Private School						
	Public School	0	0	N/A	0	0	No longer have a kindergarten program.
	Neutral Site						
St. Ursula School 8900 Harford Road Baltimore, MD 21234	Private School						
	Public School	5	1	40	0	0	
	Neutral Site						

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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	
Talmudical Academy of Baltimore 4445 Old Court Road Baltimore, MD 21208	Private School						
	Public School	30	19	68	0	0	
	Neutral Site						
Torah Institute of Baltimore 35 Rosewood Lane Owings Mills, MD 21117	Private School						
	Public School	21	10	104	0	0	
	Neutral Site						
Trinity Church Day School 12400 Manor Road, P.O. Box 4001 Glen Arm, MD 21057	Private School						
	Public School	0	0	13	0	0	
	Neutral Site						

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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	
Valley Baptist Kindergarten and Preschool 1401 York Road Lutherville, MD 21093	Private School						
	Public School	0	0	18	0	0	
	Neutral Site						
Victory Day School 909 Berrymans Lane Reisterstown, MD 21136	Private School						
	Public School	0	0	*	0	0	
	Neutral Site						
Villa Maria School 2300 Dulaney Valley Road Timonium, MD 21093	Private School						
	Public School	0	0	33	0	0	
	Neutral Site						

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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	
Villa Maria School at St. Vincent's Center 2600 Pot Spring Road Timonium, MD 21093	Private School						
	Public School	0	0	23	0	0	
	Neutral Site						
Montessori Society of Central MD - Emerson Farm Children's House 10807 Tony Drive Lutherville, MD 21093	Private School						
	Public School	0	0	50	0	0	
	Neutral Site						
Perry Hall Christian School 3919 Schroeder Avenue Perry Hall, MD 21128	Private School						
	Public School	0	0	34	0	0	
	Neutral Site						

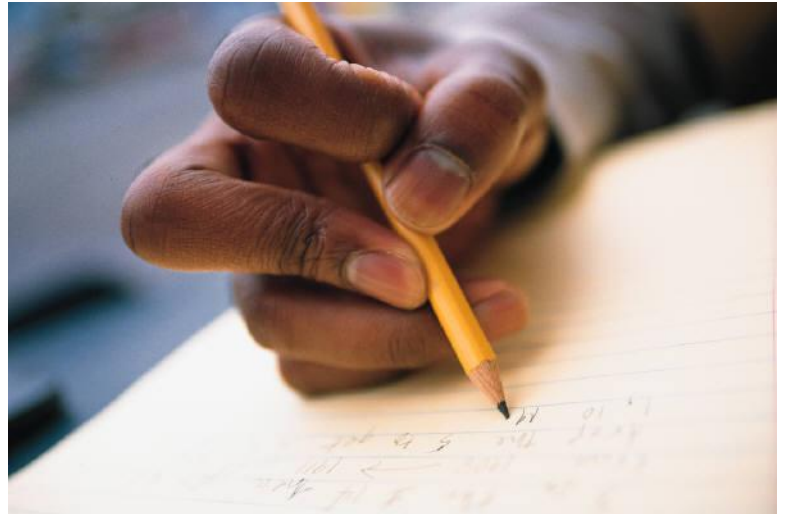
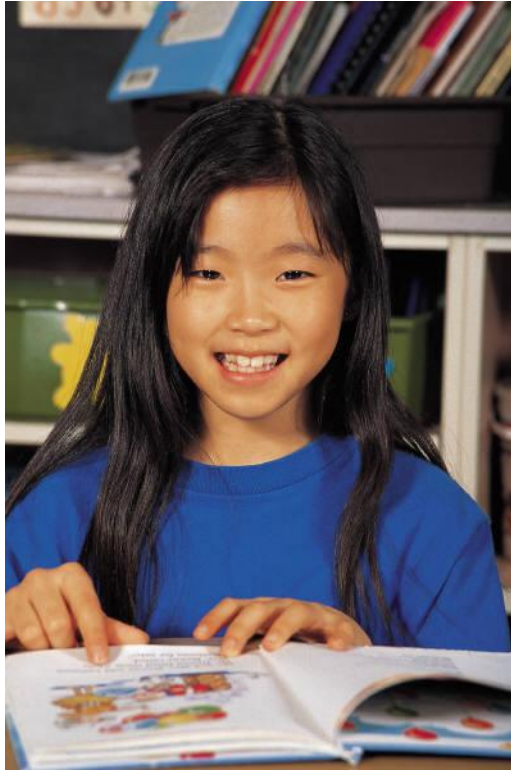
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NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						
	Title I-A			Title II-A		Title III-A	
	Number nonpublic T-1 students to be served at the following locations:	Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Comments (Optional)
Play and Learn at Hunt Valley 11350 McCormick Road; EP1,LL1 Hunt Valley, MD 21031	Private School						
	Public School	0	0	18	0	0	
	Neutral Site						
St. John's Lutheran School 13300 Manor Road Glen Arm, MD 21057	Private School						
	Public School	0	0	17	0	0	
	Neutral Site						
Youth in Transition 7205 and 7130 Rutherford Road Baltimore, MD 21244	Private School						
	Public School	0	0	53	0	0	
	Neutral Site						

\* Information has been requested but has not yet been provided by the school.

## Attachment 7



## Title I, Part A Improving Basic Programs



## SY 2012-2013

Please go to [www.marylandpublicschools.org](http://www.marylandpublicschools.org). Click on Programs>Title I for the application and required forms.

Last fall, the U.S. Department of Education offered States the opportunity to request flexibility from certain requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), in exchange for rigorous and comprehensive plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to support the groundbreaking reforms already taking place in many States and districts that we believe hold promise for improving outcomes for students. The waivers that comprise ESEA flexibility were granted to Maryland pursuant to Secretary Duncan's authority in section 9401 of the ESEA. On May 29, 2012, the U.S. Department of Education approved Maryland's Flexibility Plan.

Maryland's Flexibility Plan includes a waiver of section 1116(b) (except (b)(13)), that required LEAs to identify schools for improvement, corrective action, and restructuring. As a result, all schools in your district that have not made AYP for two or more consecutive years under NCLB or Maryland's Differentiated Accountability System will no longer carry its school improvement label or be required to implement the requirements associated with its former improvement status which include Public School Choice, SES, 10% reservation for School PD, 10% reservation for LEA PD, and the 85% funding rule for schools in corrective action or restructuring.

Under Maryland's ESEA Flexibility Plan, the requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40% or more in order to operate a schoolwide program has been waived if the school has been designated as a priority school or focus school by the SEA.

### Priority Schools

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

### Focus Schools

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

### Support for Priority Schools Not Receiving Title I 1003(g) SIG funds

MSDE expects the LEA to use all, or a portion of, the amount of Title I dollars that was previously required as a set aside for SES and Parent Choice (20% of its total allocation) to provide between \$50,000 and \$2 million per school per year for the next three years in order to implement a model or interventions sufficiently addresses the needs of its priority schools and students. [ESEA Flexibility Plan: Principle 2.D.iii] If LEAs with priority schools do not use the full 20% reservation for its priority schools, MSDE expects the LEA to use the remaining amount to support its Title I focus schools.

**Support to Low Performing Title I Schools** (priority, focus, and Title I schools that have not met all student progress targets (SPT)).

Local Discretion: An LEA with priority, focus or low performing Title I schools is highly encouraged to set aside district level Title I, Part A funds to support low performing schools through interventions such as, locally coordinated supplemental educational services or after school programs, technical assistance, and/or professional development. [Maryland's Flexibility Plan: Section 2.D.iii]

Please be advised, MSDE will continue to provide guidance to LEAs as we begin the implementation of our new Flexibility Plan. If you have any questions, please contact Maria E. Lamb, Director, Program Improvement and Family Support Branch at [mlamb@msde.state.md.us](mailto:mlamb@msde.state.md.us) .

**ATTACHMENT 7 NARRATIVE: TITLE I, PART A – IMPROVING BASIC  
PROGRAMS OPERATED BY LOCAL EDUCATIONAL  
AGENCIES**

<b>Local Educational Agency: Baltimore County Public Schools</b> ____ <b>Fiscal Year 2013</b>
<b>Title I Coordinator: M. Dagen and M. Stansbury</b> _____
<b>Telephone: 410-887-3487</b> _____ <b>E-mail: mdagen@bcps.org</b> _____

**I. TITLE I THEMES IN THE BRIDGE TO EXCELLENCE MASTER PLAN**

Describe the LEA's strategies to provide high quality sustained support to all Title I elementary, middle, and secondary schools. Label each question and answer. Be sure to **address each lettered and/or bulleted item separately.** **ALL REQUESTED DOCUMENTATION SHOULD BE LABELED AND SUBMITTED AS SECTION IV.**

**A. *HIGHLY QUALIFIED:***

- 1. DESCRIBE** the process **including specific timelines/dates** used to notify parents whose children attend Title I schools about the qualifications of their teachers **by addressing each lettered item separately.** Sec. 1111 (h)(6)(A)

- a. Describe how and when (date) the school or LEA notifies the parents of each student attending any Title I schools that they may request information regarding the professional qualifications of their child's classroom teacher (known as "Parent's Right to Know").

On September 12, 2012, the Office of Title I will provide the Parent's Right to Know letter from the superintendent to school principals for dissemination to parents. Principals are given guidance that letters must be sent via U.S. Mail by October 5, 2012, and a Connect-ED message should announce the dissemination of the letter. Schools maintain documentation of dissemination, and the documentation is checked during the fall program monitoring visit. The Parents' Right to Know letter informs parents of their right to request information about the credentials of his/her child's teacher (Appendix A).

- b. Describe the process of providing timely notice (letter) to parents when their child has been assigned or taught for 4 or more consecutive weeks by a teacher or substitute teacher who is not highly qualified.

**Initial Notification**

The process for ongoing notification of parents whose children are instructed by non-*HQ* staff for four-weeks or longer will be explained during the September 12, 2012, technical assistance opportunity with Title I principals. Schools that *begin* the school year with long-term substitutes serving for teachers of record in core areas. will be provided information at the September 12, 2012 meeting detailing their responsibility for informing parents in accordance with Elementary and Secondary Education Act (ESEA) standards. A description of the substantiating

documentation that must be maintained and submitted to the Office of Title I will be provided to principals as well (Appendix B).

#### **On-going Notification**

Beginning September 12, 2012 and every four weeks thereafter, the Title I specialist receives the districtwide “Long-term Substitute” report and contacts impacted principals accordingly. The four-week notification letter informs parents of their right to be notified when their child is taught by a teacher who is not highly qualified to teach the subject matter. In addition, principals of Title I schools provide an attestation to the Office of Title I that their teachers are highly qualified, and that if any teacher loses certification or otherwise has his/her highly qualified (HQ) status compromised (as in the case of a long-term substitute in a core academic subject) the principal attests that he/she will apprise the parents of the situation in writing (Appendix C). The Office of Title I receives copies of the actual letter sent, as well as the roster of students whose parents were informed of their rights to request information about teacher credentials.

- c. Identify by name, title, and department the person(s) responsible for ensuring compliance with Section 1111(h)(6)(A).
  - Determining *HQ* status of teachers - Dr. Alpheus Arrington, Director, Office of Human Resources
  - Providing *ESEA* guidance regarding *HQ* compliance – Director, Office of Title I
  - Teacher placement consistent with *HQ* requirements - School Principals, Assistant Superintendents
  - Parent notification in instances of four weeks or longer instruction by non-*HQ* teachers - School Principals; Ken Kuyawa, Office of Certification; Edward Cornish, Title I Specialist, Office of Title I; Assistant Superintendents
- d. Describe how the LEA coordinates Highly Qualified notification between Human Resources, the Title I Office, and school administration (for a. **and** b. in this section).

In the spring of each school year, the Office of Title I meets with the Office of Human Resources and Certification to discuss updates in Highly Qualified(HQ) notification requirements. This year, the offices met on May 16, 2012 to discuss teacher certification and the process for parental notification regarding right to request information concerning teachers’ credentialing, notification in the instance of instruction provided by non-HQ teacher for four weeks or longer, as well as the process for attending to lapsed certification issues are discussed. A plan is determined for communicating parental notification processes with area assistant superintendents and school principals. Following this discussion, the Offices of Title I and Human Resources coordinate a principals’ technical assistance opportunity in September to discuss parental notification requirements relative to teacher qualifications. In the fall and the spring of the year, the offices confer about potential teacher certification lapses to determine compliance with district-level protocol governing such occurrences. Principals contact Title I specialists on an as needed basis to discuss questions they may have about ongoing notification requirements. Coordination among the Office of Human Resources, Certification, Assistant Superintendents, and Title I occurs in order to

achieve and maintain compliance with notification requirements regarding HQ status of teachers (Appendix D).

- e. Describe how the LEA ensure the Highly Qualified status of teachers assigned to Title I schools is maintained.

During the fall HQ technical assistance opportunity, the Office of Human Resources provides information to principals relevant to appropriate placements of teachers to maintain HQ status. Principals sign attestations of compliance with HQ requirements and Human Resources provides ongoing guidance to principals (as needed) to assist in the determination of appropriate teachers classroom placements. The Office of Human Resources uses a three step process to ensure appropriate placement of teachers commensurate with HQ status. The first step involves providing principals information detailing teacher credentials and appropriate placements to assist with principal's yearly planning. Second, information regarding teacher placement is collected during the submission of the school *Staffing Allocation Planning* that each Baltimore County public school is required to submit. When there are instances of principal placement decisions that conflict with teachers' ability to maintain HQ status, Office of Human Resources facilitates a meeting with the school principal to remove the teacher from the inappropriate placement.

2. **DOCUMENTATION:** Include sample copies of English and translated letters that will be used to meet the requirements (for a. and b.) in school year 2012-2013.

3. Are all paraprofessionals in Title I schoolwide schools qualified?

☒ Yes ☐ No ☐ Not Applicable

4. Are all paraprofessionals paid with Title I funds in targeted assistance schools qualified? ☒ Yes ☐ No ☐ Not Applicable

## **B. SCHOOLWIDE PROGRAMS:**

If the LEA does not have any Title I schoolwide programs, proceed to Section C - Targeted Assistance.

Under Maryland's ESEA Flexibility Plan, the requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40% or more in order to operate a schoolwide program has been waived if the school has been designated as a priority school or focus school by the SEA. See the end of this application for the list of Maryland's approved priority and focus schools.

1. For LEAs with Title I schoolwide programs, **DESCRIBE** the steps taken to help the Title I schools make effective use of schoolwide programs **by addressing each lettered item separately.** Reg. 200.25-28 and Sec. 1114.

- a. Describe how the system will assist schools in consolidating funds for schoolwide programs. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.  
BCPS' Schoolwide Title I schools complete a programmatic consolidation during school improvement planning in accordance with federal guidance released during spring of 2008. Based on the outcome of a *Comprehensive Needs Assessment*, and in consultation with school stakeholders, the principals examine their priority needs and funding available to develop comprehensive programs ensuring students with the most academic need are receiving timely and meaningful services. During school improvement planning, principals verify all resources (local, state, and federal) available. Using this information and the outcome of a *Comprehensive Needs Assessment*, funding priorities are determined.

- b. Describe the process to ensure that the *10 Components of a Schoolwide Program* are part of the development, peer review, implementation, and monitoring of Schoolwide/School Improvement Plans.

Development

BCPS uses an electronically differentiated School Progress Planning process. Schoolwide Title I schools are required to complete the school plan with the 10 Components for Schoolwide planning and BCPS standards. The offices of Title I and the assistant superintendents collaborate on the School Progress Plan (SPP) development process for Title I schools. Appropriate curriculum offices provide technical assistance to ensure SPPs are of a quality most likely to improve student achievement if implemented and monitored. The Office of Title I reviews the Title I Schoolwide SPPs to determine if each of the 10 Schoolwide Components are identified in the plan and informed by the outcome the *Comprehensive Needs Assessment*. The role of the Office of Title I is to collaborate directly with school principals and the area assistant superintendents during the development process of the SPPs to ensure Title I compliance through bi-annual program reviews.

Implementation

The assistant superintendents and the Office of Title I meet with principals to discuss the implementation of the SPPs during the school year. During the bi-annual Program Review, the Office of Title I reviews substantiating documentation of the implementation of activities required in accordance with statutory guidance detailing compliance with the 10 components of Schoolwide programs. The Office of Title I uses a review tool to communicate with principals regarding compliance with Title I programmatic requirements. If there is corrective action required, the Office of Title I visits the school prior to the culminating spring visit to ensure appropriate redress has occurred.

## Monitoring

The assistant superintendents monitor the implementation of the SPP and have the ultimate accountability in this regard. Working within this structure of accountability, the Office of Title I conducts a three-tiered review and approval of expenditures to ensure expenditures align to priority needs identified in the Comprehensive Needs Assessment as well as key actions/strategies identified in the approved SPP. In addition to employing internal controls for expending funds, specialists in the Office of Title I conduct at least two visits to Title I schools to monitor implementation of the SPP. During the school visits, documentation of implementation is reviewed, observations of Title I funded staff are conducted and a physical review of inventory is completed. As a result of this monitoring, Title I specialists provide school administrator with any technical assistance deemed necessary to ensure that appropriate implementation of activities required by the Elementary and Secondary Education Act (ESEA) occur and are documented. In the instance of compliance concerns related to the 10 components of schoolwide planning, Title I protocol dictates appropriate technical assistance in combination with follow-up review to ensure compliance.

- c. If any of the 10 Components of the schoolwide plan are not adequately addressed, describe steps the LEA will take to ensure that revisions to schoolwide plans occur in a timely manner.

If any component is not adequately addressed, the Office of Title I takes the following actions:

- The school principal and the assistant superintendent are informed, in writing, of the nature of the compliance concern.
- If needed, the Office of Title I specialists and/or supervisor provides site-based technical assistance.
- The school principal makes the necessary revision to the School Progress Plan.
- The Office of Title I specialists, supervisor, or director reviews the amended document to ensure compliance has been achieved.
- The Office of Title I specialist and/or supervisor advises the school principal and assistant superintendent that the School Progress Plan is now fully compliant.

- d. Describe specific steps to be taken by the LEA to review and analyze the effectiveness of schoolwide programs.

As a primary source of information describing student achievement, data from MSA and additional sources are used by every school operating a Title I Schoolwide program to determine school-specific needs. Data are disaggregated by subgroups as required by ESEA. Baltimore County Public Schools will continue, on an annual basis, to utilize disaggregated student data from all state and local reading and mathematics assessments at the system, area, school, classroom, and individual student levels to make informed educational decisions to advance achievement. The Office of World Languages tracks the performance of ELL and re-designated ELL participation in primary talent programs in elementary schools.

- e. Describe how the system and/or schools provide extended learning time, such as an extended school year, before- and after-school, and summer program opportunities.

Title I extended-day (ED) programs are developed and operated in accordance with student needs as informed by comprehensive needs assessments conducted by participating schools. Title I ED program may serve students performing below, on, or above expectations. This flexibility allows schools to develop and implement programs uniquely responsive to the school's student achievement trends. BCPS teachers provide instruction during the afterschool programs. All Title I schools receive school-based allocations from which extended-year programs may be operated. The Office of Title I obtains information annually from schools on their use of funding to provide these services.

- f. In addition to the Title I Coordinator, identify other central office staff by name, title, and department responsible for monitoring the 10 components in schoolwide plans, the effectiveness of schoolwide program implementation, fiduciary issues, and program effectiveness.

Vacant, Director, Office of Title I

Mary Dagen, Supervisor, Office of Title I

Michele Stansbury, Supervisor, Office of Title I

Dr. Christine Koth, Title I Evaluation Specialist, Office of Title I

Edward Cornish, Title I Specialist, Office of Title I

Katie Filling, Title I Specialist, Office of Title I

Sue Byer, Fiscal Assistant, Office of Title I

Ernestine Jones, Fiscal Assistant, Office of Title I

Kimberly Ward, Fiscal Assistant, Office of Title I

Title I Academic Coaches

Title I Gap Reduction Coach

Title I Gifted and Talented Resource Teachers

**2. For LEAs with Priority Schools (which includes 1003g SIG funded schools)**

**and/or Focus Schools:** Describe how the LEA will insure that the 10 components for schoolwide are integrated throughout the schools' models/plans.

**Development**

The same process for all Title I schools will be implemented for Focus Schools.

BCPS uses an electronically differentiated School Progress Planning process. Schoolwide Title I schools are required to complete the school improvement template with the 10 Components for Schoolwide planning and BCPS standards. The offices of Title I and the assistant superintendents collaborate on the School Progress Plan (SPP) development process for Title I schools. Appropriate curriculum offices provide technical assistance to ensure SPPs are of a quality most likely to improve student achievement if implemented and monitored. The Office of Title I reviews the Title I Schoolwide SPPs to determine if each of the 10 Schoolwide Components are identified in the plan and informed by the outcome of the *Comprehensive Needs Assessment*. The role of the Office of Title I is to collaborate directly with school principals and the area assistant superintendents during the development process of the SPPs to ensure Title I compliance through biannual Program Reviews.



### Implementation

The assistant superintendents and the Office of Title I meet with principals to discuss the implementation of the SPPs on an ongoing basis during the school year. During the biannual Program Review, the Office of Title I reviews substantiating documentation of the implementation of activities required in accordance with statutory guidance detailing compliance with the 10 components of Schoolwide programs. The Office of Title I uses a review tool to communicate with principals regarding compliance with Title I programmatic requirements. If there is a corrective action required, the Office of Title I visits the school prior to the culminating spring visit to ensure appropriate redress has occurred.

### Monitoring

The assistant superintendents monitor the implementation of the SPP and have the ultimate accountability in this regard. Working within this structure of accountability, the Office of Title I conducts a three-tiered review and approval of expenditures to ensure expenditures align to priority needs identified in the Comprehensive Needs Assessment as well as key actions/strategies identified in the approved SSP. In addition to employing internal controls for expending funds, specialists in the Office of Title I conduct at least two visits to Title I schools to monitor implementation of the SPP. During the school visits, documentation of implementation is reviewed, observations of Title I funded staff are conducted. As a result of this monitoring, Title I specialists provide school administrators with any technical assistance deemed necessary to ensure that appropriate implementation of activities required by ESEA and are documented. In the instance of compliance concerns related to the 10 components of schoolwide planning, Title I protocol dictates appropriate technical assistance in combination with follow-up review to ensure compliance.

## ***C. TARGETED ASSISTANCE SCHOOLS:***

If the LEA does not have any Title I targeted assistance programs, proceed to Section E - Parent Involvement.

BCPS will not have any targeted assistance schools for FY13.

1. **DESCRIBE the step-by-step process including timelines/dates used to** identify eligible children most in need of services. Include in the description how students are **ranked using multiple selection (academic)** criteria. (NOTE: Children from preschool through grade 2 must be selected solely on the basis of such criteria as teacher judgment, parent interviews, and developmentally appropriate measures.) Section 1115(b)(1)(B)
2. **DESCRIBE** how the LEA helps targeted assistance schools identify, implement, and monitor effective methods and **supplemental** instructional strategies **for small groups of identified students. (*In Maryland, small group constitutes no more than 8 students to one teacher.*)** These strategies must be based on best practices and scientific research to strengthen the core academic program of the school. Describe how the system/school will address the following: Section 1115(c)(1)(C).

- a. Giving primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer program opportunities.
  - b. Helping provide an accelerated, high-quality curriculum, including applied learning.
  - c. Minimizing the removal of children from regular classroom instruction for additional services.
3. **DESCRIBE** how the LEA/school provides additional opportunities for professional development with Title I resources, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff.
  4. **DESCRIBE** the process for developing (with peer review), implementing, and monitoring targeted assistance requirements in targeted assistance school improvement plans.
  5. **DESCRIBE** the specific steps to be taken to review and analyze the effectiveness of the targeted assistance programs.
  6. In addition to the LEA Title I coordinator, **identify** by name, title, and department the person/s responsible for **monitoring** the required components in targeted assistance plans, the effectiveness of the targeted assistance programs, and fiduciary issues.
  7. **DOCUMENTATION:** Attach weighted criteria used to select and rank children for targeted assistance services, the timeline for selecting students and implementing the targeted assistance program.
  8. **If an LEA intends to transition a Title I school implementing a targeted assistance program in 2012-2013 to a schoolwide program in 2013-2014, the LEA must submit a formal letter to Maria E. Lamb, Program Improvement and Family Support Director, informing MSDE of its intent.**

**List the Title I school(s) by name and assigned MSDE ID number below.**

#### ***D. PARENT INVOLVEMENT:***

To encourage parent involvement, LEAs **and** schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents' input in decisions that affect their children. [Section 1118(a)(2)] Parent involvement strategies should be woven throughout each system's Master Plan.

##### **1. Local Educational Agency Parent Involvement Policy/Plan Review**

Date the current LEA Parent Involvement Policy/Plan was reviewed:  
BCPS Policy 1270—Family Involvement Policy was adopted on May 23, 1991. The latest revision and adoption of the policy occurred on April 12, 2012.

- a. Describe how parents from Title I schools were involved in the annual review of the LEA Parent Involvement Policy/Plan.

On September 21, 2011, the Office Parent Support Services invited all parent stakeholder groups to review and discuss the current parental involvement policy and rule (Policy 1270 and Superintendent's Rule 1270). The latest revision and adoption of the Superintendent's Rule was approved on April 17, 2012.

Additionally, the Office of Title I meet with parent liaisons from several Title I schools to review and revise the District Level Parent Involvement Plan on July 18, 2012 and August 1, 2012. Parent feedback was used to revise the District Level Parent Involvement Plan and to develop a brochure that features highlights of the district plan. The changes to the LEA's Parent Involvement Policy/Plan include revisions to the general structure of the document to include related policy references, detailed sections relative to the purpose of parent and family involvement and corresponding definitions, and available district-level resources.

Title I Schools will hold meetings with parents to review and provide feedback on Policy and Rule 1270 and the Title I District Level Parent Involvement Plan in August, 2012. All parents will receive a copy of the district plan during the first month of the new school year.

- b. Describe how the LEA ensures that parents from Title I schools are informed about the existence of the district-level Parent Involvement Policy/Plan and how it is distributed to parents.

All parents are informed about the existence of Policy and Rule 1270 via the BCPS Web site. In addition to publishing the policy on the systemwide Web, it is also available on the Parent Support Services Web site. The district-level Parent Involvement Policy/Plan revisions are shared with the Baltimore County PTA Executive Board, and the information is then disseminated to each school level PTA president and other school-level stakeholder groups. District level staff is assigned to facilitate this work to ensure that parents and other advocacy groups are engaged in parent involvement activities and resources aligned with the approved policy. Additionally, the Office of Title I specialists conduct two school visits (fall and spring) per school year to review the implementation of the Schoolwide program components for compliance. As parent involvement requirements are mandated in the operation of schoolwide programs, parent involvement requirements are reviewed during these visits. Schools must provide documentation (sign-in sheets, agendas, etc.) as evidence that parents are informed about the existence of the district-level Parent Involvement Policy/Plan and the opportunity to provide input in developing the plan and how the plan is distributed to parents.

- 2. DOCUMENTATION:** Attach a copy of the LEA's most current distributed Parent Involvement Policy/Plan. Discuss and explain any changes that have been made since the last Master Plan submission. (Appendix E)

### **3. School Level Parent Involvement Plan Review**

- a. Describe how the LEA ensures that all Title I schools have a school level Parent Involvement Policy/Plan that meets statutory requirements.  
The Office of Title I has developed a template encompassing all federal requirements for school-level parent involvement policies/plans(PIP). Along with the template, principals are provided a copy of the PIP Review Tool (modeled after MSDE's Review Checklist) to check their plan for compliance prior to submission to the Office of Title I. All school-level parent involvement plans/policies are submitted annually (by August 30) to the Office of Title I for review and approval. Using the PIP Review Tool, the Title I specialists review the school-level parent involvement plans/policies, provide written feedback to the building principal, and facilitate revisions to ensure full compliance to the federal requirements. Also, technical assistance on the requirements of the school-level parent involvement plan via webinars and site meetings are provided as needed.
- b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation and annual review of the parent involvement plans.  
The Office of Title I specialists conduct two school visits per school year to review the implementation of the Schoolwide program components for compliance. As parent involvement requirements are mandated in the operation of schoolwide programs, parent involvement requirements are reviewed during these visits. Schools provide documentation (sign-in sheets, agendas, etc.) as evidence that parents are involved in the joint development, implementation and annual review of the school parent involvement plan. Further, Title I Parental Involvement Plans are submitted to the Office of Title I annually in August.

### **4. School-Parent Compact**

- a. Describe how the LEA will ensure that each Title I school has a School-Parent Compact that meets statutory requirements.  
Principals are provided technical assistance on the requirements of the School/Parent Compact specifically related to the ESEA statutory requirements. Additionally, the Office of Title I collaborates with the Office of Parent Support Services to provide training throughout the year, discussing both compliant and quality elements of a School/Parent Compact. The Office of Title I created and made available on the BCPS Title I Web site a template compact for all principals to use, as appropriate. The sample School/Parent Compact includes all the required ESEA elements identified to ensure that each school has a model on which individual school compacts may be based. All School-Parent Compacts are submitted annually (by August 30) to the Office of Title I for review and approval. Using the MSDE Compact Review Tool, the compliance specialists review the compacts, provide written feedback to the building principal, and facilitate revisions to ensure full compliance to the federal requirements. Also, technical assistance on the requirements of the compact via webinars and site meetings are provided as needed.

- b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation, and annual review of the School-Parent Compact. The Office of Title I specialists conduct two school visits (fall and spring) per school year to review the implementation of Schoolwide program components for compliance. As parent involvement requirements are mandated in the operation of both types of school programs, parent involvement requirements are reviewed during these visits. Schools provide documentation (sign-in sheets, agendas, etc.) as evidence that parents are involved in the joint development, implementation and annual review of the school-parent compact.

## 5. Monitoring Parent Involvement

- a. Describe the LEA's process for monitoring parent involvement requirements in Title I schools.

Modeled after the process used by the MSDE, BCPS uses a bi-annual school-level Title I review process during which the Office of Title I specialists conduct school visits to review compliance with Schoolwide components. As parent involvement requirements are mandated in the operation of both types of school programs, parent involvement requirements are reviewed during these visits. Further, Title I Parental Involvement Plans and School/Parent Compacts are submitted to the Office of Title I annually in August. Additionally, parental involvement activities and strategies are identified in the School Improvement Plan (SIP). In this way, the Office of Title I has a minimum of three sources of data to monitor Title I school implementation of the parental involvement requirements. All of these sources of information are key in the Title I monitoring process which occurs in twice each year.

- b. In addition to the LEA Title I coordinator, **identify** by name, title, and department the person(s) responsible for **monitoring parent involvement**.

Vacant, Director, Office of Title I

Michele Stansbury, Supervisor, Office of Title I

Edward Cornish, Specialist, Office of Title I

Katie Filling, Specialist, Office of Title I

Vacant, Specialist, Office of Title I

William S. Burke, Executive Director, Department of Professional Development

## 6. Distribution of Parent Involvement Funds

- a. Describe *how* the LEA distributes 95% of the 1% reservation to its Title I schools for parent involvement activities.

Schools receive the 100% of the 1% for family involvement activities during the distribution of school level allocations. Distributing funds in accordance with release of the school allocation allows more facile planning efforts. Family involvement resources are distributed to schools through per pupil allocation

(Appendix F).

- b. Describe *how* the LEA ensures that Title I parents have input in the use of these funds at the district and school level.

Principals conduct parent meetings or workshops prior to the beginning of the school year to review parent involvement data with parents, discuss parent involvement activities, and make determinations concerning the use of funds to support parent needs. In addition to identifying the funding source as part of the development of the parent involvement plan, principals collect sign-in sheets, agendas, notes, and evaluations to demonstrate that parents have had input into the use of family involvement funds. This documentation is reviewed and collected by the Title I specialist during the bi-annual program reviews. Schools distribute the school-level Parent Involvement Plan (PIP) during the Back-to-School Night or other parent events to gain parent feedback concerning any necessary revisions. The PIP is then revised and distributed to all families in the school community, and schools are responsible for collecting analyzing implementation data to drive decision-making regarding future parent involvement activities.

- c. Does the LEA reserve more than 1% of its total allocation for parent involvement?   X   Yes        No

- d. If yes, describe *how* these additional funds are used.

Funds are used to supplement operational budget early childhood, parent involvement programs including ABC, HIPPO and Even Start. District level family engagement events will serve as professional development for the Parent Liaisons and capacity building among the school staff to address parent needs through trainings, decision-making, and information sharing.

In addition, FY12 carryover funds will support Parent Liaison positions in all 47 Title I schools and provide English language acquisition classes for parents.

## ***E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS*** ***[SECTION 1120]:***

1. Participating private schools and services: **COMPLETE INFORMATION IN ATTACHMENT 6 A** regarding the names of participating private schools and the number of private school students that will benefit from the Title I-A services. Refer to the *Title I Services to Eligible Private School Children Non-Regulatory Guidance, October 17, 2003*.

2. **DESCRIBE** the LEA's process for inviting private schools to participate in the Title I, Part A program.

Regularly scheduled meetings were held between BCPS staff and administrators from the nonpublic schools. BCPS' annual consultation meeting was held with staff from nonpublic schools on January 18, 2012, to discuss the Title I program for the FY13 school year. In order to ensure that all nonpublic administrators participated in the consultation process, follow-up phone calls and information packets including detailed notes that shared the information discussed at the consultation meeting were sent to the administrators.

3. **DESCRIBE** the LEA's process of ongoing consultation with private school officials to provide equitable participation to students in private schools.  
Consultation meetings are held throughout the year as a means of on-going consultation regarding the delivery of Title I services. Staff from the Office of Title I conduct quarterly site visits and periodic unannounced visits to each nonpublic school during the year. On-going consultation also takes the form of regular telephone conversations and email to ensure that the needs of the private schools associated with the Title I program are being addressed. Affirmations of consultation are also used to ensure compliance (**Appendix G**).

4. **DOCUMENTATION:** Attach a timeline for consultation and affirmation meetings with private school officials.

5. **DELIVERY OF SERVICES**

- a. Will LEA staff provide the services directly to the eligible private school students? ☒ Yes ☐ No  
If yes, when will services begin? September 4, 2012
- b. Will the LEA enter into a formal agreement with other LEA(s) to provide services to private school students? ☒ Yes ☐ No  
If yes, identify the LEA(s) involved and the date the services will begin.  
Services will begin in the fall of 2012. A copy of the current MOU with Baltimore City and Harford County has been included as (**Appendix H**).
- c. Will the LEA enter into a third party contract to provide services to eligible private school students? ☐ Yes ☒ No  
If yes, when will services begin? \_\_\_\_\_

6. **DOCUMENTATION:** Attach copies of written affirmation(s) and if applicable, copies of the MOUs between school districts. [Section 1120(b) and Reg. 200.63]

7. **DESCRIBE** the LEA's process to supervise and evaluate the Title I program serving private school students.

Staff from the Office of Title I consulted with personnel from the nonpublic schools concerning the assessment instrument that will be used to evaluate the progress of students receiving Title I services. Title I staff will conduct regular observations of private school tutors. To evaluate the program and student progress throughout the year, the Academic Milestones will be completed by teachers three times a year for all students participating in the program, Pre-K through Grade 8. The checklist documents students' relative strengths and weaknesses at the onset of services and will be used to monitor progress in reading and math throughout the year. In addition, weekly communication logs between teachers and tutors will be monitored to ensure that tutoring is aligned with the current needs of each student. At the conclusion of the tutoring services, staff from the Office of Title I will meet with the nonpublic school administrators and the Title I tutors to discuss the effectiveness of the program and any changes that should take place for next year.

*Special Note: If an LEA is skipping schools, equitable services must still be calculated with Title I funds and reported on the Title I allocation worksheet.*

## II. TABLES AND WORKSHEETS

### A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

Table 7-1 SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES		
<p>A Local Educational Agency must use the same measure of poverty for:</p> <ol style="list-style-type: none"> <li>1. Identifying eligible Title I schools.</li> <li>2. Determining the ranking of each school.</li> <li>3. Determining the Title I allocation for each school.</li> </ol>		
<b>PUBLIC SCHOOLS:</b>		
<p><b>CHECK</b> the data source(s) listed below that the school system is using to determine eligible Title I schools. The data source(s) must be applied uniformly to all schools across the school system. A child who might be included in more than one data source may be counted <u>only once</u> in arriving at a total count. <b>The data source(s) must be maintained in the applicant's Title I records for a period of three years after the end of the grant period and/or 3 years after the resolution of an audit – if there was one. Public School System must only check one.</b></p>		
	A.	Free Lunch
X	B.	Free and Reduced Lunch
	C.	Temporary Assistance for Needy Families (TANF)
	D.	Census Poor (Children ages 5-17 based on 2000 Census Data)
	E.	Children eligible to receive medical assistance under the Medicaid program
	F.	A composite of any of the above measures (explain): _____ A weighted process has been used as follows: _____ An unduplicated count has been verified.
<b>PRIVATE SCHOOLS:</b>		
<p>A local educational agency shall have the final authority to calculate the number of children who are from low-income families and attend private schools. <b>According to Title I Guidance B-4, if available, an LEA should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data.</b></p> <p><b>CHECK (all that apply)</b> the data source(s) listed below that the school system is using to identify private school participants: (Reg. Sec. 200.78)</p>		
	A.	Use FARMS to identify low-income students;
	B.	Use the same poverty data the LEA uses to count public school children;
X	C.	Use comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identify;
	D.	Extrapolate data from the survey based on a representative sample if complete actual data are unavailable
	E.	Use comparable poverty data from a different source, such as scholarship applications;
	F.	Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area; (proportionality) or
	G.	Use an equated measure of low-income correlated with the measure of low-income used to count public school children.



## A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

**Table 7-2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)**

Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in the Title I-A. The following points summarize these requirements:

1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.
2. After schools have been ranked by poverty, the school system must serve in rank order of poverty, schools above 75% poverty, including middle and high schools.
3. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to (a) continue on with the district-wide ranking or (b) rank remaining schools by grade span groupings.
4. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average noted in Table 7-4, or (b) the district-wide grade span poverty averages for the respective grade span groupings.

**CHECK** the appropriate box below to indicate which method the school system is using to qualify attendance areas. The school system must qualify Title I schools by using percentages or other listed eligible methods.

- ☐ **Percentages** -- schools at or above the district-wide average noted in Table 7-2 above. Schools must be served in rank order of poverty. Title I funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**
- ☒ **Grade span grouping/district-wide percentage** -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 4.**
- ☐ **35% rule** -- all schools *at or above 35%* are eligible for services. Schools must be served in rank order of poverty. Title I funds may run out before serving all schools above 35%. **Complete Tables 7-3.**
- ☐ **Grade-span grouping/35% rule** -- schools with similar grade spans grouped together and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**
- ☐ **Special Rule:** Feeder pattern for middle and high schools. Using this method, a school system may project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into the school. **Complete Tables 7-3 and 4.**

**NOTE REGARDING GRADE-SPAN GROUPING:** The same rule must be used for all groups if grade-span grouping is selected. If there are three grade-span groups, the school system must use the 35% rule for all three or the district-wide average for all three. The district may not have three groups with one group using the 35% rule and one group using the district-wide average. Schools above 75% poverty must be served before lower ranked schools.

**NOTE:** The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served. **(Complete Table 7-6.2 if applying this rule.)**

## A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

**Table 7-3 DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN**

The LEA may rank schools using the district-wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, **CALCULATE** the district-wide average of low-income children below. **Use the official number of students approved for FARM as of October 31, 2011 to complete this table along with the September 30, 2011 enrollment data.**

*Beginning in SY 2007-2008 Pre-K should be included in these numbers.*

<u>46,860</u> Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2011)	÷	<u>104,707</u> Total LEA Student Enrollment (September 30, 2011)	=	<u>44.75%</u> District-Wide Average (percentage) of Low-Income Children
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**Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging.)**

A school system's organization of its schools defines its grade span groupings. For example, if the district has elementary schools serving grades Pre-K-5, middle schools serving grades 6-8, and high schools serving grades 9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g. Pre-K-6, K-8, 6-9) the school system may include a school in the grade span in which it is most appropriate. Based on the data source(s) noted in Table 7-1 and the district-wide average in Table 7-3, **INDICATE** below the district-wide grade span poverty averages for each grade span groupings.

### DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS

Grade Span Write Grade Spans in Spaces Below.	Total Grade Span Enrollment of Low Income Students.	÷	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary (PreK-5)	<b>24,582</b>	÷	<b>51,148</b>	<b>48.06%</b>
Middle (6-8)	<b>10,576</b>	÷	<b>22,666</b>	<b>46.66%</b>
High (9-12)	<b>11,702</b>	÷	<b>30,893</b>	<b>37.88%</b>

**Table 7-5 CALCULATING THE MINIMUM ALLOCATION -- FOR SCHOOL SYSTEMS THAT THAT SERVE SCHOOLS BELOW 35% POVERTY (125% RULE)**

<u>N/A</u> Local Educational Agency Title I-A Allocation (Taken from Table 7-10) (Should match # on C-1-25)	÷	<u>N/A</u> Total Number Of Low-Income Public and Private Students (Add the total public students presented above and the private student number presented on Table 7-9.)	=	\$ <u>N/A</u> Per Pupil Amount
<b>Per-Pupil Amount \$ <u>X 1.25</u> = Minimum Per Pupil Allocation \$ _____</b> <b>MULTIPLY</b> the minimum per pupil allocation by the number of low-income students in each school to calculate the school's minimum Title I allocation.				

## A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

**Table 7-6.1 CONTINUED ELIGIBILITY**

Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year. **LIST** below any school(s) that the school system will grandfather for one additional year. **Schools must be served in rank order.**

Name of School(s)	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty <i>For FY13, the threshold for participation for Baltimore County increase from 50.0% to 64.8%.</i>
Hernwood ES	64.75%	63.98%
Randallstown ES	66.14%	63.57%
Bear Creek ES	59.19%	63.53%
Chruch Lane ES	54.93%	59.55%
Deer Park ES	59.89%	57.89%

**Table 7-6.2 ESEA WAIVER #13: HIGH SCHOOLS in PRIORITY STATUS**

The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

Name of Priority High School	MSDE ID Number
N/A	N/A

**Table 7-7 TITLE I SKIPPED SCHOOLS**

**LEA must have prior approval from the Title I Director to skip schools. Request must be in writing annually.**

Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:

1. The school meets the comparability requirements of section 1120(A)(c).
2. The school is receiving supplemental funds from other state and local sources that are spent according the requirements of section 1114 and 1115.
3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I.

Number of Skipped Schools :	N/A	<b>Note:</b> The completed 2012-2013 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet <u>must</u> be submitted with the Attachment 7 submission.
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## B. BUDGET INFORMATION

**TABLE 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION**

Before allocating funds to schools, a school system **MUST reserve** funds for certain services. Reservations (set asides) should be made for reasonable and necessary expenditures to provide services to children in participating Title I schools. Because the reservation of funds will reduce the amount of funds available for distribution to public schools as well as the program for private school students, consultation with teachers, principals, parents, and private school officials must include discussion on why the reservations are necessary.

**LIST** (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a bulleted, budget description that explains how the reserved Title I funds will be used to support each activity. **All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-8.**

**Table 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION<sup>1</sup>**

<b>Total Title I 2012-2013 Allocation</b>		<b>\$ _20,513,206 (Taken from the C-1-25)</b>	
<b>Reservations Requiring Equitable Services for Non-Public Schools</b> Use these numbers in Table 7-9.	<b>ACTIVITY</b>	<b>RESERVATION</b>	<b>DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved)</b>

	1	<b>District-wide Title I Instructional Program(s)</b> Reservation, 34CFR Sec. 200.64, <i>and</i> District-wide Professional Development <i>(Not to include required PD for low performing schools)</i> 34 CFR Sec.200.60, Sec. 9101(34) of ESEA	<b>\$1,694,120</b>	<p>The Office of Title I Service Model is a districtwide initiative that will provide support to Title I principals in the effective and compliant use of federal funds to increase student achievement, specifically on the achievement gap for students receiving special education services. One centralized resource teachers will provide effective, substantive, and differentiated professional development and instructional support for clusters of Title I schools within identified zones (three school zones in BCPS). The cluster professional development will be conducted through bi-monthly program meetings and professional study groups The professional development will require the Office of Title staff to collaborate with Title I principals, the Division of Curriculum and Instruction, the Office of Equity and Cultural Proficiency, and the Office of Special Education to address student achievement in mathematics and reading. The Title I Supervisor will provide leadership and support.</p> <p>Cluster Academic Coach salary (including 20 summer EYE days): <b>\$68,038</b>  Fixed Charges: <b>\$36,083</b>  Materials and Supplies: <b>\$2,000</b>  Contracted Services: <b>\$5,000</b>  Other (mileage, conference registration fees and out of state travel):<b>\$1,000</b></p> <p>As a supplemental resource for all 47 Title I schools as they transition to the Common Core, the Office of Title I will provide instructional materials in support of writing and mathematics. Common Core Reading and Math Learning Centers, 6+1 Writing Traits student center activities, and laptop carts to support research based writing projects will be purchased for all Title I schools. These resources are supplemental to the materials and professional development that all schools have received through the curriculum offices.  Supplies/materials: <b>\$1,531,999</b></p> <p><u>Health Department</u>  This program provides supplemental health services including flu shots, eye glasses reimbursement, medication management, and dental sealant. Estimated cost for services: <b>\$50,000</b></p>
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	2	<b>Parent Involvement</b> (not less than 1%) Sec. 1118 (a)(3)(A) of ESEA (95% must be distributed to schools and parent input is required for expenditure)	<b>\$1,002,494</b>	<p>This funding is given to Title I schools in addition to the total school allocation to support the required parental activities under <i>NCLB</i>. The full 1% is returned to schools and distributed through a PPA totaling: <b>\$205,216</b></p> <p><b>Discretionary Family Involvement Programs</b>  BCPS has chosen to continue support discretionary early childhood parent involvement programs. BCPS uses state and local resources to support two (FTE) resource teachers and six (FTE) IAs to support its Even Start, HIPPY, and ABC programs. Title I provides supplemental support to each of these programs as described below:</p> <p>Contracted Services-HIPPY licensing fees: <b>\$ 5,500</b>  Materials and supplies: <b>\$29,550</b>  Mileage: <b>\$2,625</b>  Transportation: <b>\$600</b>  Services to promote family literacy and parenting skills, including:</p> <ul style="list-style-type: none"> <li>➤ Salaries for resource teachers and IAs: <b>\$329,436</b></li> <li>➤ Contracted employees (homes visitors and helpers): <b>\$125,094</b></li> <li>➤ Benefits and Fixed charges: <b>\$259,174</b></li> </ul> <p><b>District Level Family Engagement Initiative</b>  BCPS supports ongoing professional development for Parent Service Coordinators and school-level Parent Liaisons to build parent capacity to support the academic process and address the diverse needs of school populations. For school year 2012-2013, monthly centralized professional development opportunities coupled with fall and spring Family Engagement Fairs will serve as the centerpiece for the district level parent involvement initiative in BCPS Title I schools. The professional development sessions will focus on shifting the mindset of schools regarding parent involvement from events and activities to opportunities for learning, decision-making, and access to information.</p> <p>Contracted Services: <b>\$20,000</b>  Supplies/Materials: <b>\$2,000</b>  Hourly Salaries/Fixed Charges: <b>\$5,399</b>  Print Services: <b>\$10,000</b>  Other (conferences): <b>\$7,900</b></p>
	3	Professional Development to train teachers to become highly qualified (not less than 5%) Sec. 1119 (1) <b>If a lesser amount or no monies are needed, a description as to why should be provided. Reg. Sec. 200.60 (a) 2 and Non-Regulatory Guidance on Improving Teacher Quality State Grants, C-6 and Appendix A.</b>	<b>No Longer Applicable, due to NCLB Highly Qualified Deadline.</b>	
	4	<b>TOTAL</b> reservations requiring equitable services. Lines1 & 2 <b>(Present this number in Table 7-10 LINE 2.)</b>	<b>\$2,696,614</b>	

**Reservations Not Requiring  
Equitable Services**

	5	<p><b>Administration</b> (including mid-level) for services to public and private school students and non-instructional capital expenses for private school participants 34CFR Sec. 200.77 (f) (Present this number in Attachment 4-A School System Administration.)</p>	<b>\$2,834,956</b>	<p>The positions detailed below are directly responsible for implementation of the Title I Part A program in BCPS: The Title I Director and Supervisors oversee the implementation of all elements of programming for BCPS.</p> <ul style="list-style-type: none"> <li>Title I Director: <b>\$122,160</b></li> <li>Two Title I Supervisors: <b>\$190,156</b></li> </ul> <p>Three Title I Specialists work directly with Schoolwide Title I school principals to ensure that all aspects of school allocation are compliant with federal requirements. The Title I Principal on Assignment supports the implementation of programs and services funded through mandatory central reservations such as the Nonpublic, Homeless, and Neglected and Delinquent services. This position also works with the supervisory staff to support discretionary programs such as, ABC, Even Start, and HIPPO. Additionally, one Specialist evaluates Title I funded programs.</p> <ul style="list-style-type: none"> <li>Four Title I Specialists and one Principal on Assignment: <b>\$481,482</b></li> </ul> <p>The Accountant II oversees the fiscal responsibilities of the office and works with the fiscal assistants to ensure that funds are expended appropriately.</p> <ul style="list-style-type: none"> <li>1.0 Accountant II: <b>\$67,638</b></li> </ul> <p>Four fiscal assistants track Title I expenditures for schools and centralized programs to ensure that funds are expended in a timely and compliant manner. Additionally, the office has a secretary and a clerk.</p> <ul style="list-style-type: none"> <li>Four Title I Fiscal Assistants: <b>\$212,393</b></li> <li>Overtime: <b>\$28,000</b></li> <li>Title I Secretary: <b>\$40,911</b> Title I Clerk: <b>\$38,980</b></li> </ul> <p>End of the year reports will be produced for each program to provide school communities, BCPS leadership, and MSDE a detailed description of the effectiveness of Title I programs. As a contracted employee, the Title I Data Manager assists the Title I Evaluation Specialist with collecting, organizing, and reporting data describing the effectiveness of the districtwide and mandatory programs.</p> <ul style="list-style-type: none"> <li>Contractual Employee: <b>\$55,000</b></li> <li>Fixed Charges: <b>\$4,395</b></li> </ul> <p>Administrative funds are used to support the reimbursement for services of the private school tutors serving eligible BCPS students. These funds allow tutors to complete the collection and reporting of milestone/benchmark data to the private school teacher and plan for tutoring services. In addition, a contractual employee provides support in the implementation of the private school program.</p> <ul style="list-style-type: none"> <li>Administrative transfer—Nonpublic: <b>\$70,000</b></li> <li>Nonpublic fixed charges: <b>\$5,593</b></li> <li>Contractual Employee: <b>\$55,000</b></li> <li>Fixed Charges: <b>\$4,395</b></li> </ul> <p>Office of Title I total fixed charges and benefits: <b>\$584,666</b> Estimated funding to support the MOU for private schools for eligible BCPS students attending BCPS private schools: <b>\$70,000</b></p> <p>Funding for materials and supplies allow the Office of Title I to create the materials necessary to provide structure for the 47 Title I participating schools to demonstrate compliance. Additional to maintain and upgrade (as needed) supplies purchased for central office Title I employees.</p> <ul style="list-style-type: none"> <li>Supplies and materials: <b>\$28,000</b></li> <li>Miscellaneous Contracted Services: <b>\$2,000</b></li> <li>Support for printing and translation fees: <b>\$5,000</b></li> </ul> <p>Funding for the conferences will build Title I employee capacity to effectively and compliantly implement the program. There will be 47 Title I schools and 22 private schools that the supervisors, specialists, resource teachers, and fiscal assistants will be responsible for visiting to provide direct technical assistance.</p> <p>Conference/travel expenses: <b>\$22,000</b> Mileage: <b>\$15,000</b></p> <p>SEED Allocation: <b>\$50,000</b> Administrative Cost Recovery: <b>\$682,187</b></p>
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	6	<p><b>Support for Priority Schools Not Receiving Title I 1003(g) SIG funds</b></p> <p>MSDE expects the LEA to use all, or a portion of, the amount of Title I dollars that was previously required as a set aside for SES and Parent Choice (20% of its total allocation) to provide between \$50,000 and \$2 million per school per year for the next three years in order to implement a model or interventions sufficiently addresses the needs of its priority schools and students. [ESEA Flexibility Plan: Principle 2.D.iii]</p> <p>If an LEA does not use the full 20% reservation for its priority schools, MSDE expects the LEA to use the remaining amount to support its Title I focus schools. Complete line item #7 of Table 7-8. [ESEA Flexibility Plan: Principle 2.E.iii]</p>	0	<p><b>NA-There are no Priority Schools identified for Baltimore County Public Schools.</b></p> <p>20% of LEA allocation = _____</p> <p>List the Amount Per Priority School</p>
	7	<p><b>Support for Focus Schools in LEAs Serving Priority Schools</b></p> <p>Note: This line item will only be completed by LEAs that meet the requirement of line item #6.</p>		<p><b>NA-There are no Priority Schools identified for Baltimore County Public Schools.</b></p> <p>List the Amount Per Focus School</p>

8	<p><b>Support to Low Performing Title I Schools</b> (priority, focus, and Title I schools that have not met all AMOs)</p> <p>a. <b>Optional:</b> An LEA with priority, focus or low performing Title I schools is highly encouraged to set aside district level Title I, Part A funds to support low performing schools through interventions such as, locally coordinated supplemental educational services or after school programs, technical assistance, and/or professional development. [Maryland's Flexibility Plan: Section 2.D.iii]</p> <p>b. <b>Optional:</b> Continued Public School Choice transportation for students who are attending their choice receiving schools until the end of the grade span offered.</p>	<b>\$1,383,613</b>	<p>List the Amount per school and describe the interventions that will be implemented. The BCPS Support to Low Performing schools includes the following centralized professional development support positions:</p> <p><b>Title I Academic Coaches-</b> Five centralized coaches will build teacher capacity to implement high quality instruction and address student achievement among all student groups in the identified low performing Title I schools. Salaries:\$404,979 Fixed Charges:\$193,385</p> <p><b>Gap Reduction Coaches-</b> Two centralized coaches to provide intensive professional development to resource staff in the area of strategic interventions for special education students in Approaching Target Schools. In addition, school based professional development coaches assigned to each of the four identified <b>Focus Schools</b> (Featherbed, Riverview, Sandy Plains, Winfield), will provide job-embedded professional development addressing teacher needs as it relates to differentiating instruction for special education students. These positions report to the Office of Title I and the Assistant Superintendents of each zone for the Focus Schools. Salaries:\$401,751 Fixed Charges:\$216,810</p> <p><b>Gap Reduction Specialist, Middle Schools-</b> One centralized coach to provide intensive job-imbedded professional development for two identified Title I middle schools to address the achievement gap among subgroups and to ensure access and equity for all students. Salaries:\$88,000 Fixed Charges:\$41,188</p> <p>Supplies and Materials:\$7,500 Conference registration:\$6,500 Other (mileage, out-of-state travel):\$23,500</p>
9	<p><b>Services to Neglected Children</b> Sec. 1113(c)(3) (B)(C) of ESEA Must reserve funds if N &amp; D programs exist.</p>	<b>\$450,684</b>	<p>Board of Child Care- \$108,819 Children's Home-\$62,595 Good Shepherd-\$73,188 The Mann Residential School-\$61,632 (new for FY13) Villa Maria (Catholic Charities)-\$144,450</p>

	10	<p><b>Services for Homeless Children (must)</b>  Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3.</p> <p>Note: Please include a description of how the funds and service plan is coordinated with the McKinney Vento Homeless Education Act funds.</p>	<b>\$219,000</b>	<p>Title I funds serve to supplement McKinney Vento services and leadership provided through the Office of Homeless Education. Three social worker positions are enhanced through Title I funds as well as hourly tutors, a Life Skills Group Leader, and other materials and supports that ensure that homeless student in any BCPS school are academically successful.</p> <p>Social Worker Salaries:\$65,672  Hourly wages:\$50,792  Fixed Charges:\$39,968  Misc. Contracted Services (Camps): \$33,780  Supplies/materials:\$15,298  Fee waiver reimbursement:\$4,040  Transportation:\$3,000  Contracted services for printing:\$4,000  Other (Professional Development):\$2,450</p>
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	11	<b>Total Reservations Not requiring Equitable Services, lines 5-10</b> <b>(Use this number in Table 7-10 LINE 4.)</b>	\$4,888,253	
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	12	<b>Total of Equitable and Non-Equitable Reservations minus Administration.</b>  <b>(Present this number in Attachment 4-A System-wide Program and School System Support to Schools.)</b>	<b>\$4,749,911</b>	Total Non-Equitable LINE 11 \$4,888,253  <b>Plus</b>  Equitable Reservations LINE 4 \$2,696,614  <b>Equals</b> \$7,584,867  <b>Minus</b> Administration – LINE 5 \$2,834,956  <b>Equal:</b> \$4,749,911
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## B. BUDGET INFORMATION

<b>Table 7-9</b> <b>COMPLETE</b> the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1120(a) of NCLB and Sec 200.64 & 200.65 in 34CFR.) Monies calculated for equitable services to private school participants, their families, and their teachers.				
<b><u>District-wide Instructional Program(s) Reservation and District Professional Development</u></b>				
<u>173.5</u>  Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs (Residing in Title I School attendance area) <b>(Use the total number reported in the Title I Allocation Worksheet.)</b>	÷	<u>15,347</u>  Total # of <u>public school children</u> from low-income families (in Title I public schools) <b>plus</b> <u>private school children</u> from low-income families <b>(Use the total numbers reported in the Title I Allocation Worksheet.)</b>	=	<u>0.0113</u>  Proportion of reservation
<u>0.0113</u>  Proportion of reservation	x	<u>\$1,694,120</u>  reservation <b>(Use # from Table 7-8, Line 1)</b>	=	<u>\$19,152</u>  Proportional monies available for equitable services to private school participants
<b><u>Parental Involvement Reservation</u></b>				
<u>173.5</u>  Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs (Residing in Title I School attendance area) <b>(Use the total number reported in the Title I Allocation Worksheet.)</b>	÷	<u>15,347</u>  Total # of <u>public school children</u> from low-income families (in Title I public schools) <b>plus</b> <u>private school children</u> from low-income families <b>(Use the total numbers reported in the Title I Allocation Worksheet.)</b>	=	<u>0.0113</u>  Proportion of reservation
<u>0.0113</u>  Proportion of reservation	x	<u>\$1,002,494</u>  reservation <b>(Use # from Table 7-8, Line 2)</b>	=	<u>\$11,334</u>  Proportional monies available for equitable services to parents of private school participants

**TOTAL: proportional funds from reservations for equitable instructional service, professional development and parent involvement**

(Total from Table 7-9 ADD to Table 7-10 LINE 3)

Total \$ \_\_\_\_\_ **\$30,486** \_\_\_\_\_

## B. Budget Information

**Table 7-10**

**BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)**

1	Total Title I Allocation (Use amount shown on C-1-25)	----	<b>\$20,513,206</b>
2	Total reservations <b>requiring</b> equitable services. (Present final figure in Table 7-8, LINE 4)	minus	<b>\$2,696,614</b>
3.	Equitable share <b>Total</b> reported in Table 7-9 (Present this number in Attachment 4-A Private School Equitable Share)	minus	<b>\$30,486</b>
4.	Total Reservations <b>not requiring</b> Equitable Services (Use number presented in Table 7-8 LINE 11.)	minus	<b>\$4,888,253</b>
5.	<b>Total Title I LEA allocation minus all reservations:</b> Title I allocation (LINE 1 above) minus all Reservations (LINES 2, 3 & 4 above). (LEAs, serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA) <b>This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for private and public school students must equal this amount.</b>	equals	<b>\$12,897,853</b>
6.	Total <b>PPA</b> Allocation (set aside for instructional services) for eligible private school children. This total comes from the Title I Allocation Worksheet.	----	<b>\$143,118</b>
7.	<b>Total Nonpublic Cost</b> equals line 6 plus line 3 (Present this number in Attachment 4-A Nonpublic Cost.)	----	<b>\$173,604</b>

Appendix A	Parent Right to Know
Appendix B	Long Term Substitute Letter
Appendix C	Principal Attestation
Appendix D	Highly Qualified Procedure Timeline
Appendix E	Baltimore County Parent Involvement Policy
Appendix F	Parent Allocation to Schools
Appendix G	Signed Private School Affirmations of Consultation
Appendix H	MOU with Baltimore City and Harford County

# Appendix A



# BALTIMORE COUNTY PUBLIC SCHOOLS

S. Dallas Dance, Ph.D., Superintendent

6901 Charles Street Towson, MD • 21204-3711

September 21, 2012

Dear Parents/Guardians:

Providing our children with an environment where they can receive a quality education is more than just a goal for the Baltimore County Public Schools; it is vital to the way we do business. The federal *No Child Left Behind* Act gives you the right to ask for and receive information about the professional qualifications of your child's classroom teacher including:

- Any college or university degrees or certifications held by the teacher.
- The subject area of the teacher's degree or certification.
- Whether the teacher is certified by the state of Maryland to teach a particular grade level or subject area.
- Whether the teacher holds a conditional certificate.
- Whether your child is served by paraprofessionals and, if so, the qualifications of the paraprofessional.

If you would like to receive any such information about your child's classroom teacher, please make the request in writing to your school's principal. The principal will then provide the information to you in a timely manner, in most cases within thirty (30) business days.

Thank you for supporting your child's school and the Baltimore County Public Schools. Your continued interest and support are vital to helping our schools and our students excel and achieve.

Sincerely,

A handwritten signature in black ink, appearing to be 'S. Dallas Dance', written over a horizontal line.

S. Dallas Dance, Ph.D.  
Superintendent

# 巴尔的摩县的公立学校

督学 S. Dallas Dance, Ph.D.

6901 Charles Street Towson, Maryland 21204-3711

2012 年 9 月 21 日

尊敬的家长/监护人：

为我们的孩子提供一个能够接受高质量教育的环境不仅仅是巴尔的摩郡公立学校的目标，这对我们运营的方式也至关重要。联邦政府的“有教无类法案”赋予您权利询问关于您孩子的任课教师的专业资质相关信息，包括：

- 教师持有的任何大学文凭或证书。
- 教师的文凭或证书的专业领域。
- 教师是否持有马里兰州政府签发的特定学年或专业领域的教学认证。
- 教师是否持有限制性证书。
- 是否有专业人员为您的孩子教授课程，如果有，专业人员的资质如何。

如果您愿意接收关于您孩子任课教师的此类信息，请向学校的校长提交书面申请。校长会及时为您提供相应信息，通常在（30）个工作日内。

感谢您支持您孩子所在学校和巴尔的摩郡公立学校。您长久的关注和支持对帮助我们校方和学生取得优秀成果至关重要。

谨启

S. Dallas Dance, Ph.D.  
督学

/bp

# ESCUELAS PÚBLICAS del CONDADO de BALTIMORE

S. Dallas Dance, Ph.D., Superintendente

6901 Charles Street

Towson, MD • 21204-3711

12 de septiembre de 2012

Estimados Padres / Tutores:

El hecho de proporcionar a nuestros niños un entorno en el que puedan recibir una educación de calidad es más que una simple meta para el sistema de las Escuelas Públicas del Condado de Baltimore; es fundamental para la manera en que realizamos nuestras actividades. La ley federal *Que Ningún Niño Quede Atrás* les otorga a ustedes el derecho de solicitar y recibir información con respecto a la preparación profesional del maestro de clase de su hijo, incluyendo:

- Los títulos o certificaciones de nivel terciario o universitario que tiene el maestro.
- El área de especialización de los títulos o certificaciones del maestro.
- Si el maestro tiene una certificación del Estado de Maryland para enseñar a un nivel determinado de grado o en un área particular de especialización.
- Si el maestro tiene un certificado condicional.
- Si su hijo recibe servicios de para-profesionales, y, si éste fuera el caso, el nivel de preparación de dichos para-profesionales.

Si usted desea recibir información de este tipo con respecto al maestro de su hijo, por favor presente la solicitud por escrito ante el director de la escuela. El director luego le hará llegar la información de manera oportuna, por lo general dentro de los treinta (30) días hábiles.

Gracias por apoyar la escuela de su hijo y al sistema de las Escuelas Públicas del Condado de Baltimore. Su continuo interés y apoyo son de importancia vital para ayudar a que nuestras escuelas y nuestros alumnos se superen y alcancen los mayores logros.

Atentamente,

S. Dallas Dance, Ph.D.  
Superintendente

/bp

## Appendix B

Place on **SCHOOL LETTERHEAD**. Use for elementary teachers not working with entire school, such as classroom teachers.

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September 2012

Dear Parents/Guardians:

Federal legislation known as “*No Child Left Behind*” requires timely notification to parents/guardians of students who attend schools receiving funds under Title I, Part A, when their child has been assigned to or taught, for four or more consecutive weeks, by a teacher who is not “highly qualified” as defined under this federal legislation. Regulatory language providing explicit direction regarding the term “highly qualified” is still being refined at the federal and state level.

In the interest of providing important information to our parents, I am notifying you that a teacher assigned to your child’s class does not yet meet the federal definition of “highly qualified.” **[Use the statement that applies and modify it for gender.]** He/she is teaching with a conditional Maryland certificate, a valid license to teach in our state. **or** He/she is teaching outside his/her field of professional certification. **or** He/she is teaching with a professional certificate; however, needs additional tests to comply with the federal mandate.

Baltimore County Public Schools employ a variety of teachers who qualify for a conditional certificate rather than a professional certificate. An example would be a teacher who possesses a professional certificate from another state. That teacher may even have taught one or more years but must take one or more tests required by Maryland to be eligible for a professional certificate in Maryland. Other teachers may have rich backgrounds and/or experiences in their academic content areas (often areas where critical teacher shortages exist) and may be on the way to completing required education courses and/or tests. Many conditional teachers have completed full teacher education programs at colleges and universities outside of Maryland and are eligible for a professional certificate in these states. However, they may still need specific courses or tests required by Maryland. It is important to note that all teachers with a conditional certificate possess at least a bachelor’s degree, are provided with support, and have specific plans for attaining a professional certificate to which they must adhere under state law. The system employs professionally certificated teachers in assignments that are outside their field of certification.

Most importantly, you can be assured that all teachers on our faculty are well qualified to provide daily instruction to our most valued assets – your children. Every faculty member comes to his or her assignment with valuable background and skills and has been selected based on established criteria.

The following teacher on our faculty, who has not yet met the federal definition of “highly qualified,” is providing instruction to our students:

***[Insert the name and assignment of conditional or out of field teacher on your school’s faculty here.]***

Most of our teachers have met criteria to be “highly qualified” standards, but there are several who are awaiting the return of required test scores and/or the processing of their records by the Maryland State Department of Education (MSDE). We will notify parents/guardians when our teachers obtain “highly qualified” status.

I hope that this information is helpful and appreciate your continued support of our educational program.

Sincerely,

Principal

- c Copy to the teachers listed above  
Copy to your assistant superintendent of schools  
Dr. Alpheus Arrington, Director  
Kenneth Kuyawa, personnel officer  
Johnnie Jackson, personnel officer  
James Herman, personnel officer  
Shawn Stahl, personnel analyst  
Cynthia Hamlet, personnel officer  
Office of Title I

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2012 年 9 月

尊敬的家长/监护人：

根据联邦法案《不让一个孩子落后》（No Child Left Behind），A 章第一条要求当接受基金的学生被一个不符合联邦法规定的“高资质”标准的老师连续教达四周或四周以上时，必须及时通知学生的家长/监护人。规范语言中已经为“高资质”一词提供了明确的定义，但仍在修改中并使其达到联邦和州的标准。

为了向家长提供重要信息，特此通知分配给您孩子的任课教师还未达到联邦政府所规定的“高资质”。他/她持有限制性的马里兰州证书，持此证书可在本州任教。~~或~~他/她在教授自己本专业证书以外的课程。~~或~~他/她持有专业证书任教，但需要参加附加的测试才能符合联邦政府的要求。

巴尔的摩郡公立学校聘任各种持有限制性合格证书但没有专业证书的教师。例如，持有另一个州的专业证书的教师。该教师可能已经任教一年以上，但必须参加马里兰州的一项或多项测试才能取得马里兰州专业合格证书。其他教师可能在其学术领域（通常是急需教师储备的领域）拥有丰富的背景和/或经验，可能即将完成要求的教育课程和/或测试。许多有限制的教师已经在马里兰州以外的大学完成了全部教师教育课程，并取得了那些州的专业合格证书。然而，他们可能仍然需要参加马里兰州要求的特定课程或测试。有一点很重要，所有持有限制性合格证书的教师都至少拥有学士学位，并且得到支持，有取得州法律规定必备专业证书的具体计划。本体系聘任通过专业认证的教师来完成超越他们领域范围之外的工作。

最重要的是，您能够确认我们全体教职员工都具有良好的素质，能够为我们的珍宝——您的孩子提供日常指导。每位任教的教职员都具备丰富的背景和教学技巧，并通过既定标准的甄选。

以下正在为学生提供指导的在职教师未达到联邦法“高资质”定义。

我校大多数教师已经达到“高资质”的标准，但有几名教师正在等待马里兰州教育部测试成绩结果的回复。当我们的教师获得“高资质”身份时，我们将通知家长/监护人。

我希望此信息对您有所帮助，并感谢您一直以来对我校教育课程的支持。

谨启

校长

抄送 抄送给上述教师  
抄送给您的地方校区负责人  
人事部主管 Kenneth Kuyawa

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Septiembre de 2012

Estimados Padres/Tutores:

La legislación Federal conocida como “*No Child Left Behind*” [“*Que Ningún Niño Quede Atrás*”] exige que se notifique oportunamente a los padres/tutores de alumnos que asisten a escuelas que reciben fondos conforme al Título I, Capítulo A, cuando durante un período igual o mayor a cuatro semanas consecutivas, se le haya asignado a su hijo un maestro, o haya estado recibiendo clases de un maestro que no es “altamente calificado”, según se lo define en dicha legislación federal. El lenguaje reglamentario que encuadra la definición del término “altamente calificado” aún se está perfeccionando al nivel federal y estatal.

En miras de proporcionar información importante a nuestros padres, se les notifica que uno de los maestros asignados a la clase de su hijo, no cumple aún con la definición Federal de “altamente calificado”. Él/ella se encuentra enseñando con un certificado condicional de Maryland, una licencia válida para enseñar en nuestro Estado. **o bien** Él/ella se encuentra enseñando fuera de su campo de certificación profesional. **o bien** Él/ella se encuentra enseñando con un certificado profesional que, sin embargo, requiere que realice exámenes adicionales para cumplir con el exigencia Federal.

El sistema de las Escuelas Públicas del Condado de Baltimore emplea varios maestros que tienen la preparación necesaria para obtener un certificado condicional y no un certificado profesional. Un ejemplo de lo antedicho sería un maestro que posee un certificado profesional emitido por otro Estado. Es posible que el maestro haya enseñado durante uno o más años pero debe realizar uno o más exámenes exigidos por Maryland, para poder obtener un certificado profesional en Maryland. Otros maestros pueden contar con una importante formación y/o experiencia en su área de contenido académico (con frecuencia áreas en las que existe una escasez crítica de maestros) y pueden estar encaminados a la finalización de cursos y/o exámenes educativos requeridos. Muchos maestros con certificado condicional han completado programas educativos integradores para maestros en colegios secundarios y universidades fuera de Maryland y pueden obtener un certificado profesional en estos estados. No obstante, es posible que de todos modos deban realizar exámenes o cursos específicos que exige Maryland. Cabe destacar que todos los maestros que cuentan con certificado condicional poseen por lo menos un título de bachiller, reciben apoyo y tienen planes específicos para alcanzar un certificado profesional al cual deben adherirse en virtud de la legislación estatal. El sistema emplea maestros con certificados profesionales en tareas que están fuera del campo de certificación.

Además es importante destacar que podemos asegurar que todos los maestros que forman parte de nuestro cuerpo docente están bien calificados para proporcionar educación diaria a nuestro patrimonio más valioso: sus niños. Todos los miembros de nuestro cuerpo docente llegan a su clase asignada con aptitudes y formación valiosa y han sido seleccionados en base criterios establecidos.

El siguiente maestro de nuestro cuerpo docente que aún no cumple con la definición Federal de “altamente calificado” está brindando educación a nuestros alumnos:

La mayoría de nuestros maestros han reunido los requisitos para alcanzar el nivel de “altamente calificados”. Pero hay varios que están aguardando los resultados de las calificaciones de los exámenes exigidos y/o el procesamiento de sus registros por parte del Departamento de Educación del Estado de Maryland. Notificaremos a los padres/tutores cuando nuestros maestros obtengan la condición de “altamente calificados”

Esperamos que esta información sea de utilidad y apreciamos su apoyo continuo de nuestro programa educativo.

Atentamente,

Director/a

c Copia a los maestros enumerados anteriormente  
Copia al Director Auxiliar de Área de Escuelas  
Kenneth Kuyawa, Responsable de Personal.



محترم والدین / سرپرست حضرات:

"کوئی بچہ پیچھے نہ چھوٹے" ("لو چائلڈ لیفٹ بیہائنڈ") کے نام سے موسوم وفاقی قانون زمرہ I، حصہ A کے تحت فنڈز حاصل کرنے والے اسکولوں میں زیر تعلیم طلباء کے والدین / سرپرستوں کو ایسی صورت میں بروقت اطلاع دینے کا تقاضہ کرتا ہے جب ان کے بچے کو لگاتار چار ہفتے سے زیادہ عرصہ تک کے لئے داخل کیا جاتا ہے یا ایسے استاد کے ذریعہ پڑھایا جاتا ہے جو اس وفاقی قانون کے تحت بیان کردہ "اعلیٰ اہلیت یافتہ" نہیں ہیں۔ "اعلیٰ اہلیت یافتہ" کی اصطلاح کے ضمن میں واضح ہدایت فراہم کرنے والی انضباطی زبان کی از سر نو صراحت ابھی وفاقی اور ریاستی سطح پر ہونا باقی ہے۔

ہمارے والدین کو اہم اطلاعات فراہم کرنے کی ضرورت کے منتظر، میں آپ کو اطلاع دے رہا ہوں کہ آپ کے بچے کی جماعت کے لئے تفویض کردہ استاد / معلم "اعلیٰ اہلیت یافتہ" کی وفاقی صراحت پر پورے نہیں اترتے / اترتی ہیں۔ وہ میریلینڈ کی مشروط سند کے ساتھ پڑھا رہے / رہی ہیں، جو ہماری ریاست میں تدریس کے لئے ایک موزوں لائسنس ہے۔ یہ وہ اپنی پیشہ ورانہ سند کے شعبے سے ماوراء پڑھا رہے / رہی ہیں۔ یہ وہ پیشہ ورانہ سند کے ساتھ پڑھا تو رہے / رہی ہیں؛ البتہ، وفاقی حکمنامے کی تعمیل کے لئے اضافی امتحانات درکار ہیں۔

بالتیمور کاؤنٹی پبلک اسکول پیشہ ورانہ سند کے بجائے مشروط سند کے لئے اہلیت حاصل کر لینے والے مختلف اساتذہ کا تقرر کرتا ہے۔ کسی اور ریاست سے پیشہ ورانہ سند حاصل کرنے والے استاد اس کی ایک مثال ہوسکتے ہیں۔ ہوسکتا ہے کہ اس استاد نے ایک یا کئی سالوں تک تدریس کا کام انجام دیا ہو لیکن انہیں میریلینڈ میں پیشہ ورانہ سند کی اہلیت کا حامل بننے کے لئے میریلینڈ کے ذریعہ مطلوبہ امتحانات دینے ضروری ہوں گے۔ ہوسکتا ہے کہ دیگر اساتذہ کا پس منظر کافی شاندار ہو اور / یا وہ اپنے متعلقہ علمی مضامین (اکثر ایسے شعبے جن میں قابل استاد کی قلت رہتی ہے) میں تجربے کے حامل ہوں اور وہ مطلوبہ تعلیمی نصابات اور / یا امتحانات کی تکمیل کی راہ پر گامزن ہوں۔ بہت سارے اساتذہ نے میریلینڈ سے باہر کے کالجوں اور یونیورسٹیوں میں استاد کامل کے تعلیمی پروگرام مکمل کر لیے ہیں اور وہ ان ریاستوں میں پیشہ ورانہ سند کے حصول کے اہل ہیں۔ البتہ، اس کے باوجود بھی، میریلینڈ کے ذریعہ خاص نصابات یا امتحانات دینے پڑسکتے ہیں۔ یہ یاد رکھنا ضروری ہے کہ کم از کم بیچلر ڈگری پر مشتمل مشروط سند کے حامل تمام اساتذہ کو تعاون فراہم کیا جاتا ہے، اور ایسے پیشہ ورانہ سند میں شرکت کی خاطر خاص منصوبے دستیاب ہوتے ہیں جس میں انہیں ریاستی قانون کی پیروی بہر حال کرنی ہوتی ہے۔ یہ نظام ایسی تفویضات میں پیشہ ورانہ طور پر سند یافتہ اساتذہ کا تقرر کرتا ہے جو ان کے شعبہ استاد سے باہر کے ہوتے ہیں۔

سب سے اہم بات، آپ کو یہ یقین دہانی کرائی جاسکتی ہے کہ ہمارے انتہائی گرانقدر اثاثے – آپ کے بچوں کو روزمرہ کی تعلیم دینے کے لئے ہمارے عملے میں شامل اساتذہ اچھی اہلیتوں کے مالک ہیں۔ عملے کا ہر ممبر گرانقدر پس منظر اور اہلیتوں کے ساتھ اپنی تفویض میں حاضر ہوتا / ہوتی ہے اور ان کا انتخاب مقررہ اصول کی بنیاد پر ہوا ہے۔

ہمارے ادارے میں موجود درج ذیل استاد جو ابھی بھی "اعلیٰ اہلیت یافتہ" کی وفاقی صراحت کی تکمیل نہیں کرتے ہیں، ہمارے طلباء کو تعلیم دے رہے ہیں:

ہمارے زیادہ تر اساتذہ "اعلیٰ اہلیت یافتہ" کے معیارات کی تکمیل کرتے ہیں، لیکن ابھی بہتیرے ایسے ہیں جو مطلوبہ امتحان کے اسکورز اور / یا ریاست میریلینڈ محکمہ تعلیم کے ذریعہ اپنے ریکارڈوں پر کارروائی کے منتظر ہیں۔ جب ہمارے اساتذہ کو "اعلیٰ اہلیت یافتہ" کی حیثیت حاصل ہو جائے گی تو ہم والدین / سرپرستوں کو اس کی اطلاع دیدیں گے۔

مجھے امید ہے کہ یہ اطلاع مفید ہے اور ہمارے تعلیمی پروگرام میں آپ کے مسلسل تعاون کی ستائش کرتا ہوں۔

مخلص،

پرنسپل

c نقل بنام مذکورہ بالا اساتذہ  
نقل بنام ایریا اسسٹنٹ سپرنٹنڈنٹ آف اسکولز  
کیٹھ کویاوا، پرسونل آفیسر

## Appendix C

### **FY13 VERIFICATION OF COMPLIANCE ATTESTATION**

In keeping with the requirement of the *No Child Left Behind Act of 2001 (NCLB)* Section 1119 (i)(1)(2):

1. *The principal of each school operating a program under 1114 (Schoolwide) or 1115 (Targeted Assistance) is **required** to attest annually **in writing** as to whether such school is in compliance with the requirements of this section.*
2. *Copies of attestations shall be maintained at each school operating a program under 1114 or 1115 and at the main office of the Local Education Agency.*
3. *Shall be available to any member of the general public on request.*

I hereby attest to the following: (check only statements that apply)

#### **Teachers**

- ☐ All teachers hired to this school are highly qualified and in their assignment.  
This means 100% of teachers meet highly qualified standards **OR**
- ☐ All teachers do not meet highly qualified standards and I am aware of all teachers in this category  
This means the principal:
  - Is informed of teachers who do not meet highly qualified standards
  - Is aware of and monitors progress of teacher attainment of the needed credential requirements
  - Is prepared to meet parental notification responsibilities should it become necessary **AND**
- ☐ I understand teachers must be placed according to MSDE certification in order to maintain highly qualified standards

#### **Paraprofessionals**

- ☐ I understand that all paraprofessionals working in a program supported with Title I funds, regardless of their hiring date, must have earned a secondary school diploma or its recognized equivalent.
- ☐ I understand that all paraprofessionals working in a program supported with Title I funds shall have:
  - Completed at least 2 years of study at an institution of higher education;
  - Obtained an associate's (or higher) degree; or
  - Met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment, knowledge of, and the ability to assist in instructing reading, writing, mathematics, or reading readiness, writing readiness and mathematics readiness.
- ☐ I understand acceptable paraprofessional assignments for those working in a program supported with Title I funds include:
  - Providing one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
  - Assisting with classroom management, such as organizing instructional and other materials;
  - Providing assistance in a computer laboratory;
  - Conducting parental involvement activities;
  - Provide support in a library or media center;
  - Act as a translator; or
  - Provide instructional services to students working under direct supervision of a teacher.
- ☐ I understand that paid helpers are **not qualified** to provide any instructional support for students and may **not** serve in an instructional capacity at any time.
- ☐ I verified that paid helpers are **not** serving in any instructional capacity at any time.

**Principal's Signature:** \_\_\_\_\_

## Appendix D

## Baltimore County Public Schools Office of Title I Procedures

### Procedure Title

Special Test and Provisions – Highly Qualified

### Law Reference

#### SEC. 1119. QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS.

##### (a) TEACHER QUALIFICATIONS AND MEASURABLE OBJECTIVES-

(1) IN GENERAL- Beginning with the first day of the first school year after the date of enactment of the No Child Left Behind Act of 2001, each local educational agency receiving assistance under this part shall ensure that all teachers hired after such day and teaching in a program supported with funds under this part are highly qualified.

### Responsibility

Title I Coordinator, Director of Human Resources, Communications  
Director, Title I Specialist

### Procedure

<b>June (annually)</b>	Title I Coordinator/Supervisor meets with the director of the Department of Human Resources to discuss how BCPS will maintain compliance with <i>highly qualified (HQ)</i> requirements.
<b>July (annually)</b>	Title I Coordinator/Supervisor meets with the Assistant Superintendents (AS) to discuss plans for meeting parental notification requirements of the <i>No Child Left Behind</i> act.
<b>September (annually)</b>	Title I principals will meet with the AS and representatives from the MSDE, the Office of Communications, the Department of Human Resources, and the Title I Office to discuss updates in <i>HQ</i> requirements.

<b>September (annually)</b>	The <i>Right to Know</i> letter from Dr. Dance will be distributed to all of the Title I principals at the <i>HQ</i> meeting. The <i>Four Week</i> letter (hard copy and electronic) will be distributed as well.
<b>September (annually)</b>	The <i>Right to Know</i> letter from Dr. Dance to parents of all students attending Title I schools will be sent home with all students.
<b>September (annually)</b>	The <i>Four Week</i> letters from principals of Title I schools will be sent via US Mail to families of students who are assigned to, or have been taught for four weeks by teachers who have not yet met <i>HQ</i> requirements.
<b>September (annually)</b>	Principals will fax copies of the <i>Four Week</i> letters to the Title I office certifying that letters have been sent to families of students who are assigned to, or have been taught for four weeks by teachers who have not yet met <i>HQ</i> requirements.
<b>On-going</b>	Letters from principals of Title I schools will be sent via US Mail to families of students who have been taught for four weeks by teachers who have not yet met <i>HQ</i> requirements, as soon as the time requirement has been met.
<b>On-going</b>	Principals will fax copies of <i>Four Week</i> letters to the Title I Office certifying that letters have been sent to families of students who have been taught for four weeks by teachers who have not yet met <i>HQ</i> requirements.
<b>Monthly</b>	Title I Specialists will retrieve long-term substitute list from MetaViewer and contact affected principals to ensure parent notification requirements are being met. Phone logs and e-mails documenting such contacts will be maintained.

## Appendix E

**Homework Help?**



**Parentmobile?**

**Volunteering?**

**Baltimore County Public Schools  
Title I District Level Parent  
Involvement Plan  
2012-2013**

**MD PIRC?**

**Parent Conferences?**

**Community Resources?**





***BALTIMORE COUNTY PUBLIC SCHOOLS (BCPS) ENDORSES MEANINGFUL PARTNERSHIPS AMONG SCHOOLS, PARENTS, FAMILY CAREGIVERS, AND THE COMMUNITY.***

**BCPS and its schools promote effective parent involvement in:**

Two-way communication  
Volunteering  
Student learning

School level decision-making  
Advocacy  
Community partnerships

**The Title I District Level Parent Involvement Plan is jointly developed with parents and is aligned to Baltimore County Public Schools' Parent Involvement Policy and outlines efforts to involve parents in the district's activities.**

**Baltimore County Public Schools' Office of Title I would like to thank parents and administrative staff on the Title I Family Involvement Planning Team for their partnership and input in the update to this document..**



## **BCPS communicates information to parents:**

- Through newsletters, the Connect Ed phone messaging system, the systemwide calendar, report cards, workshops, the Parentmobile, and the Parent Support Services website. More information about parental support can be found at the website below:

<http://www.bcps.org/offices/dpd/pss.html>

- About reading and mathematical standards and schools' performance on the Maryland School Assessment (MSA).
- About Title I requirements through the use of school-level Parent Involvement Plans and School-Parent Compacts.
- In languages that parents can understand through translation and interpreting services provided by the Office of World Languages' Bilingual Resource Team.

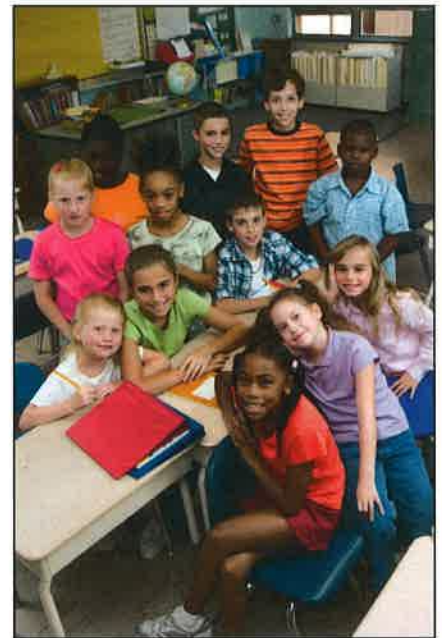
**BCPS has two regional Resource Centers for Families and Schools which provide assistance to parents in locating and identifying educational resources within the district and their community.**

### **Northeast**

Middlesex Elementary School  
142 Bennett Road  
Baltimore, MD 21221  
410-887-0321

### **Northwest**

Campfield Early Childhood Center  
6834 Alter Street  
Baltimore, MD 21207  
410-887-1269



**More information about the Resource Centers for Families and Schools can be found at the following web site:**

[http://www.bcps.org/offices/dpd/resource\\_ctr.html](http://www.bcps.org/offices/dpd/resource_ctr.html)

**Are you interested in volunteering? BCPS provides opportunities for parents to participate in their child's education by:**

- Participating in school improvement teams, parent involvement committees, academic tutoring, curriculum support initiatives, and career awareness activities.
- Joining organized stakeholder groups such as Parent/Teacher Associations or Organizations (PTA or PTO), area advisory councils, and the Baltimore County Volunteer (BCV) Kindergarten Classroom Volunteers Initiative.
- Becoming a classroom helper and providing clerical/front office/library/cafeteria support at their child's school.

**For more information, please call your child's school!**

**BCPS values parents' input in decision-making and their advocacy for their child's education through:**

- Annual school-level meetings held with parent representatives to review, provide feedback, evaluate, and make revisions to district and school-level parent involvement plans and funds.
- Regularly scheduled Board of Education meetings where citizens are encouraged to offer their input and suggestions.
- Bi-annual advisory council meetings where parents and constituents are encouraged to give suggestions on the operating and capital budgets.
- Annual meetings for parents to review the Parent/Guardian and Family Involvement Policy and Rule 1270.



**BCPS' parent involvement efforts are aligned to national and state initiatives:**

United States Department of Education  
*Empowering Parents School Box*

<http://www2.ed.gov/parents/academic/involve/schoolbox/index.html>

Maryland  
Maryland State Parental Involvement  
Resource Center

<http://www.mdpirc.org/>

Baltimore County Public Schools  
Parent Support Services

<http://www.bcps.org/offices/dpd/pss.html>

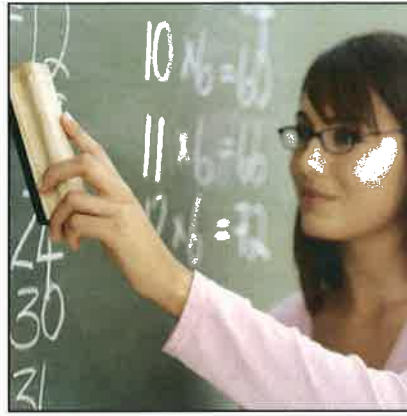


**BCPS promotes parenting and student learning through:**

- Having every school designate a Parent-Teacher Liaison.
- Publishing student academic expectations and curriculum objectives through the Articulated Instruction Module (AIM). <http://www.bcps.org/apps/AIMpublic/>
- The BCPS Education Channel 73 programming. The schedule is available at the following web site:

<http://www.bcps.org/apps/edchannel/schedule/>





**BCPS provides coordination, support, and technical assistance in building effective parent-school partnerships by:**

- Providing presentations to school staff on topics such as Effective Parent/Teacher/Student Conferences,  
Communicating with Parents — Challenges and Solutions, Establishing a Welcoming Environment, and Understanding Demographics.
- Offering early literacy and adult literacy opportunities to families through the ABC, HIPPY, and Even Start programs and by partnering with Baltimore County Public Libraries, Baltimore County Recreation and Parks, the Maryland State Parental Involvement Resource Center and other community organizations.
- Utilizing the five Resource Centers for Families and Schools which assist school staff with developing parent materials to support learning at home and to design custom programs to address individual needs.
- Survey parents to collect input on how school staff can better reach out to and communicate with parents as equal partners
- Coordinating with the Office of Cultural Diversity to address the varied needs of school communities.
- Facilitating Title I Family Involvement fairs for administrators and parent liaisons in Title I schools.

**If you have any additional questions about how Baltimore County Public Schools Office of Title I supports parental involvement initiatives, please contact:**

Mary Dagen  
mdagen@bcps.org  
410-887-3487

Michele Stansbury  
mstansbury@bcps.org  
410-887-3487

# **Title I District Level Parent Involvement Plan Feedback Form**

**School Name:**

**Meeting Date:**

**Parent Name (Print)**

**Parent Signature**

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# **Title I District Level Parent Involvement Plan**

## **Feedback Form**

**Parent comments/suggestions on plan:**

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**Parent suggestions on how we can better reach out to and communicate with parents as equal partners:**

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## COMMUNITY RELATIONS: Community Involvement

### Parent and Family Involvement

#### I. Philosophy

- A. The Board of Education of Baltimore County (Board) recognizes that schools, parents, families, and communities must work together to mutually support student achievement. The Board values and promotes school, parent/guardian, family, and community involvement as integral to the academic success of all students.

#### II. Definition

- A. Consistent with Section 1118 of the *Elementary and Secondary Education Act*, Board of Education Policy 1270, along with its implementing superintendent's rule and school system procedures, shall constitute the school system's *Parental Involvement Policy*.

#### III. Implementation

- A. The Board directs the Superintendent to develop appropriate rules and procedures to implement this policy.
- B. The Baltimore County Public Schools shall comply with the requirements of the *No Child Left Behind Act 2001* as it relates to parent and family involvement, including an annual evaluation of the content and effectiveness of this policy and its implementing rule and procedures.

Legal References: 20 U.S.C. §6301, *et seq.*, *No Child Left Behind Act of 2001*, as amended by Section 1118(a)(2) of the *Elementary and Secondary Education Act* (ESEA)  
*Annotated Code of Maryland*, Education Article §4-112, *Advisory Committees*



Related Policies: Board of Education Policy 1100, *Communication with the Public*  
 Board of Education Policy 1200, *Community Involvement*  
 Board of Education Policy 1210, *Parent-Teacher (Student) Associations*  
 Board of Education Policy 1220, *Citizens Advisory Committee*  
 Board of Education Policy 1230, *Area Education Advisory Councils (AEAC)*  
 Board of Education Policy 1240, *Visitors to Schools*  
 Board of Education Policy 1260, *School Volunteers*  
 Board of Education Policy 4000, *Precepts, Beliefs, and Values of the Baltimore County Public Schools*

Policy		Board of Education of Baltimore County
Adopted:	05/23/91	
Revised:	07/13/04	
Revised:	05/20/08	
Revised:	09/08/09	
Revised:	09/07/10	
Revised:	05/10/11	
Edited:	07/01/11	
Revised:	04/12/12	



## COMMUNITY RELATIONS: Community Involvement

### Parent and Family Involvement

#### I. Purpose

- A. Baltimore County Public Schools (BCPS) endorses meaningful partnerships among schools, parents, family caregivers, and the community. Comprehensive programs of parent, family, and community involvement require schools to promote and support student learning, parenting, communicating, shared school decision-making, volunteering, advocacy, collaborating with the community, and building partnerships at all grade levels in a variety of roles.
- B. BCPS will implement the parent involvement rule to establish a strong and effective system of parent involvement within the BCPS schools, including Title I schools, and to establish standards and criteria that meet both federal and state laws.

#### II. Definitions

- A. *Family* – Means a child’s primary care-giving unit.
- B. *Parent* – For the purpose of this policy, parent means: the biological parent, legal guardian or custodian, foster parent, or person acting in the absence of the parent or guardian.
- C. *Parental Involvement* – Means the participation of parents in regular, two-way, and meaningful communication involving student academic progress and other school activities, including ensuring:
  - 1. That parents play an integral role in assisting their child’s learning;
  - 2. That parents are encouraged to be actively involved at school in their child’s education;
  - 3. That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- D. *Partnership* – Means an association of two or more parties taking part in some activity in common with one another or others, working toward the same goals.

### III. Guidelines

- A. The Superintendent will designate appropriate staff to ensure the following practices are implemented to support parent, family, and community involvement:
  1. Communicating
    - a. Publicize the school's commitment to parent, family, and community involvement.
    - b. Promote clear, two-way communication between school and home concerning school programs and student progress.
    - c. Provide processes for addressing the concerns of parents, families, and community members and disseminate this information using a variety of means; such as, but not limited to, newsletters, school-parent orientation programs, and school system Web sites.
  2. Parenting
    - a. Help parents and families reinforce the skills taught at school and foster conditions that support student learning.
  3. Student Learning
    - a. Provide opportunities for parents, families, and community members to develop and refine the knowledge and skills needed to support student academic achievement, including activities and resources that connect to what students are learning in the classroom.
  4. Volunteering
    - a. Recruit, encourage, and recognize parents, families, and community members as volunteers.
    - b. Promote effective use of volunteers.
  5. School Decision-Making and Advocacy
    - a. Make parent and family involvement an integral component of the school improvement process.
    - b. Support parents and families as decision-makers and promote and include their leadership in advisory and advocacy roles by:
      - (1) Inviting and supporting parent and family participation in committees; such as, but not limited to, school improvement teams, citizens advisory committees, area education advisory committees, action teams, and character education committees.
      - (2) Communicating regularly, including providing timely notice of meeting times, locations, and agendas.

6. Collaborating with the Community
  - a. Work proactively and cooperatively with community agencies that provide assistance to students as well as to parents and families.
  - b. Seek partnerships with businesses and community organizations to promote student success.
7. Building Partnerships
  - a. Provide an open, safe, inviting, and welcoming environment where parents, family, and community involvement is valued, respected.
  - b. Encourage the use of professional development opportunities and resources to support effective parents, family, and community involvement through available school and community resources.

#### IV. Compliance

- A. All school-based and central office staff shall comply with the *Parent, and Family Involvement* Policy, its implementing rule and procedures, as well as performance goals 6 and 7 of the BCPS Master Plan, by implementing the strategies, activities, and measures regarding parent and family involvement in the educational process.
- B. Schools shall seek involvement from all parents, regardless of their educational attainment, race/ethnicity, gender, socio-economic status, primary language, marital status, sexual orientation, or disability.
- C. The Department of Professional Development and the Office of Title I will annually convene a group of parents and community stakeholders to review school system's *Parent and Family Involvement* policy, rule, and administrative procedures. This group shall include a representation of parents from Title I schools.

Legal References: 20 U.S.C. §6301, *et seq.*, *No Child Left Behind Act of 2001*, as amended by Section 1118(a)(2) of the *Elementary and Secondary Education Act (ESEA)*  
*Annotated Code of Maryland*, Education Article §4-112, *Advisory Committees*

Related Policies: Board of Education Policy 1100, *Communication with the Public*

RULE 1270

Board of Education Policy 1200, *Community Involvement*  
Board of Education Policy 1210, *Parent-Teacher (Student)*  
*Associations*  
Board of Education Policy 1220, *Citizens Advisory Committee*  
Board of Education Policy 1230, *Area Education Advisory Councils*  
*(AEAC)*  
Board of Education Policy 1240, *Visitors to Schools*  
Board of Education Policy 1260, *School Volunteers*  
Board of Education Policy 4000, *Precepts, Beliefs, and Values of*  
*The Baltimore County Public Schools*

Rule	Superintendent of Schools
Approved: 05/23/91	
Revised: 07/13/04	
Revised: 05/20/08	
Revised: 09/08/09	
Revised: 09/07/10	
Revised: 05/10/11	
Revised: 04/17/12	

## Appendix F

Title I, Part A  
FY13 Parent Involvement Reservations for Schools

MSDE School ID#	Name of School	Amount of Parent Involvement Reservation
1308	Riverview Elem	\$ 5,028.00
1527	Sandalwood Elem	\$ 5,656.00
1525	Deep Creek Elem	\$ 4,506.00
1503	Colgate Elem	\$ 3,717.00
1307	Baltimore Highlands Elem	\$ 5,275.00
1513	Sussex Elem	\$ 4,078.00
0923	White Oak School	\$ 809.00
1217	Logan Elem	\$ 5,409.00
0912	Halstead Academy	\$ 4,406.00
1512	Mars Estates Elem	\$ 3,844.00
1351	Lansdowne Middle	\$ 6,792.00
1515	Hawthorne Elem	\$ 5,201.00
0307	Milbrook Elem	\$ 3,517.00
0206	Scotts Branch Elem	\$ 5,709.00
1216	Sandy Plains Elem	\$ 5,763.00
1202	Dundalk Elem	\$ 6,304.00
0105	Johnnycake Elem	\$ 6,398.00
0113	Chadwick Elem	\$ 4,366.00
0205	Woodmoor Elem	\$ 5,008.00
0211	Winfield Elem	\$ 4,486.00
1557	Deep Creek Middle	\$ 8,116.00
1311	Lansdowne Elem	\$ 3,958.00
0104	Edmondson Heights Elem	\$ 4,219.00
1518	Glenmar Elem	\$ 3,577.00
1205	Berkshire Elem	\$ 4,179.00
1409	Shady Springs Elem	\$ 5,910.00
0204	Featherbed Lane Elem	\$ 4,941.00
1506	Martin Blvd Elem	\$ 2,534.00
1514	Middlesex Elem	\$ 4,687.00
1505	Victory Villa Elem	\$ 3,236.00
1403	McCormick Elem	\$ 3,945.00
0209	Hebbville Elem	\$ 3,129.00
0210	Powhatan Elem	\$ 2,541.00
1207	Norwood Elem	\$ 5,369.00
0112	Dogwood Elem	\$ 5,489.00
1517	Battle Grove Elem	\$ 2,715.00
1507	Chase Elem	\$ 2,868.00
1405	Elmwood Elem	\$ 4,700.00
0303	Bedford Elem	\$ 2,314.00
0402	Owings Mills Elem	\$ 6,518.00
1212	Charlesmont Elem	\$ 3,163.00
0909	Pleasant Plains Elem	\$ 4,199.00
0214	Hernwood Elem	\$ 3,056.00
0202	Randallstown Elem	\$ 3,290.00
1206	Bear Creek Elem	\$ 3,544.00
0207	Church Lane Elem of Tech	\$ 3,798.00
0216	Deer Park Elem	\$ 2,949.00
		\$205,216

## Appendix G



# BALTIMORE COUNTY PUBLIC SCHOOLS

## Title I Program Consultation Form

2012 – 2013 School Year

### Affirmation of Consultation

I, Laura AbdurRahman acting as the administrator of Al-Rahman School, a private school with students living within attendance boundaries of Baltimore County Public Schools (BCPS), hereby affirm that in a series of meetings, BCPS and I engaged in meaningful consultation about **Title I, Part A**, of the **No Child Left Behind Act of 2001** (NCLB Act) for the 2012 – 2013 school year.

#### Topics Discussed

#### Please check all that apply.

##### ☒ How BCPS will identify student needs:

- Nonpublic classroom teachers will identify students with greatest academic needs.
- BCPS tutors and Title I staff will verify eligible students, based on residency requirements.
- Nonpublic classroom teachers will complete Selection Form Sheets. The academic checklist must be completed in order to be identified for services. In addition, multiple criteria such as standardized tests, teacher assessment, teacher judgment, report card grades, and publishers' tests may be used to determine academic need.
- BCPS tutors will maintain a management log for each identified student to show progress over time. This document will be shared with the sending teacher and administrator on a weekly basis.
- BCPS tutors will adjust reinforcement of skills as directed by sending teachers on a weekly communication form.

##### ☒ What services BCPS will provide:

- Reading tutoring will be offered in Prekindergarten through Grade 8.
- Mathematics tutoring will be offered in Prekindergarten through Grade 8.

##### ☒ How and when BCPS will make decisions about the delivery of services:

- BCPS reviews the information collected on the "Title I Participation Option Form" and data collection packet sent out in July and returned by early December of every year. FARMS data will be reviewed for schools participating in this program.
- Nonpublic principals whose schools have enrolled students residing in Title I public school attendance areas will be contacted during January and February to confirm whether or not they desire to participate in the program for the upcoming school year beginning in August.
- A series of ongoing consultation meetings will be held throughout the school year to discuss services with private school administrators.
- BCPS and private school administrators will hold collaborative discussions on decisions about Title I services for the next school year.

##### ☒ How, where, and by whom BCPS will provide services, including whether a third party will provide them:

- Title I services will be provided using the funds generated by income eligible students residing in Title I public school attendance areas in Baltimore County, Baltimore City (MOU), and Harford County (MOU).
- During the 2012 – 2013 school year, Title I services will be provided in the private schools by certified, highly qualified teachers hired directly by BCPS on a contractual basis.
- During the 2012 – 2013 school year, there will be no third-party contractor as agreed upon by BCPS and private school administrators.
- Services will be provided at the private school site.
- Schedules will be developed with the individual schools based on student need and eligibility.

☑ **How BCPS will academically assess the services and the data collected will be used to improve Title I services:**

- Grades PreK – 8  
To evaluate the program and student progress throughout the year, the Academic Milestones will be completed by teachers four times a year for all students participating in the program. The checklist documents students relative strengths and weaknesses at the onset of services and will be used to monitor progress in reading and mathematics throughout the year. In addition, weekly communication logs between teachers and tutors will be monitored to ensure that tutoring is aligned with the current needs of each student.
- BCPS tutors and Title I staff will use the Academic Milestones as a source of information regarding student's academic needs and progress throughout the year to improve Title I services.
- Tutors will use the student Management Forms to assess students' progress on a weekly basis. Weekly tutor/teacher communication forms will relay information between sending teachers and tutors. These forms align Title I support with classroom instruction on a weekly basis.

☑ **The size and scope of the services that BCPS will provide and the proportionate share of funds BCPS will allocate for those services:**

- The size of the program is determined by the amount of Title I funding generated and academic need. The Selection Form will determine academic need.
- Each income- and address-eligible student attending a private school generates funding at the same per capita rate as an income-eligible student residing in the same public school attendance area and attending the Title I public school.
- Each private school determines the grades and subject areas to be targeted.
- The BCPS tutor will provide support to the identified Title I students as individuals or in small groups.
- Funds will be reserved for parent involvement as an equitable portion of the public school allocation.
- Funds will be reserved for professional development, as available per equitable service portion of a centralized budget.

☑ **How BCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:**

- BCPS sends 'Title I Participation Surveys' or use FARMS data, from all schools, every year, identified by the Maryland State Department of Education as approved private schools. Nonpublic schools will return the income data and attendance area information by the established deadline.
- The data are reviewed and addresses are confirmed as being in Title I public school attendance areas.
- Services will be provided to the schools based on the number of academically needy students.
- Private school administrators will be invited to attend regularly scheduled group and individual meetings where the types and amount of services to their schools will be discussed.

☑ **The services BCPS will give teachers and families of participating students:**

- The funds available for parent involvement and professional development are intended to benefit Title I eligible students attending private schools.
- Topics and activities will be determined by each private school in order to meet their needs.
- Regular site visits by a BCPS resource teacher will occur in order to plan and consult with private school administrators and staff.

By choosing to participate in **Title I, Part A**, of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the BCPS and Baltimore City boundaries. The private school also agrees to develop such plans and give such other reports as mandated by the program in which it is participating.

Signature of Authorized Official

  
Signature of Authorized Private School Official

Laura Abdur Rahman

  
Printed Name of Authorized Private School Official

1/18/12

  
Date

Al-Rahmah School

  
Name of School

410-719-0921

  
Telephone Number

410-744-4104

  
FAX Number

laura.abdurrahman@alrahmah.org

  
E-mail



# BALTIMORE COUNTY PUBLIC SCHOOLS

## Title I Program Consultation Form

2012 – 2013 School Year

### Affirmation of Consultation

I, YITZCHOK SANDERS acting as the administrator of BAIS YAAKOV - ELEMENTARY, a private school with students living within attendance boundaries of Baltimore County Public Schools (BCPS), hereby affirm that in a series of meetings, BCPS and I engaged in meaningful consultation about **Title I, Part A**, of the **No Child Left Behind Act of 2001** (NCLB Act) for the 2012 – 2013 school year.

#### Topics Discussed

#### Please check all that apply.

##### ☐ How BCPS will identify student needs:

- Nonpublic classroom teachers will identify students with greatest academic needs.
- BCPS tutors and Title I staff will verify eligible students, based on residency requirements.
- Nonpublic classroom teachers will complete Selection Form Sheets. The academic checklist must be completed in order to be identified for services. In addition, multiple criteria such as standardized tests, teacher assessment, teacher judgment, report card grades, and publishers' tests may be used to determine academic need.
- BCPS tutors will maintain a management log for each identified student to show progress over time. This document will be shared with the sending teacher and administrator on a weekly basis.
- BCPS tutors will adjust reinforcement of skills as directed by sending teachers on a weekly communication form.

##### ☐ What services BCPS will provide:

- Reading tutoring will be offered in Prekindergarten through Grade 8.
- Mathematics tutoring will be offered in Prekindergarten through Grade 8.

##### ☐ How and when BCPS will make decisions about the delivery of services:

- BCPS reviews the information collected on the "Title I Participation Option Form" and data collection packet sent out in July and returned by early December of every year. FARMS data will be reviewed for schools participating in this program.
- Nonpublic principals whose schools have enrolled students residing in Title I public school attendance areas will be contacted during January and February to confirm whether or not they desire to participate in the program for the upcoming school year beginning in August.
- A series of ongoing consultation meetings will be held throughout the school year to discuss services with private school administrators.
- BCPS and private school administrators will hold collaborative discussions on decisions about Title I services for the next school year.

##### ☐ How, where, and by whom BCPS will provide services, including whether a third party will provide them:

- Title I services will be provided using the funds generated by income eligible students residing in Title I public school attendance areas in Baltimore County, Baltimore City (MOU), and Harford County (MOU).
- During the 2012 – 2013 school year, Title I services will be provided in the private schools by certified, highly qualified teachers hired directly by BCPS on a contractual basis.
- During the 2012 – 2013 school year, there will be no third-party contractor as agreed upon by BCPS and private school administrators.
- Services will be provided at the private school site.
- Schedules will be developed with the individual schools based on student need and eligibility.

□ **How BCPS will academically assess the services and the data collected will be used to improve Title I services:**

- Grades PreK – 8  
To evaluate the program and student progress throughout the year, the Academic Milestones will be completed by teachers four times a year for all students participating in the program. The checklist documents students relative strengths and weaknesses at the onset of services and will be used to monitor progress in reading and mathematics throughout the year. In addition, weekly communication logs between teachers and tutors will be monitored to ensure that tutoring is aligned with the current needs of each student.
- BCPS tutors and Title I staff will use the Academic Milestones as a source of information regarding student's academic needs and progress throughout the year to improve Title I services.
- Tutors will use the student Management Forms to assess students' progress on a weekly basis. Weekly tutor/teacher communication forms will relay information between sending teachers and tutors. These forms align Title I support with classroom instruction on a weekly basis.

□ **The size and scope of the services that BCPS will provide and the proportionate share of funds BCPS will allocate for those services:**

- The size of the program is determined by the amount of Title I funding generated and academic need. The Selection Form will determine academic need.
- Each income- and address-eligible student attending a private school generates funding at the same per capita rate as an income-eligible student residing in the same public school attendance area and attending the Title I public school.
- Each private school determines the grades and subject areas to be targeted.
- The BCPS tutor will provide support to the identified Title I students as individuals or in small groups.
- Funds will be reserved for parent involvement as an equitable portion of the public school allocation.
- Funds will be reserved for professional development, as available per equitable service portion of a centralized budget.

□ **How BCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:**

- BCPS sends 'Title I Participation Surveys' or use FARMS data, from all schools, every year, identified by the Maryland State Department of Education as approved private schools. Nonpublic schools will return the income data and attendance area information by the established deadline.
- The data are reviewed and addresses are confirmed as being in Title I public school attendance areas.
- Services will be provided to the schools based on the number of academically needy students.
- Private school administrators will be invited to attend regularly scheduled group and individual meetings where the types and amount of services to their schools will be discussed.

□ **The services BCPS will give teachers and families of participating students:**

- The funds available for parent involvement and professional development are intended to benefit Title I eligible students attending private schools.
- Topics and activities will be determined by each private school in order to meet their needs.
- Regular site visits by a BCPS resource teacher will occur in order to plan and consult with private school administrators and staff.

By choosing to participate in **Title I, Part A**, of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the BCPS and Baltimore City boundaries. The private school also agrees to develop such plans and give such other reports as mandated by the program in which it is participating.

Signature of Authorized Official

Yitzchok Sanders

Signature of Authorized Private School Official

YITZCHOK SANDERS

Printed Name of Authorized Private School Official

JAN 12, 2012

Date

BAIS YAAKOV - ELEMENTARY

Name of School

(410) 363-3300 x1

Telephone Number

(410) 363-3231

FAX Number

sandersy@baisyaakov.net

E-mail

# BALTIMORE COUNTY PUBLIC SCHOOLS

## Title I Program Consultation Form

2012 – 2013 School Year

### Affirmation of Consultation

Kimberly Salley acting as the administrator of God's Little Angels School of Excellence a private school with students living within attendance boundaries of Baltimore County Public Schools (BCPS), hereby affirm that in a series of meetings, BCPS and I engaged in meaningful consultation about Title I, Part A, of the No Child Left Behind Act of 2001 (NCLB Act) for the 2012 – 2013 school year.

#### Topics Discussed

Please check all that apply.

#### ☐ How BCPS will identify student needs:

- ☒ Nonpublic classroom teachers will identify students with greatest academic needs.
- ☒ BCPS tutors and Title I staff will verify eligible students, based on residency requirements.
- ☒ Nonpublic classroom teachers will complete Selection Form Sheets. The academic checklist must be completed in order to be identified for services. In addition, multiple criteria such as standardized tests, teacher assessment, teacher judgment, report card grades, and publishers' tests may be used to determine academic need.
- ☒ BCPS tutors will maintain a management log for each identified student to show progress over time. This document will be shared with the sending teacher and administrator on a weekly basis.
- ☒ BCPS tutors will adjust reinforcement of skills as directed by sending teachers on a weekly communication form.

#### ☐ What services BCPS will provide:

- ☒ Reading tutoring will be offered in Prekindergarten through Grade 8.
- ☒ Mathematics tutoring will be offered in Prekindergarten through Grade 8.

#### ☐ How and when BCPS will make decisions about the delivery of services:

- ☒ BCPS reviews the information collected on the "Title I Participation Option Form" and data collection packet sent out in July and returned by early December of every year. FARMS data will be reviewed for schools participating in this program.
- ☒ Nonpublic principals whose schools have enrolled students residing in Title I public school attendance areas will be contacted during January and February to confirm whether or not they desire to participate in the program for the upcoming school year beginning in August.
- ☒ A series of ongoing consultation meetings will be held throughout the school year to discuss services with private school administrators.
- ☒ BCPS and private school administrators will hold collaborative discussions on decisions about Title I services for the next school year.

#### ☐ How, where, and by whom BCPS will provide services, including whether a third party will provide them:

- ☒ Title I services will be provided using the funds generated by income eligible students residing in Title I public school attendance areas in Baltimore County, Baltimore City (MOU), and Harford County (MOU).
- ☒ During the 2012 – 2013 school year, Title I services will be provided in the private schools by certified, highly qualified teachers hired directly by BCPS on a contractual basis.
- ☒ During the 2012 – 2013 school year, there will be no third-party contractor as agreed upon by BCPS and private school administrators.
- ☒ Services will be provided at the private school site.
- ☒ Schedules will be developed with the individual schools based on student need and eligibility.



**□ How BCPS will academically assess the services and the data collected will be used to improve Title I services:**

- ✓ • **Grades PreK – 8**  
To evaluate the program and student progress throughout the year, the Academic Milestones will be completed by teachers four times a year for all students participating in the program. The checklist documents students relative strengths and weaknesses at the onset of services and will be used to monitor progress in reading and mathematics throughout the year. In addition, weekly communication logs between teachers and tutors will be monitored to ensure that tutoring is aligned with the current needs of each student.
- ✓ • BCPS tutors and Title I staff will use the Academic Milestones as a source of information regarding student's academic needs and progress throughout the year to improve Title I services.
- ✓ • Tutors will use the student Management Forms to assess students' progress on a weekly basis. Weekly tutor/teacher communication forms will relay information between sending teachers and tutors. These forms align Title I support with classroom instruction on a weekly basis.

**□ The size and scope of the services that BCPS will provide and the proportionate share of funds BCPS will allocate for those services:**

- ✓ • The size of the program is determined by the amount of Title I funding generated and academic need. The Selection Form will determine academic need.
- ✓ • Each income- and address-eligible student attending a private school generates funding at the same per capita rate as an income-eligible student residing in the same public school attendance area and attending the Title I public school.
- ✓ • Each private school determines the grades and subject areas to be targeted.
- ✓ • The BCPS tutor will provide support to the identified Title I students as individuals or in small groups.
- ✓ • Funds will be reserved for parent involvement as an equitable portion of the public school allocation.
- ✓ • Funds will be reserved for professional development, as available per equitable service portion of a centralized budget.

**□ How BCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:**

- ✓ • BCPS sends 'Title I Participation Surveys' or use FARMS data, from all schools, every year, identified by the Maryland State Department of Education as approved private schools. Nonpublic schools will return the income data and attendance area information by the established deadline.
- ✓ • The data are reviewed and addresses are confirmed as being in Title I public school attendance areas.
- ✓ • Services will be provided to the schools based on the number of academically needy students.
- ✓ • Private school administrators will be invited to attend regularly scheduled group and individual meetings where the types and amount of services to their schools will be discussed.

**□ The services BCPS will give teachers and families of participating students:**

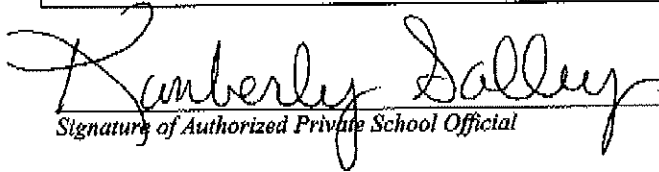
- ✓ • The funds available for parent involvement and professional development are intended to benefit Title I eligible students attending private schools.
- ✓ • Topics and activities will be determined by each private school in order to meet their needs.
- ✓ • Regular site visits by a BCPS resource teacher will occur in order to plan and consult with private school administrators and staff.



Cooperation by School: 2012-2013

By choosing to participate in *Title I, Part A*, of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the BCPS and Baltimore City boundaries. The private school also agrees to develop such plans and give such other reports as mandated by the program in which it is participating.

Signature of Authorized Official



Signature of Authorized Private School Official

Kimberly Salley

Printed Name of Authorized Private School Official

July 26<sup>th</sup> 2012

Date

God's Little Angels "School of Excellence"

Name of School

410.866.0018

Telephone Number

443.772.3517

FAX Number

kimberlysalley@yahoo.com

E-mail

## BALTIMORE COUNTY PUBLIC SCHOOLS

### Title I Program Consultation Form

2012 – 2013 School Year

#### Affirmation of Consultation

I, Debrah P. Thomas acting as the administrator of IMMACULATE CONCEPTION School a private school with students living within attendance boundaries of Baltimore County Public Schools (BCPS), hereby affirm that in a series of meetings, BCPS and I engaged in meaningful consultation about **Title I, Part A**, of the No Child Left Behind Act of 2001 (NCLB Act) for the 2012 – 2013 school year.

#### Topics Discussed

Please check all that apply.

#### ☐ How BCPS will identify student needs:

- Nonpublic classroom teachers will identify students with greatest academic needs.
- BCPS tutors and Title I staff will verify eligible students, based on residency requirements.
- Nonpublic classroom teachers will complete Selection Form Sheets. The academic checklist must be completed in order to be identified for services. In addition, multiple criteria such as standardized tests, teacher assessment, teacher judgment, report card grades, and publishers' tests may be used to determine academic need.
- BCPS tutors will maintain a management log for each identified student to show progress over time. This document will be shared with the sending teacher and administrator on a weekly basis.
- BCPS tutors will adjust reinforcement of skills as directed by sending teachers on a weekly communication form.

#### ☐ What services BCPS will provide:

- Reading tutoring will be offered in Prekindergarten through Grade 8.
- Mathematics tutoring will be offered in Prekindergarten through Grade 8.

#### ☐ How and when BCPS will make decisions about the delivery of services:

- BCPS reviews the information collected on the "Title I Participation Option Form" and data collection packet sent out in July and returned by early December of every year. FARMS data will be reviewed for schools participating in this program.
- Nonpublic principals whose schools have enrolled students residing in Title I public school attendance areas will be contacted during January and February to confirm whether or not they desire to participate in the program for the upcoming school year beginning in August.
- A series of ongoing consultation meetings will be held throughout the school year to discuss services with private school administrators.
- BCPS and private school administrators will hold collaborative discussions on decisions about Title I services for the next school year.

#### ☐ How, where, and by whom BCPS will provide services, including whether a third party will provide them:

- Title I services will be provided using the funds generated by income eligible students residing in Title I public school attendance areas in Baltimore County, Baltimore City (MOU), and Harford County (MOU).
- During the 2012 – 2013 school year, Title I services will be provided in the private schools by certified, highly qualified teachers hired directly by BCPS on a contractual basis.
- During the 2012 – 2013 school year, there will be no third-party contractor as agreed upon by BCPS and private school administrators.
- Services will be provided at the private school site.
- Schedules will be developed with the individual schools based on student need and eligibility.

□ **How BCPS will academically assess the services and the data collected will be used to improve Title I services:**

- **Grades PreK – 8**  
To evaluate the program and student progress throughout the year, the Academic Milestones will be completed by teachers four times a year for all students participating in the program. The checklist documents students relative strengths and weaknesses at the onset of services and will be used to monitor progress in reading and mathematics throughout the year. In addition, weekly communication logs between teachers and tutors will be monitored to ensure that tutoring is aligned with the current needs of each student.
- BCPS tutors and Title I staff will use the Academic Milestones as a source of information regarding student's academic needs and progress throughout the year to improve Title I services.
- Tutors will use the student Management Forms to assess students' progress on a weekly basis. Weekly tutor/teacher communication forms will relay information between sending teachers and tutors. These forms align Title I support with classroom instruction on a weekly basis.

□ **The size and scope of the services that BCPS will provide and the proportionate share of funds BCPS will allocate for those services:**

- The size of the program is determined by the amount of Title I funding generated and academic need. The Selection Form will determine academic need.
- Each income- and address-eligible student attending a private school generates funding at the same per capita rate as an income-eligible student residing in the same public school attendance area and attending the Title I public school.
- Each private school determines the grades and subject areas to be targeted.
- The BCPS tutor will provide support to the identified Title I students as individuals or in small groups.
- Funds will be reserved for parent involvement as an equitable portion of the public school allocation.
- Funds will be reserved for professional development, as available per equitable service portion of a centralized budget.

□ **How BCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:**

- BCPS sends 'Title I Participation Surveys' or use FARMS data, from all schools, every year, identified by the Maryland State Department of Education as approved private schools. Nonpublic schools will return the income data and attendance area information by the established deadline.
- The data are reviewed and addresses are confirmed as being in Title I public school attendance areas.
- Services will be provided to the schools based on the number of academically needy students.
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□ **The services BCPS will give teachers and families of participating students:**

- The funds available for parent involvement and professional development are intended to benefit Title I eligible students attending private schools.
- Topics and activities will be determined by each private school in order to meet their needs.
- Regular site visits by a BCPS resource teacher will occur in order to plan and consult with private school administrators and staff.

Cooperation by School: ~~2010-2011~~

2012-2013 *MD*

By choosing to participate in *Title I, Part A*, of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the BCPS and Baltimore City boundaries. The private school also agrees to develop such plans and give such other reports as mandated by the program in which it is participating.

Signature of Authorized Official

*Deborah B. Thomas*

Signature of Authorized Private School Official

*Deborah B. Thomas*

Printed Name of Authorized Private School Official

*1/18/12*

Date

*Immaculate Conception School*

Name of School

*410-427-4866*

Telephone Number

*410-427-4895*

FAX Number

*dthomas@theimmaculate.org*

E-mail

# BALTIMORE COUNTY PUBLIC SCHOOLS

## Title I Program Consultation Form

2012 – 2013 School Year

### Affirmation of Consultation

I, Amy Bels acting as the administrator of Immaculate Heart of Mary a private school with students living within attendance boundaries of Baltimore County Public Schools (BCPS), hereby affirm that in a series of meetings, BCPS and I engaged in meaningful consultation about **Title I, Part A**, of the **No Child Left Behind Act of 2001** (NCLB Act) for the 2012 – 2013 school year.

#### Topics Discussed

#### Please check all that apply.

#### ☒ How BCPS will identify student needs:

- Nonpublic classroom teachers will identify students with greatest academic needs.
- BCPS tutors and Title I staff will verify eligible students, based on residency requirements.
- Nonpublic classroom teachers will complete Selection Form Sheets. The academic checklist must be completed in order to be identified for services. In addition, multiple criteria such as standardized tests, teacher assessment, teacher judgment, report card grades, and publishers' tests may be used to determine academic need.
- BCPS tutors will maintain a management log for each identified student to show progress over time. This document will be shared with the sending teacher and administrator on a weekly basis.
- BCPS tutors will adjust reinforcement of skills as directed by sending teachers on a weekly communication form.

#### ☒ What services BCPS will provide:

- Reading tutoring will be offered in Prekindergarten through Grade 8.
- Mathematics tutoring will be offered in Prekindergarten through Grade 8.

#### ☒ How and when BCPS will make decisions about the delivery of services:

- BCPS reviews the information collected on the "Title I Participation Option Form" and data collection packet sent out in July and returned by early December of every year. FARMS data will be reviewed for schools participating in this program.
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- BCPS and private school administrators will hold collaborative discussions on decisions about Title I services for the next school year.

#### ☒ How, where, and by whom BCPS will provide services, including whether a third party will provide them:

- Title I services will be provided using the funds generated by income eligible students residing in Title I public school attendance areas in Baltimore County, Baltimore City (MOU), and Harford County (MOU).
- During the 2012 – 2013 school year, Title I services will be provided in the private schools by certified, highly qualified teachers hired directly by BCPS on a contractual basis.
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- Schedules will be developed with the individual schools based on student need and eligibility.

☒ **How BCPS will academically assess the services and the data collected will be used to improve Title I services:**

- Grades PreK – 8  
To evaluate the program and student progress throughout the year, the Academic Milestones will be completed by teachers four times a year for all students participating in the program. The checklist documents students relative strengths and weaknesses at the onset of services and will be used to monitor progress in reading and mathematics throughout the year. In addition, weekly communication logs between teachers and tutors will be monitored to ensure that tutoring is aligned with the current needs of each student.
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- Tutors will use the student Management Forms to assess students' progress on a weekly basis. Weekly tutor/teacher communication forms will relay information between sending teachers and tutors. These forms align Title I support with classroom instruction on a weekly basis.

☒ **The size and scope of the services that BCPS will provide and the proportionate share of funds BCPS will allocate for those services:**

- The size of the program is determined by the amount of Title I funding generated and academic need. The Selection Form will determine academic need.
- Each income- and address-eligible student attending a private school generates funding at the same per capita rate as an income-eligible student residing in the same public school attendance area and attending the Title I public school.
- Each private school determines the grades and subject areas to be targeted.
- The BCPS tutor will provide support to the identified Title I students as individuals or in small groups.
- Funds will be reserved for parent involvement as an equitable portion of the public school allocation.
- Funds will be reserved for professional development, as available per equitable service portion of a centralized budget.

☒ **How BCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:**

- BCPS sends 'Title I Participation Surveys' or use FARMS data, from all schools, every year, identified by the Maryland State Department of Education as approved private schools. Nonpublic schools will return the income data and attendance area information by the established deadline.
- The data are reviewed and addresses are confirmed as being in Title I public school attendance areas.
- Services will be provided to the schools based on the number of academically needy students.
- Private school administrators will be invited to attend regularly scheduled group and individual meetings where the types and amount of services to their schools will be discussed.

☒ **The services BCPS will give teachers and families of participating students:**

- The funds available for parent involvement and professional development are intended to benefit Title I eligible students attending private schools.
- Topics and activities will be determined by each private school in order to meet their needs.
- Regular site visits by a BCPS resource teacher will occur in order to plan and consult with private school administrators and staff.

By choosing to participate in **Title I, Part A**, of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the BCPS and Baltimore City boundaries. The private school also agrees to develop such plans and give such other reports as mandated by the program in which it is participating.

Signature of Authorized Official



Signature of Authorized Private School Official

Amy N. Belz

Printed Name of Authorized Private School Official

1-24-2012

Date

Immaculate Heart of Mary

Name of School

410-668-6171

Telephone Number

FAX Number

school@immaculateheartofmary.com

E-mail

**BALTIMORE COUNTY PUBLIC SCHOOLS***Title I Program Consultation Form***2012 – 2013 School Year****Affirmation of Consultation**

I, Theresa Brooks acting as the administrator of John Paul Regional Catholic School, a private school with students living within attendance boundaries of Baltimore County Public Schools (BCPS), hereby affirm that in a series of meetings, BCPS and I engaged in meaningful consultation about **Title I, Part A**, of the **No Child Left Behind Act of 2001 (NCLB Act)** for the 2012 – 2013 school year.

**Topics Discussed****Please check all that apply.****☒ How BCPS will identify student needs:**

- Nonpublic classroom teachers will identify students with greatest academic needs.
- BCPS tutors and Title I staff will verify eligible students, based on residency requirements.
- Nonpublic classroom teachers will complete Selection Form Sheets. The academic checklist must be completed in order to be identified for services. In addition, multiple criteria such as standardized tests, teacher assessment, teacher judgment, report card grades, and publishers' tests may be used to determine academic need.
- BCPS tutors will maintain a management log for each identified student to show progress over time. This document will be shared with the sending teacher and administrator on a weekly basis.
- BCPS tutors will adjust reinforcement of skills as directed by sending teachers on a weekly communication form.

**☒ What services BCPS will provide:**

- Reading tutoring will be offered in Prekindergarten through Grade 8.
- Mathematics tutoring will be offered in Prekindergarten through Grade 8.

**☒ How and when BCPS will make decisions about the delivery of services:**

- BCPS reviews the information collected on the "Title I Participation Option Form" and data collection packet sent out in July and returned by early December of every year. FARMS data will be reviewed for schools participating in this program.
- Nonpublic principals whose schools have enrolled students residing in Title I public school attendance areas will be contacted during January and February to confirm whether or not they desire to participate in the program for the upcoming school year beginning in August.
- A series of ongoing consultation meetings will be held throughout the school year to discuss services with private school administrators.
- BCPS and private school administrators will hold collaborative discussions on decisions about Title I services for the next school year.

**☒ How, where, and by whom BCPS will provide services, including whether a third party will provide them:**

- Title I services will be provided using the funds generated by income eligible students residing in Title I public school attendance areas in Baltimore County, Baltimore City (MOU), and Harford County (MOU).
- During the 2012 – 2013 school year, Title I services will be provided in the private schools by certified, highly qualified teachers hired directly by BCPS on a contractual basis.
- During the 2012 – 2013 school year, there will be no third-party contractor as agreed upon by BCPS and private school administrators.
- Services will be provided at the private school site.
- Schedules will be developed with the individual schools based on student need and eligibility.



✓ **How BCPS will academically assess the services and the data collected will be used to improve Title I services:**

- **Grades PreK – 8**  
To evaluate the program and student progress throughout the year, the Academic Milestones will be completed by teachers four times a year for all students participating in the program. The checklist documents students relative strengths and weaknesses at the onset of services and will be used to monitor progress in reading and mathematics throughout the year. In addition, weekly communication logs between teachers and tutors will be monitored to ensure that tutoring is aligned with the current needs of each student.
- BCPS tutors and Title I staff will use the Academic Milestones as a source of information regarding student's academic needs and progress throughout the year to improve Title I services.
- Tutors will use the student Management Forms to assess students' progress on a weekly basis. Weekly tutor/teacher communication forms will relay information between sending teachers and tutors. These forms align Title I support with classroom instruction on a weekly basis.

✓ **The size and scope of the services that BCPS will provide and the proportionate share of funds BCPS will allocate for those services:**

- The size of the program is determined by the amount of Title I funding generated and academic need. The Selection Form will determine academic need.
- Each income- and address-eligible student attending a private school generates funding at the same per capita rate as an income-eligible student residing in the same public school attendance area and attending the Title I public school.
- Each private school determines the grades and subject areas to be targeted.
- The BCPS tutor will provide support to the identified Title I students as individuals or in small groups.
- Funds will be reserved for parent involvement as an equitable portion of the public school allocation.
- Funds will be reserved for professional development, as available per equitable service portion of a centralized budget.

✓ **How BCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:**

- BCPS sends 'Title I Participation Surveys' or use FARMS data, from all schools, every year, identified by the Maryland State Department of Education as approved private schools. Nonpublic schools will return the income data and attendance area information by the established deadline.
- The data are reviewed and addresses are confirmed as being in Title I public school attendance areas.
- Services will be provided to the schools based on the number of academically needy students.
- Private school administrators will be invited to attend regularly scheduled group and individual meetings where the types and amount of services to their schools will be discussed.

✓ **The services BCPS will give teachers and families of participating students:**

- The funds available for parent involvement and professional development are intended to benefit Title I eligible students attending private schools.
- Topics and activities will be determined by each private school in order to meet their needs.
- Regular site visits by a BCPS resource teacher will occur in order to plan and consult with private school administrators and staff.

**Cooperation by School: 2012-2013**

By choosing to participate in *Title I, Part A*, of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the BCPS and Baltimore City boundaries. The private school also agrees to develop such plans and give such other reports as mandated by the program in which it is participating.

**Signature of Authorized Official**

Theresa Brooks  
*Signature of Authorized Private School Official*

Theresa Brooks  
*Printed Name of Authorized Private School Official*

2/6/12  
*Date*

John Paul Regional Catholic School  
*Name of School*

410-944-0367  
*Telephone Number*

410-265-5316  
*FAX Number*

tbrooks@jprcs.org  
*E-mail*

# BALTIMORE COUNTY PUBLIC SCHOOLS

*New Mark*

Title I Program Consultation Form

2012 – 2013 School Year

*Please send me  
a copy.  
Thanks.*

## Affirmation of Consultation

I, Beverly Davis acting as the administrator of New Mark of Excellence, a private school with students living within attendance boundaries of Baltimore County Public Schools (BCPS), hereby affirm that in a series of meetings, BCPS and I engaged in meaningful consultation about **Title I, Part A**, of the **No Child Left Behind Act of 2001** (NCLB Act) for the 2012 – 2013 school year.

### Topics Discussed

### Please check all that apply.

#### ☐ How BCPS will identify student needs:

- Nonpublic classroom teachers will identify students with greatest academic needs.
- BCPS tutors and Title I staff will verify eligible students, based on residency requirements.
- Nonpublic classroom teachers will complete Selection Form Sheets. The academic checklist must be completed in order to be identified for services. In addition, multiple criteria such as standardized tests, teacher assessment, teacher judgment, report card grades, and publishers' tests may be used to determine academic need.
- BCPS tutors will maintain a management log for each identified student to show progress over time. This document will be shared with the sending teacher and administrator on a weekly basis.
- BCPS tutors will adjust reinforcement of skills as directed by sending teachers on a weekly communication form.

#### ☐ What services BCPS will provide:

- Reading tutoring will be offered in Prekindergarten through Grade 8.
- Mathematics tutoring will be offered in Prekindergarten through Grade 8.

#### ☐ How and when BCPS will make decisions about the delivery of services:

- BCPS reviews the information collected on the "Title I Participation Option Form" and data collection packet sent out in July and returned by early December of every year. FARMS data will be reviewed for schools participating in this program.
- Nonpublic principals whose schools have enrolled students residing in Title I public school attendance areas will be contacted during January and February to confirm whether or not they desire to participate in the program for the upcoming school year beginning in August.
- A series of ongoing consultation meetings will be held throughout the school year to discuss services with private school administrators.
- BCPS and private school administrators will hold collaborative discussions on decisions about Title I services for the next school year.

#### ☐ How, where, and by whom BCPS will provide services, including whether a third party will provide them:

- Title I services will be provided using the funds generated by income eligible students residing in Title I public school attendance areas in Baltimore County, Baltimore City (MOU), and Harford County (MOU).
- During the 2012 – 2013 school year, Title I services will be provided in the private schools by certified, highly qualified teachers hired directly by BCPS on a contractual basis.
- During the 2012 – 2013 school year, there will be no third-party contractor as agreed upon by BCPS and private school administrators.
- Services will be provided at the private school site.
- Schedules will be developed with the individual schools based on student need and eligibility.

□ **How BCPS will academically assess the services and the data collected will be used to improve Title I services:**

- Grades PreK – 8  
To evaluate the program and student progress throughout the year, the Academic Milestones will be completed by teachers four times a year for all students participating in the program. The checklist documents students relative strengths and weaknesses at the onset of services and will be used to monitor progress in reading and mathematics throughout the year. In addition, weekly communication logs between teachers and tutors will be monitored to ensure that tutoring is aligned with the current needs of each student.
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- Tutors will use the student Management Forms to assess students' progress on a weekly basis. Weekly tutor/teacher communication forms will relay information between sending teachers and tutors. These forms align Title I support with classroom instruction on a weekly basis.

□ **The size and scope of the services that BCPS will provide and the proportionate share of funds BCPS will allocate for those services:**

- The size of the program is determined by the amount of Title I funding generated and academic need. The Selection Form will determine academic need.
- Each income- and address-eligible student attending a private school generates funding at the same per capita rate as an income-eligible student residing in the same public school attendance area and attending the Title I public school.
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- Funds will be reserved for parent involvement as an equitable portion of the public school allocation.
- Funds will be reserved for professional development, as available per equitable service portion of a centralized budget.

□ **How BCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:**

- BCPS sends 'Title I Participation Surveys' or use FARMS data, from all schools, every year, identified by the Maryland State Department of Education as approved private schools. Nonpublic schools will return the income data and attendance area information by the established deadline.
- The data are reviewed and addresses are confirmed as being in Title I public school attendance areas.
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- Private school administrators will be invited to attend regularly scheduled group and individual meetings where the types and amount of services to their schools will be discussed.

□ **The services BCPS will give teachers and families of participating students:**

- The funds available for parent involvement and professional development are intended to benefit Title I eligible students attending private schools.
- Topics and activities will be determined by each private school in order to meet their needs.
- Regular site visits by a BCPS resource teacher will occur in order to plan and consult with private school administrators and staff.



By choosing to participate in ***Title I, Part A***, of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the BCPS and Baltimore City boundaries. The private school also agrees to develop such plans and give such other reports as mandated by the program in which it is participating.

Signature of Authorized Official

*Beverly Y. Davis*

Signature of Authorized Private School Official

*Beverly Y. Davis*

Printed Name of Authorized Private School Official

*1/18/12*

Date

*The new mark of excellence School, Inc.*

Name of School

*410-594-0745*

Telephone Number

*410-594-0730*

FAX Number

*numeka6314@msn.com*

E-mail

**BALTIMORE COUNTY PUBLIC SCHOOLS**

Title I Program Consultation Form

2012 – 2013 School Year

**RECEIVED****Affirmation of Consultation**

JUL 25 2012

I, Sister Irene Pyle SSPD acting as the administrator of Our Lady of Hope / St. Luke School, a private school with students living within attendance boundaries of Baltimore County Public Schools, hereby affirm that in a series of meetings, BCPS and I engaged in meaningful consultation about Title I, Part A, of the No Child Left Behind Act of 2001 (NCLB Act) for the 2012 – 2013 school year.

**TITLE ONE  
GRANT ASSISTANCE OFFICE****Topics Discussed**Please check all that apply.☒ **How BCPS will identify student needs:**

- Nonpublic classroom teachers will identify students with greatest academic needs.
- BCPS tutors and Title I staff will verify eligible students, based on residency requirements.
- Nonpublic classroom teachers will complete Selection Form Sheets. The academic checklist must be completed in order to be identified for services. In addition, multiple criteria such as standardized tests, teacher assessment, teacher judgment, report card grades, and publishers' tests may be used to determine academic need.
- BCPS tutors will maintain a management log for each identified student to show progress over time. This document will be shared with the sending teacher and administrator on a weekly basis.
- BCPS tutors will adjust reinforcement of skills as directed by sending teachers on a weekly communication form.

☒ **What services BCPS will provide:**

- Reading tutoring will be offered in Prekindergarten through Grade 8.
- Mathematics tutoring will be offered in Prekindergarten through Grade 8.

☒ **How and when BCPS will make decisions about the delivery of services:**

- BCPS reviews the information collected on the "Title I Participation Option Form" and data collection packet sent out in July and returned by early December of every year. FARMS data will be reviewed for schools participating in this program.
- Nonpublic principals whose schools have enrolled students residing in Title I public school attendance areas will be contacted during January and February to confirm whether or not they desire to participate in the program for the upcoming school year beginning in August.
- A series of ongoing consultation meetings will be held throughout the school year to discuss services with private school administrators.
- BCPS and private school administrators will hold collaborative discussions on decisions about Title I services for the next school year.

☒ **How, where, and by whom BCPS will provide services, including whether a third party will provide them:**

- Title I services will be provided using the funds generated by income eligible students residing in Title I public school attendance areas in Baltimore County, Baltimore City (MOU), and Harford County (MOU).
- During the 2012 – 2013 school year, Title I services will be provided in the private schools by certified, highly qualified teachers hired directly by BCPS on a contractual basis.
- During the 2012 – 2013 school year, there will be no third-party contractor as agreed upon by BCPS and private school administrators.
- Services will be provided at the private school site.
- Schedules will be developed with the individual schools based on student need and eligibility.

**✓ How BCPS will academically assess the services and the data collected will be used to improve Title I services:**

- Grades PreK – 8  
To evaluate the program and student progress throughout the year, the Academic Milestones will be completed by teachers four times a year for all students participating in the program. The checklist documents students relative strengths and weaknesses at the onset of services and will be used to monitor progress in reading and mathematics throughout the year. In addition, weekly communication logs between teachers and tutors will be monitored to ensure that tutoring is aligned with the current needs of each student.
- BCPS tutors and Title I staff will use the Academic Milestones as a source of information regarding student's academic needs and progress throughout the year to improve Title I services.
- Tutors will use the student Management Forms to assess students' progress on a weekly basis. Weekly tutor/teacher communication forms will relay information between sending teachers and tutors. These forms align Title I support with classroom instruction on a weekly basis.

**✓ The size and scope of the services that BCPS will provide and the proportionate share of funds BCPS will allocate for those services:**

- The size of the program is determined by the amount of Title I funding generated and academic need. The Selection Form will determine academic need.
- Each income- and address-eligible student attending a private school generates funding at the same per capita rate as an income-eligible student residing in the same public school attendance area and attending the Title I public school.
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- Funds will be reserved for parent involvement as an equitable portion of the public school allocation.
- Funds will be reserved for professional development, as available per equitable service portion of a centralized budget.

**✓ How BCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:**

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**✓ The services BCPS will give teachers and families of participating students:**

- The funds available for parent involvement and professional development are intended to benefit Title I eligible students attending private schools.
- Topics and activities will be determined by each private school in order to meet their needs.
- Regular site visits by a BCPS resource teacher will occur in order to plan and consult with private school administrators and staff.

By choosing to participate in *Title I, Part A*, of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the BCPS and Baltimore City boundaries. The private school also agrees to develop such plans and give such other reports as mandated by the program in which it is participating.

Signature of Authorized Official

Sister Irene M. Pyle SSND  
Signature of Authorized Private School Official

Sister Irene M. Pyle SSND  
Printed Name of Authorized Private School Official

July 25, 2012  
Date

Our Lady of Hope / St. Luke  
Name of School

410-288-2793  
Telephone Number

410-288-2850  
FAX Number

ipyle@archbalt.org  
E-mail



# BALTIMORE COUNTY PUBLIC SCHOOLS

## Title I Program Consultation Form

2012 – 2013 School Year

### Affirmation of Consultation

I, Christine Olszewski acting as the administrator of Our Lady of Mt. Carmel, a private school with students living within attendance boundaries of Baltimore County Public Schools (BCPS), hereby affirm that in a series of meetings, BCPS and I engaged in meaningful consultation about **Title I, Part A**, of the **No Child Left Behind Act of 2001** (NCLB Act) for the 2012 – 2013 school year.

#### Topics Discussed

#### Please check all that apply.

##### ☒ How BCPS will identify student needs:

- Nonpublic classroom teachers will identify students with greatest academic needs.
- BCPS tutors and Title I staff will verify eligible students, based on residency requirements.
- Nonpublic classroom teachers will complete Selection Form Sheets. The academic checklist must be completed in order to be identified for services. In addition, multiple criteria such as standardized tests, teacher assessment, teacher judgment, report card grades, and publishers' tests may be used to determine academic need.
- BCPS tutors will maintain a management log for each identified student to show progress over time. This document will be shared with the sending teacher and administrator on a weekly basis.
- BCPS tutors will adjust reinforcement of skills as directed by sending teachers on a weekly communication form.

##### ☒ What services BCPS will provide:

- Reading tutoring will be offered in Prekindergarten through Grade 8.
- Mathematics tutoring will be offered in Prekindergarten through Grade 8.

##### ☒ How and when BCPS will make decisions about the delivery of services:

- BCPS reviews the information collected on the "Title I Participation Option Form" and data collection packet sent out in July and returned by early December of every year. FARMS data will be reviewed for schools participating in this program.
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- A series of ongoing consultation meetings will be held throughout the school year to discuss services with private school administrators.
- BCPS and private school administrators will hold collaborative discussions on decisions about Title I services for the next school year.

##### ☒ How, where, and by whom BCPS will provide services, including whether a third party will provide them:

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✓ **How BCPS will academically assess the services and the data collected will be used to improve Title I services:**

- Grades PreK – 8  
To evaluate the program and student progress throughout the year, the Academic Milestones will be completed by teachers four times a year for all students participating in the program. The checklist documents students relative strengths and weaknesses at the onset of services and will be used to monitor progress in reading and mathematics throughout the year. In addition, weekly communication logs between teachers and tutors will be monitored to ensure that tutoring is aligned with the current needs of each student.
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- Funds will be reserved for parent involvement as an equitable portion of the public school allocation.
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✓ **How BCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:**

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Signature of Authorized Official

Christine Olszewski

Signature of Authorized Private School Official

Christine Olszewski

Printed Name of Authorized Private School Official

1/18/12

Date

Our Lady of Mt. Carmel

Name of School

410-686-0859

Telephone Number

410-687-4916

FAX Number

colszewski@olmcmd.org

E-mail

**BALTIMORE COUNTY PUBLIC SCHOOLS***Title I Program Consultation Form***2012 – 2013 School Year****Affirmation of Consultation**

I, THOMAS E. RIDDLE acting as the administrator of OUR LADY OF VICTORY SCHOOL, a private school with students living within attendance boundaries of Baltimore County Public Schools (BCPS), hereby affirm that in a series of meetings, BCPS and I engaged in meaningful consultation about ***Title I, Part A***, of the **No Child Left Behind Act of 2001** (NCLB Act) for the 2012 – 2013 school year.

**Topics Discussed****Please check all that apply.****☐ How BCPS will identify student needs:**

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- Private school administrators will be invited to attend regularly scheduled group and individual meetings where the types and amount of services to their schools will be discussed.

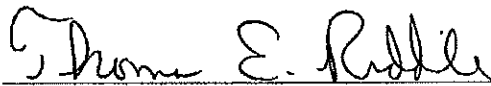
**✓ The services BCPS will give teachers and families of participating students:**

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Cooperation by School: ~~2010-2011~~ 2012-2013

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Signature of Authorized Official



Signature of Authorized Private School Official

THOMAS E. RIDGLE

Printed Name of Authorized Private School Official

1-19-12

Date

OUR LADY OF VICTORY SCHOOL

Name of School

410-242-3688

Telephone Number

410-242-8867

FAX Number

OLVTR @ AOL. COM

E-mail



# BALTIMORE COUNTY PUBLIC SCHOOLS

## Title I Program Consultation Form

2012 – 2013 School Year

### Affirmation of Consultation

I, Sheri Wright acting as the administrator of Sacred Heart School, a private school with students living within attendance boundaries of Baltimore County Public Schools (BCPS), hereby affirm that in a series of meetings, BCPS and I engaged in meaningful consultation about **Title I, Part A**, of the **No Child Left Behind Act of 2001** (NCLB Act) for the 2012 – 2013 school year.

#### Topics Discussed

#### Please check all that apply.

##### ☐ How BCPS will identify student needs:

- Nonpublic classroom teachers will identify students with greatest academic needs.
- BCPS tutors and Title I staff will verify eligible students, based on residency requirements.
- Nonpublic classroom teachers will complete Selection Form Sheets. The academic checklist must be completed in order to be identified for services. In addition, multiple criteria such as standardized tests, teacher assessment, teacher judgment, report card grades, and publishers' tests may be used to determine academic need.
- BCPS tutors will maintain a management log for each identified student to show progress over time. This document will be shared with the sending teacher and administrator on a weekly basis.
- BCPS tutors will adjust reinforcement of skills as directed by sending teachers on a weekly communication form.

##### ☐ What services BCPS will provide:

- Reading tutoring will be offered in Prekindergarten through Grade 8.
- Mathematics tutoring will be offered in Prekindergarten through Grade 8.

##### ☐ How and when BCPS will make decisions about the delivery of services:

- BCPS reviews the information collected on the "Title I Participation Option Form" and data collection packet sent out in July and returned by early December of every year. FARMS data will be reviewed for schools participating in this program.
- Nonpublic principals whose schools have enrolled students residing in Title I public school attendance areas will be contacted during January and February to confirm whether or not they desire to participate in the program for the upcoming school year beginning in August.
- A series of ongoing consultation meetings will be held throughout the school year to discuss services with private school administrators.
- BCPS and private school administrators will hold collaborative discussions on decisions about Title I services for the next school year.

##### ☐ How, where, and by whom BCPS will provide services, including whether a third party will provide them:

- Title I services will be provided using the funds generated by income eligible students residing in Title I public school attendance areas in Baltimore County, Baltimore City (MOU), and Harford County (MOU).
- During the 2012 – 2013 school year, Title I services will be provided in the private schools by certified, highly qualified teachers hired directly by BCPS on a contractual basis.
- During the 2012 – 2013 school year, there will be no third-party contractor as agreed upon by BCPS and private school administrators.
- Services will be provided at the private school site.
- Schedules will be developed with the individual schools based on student need and eligibility.

□ **How BCPS will academically assess the services and the data collected will be used to improve Title I services:**

- Grades PreK – 8  
To evaluate the program and student progress throughout the year, the Academic Milestones will be completed by teachers four times a year for all students participating in the program. The checklist documents students relative strengths and weaknesses at the onset of services and will be used to monitor progress in reading and mathematics throughout the year. In addition, weekly communication logs between teachers and tutors will be monitored to ensure that tutoring is aligned with the current needs of each student.
- BCPS tutors and Title I staff will use the Academic Milestones as a source of information regarding student's academic needs and progress throughout the year to improve Title I services.
- Tutors will use the student Management Forms to assess students' progress on a weekly basis. Weekly tutor/teacher communication forms will relay information between sending teachers and tutors. These forms align Title I support with classroom instruction on a weekly basis.

□ **The size and scope of the services that BCPS will provide and the proportionate share of funds BCPS will allocate for those services:**

- The size of the program is determined by the amount of Title I funding generated and academic need. The Selection Form will determine academic need.
- Each income- and address-eligible student attending a private school generates funding at the same per capita rate as an income-eligible student residing in the same public school attendance area and attending the Title I public school.
- Each private school determines the grades and subject areas to be targeted.
- The BCPS tutor will provide support to the identified Title I students as individuals or in small groups.
- Funds will be reserved for parent involvement as an equitable portion of the public school allocation.
- Funds will be reserved for professional development, as available per equitable service portion of a centralized budget.

□ **How BCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:**

- BCPS sends 'Title I Participation Surveys' or use FARMS data, from all schools, every year, identified by the Maryland State Department of Education as approved private schools. Nonpublic schools will return the income data and attendance area information by the established deadline.
- The data are reviewed and addresses are confirmed as being in Title I public school attendance areas.
- Services will be provided to the schools based on the number of academically needy students.
- Private school administrators will be invited to attend regularly scheduled group and individual meetings where the types and amount of services to their schools will be discussed.

□ **The services BCPS will give teachers and families of participating students:**

- The funds available for parent involvement and professional development are intended to benefit Title I eligible students attending private schools.
- Topics and activities will be determined by each private school in order to meet their needs.
- Regular site visits by a BCPS resource teacher will occur in order to plan and consult with private school administrators and staff.



Cooperation by School: 2012-2013

By choosing to participate in ***Title I, Part A***, of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the BCPS and Baltimore City boundaries. The private school also agrees to develop such plans and give such other reports as mandated by the program in which it is participating.

Signature of Authorized Official

  
Signature of Authorized Private School Official

Sheri L. Wright  
Printed Name of Authorized Private School Official

1-27-12  
Date

Sacred Heart School  
Name of School

410-833-0857 410-833-0914  
Telephone Number FAX Number

swright@shg-school.org  
E-mail

# BALTIMORE COUNTY PUBLIC SCHOOLS

## Title I Program Consultation Form

2012 – 2013 School Year

### Affirmation of Consultation

I, Maggie Dicks acting as the administrator of St. Pius X, a private school with students living within attendance boundaries of Baltimore County Public Schools (BCPS), hereby affirm that in a series of meetings, BCPS and I engaged in meaningful consultation about **Title I, Part A**, of the **No Child Left Behind Act of 2001** (NCLB Act) for the 2012 – 2013 school year.

#### Topics Discussed

#### Please check all that apply.

##### ☐ How BCPS will identify student needs:

- Nonpublic classroom teachers will identify students with greatest academic needs.
- BCPS tutors and Title I staff will verify eligible students, based on residency requirements.
- Nonpublic classroom teachers will complete Selection Form Sheets. The academic checklist must be completed in order to be identified for services. In addition, multiple criteria such as standardized tests, teacher assessment, teacher judgment, report card grades, and publishers' tests may be used to determine academic need.
- BCPS tutors will maintain a management log for each identified student to show progress over time. This document will be shared with the sending teacher and administrator on a weekly basis.
- BCPS tutors will adjust reinforcement of skills as directed by sending teachers on a weekly communication form.

##### ☐ What services BCPS will provide:

- Reading tutoring will be offered in Prekindergarten through Grade 8.
- Mathematics tutoring will be offered in Prekindergarten through Grade 8.

##### ☐ How and when BCPS will make decisions about the delivery of services:

- BCPS reviews the information collected on the "Title I Participation Option Form" and data collection packet sent out in July and returned by early December of every year. FARMS data will be reviewed for schools participating in this program.
- Nonpublic principals whose schools have enrolled students residing in Title I public school attendance areas will be contacted during January and February to confirm whether or not they desire to participate in the program for the upcoming school year beginning in August.
- A series of ongoing consultation meetings will be held throughout the school year to discuss services with private school administrators.
- BCPS and private school administrators will hold collaborative discussions on decisions about Title I services for the next school year.

##### ☐ How, where, and by whom BCPS will provide services, including whether a third party will provide them:

- Title I services will be provided using the funds generated by income eligible students residing in Title I public school attendance areas in Baltimore County, Baltimore City (MOU), and Harford County (MOU).
- During the 2012 – 2013 school year, Title I services will be provided in the private schools by certified, highly qualified teachers hired directly by BCPS on a contractual basis.
- During the 2012 – 2013 school year, there will be no third-party contractor as agreed upon by BCPS and private school administrators.
- Services will be provided at the private school site.
- Schedules will be developed with the individual schools based on student need and eligibility.

□ **How BCPS will academically assess the services and the data collected will be used to improve Title I services:**

- Grades PreK – 8  
To evaluate the program and student progress throughout the year, the Academic Milestones will be completed by teachers four times a year for all students participating in the program. The checklist documents students relative strengths and weaknesses at the onset of services and will be used to monitor progress in reading and mathematics throughout the year. In addition, weekly communication logs between teachers and tutors will be monitored to ensure that tutoring is aligned with the current needs of each student.
- BCPS tutors and Title I staff will use the Academic Milestones as a source of information regarding student's academic needs and progress throughout the year to improve Title I services.
- Tutors will use the student Management Forms to assess students' progress on a weekly basis. Weekly tutor/teacher communication forms will relay information between sending teachers and tutors. These forms align Title I support with classroom instruction on a weekly basis.

□ **The size and scope of the services that BCPS will provide and the proportionate share of funds BCPS will allocate for those services:**

- The size of the program is determined by the amount of Title I funding generated and academic need. The Selection Form will determine academic need.
- Each income- and address-eligible student attending a private school generates funding at the same per capita rate as an income-eligible student residing in the same public school attendance area and attending the Title I public school.
- Each private school determines the grades and subject areas to be targeted.
- The BCPS tutor will provide support to the identified Title I students as individuals or in small groups.
- Funds will be reserved for parent involvement as an equitable portion of the public school allocation.
- Funds will be reserved for professional development, as available per equitable service portion of a centralized budget.

□ **How BCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:**

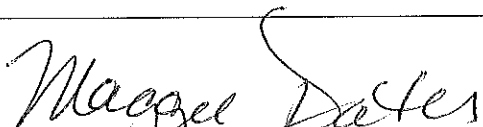
- BCPS sends 'Title I Participation Surveys' or use FARMS data, from all schools, every year, identified by the Maryland State Department of Education as approved private schools. Nonpublic schools will return the income data and attendance area information by the established deadline.
- The data are reviewed and addresses are confirmed as being in Title I public school attendance areas.
- Services will be provided to the schools based on the number of academically needy students.
- Private school administrators will be invited to attend regularly scheduled group and individual meetings where the types and amount of services to their schools will be discussed.

□ **The services BCPS will give teachers and families of participating students:**

- The funds available for parent involvement and professional development are intended to benefit Title I eligible students attending private schools.
- Topics and activities will be determined by each private school in order to meet their needs.
- Regular site visits by a BCPS resource teacher will occur in order to plan and consult with private school administrators and staff.

By choosing to participate in ***Title I, Part A***, of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the BCPS and Baltimore City boundaries. The private school also agrees to develop such plans and give such other reports as mandated by the program in which it is participating.

Signature of Authorized Official

  
Signature of Authorized Private School Official  
Printed Name of Authorized Private School Official7/23/12  
DateSt. Pius X  
Name of School410.427.7400  
Telephone Number410.372.0552  
FAX Numberprincipal@stpius10.org  
E-mail

**BALTIMORE COUNTY PUBLIC SCHOOLS***Title I Program Consultation Form***2012 – 2013 School Year****Affirmation of Consultation**

I, PATRICIA R KELLY acting as the administrator of ST MICHAEL THE ARCHANGEL, a private school with students living within attendance boundaries of Baltimore County Public Schools (BCPS), hereby affirm that in a series of meetings, BCPS and I engaged in meaningful consultation about **Title I, Part A**, of the **No Child Left Behind Act of 2001 (NCLB Act)** for the 2012 – 2013 school year.

**Topics Discussed****Please check all that apply.****☒ How BCPS will identify student needs:**

- Nonpublic classroom teachers will identify students with greatest academic needs.
- BCPS tutors and Title I staff will verify eligible students, based on residency requirements.
- Nonpublic classroom teachers will complete Selection Form Sheets. The academic checklist must be completed in order to be identified for services. In addition, multiple criteria such as standardized tests, teacher assessment, teacher judgment, report card grades, and publishers' tests may be used to determine academic need.
- BCPS tutors will maintain a management log for each identified student to show progress over time. This document will be shared with the sending teacher and administrator on a weekly basis.
- BCPS tutors will adjust reinforcement of skills as directed by sending teachers on a weekly communication form.

**☒ What services BCPS will provide:**

- Reading tutoring will be offered in Prekindergarten through Grade 8.
  - Mathematics tutoring will be offered in Prekindergarten through Grade 8.
- } Lansdowne Middle  
Deep Creek Middle

**☒ How and when BCPS will make decisions about the delivery of services:**

- BCPS reviews the information collected on the "Title I Participation Option Form" and data collection packet sent out in July and returned by early December of every year. PARMS data will be reviewed for schools participating in this program.
- Nonpublic principals whose schools have enrolled students residing in Title I public school attendance areas will be contacted during January and February to confirm whether or not they desire to participate in the program for the upcoming school year beginning in August.
- A series of ongoing consultation meetings will be held throughout the school year to discuss services with private school administrators.
- BCPS and private school administrators will hold collaborative discussions on decisions about Title I services for the next school year.

**☒ How, where, and by whom BCPS will provide services, including whether a third party will provide them:**

- Title I services will be provided using the funds generated by income eligible students residing in Title I public school attendance areas in Baltimore County, Baltimore City (MOU), and Harford County (MOU).
- During the 2012 – 2013 school year, Title I services will be provided in the private schools by certified, highly qualified teachers hired directly by BCPS on a contractual basis.
- During the 2012 – 2013 school year, there will be no third-party contractor as agreed upon by BCPS and private school administrators.
- Services will be provided at the private school site.
- Schedules will be developed with the individual schools based on student need and eligibility.

**✓ How BCPS will academically assess the services and the data collected will be used to improve Title I services:**

- Grades PreK – 8  
To evaluate the program and student progress throughout the year, the Academic Milestones will be completed by teachers four times a year for all students participating in the program. The checklist documents students relative strengths and weaknesses at the onset of services and will be used to monitor progress in reading and mathematics throughout the year. In addition, weekly communication logs between teachers and tutors will be monitored to ensure that tutoring is aligned with the current needs of each student.
- BCPS tutors and Title I staff will use the Academic Milestones as a source of information regarding student's academic needs and progress throughout the year to improve Title I services.
- Tutors will use the student Management Forms to assess students' progress on a weekly basis. Weekly tutor/teacher communication forms will relay information between sending teachers and tutors. These forms align Title I support with classroom instruction on a weekly basis.

**✓ The size and scope of the services that BCPS will provide and the proportionate share of funds BCPS will allocate for those services:**

- The size of the program is determined by the amount of Title I funding generated and academic need. The Selection Form will determine academic need.
- Each income- and address-eligible student attending a private school generates funding at the same per capita rate as an income-eligible student residing in the same public school attendance area and attending the Title I public school.
- Each private school determines the grades and subject areas to be targeted.
- The BCPS tutor will provide support to the identified Title I students as individuals or in small groups.
- Funds will be reserved for parent involvement as an equitable portion of the public school allocation.
- Funds will be reserved for professional development, as available per equitable service portion of a centralized budget.

**✓ How BCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:**

- BCPS sends "Title I Participation Surveys" or use FARMS data, from all schools, every year, identified by the Maryland State Department of Education as approved private schools. Nonpublic schools will return the income data and attendance area information by the established deadline.
- The data are reviewed and addresses are confirmed as being in Title I public school attendance areas.
- Services will be provided to the schools based on the number of academically needy students.
- Private school administrators will be invited to attend regularly scheduled group and individual meetings where the types and amount of services to their schools will be discussed.

**✓ The services BCPS will give teachers and families of participating students:**

- The funds available for parent involvement and professional development are intended to benefit Title I eligible students attending private schools.
- Topics and activities will be determined by each private school in order to meet their needs.
- Regular site visits by a BCPS resource teacher will occur in order to plan and consult with private school administrators and staff.



Cooperation by School: 2010-2011

2012-2013 MKB

By choosing to participate in *Title I, Part A*, of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the BCPS and Baltimore City boundaries. The private school also agrees to develop such plans and give such other reports as mandated by the program in which it is participating.

Signature of Authorized Official

*Patricia R Kelly*  
Signature of Authorized Private School Official

PATRICIA R KELLY  
Printed Name of Authorized Private School Official

1-20-2012  
Date

ST. MICHAEL THE ARCHANGEL  
Name of School

410 668 8777  
Telephone Number

410 668 9277  
FAX Number

pkelly@smoverled.org  
E-mail

# BALTIMORE COUNTY PUBLIC SCHOOLS

## Title I Program Consultation Form

2012 – 2013 School Year

### Affirmation of Consultation

I, Mary Jo Weyther acting as the administrator of St. Mark School, a private school with students living within attendance boundaries of Baltimore County Public Schools (BCPS), hereby affirm that in a series of meetings, BCPS and I engaged in meaningful consultation about **Title I, Part A**, of the **No Child Left Behind Act of 2001** (NCLB Act) for the 2012 – 2013 school year.

#### Topics Discussed

#### Please check all that apply.

##### ☒ How BCPS will identify student needs:

- Nonpublic classroom teachers will identify students with greatest academic needs.
- BCPS tutors and Title I staff will verify eligible students, based on residency requirements.
- Nonpublic classroom teachers will complete Selection Form Sheets. The academic checklist must be completed in order to be identified for services. In addition, multiple criteria such as standardized tests, teacher assessment, teacher judgment, report card grades, and publishers' tests may be used to determine academic need.
- BCPS tutors will maintain a management log for each identified student to show progress over time. This document will be shared with the sending teacher and administrator on a weekly basis.
- BCPS tutors will adjust reinforcement of skills as directed by sending teachers on a weekly communication form.

##### ☒ What services BCPS will provide:

- Reading tutoring will be offered in Prekindergarten through Grade 8.
- Mathematics tutoring will be offered in Prekindergarten through Grade 8.

##### ☒ How and when BCPS will make decisions about the delivery of services:

- BCPS reviews the information collected on the "Title I Participation Option Form" and data collection packet sent out in July and returned by early December of every year. FARMS data will be reviewed for schools participating in this program.
- Nonpublic principals whose schools have enrolled students residing in Title I public school attendance areas will be contacted during January and February to confirm whether or not they desire to participate in the program for the upcoming school year beginning in August.
- A series of ongoing consultation meetings will be held throughout the school year to discuss services with private school administrators.
- BCPS and private school administrators will hold collaborative discussions on decisions about Title I services for the next school year.

##### ☒ How, where, and by whom BCPS will provide services, including whether a third party will provide them:

- Title I services will be provided using the funds generated by income eligible students residing in Title I public school attendance areas in Baltimore County, Baltimore City (MOU), and Harford County (MOU).
- During the 2012 – 2013 school year, Title I services will be provided in the private schools by certified, highly qualified teachers hired directly by BCPS on a contractual basis.
- During the 2012 – 2013 school year, there will be no third-party contractor as agreed upon by BCPS and private school administrators.
- Services will be provided at the private school site.
- Schedules will be developed with the individual schools based on student need and eligibility.



☐ **How BCPS will academically assess the services and the data collected will be used to improve Title I services:**

- Grades PreK – 8  
To evaluate the program and student progress throughout the year, the Academic Milestones will be completed by teachers four times a year for all students participating in the program. The checklist documents students relative strengths and weaknesses at the onset of services and will be used to monitor progress in reading and mathematics throughout the year. In addition, weekly communication logs between teachers and tutors will be monitored to ensure that tutoring is aligned with the current needs of each student.
- BCPS tutors and Title I staff will use the Academic Milestones as a source of information regarding student's academic needs and progress throughout the year to improve Title I services.
- Tutors will use the student Management Forms to assess students' progress on a weekly basis. Weekly tutor/teacher communication forms will relay information between sending teachers and tutors. These forms align Title I support with classroom instruction on a weekly basis.

☐ **The size and scope of the services that BCPS will provide and the proportionate share of funds BCPS will allocate for those services:**

- The size of the program is determined by the amount of Title I funding generated and academic need. The Selection Form will determine academic need.
- Each income- and address-eligible student attending a private school generates funding at the same per capita rate as an income-eligible student residing in the same public school attendance area and attending the Title I public school.
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- Funds will be reserved for parent involvement as an equitable portion of the public school allocation.
- Funds will be reserved for professional development, as available per equitable service portion of a centralized budget.

☐ **How BCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:**

- BCPS sends 'Title I Participation Surveys' or use FARMS data, from all schools, every year, identified by the Maryland State Department of Education as approved private schools. Nonpublic schools will return the income data and attendance area information by the established deadline.
- The data are reviewed and addresses are confirmed as being in Title I public school attendance areas.
- Services will be provided to the schools based on the number of academically needy students.
- Private school administrators will be invited to attend regularly scheduled group and individual meetings where the types and amount of services to their schools will be discussed.

☐ **The services BCPS will give teachers and families of participating students:**

- The funds available for parent involvement and professional development are intended to benefit Title I eligible students attending private schools.
- Topics and activities will be determined by each private school in order to meet their needs.
- Regular site visits by a BCPS resource teacher will occur in order to plan and consult with private school administrators and staff.

By choosing to participate in **Title I, Part A**, of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the BCPS and Baltimore City boundaries. The private school also agrees to develop such plans and give such other reports as mandated by the program in which it is participating.

Signature of Authorized Official

Mary Jo Warthen

Signature of Authorized Private School Official

Mary Jo Warthen

Printed Name of Authorized Private School Official

1/18/2012

Date

St. Mark School

Name of School

410-744-6560

Telephone Number

410-381-7188 (?)

FAX Number

mwathen@stmark-school.org

E-mail

# BALTIMORE COUNTY PUBLIC SCHOOLS

## Title I Program Consultation Form

2012 – 2013 School Year

### Affirmation of Consultation

I, PHYLLIS KARKO acting as the administrator of St. Joseph Fullerton, a private school with students living within attendance boundaries of Baltimore County Public Schools (BCPS), hereby affirm that in a series of meetings, BCPS and I engaged in meaningful consultation about **Title I, Part A**, of the **No Child Left Behind Act of 2001** (NCLB Act) for the 2012 – 2013 school year.

#### Topics Discussed

#### Please check all that apply.

##### ☐ How BCPS will identify student needs:

- Nonpublic classroom teachers will identify students with greatest academic needs.
- BCPS tutors and Title I staff will verify eligible students, based on residency requirements.
- Nonpublic classroom teachers will complete Selection Form Sheets. The academic checklist must be completed in order to be identified for services. In addition, multiple criteria such as standardized tests, teacher assessment, teacher judgment, report card grades, and publishers' tests may be used to determine academic need.
- BCPS tutors will maintain a management log for each identified student to show progress over time. This document will be shared with the sending teacher and administrator on a weekly basis.
- BCPS tutors will adjust reinforcement of skills as directed by sending teachers on a weekly communication form.

##### ☐ What services BCPS will provide:

- Reading tutoring will be offered in Prekindergarten through Grade 8.
- Mathematics tutoring will be offered in Prekindergarten through Grade 8.

##### ☐ How and when BCPS will make decisions about the delivery of services:

- BCPS reviews the information collected on the "Title I Participation Option Form" and data collection packet sent out in July and returned by early December of every year. FARMS data will be reviewed for schools participating in this program.
- Nonpublic principals whose schools have enrolled students residing in Title I public school attendance areas will be contacted during January and February to confirm whether or not they desire to participate in the program for the upcoming school year beginning in August.
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- BCPS and private school administrators will hold collaborative discussions on decisions about Title I services for the next school year.

##### ☐ How, where, and by whom BCPS will provide services, including whether a third party will provide them:

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□ **How BCPS will academically assess the services and the data collected will be used to improve Title I services:**

- Grades PreK – 8  
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□ **The size and scope of the services that BCPS will provide and the proportionate share of funds BCPS will allocate for those services:**

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- Funds will be reserved for parent involvement as an equitable portion of the public school allocation.
- Funds will be reserved for professional development, as available per equitable service portion of a centralized budget.

□ **How BCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:**


- BCPS sends 'Title I Participation Surveys' or use FARMS data, from all schools, every year, identified by the Maryland State Department of Education as approved private schools. Nonpublic schools will return the income data and attendance area information by the established deadline.
- The data are reviewed and addresses are confirmed as being in Title I public school attendance areas.
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- Private school administrators will be invited to attend regularly scheduled group and individual meetings where the types and amount of services to their schools will be discussed.

□ **The services BCPS will give teachers and families of participating students:**

- The funds available for parent involvement and professional development are intended to benefit Title I eligible students attending private schools.
- Topics and activities will be determined by each private school in order to meet their needs.
- Regular site visits by a BCPS resource teacher will occur in order to plan and consult with private school administrators and staff.

By choosing to participate in **Title I, Part A**, of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the BCPS and Baltimore City boundaries. The private school also agrees to develop such plans and give such other reports as mandated by the program in which it is participating.

Signature of Authorized Official

  
Signature of Authorized Private School Official

PHYLLIS KARKO

  
Printed Name of Authorized Private School Official

7/23/12

  
Date

St. Joseph Fullerton

  
Name of School

410.256.8026 x130

  
Telephone Number

410.529.7234

  
FAX Number

pkarko@stjoe-fullerton.org

  
E-mail

# BALTIMORE COUNTY PUBLIC SCHOOLS

## Title I Program Consultation Form

2012 – 2013 School Year

### Affirmation of Consultation

I, Pamela Waters acting as the administrator of St. Clement Mary Hofbauer a private school with students living within attendance boundaries of Baltimore County Public Schools (BCPS), hereby affirm that in a series of meetings, BCPS and I engaged in meaningful consultation about **Title I, Part A**, of the **No Child Left Behind Act of 2001** (NCLB Act) for the 2012 – 2013 school year.

#### Topics Discussed

#### Please check all that apply.

##### ☐ How BCPS will identify student needs:

- Nonpublic classroom teachers will identify students with greatest academic needs.
- BCPS tutors and Title I staff will verify eligible students, based on residency requirements.
- Nonpublic classroom teachers will complete Selection Form Sheets. The academic checklist must be completed in order to be identified for services. In addition, multiple criteria such as standardized tests, teacher assessment, teacher judgment, report card grades, and publishers' tests may be used to determine academic need.
- BCPS tutors will maintain a management log for each identified student to show progress over time. This document will be shared with the sending teacher and administrator on a weekly basis.
- BCPS tutors will adjust reinforcement of skills as directed by sending teachers on a weekly communication form.

##### ☐ What services BCPS will provide:

- Reading tutoring will be offered in Prekindergarten through Grade 8.
- Mathematics tutoring will be offered in Prekindergarten through Grade 8.

##### ☐ How and when BCPS will make decisions about the delivery of services:

- BCPS reviews the information collected on the "Title I Participation Option Form" and data collection packet sent out in July and returned by early December of every year. FARMS data will be reviewed for schools participating in this program.
- Nonpublic principals whose schools have enrolled students residing in Title I public school attendance areas will be contacted during January and February to confirm whether or not they desire to participate in the program for the upcoming school year beginning in August.
- A series of ongoing consultation meetings will be held throughout the school year to discuss services with private school administrators.
- BCPS and private school administrators will hold collaborative discussions on decisions about Title I services for the next school year.

##### ☐ How, where, and by whom BCPS will provide services, including whether a third party will provide them:

- Title I services will be provided using the funds generated by income eligible students residing in Title I public school attendance areas in Baltimore County, Baltimore City (MOU), and Harford County (MOU).
- During the 2012 – 2013 school year, Title I services will be provided in the private schools by certified, highly qualified teachers hired directly by BCPS on a contractual basis.
- During the 2012 – 2013 school year, there will be no third-party contractor as agreed upon by BCPS and private school administrators.
- Services will be provided at the private school site.
- Schedules will be developed with the individual schools based on student need and eligibility.



**X How BCPS will academically assess the services and the data collected will be used to improve Title I services:**

- **Grades PreK - 8**  
To evaluate the program and student progress throughout the year, the Academic Milestones will be completed by teachers four times a year for all students participating in the program. The checklist documents students relative strengths and weaknesses at the onset of services and will be used to monitor progress in reading and mathematics throughout the year. In addition, weekly communication logs between teachers and tutors will be monitored to ensure that tutoring is aligned with the current needs of each student.
- BCPS tutors and Title I staff will use the Academic Milestones as a source of information regarding student's academic needs and progress throughout the year to improve Title I services.
- Tutors will use the student Management Forms to assess students' progress on a weekly basis. Weekly tutor/teacher communication forms will relay information between sending teachers and tutors. These forms align Title I support with classroom instruction on a weekly basis.

**X The size and scope of the services that BCPS will provide and the proportionate share of funds BCPS will allocate for those services:**

- The size of the program is determined by the amount of Title I funding generated and academic need. The Selection Form will determine academic need.
- Each income- and address-eligible student attending a private school generates funding at the same per capita rate as an income-eligible student residing in the same public school attendance area and attending the Title I public school.
- Each private school determines the grades and subject areas to be targeted.
- The BCPS tutor will provide support to the identified Title I students as individuals or in small groups.
- Funds will be reserved for parent involvement as an equitable portion of the public school allocation.
- Funds will be reserved for professional development, as available per equitable service portion of a centralized budget.

**X How BCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:**

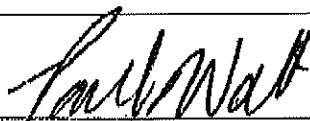
- BCPS sends 'Title I Participation Surveys' or use FARMS data, from all schools, every year, identified by the Maryland State Department of Education as approved private schools. Nonpublic schools will return the income data and attendance area information by the established deadline.
- The data are reviewed and addresses are confirmed as being in Title I public school attendance areas.
- Services will be provided to the schools based on the number of academically needy students.
- Private school administrators will be invited to attend regularly scheduled group and individual meetings where the types and amount of services to their schools will be discussed.

**X The services BCPS will give teachers and families of participating students:**

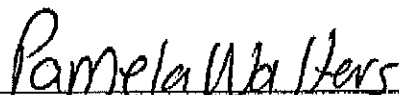
- The funds available for parent involvement and professional development are intended to benefit Title I eligible students attending private schools.
- Topics and activities will be determined by each private school in order to meet their needs.
- Regular site visits by a BCPS resource teacher will occur in order to plan and consult with private school administrators and staff.

**Cooperation by School: 2012-2013**

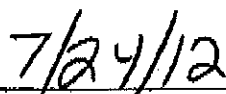
By choosing to participate in *Title I, Part A*, of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the BCPS and Baltimore City boundaries. The private school also agrees to develop such plans and give such other reports as mandated by the program in which it is participating.

**Signature of Authorized Official**

Signature of Authorized Private School Official



Printed Name of Authorized Private School Official



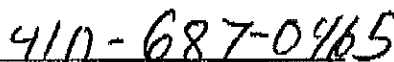
Date



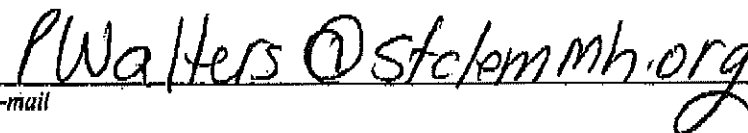
Name of School



Telephone Number



FAX Number



E-mail



# BALTIMORE COUNTY PUBLIC SCHOOLS

## Title I Program Consultation Form

2012 – 2013 School Year

### Affirmation of Consultation

I, Susan Banks acting as the administrator of St. Agnes School, a private school with students living within attendance boundaries of Baltimore County Public Schools (BCPS), hereby affirm that in a series of meetings, BCPS and I engaged in meaningful consultation about **Title I, Part A**, of the **No Child Left Behind Act of 2001** (NCLB Act) for the 2012 – 2013 school year.

#### Topics Discussed

#### Please check all that apply.

##### ☒ How BCPS will identify student needs:

- Nonpublic classroom teachers will identify students with greatest academic needs.
- BCPS tutors and Title I staff will verify eligible students, based on residency requirements.
- Nonpublic classroom teachers will complete Selection Form Sheets. The academic checklist must be completed in order to be identified for services. In addition, multiple criteria such as standardized tests, teacher assessment, teacher judgment, report card grades, and publishers' tests may be used to determine academic need.
- BCPS tutors will maintain a management log for each identified student to show progress over time. This document will be shared with the sending teacher and administrator on a weekly basis.
- BCPS tutors will adjust reinforcement of skills as directed by sending teachers on a weekly communication form.

##### ☒ What services BCPS will provide:

- Reading tutoring will be offered in Prekindergarten through Grade 8.
- Mathematics tutoring will be offered in Prekindergarten through Grade 8.

##### ☒ How and when BCPS will make decisions about the delivery of services:

- BCPS reviews the information collected on the "Title I Participation Option Form" and data collection packet sent out in July and returned by early December of every year. FARMS data will be reviewed for schools participating in this program.
- Nonpublic principals whose schools have enrolled students residing in Title I public school attendance areas will be contacted during January and February to confirm whether or not they desire to participate in the program for the upcoming school year beginning in August.
- A series of ongoing consultation meetings will be held throughout the school year to discuss services with private school administrators.
- BCPS and private school administrators will hold collaborative discussions on decisions about Title I services for the next school year.

##### ☒ How, where, and by whom BCPS will provide services, including whether a third party will provide them:

- Title I services will be provided using the funds generated by income eligible students residing in Title I public school attendance areas in Baltimore County, Baltimore City (MOU), and Harford County (MOU).
- During the 2012 – 2013 school year, Title I services will be provided in the private schools by certified, highly qualified teachers hired directly by BCPS on a contractual basis.
- During the 2012 – 2013 school year, there will be no third-party contractor as agreed upon by BCPS and private school administrators.
- Services will be provided at the private school site.
- Schedules will be developed with the individual schools based on student need and eligibility.

☑ **How BCPS will academically assess the services and the data collected will be used to improve Title I services:**

- Grades PreK – 8  
To evaluate the program and student progress throughout the year, the Academic Milestones will be completed by teachers four times a year for all students participating in the program. The checklist documents students relative strengths and weaknesses at the onset of services and will be used to monitor progress in reading and mathematics throughout the year. In addition, weekly communication logs between teachers and tutors will be monitored to ensure that tutoring is aligned with the current needs of each student.
- BCPS tutors and Title I staff will use the Academic Milestones as a source of information regarding student's academic needs and progress throughout the year to improve Title I services.
- Tutors will use the student Management Forms to assess students' progress on a weekly basis. Weekly tutor/teacher communication forms will relay information between sending teachers and tutors. These forms align Title I support with classroom instruction on a weekly basis.

☑ **The size and scope of the services that BCPS will provide and the proportionate share of funds BCPS will allocate for those services:**

- The size of the program is determined by the amount of Title I funding generated and academic need. The Selection Form will determine academic need.
- Each income- and address-eligible student attending a private school generates funding at the same per capita rate as an income-eligible student residing in the same public school attendance area and attending the Title I public school.
- Each private school determines the grades and subject areas to be targeted.
- The BCPS tutor will provide support to the identified Title I students as individuals or in small groups.
- Funds will be reserved for parent involvement as an equitable portion of the public school allocation.
- Funds will be reserved for professional development, as available per equitable service portion of a centralized budget.

☑ **How BCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:**

- BCPS sends 'Title I Participation Surveys' or use FARMS data, from all schools, every year, identified by the Maryland State Department of Education as approved private schools. Nonpublic schools will return the income data and attendance area information by the established deadline.
- The data are reviewed and addresses are confirmed as being in Title I public school attendance areas.
- Services will be provided to the schools based on the number of academically needy students.
- Private school administrators will be invited to attend regularly scheduled group and individual meetings where the types and amount of services to their schools will be discussed.

☑ **The services BCPS will give teachers and families of participating students:**

- The funds available for parent involvement and professional development are intended to benefit Title I eligible students attending private schools.
- Topics and activities will be determined by each private school in order to meet their needs.
- Regular site visits by a BCPS resource teacher will occur in order to plan and consult with private school administrators and staff.

By choosing to participate in ***Title I, Part A***, of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the BCPS and Baltimore City boundaries. The private school also agrees to develop such plans and give such other reports as mandated by the program in which it is participating.

Signature of Authorized Official

*Susan Banks*

Signature of Authorized Private School Official

*Susan Banks*

Printed Name of Authorized Private School Official

*1/17/2012*

Date

*St. Agnes School*

Name of School

*410-747-4070*

Telephone Number

FAX Number

*sbanks@stagnesschool.net*

E-mail

# BALTIMORE COUNTY PUBLIC SCHOOLS

## Title I Program Consultation Form

2012 – 2013 School Year

### Affirmation of Consultation

I, Dr. Debbie Lusin SSND acting as the administrator of Sisters Academy of Baltimore, a private school with students living within attendance boundaries of Baltimore County Public Schools (BCPS), hereby affirm that in a series of meetings, BCPS and I engaged in meaningful consultation about **Title I, Part A**, of the **No Child Left Behind Act of 2001** (NCLB Act) for the 2012 – 2013 school year.

#### Topics Discussed

#### Please check all that apply.

##### ☒ How BCPS will identify student needs:

- Nonpublic classroom teachers will identify students with greatest academic needs.
- BCPS tutors and Title I staff will verify eligible students, based on residency requirements.
- Nonpublic classroom teachers will complete Selection Form Sheets. The academic checklist must be completed in order to be identified for services. In addition, multiple criteria such as standardized tests, teacher assessment, teacher judgment, report card grades, and publishers' tests may be used to determine academic need.
- BCPS tutors will maintain a management log for each identified student to show progress over time. This document will be shared with the sending teacher and administrator on a weekly basis.
- BCPS tutors will adjust reinforcement of skills as directed by sending teachers on a weekly communication form.

##### ☒ What services BCPS will provide:

- Reading tutoring will be offered in Prekindergarten through Grade 8.
- Mathematics tutoring will be offered in Prekindergarten through Grade 8.

##### ☒ How and when BCPS will make decisions about the delivery of services:

- BCPS reviews the information collected on the "Title I Participation Option Form" and data collection packet sent out in July and returned by early December of every year. FARMS data will be reviewed for schools participating in this program.
- Nonpublic principals whose schools have enrolled students residing in Title I public school attendance areas will be contacted during January and February to confirm whether or not they desire to participate in the program for the upcoming school year beginning in August.
- A series of ongoing consultation meetings will be held throughout the school year to discuss services with private school administrators.
- BCPS and private school administrators will hold collaborative discussions on decisions about Title I services for the next school year.

##### ☒ How, where, and by whom BCPS will provide services, including whether a third party will provide them:

- Title I services will be provided using the funds generated by income eligible students residing in Title I public school attendance areas in Baltimore County, Baltimore City (MOU), and Harford County (MOU).
- During the 2012 – 2013 school year, Title I services will be provided in the private schools by certified, highly qualified teachers hired directly by BCPS on a contractual basis.
- During the 2012 – 2013 school year, there will be no third-party contractor as agreed upon by BCPS and private school administrators.
- Services will be provided at the private school site.
- Schedules will be developed with the individual schools based on student need and eligibility.

**☑ How BCPS will academically assess the services and the data collected will be used to improve Title I services:**

- Grades PreK – 8  
To evaluate the program and student progress throughout the year, the Academic Milestones will be completed by teachers four times a year for all students participating in the program. The checklist documents students relative strengths and weaknesses at the onset of services and will be used to monitor progress in reading and mathematics throughout the year. In addition, weekly communication logs between teachers and tutors will be monitored to ensure that tutoring is aligned with the current needs of each student.
- BCPS tutors and Title I staff will use the Academic Milestones as a source of information regarding student's academic needs and progress throughout the year to improve Title I services.
- Tutors will use the student Management Forms to assess students' progress on a weekly basis. Weekly tutor/teacher communication forms will relay information between sending teachers and tutors. These forms align Title I support with classroom instruction on a weekly basis.

**☑ The size and scope of the services that BCPS will provide and the proportionate share of funds BCPS will allocate for those services:**

- The size of the program is determined by the amount of Title I funding generated and academic need. The Selection Form will determine academic need.
- Each income- and address-eligible student attending a private school generates funding at the same per capita rate as an income-eligible student residing in the same public school attendance area and attending the Title I public school.
- Each private school determines the grades and subject areas to be targeted.
- The BCPS tutor will provide support to the identified Title I students as individuals or in small groups.
- Funds will be reserved for parent involvement as an equitable portion of the public school allocation.
- Funds will be reserved for professional development, as available per equitable service portion of a centralized budget.

**☑ How BCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:**

- BCPS sends 'Title I Participation Surveys' or use FARMS data, from all schools, every year, identified by the Maryland State Department of Education as approved private schools. Nonpublic schools will return the income data and attendance area information by the established deadline.
- The data are reviewed and addresses are confirmed as being in Title I public school attendance areas.
- Services will be provided to the schools based on the number of academically needy students.
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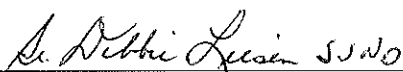
**☑ The services BCPS will give teachers and families of participating students:**

- The funds available for parent involvement and professional development are intended to benefit Title I eligible students attending private schools.
- Topics and activities will be determined by each private school in order to meet their needs.
- Regular site visits by a BCPS resource teacher will occur in order to plan and consult with private school administrators and staff.



By choosing to participate in **Title I, Part A**, of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the BCPS and Baltimore City boundaries. The private school also agrees to develop such plans and give such other reports as mandated by the program in which it is participating.

Signature of Authorized Official



Signature of Authorized Private School Official

Sr. Debbie Liesen SSNO

Printed Name of Authorized Private School Official

1-18-12

Date

Sisters Academy of Baltimore

Name of School

410-242-1212

Telephone Number

410-242-5104

FAX Number

dliesen@sistersacademy.org

E-mail

# BALTIMORE COUNTY PUBLIC SCHOOLS

## Title I Program Consultation Form

2012 – 2013 School Year

### Affirmation of Consultation

I, SISTER JOAN KELLY, SND acting as the administrator of ST. URSULA SCHOOL, a private school with students living within attendance boundaries of Baltimore County Public Schools (BCPS), hereby affirm that in a series of meetings, BCPS and I engaged in meaningful consultation about **Title I, Part A**, of the **No Child Left Behind Act of 2001** (NCLB Act) for the 2012 – 2013 school year.

#### Topics Discussed

#### Please check all that apply.

##### ☒ How BCPS will identify student needs:

- Nonpublic classroom teachers will identify students with greatest academic needs.
- BCPS tutors and Title I staff will verify eligible students, based on residency requirements.
- Nonpublic classroom teachers will complete Selection Form Sheets. The academic checklist must be completed in order to be identified for services. In addition, multiple criteria such as standardized tests, teacher assessment, teacher judgment, report card grades, and publishers' tests may be used to determine academic need.
- BCPS tutors will maintain a management log for each identified student to show progress over time. This document will be shared with the sending teacher and administrator on a weekly basis.
- BCPS tutors will adjust reinforcement of skills as directed by sending teachers on a weekly communication form.

##### ☒ What services BCPS will provide:

- Reading tutoring will be offered in Prekindergarten through Grade 8.
- Mathematics tutoring will be offered in Prekindergarten through Grade 8.

##### ☒ How and when BCPS will make decisions about the delivery of services:

- BCPS reviews the information collected on the "Title I Participation Option Form" and data collection packet sent out in July and returned by early December of every year. FARMS data will be reviewed for schools participating in this program.
- Nonpublic principals whose schools have enrolled students residing in Title I public school attendance areas will be contacted during January and February to confirm whether or not they desire to participate in the program for the upcoming school year beginning in August.
- A series of ongoing consultation meetings will be held throughout the school year to discuss services with private school administrators.
- BCPS and private school administrators will hold collaborative discussions on decisions about Title I services for the next school year.

##### ☒ How, where, and by whom BCPS will provide services, including whether a third party will provide them:

- Title I services will be provided using the funds generated by income eligible students residing in Title I public school attendance areas in Baltimore County, Baltimore City (MOU), and Harford County (MOU).
- During the 2012 – 2013 school year, Title I services will be provided in the private schools by certified, highly qualified teachers hired directly by BCPS on a contractual basis.
- During the 2012 – 2013 school year, there will be no third-party contractor as agreed upon by BCPS and private school administrators.
- Services will be provided at the private school site.
- Schedules will be developed with the individual schools based on student need and eligibility.

**✕ How BCPS will academically assess the services and the data collected will be used to improve Title I services:**

- Grades PreK – 8  
To evaluate the program and student progress throughout the year, the Academic Milestones will be completed by teachers four times a year for all students participating in the program. The checklist documents students relative strengths and weaknesses at the onset of services and will be used to monitor progress in reading and mathematics throughout the year. In addition, weekly communication logs between teachers and tutors will be monitored to ensure that tutoring is aligned with the current needs of each student.
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- Tutors will use the student Management Forms to assess students' progress on a weekly basis. Weekly tutor/teacher communication forms will relay information between sending teachers and tutors. These forms align Title I support with classroom instruction on a weekly basis.

**✕ The size and scope of the services that BCPS will provide and the proportionate share of funds BCPS will allocate for those services:**

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- Funds will be reserved for parent involvement as an equitable portion of the public school allocation.
- Funds will be reserved for professional development, as available per equitable service portion of a centralized budget.

**✕ How BCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:**

- BCPS sends 'Title I Participation Surveys' or use FARMS data, from all schools, every year, identified by the Maryland State Department of Education as approved private schools. Nonpublic schools will return the income data and attendance area information by the established deadline.
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- Services will be provided to the schools based on the number of academically needy students.
- Private school administrators will be invited to attend regularly scheduled group and individual meetings where the types and amount of services to their schools will be discussed.

**✕ The services BCPS will give teachers and families of participating students:**

- The funds available for parent involvement and professional development are intended to benefit Title I eligible students attending private schools.
- Topics and activities will be determined by each private school in order to meet their needs.
- Regular site visits by a BCPS resource teacher will occur in order to plan and consult with private school administrators and staff.



By choosing to participate in **Title I, Part A**, of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the BCPS and Baltimore City boundaries. The private school also agrees to develop such plans and give such other reports as mandated by the program in which it is participating.

Signature of Authorized Official

Sister Joan Kelly, SND  
Signature of Authorized Private School Official

JOAN KERRY, SND  
Printed Name of Authorized Private School Official

1/25/12  
Date

ST. URSULA SCHOOL  
Name of School

410-665-3533  
Telephone Number

410-661-1620  
FAX Number

STUSOFFICE@STURSULA.ORG  
E-mail

# BALTIMORE COUNTY PUBLIC SCHOOLS

## Title I Program Consultation Form

2012 – 2013 School Year

### Affirmation of Consultation

I, Mia Severin acting as the administrator of Talmudical Academy, a private school with students living within attendance boundaries of Baltimore County Public Schools (BCPS), hereby affirm that in a series of meetings, BCPS and I engaged in meaningful consultation about **Title I, Part A**, of the **No Child Left Behind Act of 2001** (NCLB Act) for the 2012 – 2013 school year.

#### Topics Discussed

#### Please check all that apply.

##### ☒ How BCPS will identify student needs:

- Nonpublic classroom teachers will identify students with greatest academic needs.
- BCPS tutors and Title I staff will verify eligible students, based on residency requirements.
- Nonpublic classroom teachers will complete Selection Form Sheets. The academic checklist must be completed in order to be identified for services. In addition, multiple criteria such as standardized tests, teacher assessment, teacher judgment, report card grades, and publishers' tests may be used to determine academic need.
- BCPS tutors will maintain a management log for each identified student to show progress over time. This document will be shared with the sending teacher and administrator on a weekly basis.
- BCPS tutors will adjust reinforcement of skills as directed by sending teachers on a weekly communication form.

##### ☒ What services BCPS will provide:

- Reading tutoring will be offered in Prekindergarten through Grade 8.
- Mathematics tutoring will be offered in Prekindergarten through Grade 8.

##### ☒ How and when BCPS will make decisions about the delivery of services:

- BCPS reviews the information collected on the "Title I Participation Option Form" and data collection packet sent out in July and returned by early December of every year. FARMS data will be reviewed for schools participating in this program.
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- BCPS and private school administrators will hold collaborative discussions on decisions about Title I services for the next school year.

##### ☒ How, where, and by whom BCPS will provide services, including whether a third party will provide them:

- Title I services will be provided using the funds generated by income eligible students residing in Title I public school attendance areas in Baltimore County, Baltimore City (MOU), and Harford County (MOU).
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- Schedules will be developed with the individual schools based on student need and eligibility.



☒ **How BCPS will academically assess the services and the data collected will be used to improve Title I services:**

- Grades PreK – 8  
To evaluate the program and student progress throughout the year, the Academic Milestones will be completed by teachers four times a year for all students participating in the program. The checklist documents students relative strengths and weaknesses at the onset of services and will be used to monitor progress in reading and mathematics throughout the year. In addition, weekly communication logs between teachers and tutors will be monitored to ensure that tutoring is aligned with the current needs of each student.
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- Tutors will use the student Management Forms to assess students' progress on a weekly basis. Weekly tutor/teacher communication forms will relay information between sending teachers and tutors. These forms align Title I support with classroom instruction on a weekly basis.

☒ **The size and scope of the services that BCPS will provide and the proportionate share of funds BCPS will allocate for those services:**

- The size of the program is determined by the amount of Title I funding generated and academic need. The Selection Form will determine academic need.
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- The BCPS tutor will provide support to the identified Title I students as individuals or in small groups.
- Funds will be reserved for parent involvement as an equitable portion of the public school allocation.
- Funds will be reserved for professional development, as available per equitable service portion of a centralized budget.

☒ **How BCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:**


- BCPS sends 'Title I Participation Surveys' or use FARMS data, from all schools, every year, identified by the Maryland State Department of Education as approved private schools. Nonpublic schools will return the income data and attendance area information by the established deadline.
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- Services will be provided to the schools based on the number of academically needy students.
- Private school administrators will be invited to attend regularly scheduled group and individual meetings where the types and amount of services to their schools will be discussed.

☒ **The services BCPS will give teachers and families of participating students:**

- The funds available for parent involvement and professional development are intended to benefit Title I eligible students attending private schools.
- Topics and activities will be determined by each private school in order to meet their needs.
- Regular site visits by a BCPS resource teacher will occur in order to plan and consult with private school administrators and staff.

By choosing to participate in ***Title I, Part A***, of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the BCPS and Baltimore City boundaries. The private school also agrees to develop such plans and give such other reports as mandated by the program in which it is participating.

Signature of Authorized Official



Signature of Authorized Private School Official

Mia Severin

Printed Name of Authorized Private School Official

1-18-12

Date

Talmudical Academy of Baltimore

Name of School

410-484-6600 ext.347

Telephone Number

FAX Number

mseverin@talmudicalacademy.org

E-mail

**BALTIMORE COUNTY PUBLIC SCHOOLS***Title I Program Consultation Form**2012 – 2013 School Year***Affirmation of Consultation**

I, Mordechai Nissel acting as the administrator of Yesh Institute, a private school with students living within attendance boundaries of Baltimore County Public Schools (BCPS), hereby affirm that in a series of meetings, BCPS and I engaged in meaningful consultation about *Title I, Part A*, of the **No Child Left Behind Act of 2001** (NCLB Act) for the 2012 – 2013 school year.

**Topics Discussed****Please check all that apply.****How BCPS will identify student needs:**

- Nonpublic classroom teachers will identify students with greatest academic needs.
- BCPS tutors and Title I staff will verify eligible students, based on residency requirements.
- Nonpublic classroom teachers will complete Selection Form Sheets. The academic checklist must be completed in order to be identified for services. In addition, multiple criteria such as standardized tests, teacher assessment, teacher judgment, report card grades, and publishers' tests may be used to determine academic need.
- BCPS tutors will maintain a management log for each identified student to show progress over time. This document will be shared with the sending teacher and administrator on a weekly basis.
- BCPS tutors will adjust reinforcement of skills as directed by sending teachers on a weekly communication form.

**What services BCPS will provide:**

- Reading tutoring will be offered in Prekindergarten through Grade 8.
- Mathematics tutoring will be offered in Prekindergarten through Grade 8.

**How and when BCPS will make decisions about the delivery of services:**

- BCPS reviews the information collected on the "Title I Participation Option Form" and data collection packet sent out in July and returned by early December of every year. FARMS data will be reviewed for schools participating in this program.
- Nonpublic principals whose schools have enrolled students residing in Title I public school attendance areas will be contacted during January and February to confirm whether or not they desire to participate in the program for the upcoming school year beginning in August.
- A series of ongoing consultation meetings will be held throughout the school year to discuss services with private school administrators.
- BCPS and private school administrators will hold collaborative discussions on decisions about Title I services for the next school year.

**How, where, and by whom BCPS will provide services, including whether a third party will provide them:**

- Title I services will be provided using the funds generated by income eligible students residing in Title I public school attendance areas in Baltimore County, Baltimore City (MOU), and Harford County (MOU).
- During the 2012 – 2013 school year, Title I services will be provided in the private schools by certified, highly qualified teachers hired directly by BCPS on a contractual basis.
- During the 2012 – 2013 school year, there will be ~~no third-party~~ contractor as agreed upon by BCPS and private school administrators.
- Services will be provided at the private school site.
- Schedules will be developed with the individual schools based on student need and eligibility.

**How BCPS will academically assess the services and the data collected will be used to improve Title I services:**

- Grades PreK – 8  
To evaluate the program and student progress throughout the year, the Academic Milestones will be completed by teachers four times a year for all students participating in the program. The checklist documents students relative strengths and weaknesses at the onset of services and will be used to monitor progress in reading and mathematics throughout the year. In addition, weekly communication logs between teachers and tutors will be monitored to ensure that tutoring is aligned with the current needs of each student.
- BCPS tutors and Title I staff will use the Academic Milestones as a source of information regarding student's academic needs and progress throughout the year to improve Title I services.
- Tutors will use the student Management Forms to assess students' progress on a weekly basis. Weekly tutor/teacher communication forms will relay information between sending teachers and tutors. These forms align Title I support with classroom instruction on a weekly basis.

**The size and scope of the services that BCPS will provide and the proportionate share of funds BCPS will allocate for these services:**

- The size of the program is determined by the amount of Title I funding generated and academic need. The Selection Form will determine academic need.
- Each income- and address-eligible student attending a private school generates funding at the same per capita rate as an income-eligible student residing in the same public school attendance area and attending the Title I public school.
- Each private school determines the grades and subject areas to be targeted.
- The BCPS tutor will provide support to the identified Title I students as individuals or in small groups.
- Funds will be reserved for parent involvement as an equitable portion of the public school allocation.
- Funds will be reserved for professional development, as available per equitable service portion of a centralized budget.

**How BCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:**

- BCPS sends 'Title I Participation Surveys' or use FARMS data, from all schools, every year, identified by the Maryland State Department of Education as approved private schools. Nonpublic schools will return the income data and attendance area information by the established deadline.
- The data are reviewed and addresses are confirmed as being in Title I public school attendance areas.
- Services will be provided to the schools based on the number of academically needy students.
- Private school administrators will be invited to attend regularly scheduled group and individual meetings where the types and amount of services to their schools will be discussed.

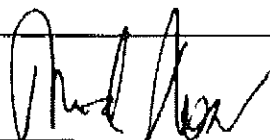
**The services BCPS will give teachers and families of participating students:**

- The funds available for parent involvement and professional development are intended to benefit Title I eligible students attending private schools.
- Topics and activities will be determined by each private school in order to meet their needs.
- Regular site visits by a BCPS resource teacher will occur in order to plan and consult with private school administrators and staff.

## Cooperation by School: 2012-2013

By choosing to participate in *Title I, Part A*, of the NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the BCPS and Baltimore City boundaries. The private school also agrees to develop such plans and give such other reports as mandated by the program in which it is participating.

Signature of Authorized Official



Signature of Authorized Private School Official

Mordechai Nissel

Printed Name of Authorized Private School Official

6/28/12

Date

Torah Institute

Name of School

410 326 654 -3500

Telephone Number

443 394 5998

FAX Number

Tlibeduc@comcast.net

E-mail

## Appendix H



# BALTIMORE COUNTY PUBLIC SCHOOLS

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Dr. Joe A. Hairston ♦ Superintendent ♦ 6901 Charles Street ♦ Towson, MD ♦ 21204

June 20, 2012

Andrés A. Alonso, Ed. D.  
Chief Executive Officer  
Baltimore City Public Schools  
200 East North Avenue  
Baltimore, MD 21202

Dear Dr. Alonso:

Please consider this request from the Baltimore County Public Schools to renew the *Memorandum of Understanding* (MOU) for instructional services between the Baltimore City Board of School Commissioners and the Board of Education of Baltimore County for the 2012-2013 school year.

The MOU may be renewed for two successive one-year terms upon notification by either party of its intent to seek renewal. The MOU addresses the cooperative agreement between our agencies, relating to the provision of Title I services for eligible students attending private schools. The proposed renewal term for the MOU is from July 1, 2012 to June 30, 2013.

Please accept this renewal request. Dr. Kendra Johnson, Coordinator of the Title I Program for Baltimore County Public Schools, is available to answer any questions at 410-887-3487.

Thank you for your continued support and cooperation.

Sincerely,

Roger L. Plunkett  
Assistant Superintendent  
Division of Curriculum and Instructional Services

c: Kendra Johnson, J.D., Ed. D.

# BALTIMORE COUNTY PUBLIC SCHOOLS

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Dr. Joe A. Hairston ♦ Superintendent ♦ 6901 Charles Street ♦ Towson, MD ♦ 21204

June 20, 2012

Dr. Robert M. Tomback  
Superintendent  
Harford County Public Schools  
102 South Hickory Avenue  
Bel Air, MD 21014

Dear Dr. Tomback:

Please consider this request from the Baltimore County Public Schools to renew the *Memorandum of Understanding* (MOU) for instructional services between the Harford County Public Schools and the Board of Education of Baltimore County for the 2012-2013 school year.

The MOU may be renewed for two successive one-year terms upon notification by either party of its intent to seek renewal. The MOU addresses the cooperative agreement between our agencies, relating to the provision of Title I services for eligible students attending private schools. The proposed renewal term for the MOU is from July 1, 2012 to June 30, 2013.

Please accept this renewal request. Dr. Kendra Johnson, Coordinator of the Title I Program for Baltimore County Public Schools, is available to answer any questions at 410-887-3487.

Thank you for your continued support and cooperation.

Sincerely,

Roger L. Plunkett  
Assistant Superintendent  
Division of Curriculum and Instructional Services

c: Kendra Johnson, J.D., Ed. D.

# Baltimore County Public Schools FY13 Budget Narrative

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Administration Centralized Support Salaries (Table 7-8; Activity 5)	Title I coordinator	1.0 FTE @ \$122,160	122,160		
	Title I supervisors	2.0 FTE @ \$95,078	190,156		
	4 Specialists/1 Principal On Assignment	5.0 FTE @ \$96,296.40	481,482		
	Accountant II	1.0 FTE @ \$67,638	67,638		
	Fiscal assistants	4.0 FTE @ \$53,098.25	212,393		
	Admin secretary	1.0 FTE @ \$40,911	40,911		
	Clerk	1.0 FTE @ \$38,980	38,980		
	Overtime		28,000		1,181,720
Fixed Charges	FICA	@ 0.0765	90,402		
	Workers Comp.	@ 0.0034	4,018		
	Retirement	@ 0.1329	153,329		
	Retirement Admin Fee	@ \$161.16/15.0 FTE	2,417		
	Health, dental, life, and vision	@ \$22,300/15.0 FTE	334,500		584,666
Administration Centralized Support Salaries (Table 7-8; Activity 5)	2 Contractual employees for program evaluation & non-public administration	Estimate @ \$55,000 each	110,000		110,000
Fixed Charges	FICA	@ 0.0765	8,415		
	Workers Comp.	@ 0.0034	374		8,789
Centralized Support- Contracted Services (Table 7-8; Activity 5)	Printing costs	Printing Estimate @ \$1,000	1,000		
	Miscellaneous services	Estimate @ \$2,000	2,000		
	Translation fees	Translation Estimate @ \$4,000	4,000		7,000
Centralized Support Supplies (Table 7-8; Activity 5)	Supplies reserved for administration: Office supplies including Postage and computers	Supplies Estimate @ \$28,000	28,000		28,000
Centralized Support Other (Table 7-8; Activity 5)	Mileage	27,027 mi @ \$.555 per mile	15,000		
	Conference, registration and hotel	Conferences Estimate @ \$17,000	17,000		
	In-state travel	Conferences Estimate @ \$5,000	5,000		37,000
Centralized Support Transfer (Table 7-8; Activity 5)	Administration - equitable services for nonpublic schools. (Non instruction salaries - contracted employees)	Estimate @ \$70,000	70,000		70,000
Fixed Charges	FICA	@ 0.0765	5,355		
	Workers Comp.	@ 0.0034	238		5,593
Centralized Support Transfer (Table 7-8; Activity 5)	A portion of the FY13 budget is being allocated toward the SEED school. A final allocation for the school is yet to be determined.	Estimated @ \$50,000	50,000		50,000
Mid-level Administration Office of the Principal (School Allocations)	<b>School based allocation</b> Clerical support	.5 FTE @ \$26,450	13,225		13,225
Fixed Charges	FICA	@ 0.0765	1,012		
	Workers Comp.	@ 0.0034	45		
	Retirement	@ 0.1329	1,758		
	Retirement Admin Fee	@ \$161.16/.5 FTE	81		
	Health, dental, life, and vision	@ \$22,300/.5 FTE	11,150		14,045

## Baltimore County Public Schools FY13 Budget Narrative

Mid-level Administration Office of the Principal (School Allocations)	<b>School based allocation</b>				
	Contractual clerical support	Est. @ \$88,986	88,986		88,986
	FICA	@ 0.0765	6,807		
	Workers Comp.	@ 0.0034	303		7,110
Instruction (Table 7-8 Activity 10) Regular Program Salaries	<b>Services for homeless children</b>				
	Tutors school year (contract)	1,690.7 hrs @ \$28.26	47,779		
	Life skills group leader (contract)	2 hrs per week x 46 weeks @ \$32.76	3,013		50,792
Fixed Charges	FICA	@ 0.0765	3,886		
	Workers Comp.	@ 0.0034	173		4,058
Instruction Regular Programs Salaries (School Allocations)	Salaries for regular instructional programs provided through school-based allocations	Salary Projections are based on actual highly qualified staff using BCPS salary scales			
	Classroom Teachers	34.1 FTE Clsrm Tchrs @ \$45,864.52	1,563,980		
	Resource Teachers	30.3 FTE Rsc Tchrs @ \$55,005.68	1,666,672		
	Instructional assistants	25.7 FTE IA's @ \$26,930.79	692,121		
	Contractual employees	Est. @ \$1,495,585	1,495,585		5,418,358
		Total FTE's 90.1			
Fixed Charges	FICA	@ 0.0765	413,824		
	Workers Comp.	@ 0.0034	18,422		
	Retirement	@ 0.1329	520,875		
	Retirement Admin Fee	@ \$161.16/90.1 FTE	14,134		
	Health, dental, life, and vision		1,955,712		2,922,967
Instruction Regular Program Salaries (Table 7-8 Activity 2)	<b>Family involvement reservation</b>				
	Resource teachers	2.0 FTE @ Res tchrs \$80,266	160,532		
	Instr. assistants	6.0 FTE @ Inst asst. \$28,150.67	168,904		
	Hourly workers	Estimate @ \$5,000	5,000		334,436
Fixed Charges	FICA	@ 0.0765	25,584		
	Workers Comp.	@ 0.0034	1,137		
	Retirement	@ 0.1329	43,168		
	Retirement Admin Fee	@ \$161.16/8.0 FTE	1,289		
	Health, dental, life, and vision	@ \$22,300/8.0 FTE	178,400		249,579
Instruction Regular Program Salaries (Table 7-8 Activity 2)	Home visitors and paid helpers for parent involvement activities contractual employees	Estimate @ \$125,094	125,094		125,094
Fixed Charges	FICA	@ 0.0765	9,570		
	Workers Comp.	@ 0.0034	425		9,995
District Level Family Engagement Initiative Supplies (Table 7-8; Activity 2)	Materials and supplies	Supplies Estimate @ \$2,000	2,000		2,000
District Level Family Engagement Initiative Other (Table 7-8; Activity 2)	Mileage	1,802 mi @ \$.555 per mile	1,000		7,900
	Conference, registration and hotel	Conferences Estimate @ \$6,900	6,900		

## Baltimore County Public Schools FY13 Budget Narrative

District Level Family Engagement Initiative	Contracted Services	Estimated @ \$20,000	20,000		
	Copy and printing services	Estimated @ \$10,000	10,000		30,000
Instruction Regular Programs Salaries (School Allocations)	<b>School based allocation Parent Involvement</b>	Family involvement positions and contracted services to support school efforts.			
	Resource teachers	.1 FTE @ Res tchr \$45,460	4,546		
	IA's/Parent Liasons	1.6 FTE @ \$42,240.62	67,585		
	Contractual employees	Est. @ \$164,345	164,345		236,476
Fixed Charges	FICA	@ 0.0765	18,090		
	Workers Comp.	@ 0.0034	804		
	Retirement	@ 0.1329	9,586		
	Retirement Admin Fee	@ \$161.16/1.7 FTE	274		
	Health, dental, life, and vision	@ \$22,300/1.7 FTE	37,910		66,665
Instruction Regular Programs Contracted Services (Table 7-8; Activity 9)	<b>Services to neglected children</b> contractual agreement to reimburse an institution for neglected students for allowable Title I expenses up to an allocated amount.	468 students @ \$963	450,684		450,684
Instruction Regular Programs Contracted Services (Table 7-8 Activity 10)	<b>Services for homeless children</b> contracted services for instructional services and summer camp				
	Copy and printing services	Estimated @ \$4,000	4,000		
	New Horizons II Camp/Work Experience	Estimated @ \$20,000	20,000		
	Summer Camp St Vincent's	16 campers x8 weeks @ \$107.66	13,780		37,780
Instruction Regular Program Contracted Services (Table 7-8; Activity 2)	<b>Parent involvement reservation</b>				
	HIPPY licensing fee	Estimated @ \$5,500	5,500		5,500
Instruction Regular Program Contracted Services (School Allocations)	<b>School based allocations</b> contracted services to supplement regular program	Total amount of funding from FY 2013 school-based Title I allocations that is budgeted for PBIS incentive, field trip admissions, rental of copier and other services \$153,859	153,859		
	<b>School based allocations</b> contracted services to supplement parent involvement program	Total amount of funding from FY 2013 school-based Title I allocations that is budgeted for parent event refreshments, speakers and other contracted services \$37,078	37,078		190,937
Instruction Regular Contracted Services (Table 7-8 Activity 10)	<b>Services for homeless children</b> Fee waiver reimbursement supplies	Fee waiver reimbursement services for homeless students in BCPS schools	4,040		4,040

## Baltimore County Public Schools FY13 Budget Narrative

Instruction Regular Supplies and Materials (Table 7-8 Activity 10)	<b>Services for homeless children</b> instructional supplies for tutors, school uniforms and fee waiver reimbursement supplies	Supplies will be used by tutors for instructional purposes, summer program, purchase school uniforms & backpacks for homeless students during the school year \$15,298	15,298		15,298
Instruction Regular Program Supplies and Materials (Table 7-8; Activity 2)	<b>Parent involvement reservation</b> Supplies and materials for the implementation of the ABC and HIPPY programs	HIPPY book sets, lesson sets, shape sets, home visitors guides. ABC meeting supplies and materials for families	29,550		29,550
Instruction Regular Program Supplies and Materials (School Allocations)	<b>School-based allocations</b> instructional supplies and materials to supplement the regular instructional program	Total amount of funding from FY 2013 school-based Title I allocations that is budgeted for testing materials, national geographic magazine subscriptions, math manipulative and tools, problem solving resources, reading research lab materials, wide reading materials, leveled readers and other supplies/materials \$1,068,408	1,068,408		1,233,851
	<b>School-based allocations</b> parent involvement supplies and materials to supplement program	Total amount of funding from FY 2013 school-based Title I allocations that is budgeted for home study supplies and resources used to reinforce skills at home, paper for compact and newsletters, agendas and other supplies/materials \$165,443	165,443		
Instruction Staff Development (Table 7-8; Activity 10)	<b>Services for homeless children conference, registration and mileage</b> Out of state travel, conference & registration fees	Estimated @ \$1,950	1,950		1,950
Instruction Regular Program - Other Charges (Table 7-8; Activity 2)	<b>HIPPY and parent involvement</b> Mileage	Estimate @ \$2,625	2,625		2,625
Instruction Regular Program - Supplies	<b>School based allocations supplies</b> to supplement regular program	Total amount of funding from FY 2013 school-based Title I allocations that is budgeted for software and other items \$75,207	75,207		97,754
	<b>School based allocations supplies</b> to supplement parent involvement program	Total amount of funding from FY 2013 school-based Title I allocations that is budgeted for postcards, postage and other items to support parent involvement \$22,547	22,547		
Instruction Regular Program - Equipment	<b>School based allocation</b> equipment purchase	Estimated @ \$5,700	5,700		5,700

## Baltimore County Public Schools FY13 Budget Narrative

Instruction Regular Programs Transfer (School Allocation Worksheet)	<b>Equitable services for nonpublic schools.</b> Instructional services to eligible students attending nonpublic schools	In addition to the \$143,118 calculated on the Title I Allocation Worksheet, which is included in this update, \$70,000 is also available to provide services to eligible Baltimore County students attending nonpublic schools in Baltimore City. Of the \$213,118 it is anticipated that \$132,529 will support salaries for highly qualified BCPS tutors, resulting in \$10,589 in fixed charges reported below.	70,000		70,000
	Contractual employees	Nonpublic salary estimated @ \$132,529	132,529		132,529
Fixed Charges	FICA	@ 0.0765	10,138		
	Workers Comp.	@ 0.0034	451		10,589
Instruction Regular Program Transfers (Table 7-9)	<b>District wide Instructional Program</b> Equitable services to nonpublic schools as required by NCLB	.0113 of Total Districtwide Instructional Program of \$1,694,120 = \$19,152	19,152		19,152
Instruction Regular Program Transfers (Table 7-9)	<b>Parent involvement reservation</b> Equitable services to nonpublic schools as required by NCLB	.0113 of Total Parent Involvement Reservation of \$1,002,494 = \$11,334	11,334		11,334
Support to Low Performing Schools Salaries (Table 7-8; Activity 8)	<b>Salaries for support to low performing Title I schools</b>				
	Gap Reduction Coaches	2.0 FTE @ \$63,892	127,784		
	Academic Coaches	5.0 FTE @ \$80,996	404,979		
	Middle School Gap Reductions Spec.	1.0 FTE @ \$88,000	88,000		
	Special Education Coaches	4.0 FTE @ \$68,492	273,969		894,732
Fixed Charges	FICA	@ 0.0765	68,447		
	Workers Comp.	@ 0.0034	3,042		
	Retirement	@ 0.1329	110,357		
	Retirement Admin Fee	@ \$161.16/12.0 FTE	1,934		
	Health, dental, life, and vision	@ \$22,300/12.0 FTE	267,600		451,380
Instructional Staff Development Salaries (Table 7-8; Activity 1)	<b>Instruction Staff Development for district wide model</b>				
	Resource Teachers	1.0 FTE @ \$68,038	68,038		68,038
Fixed Charges	FICA	@ 0.0765	5,205		
	Workers Comp.	@ 0.0034	231		
	Retirement	@ 0.1329	8,185		
	Retirement Admin Fee	@ \$161.16/1.0 FTE	161		
	Health, dental, life, and vision	@ \$22,300/1.0 FTE	22,300		36,082
Instructional Staff Development Salaries (School Allocations)	<b>School-based allocations</b> Instructional staff development	Total amount of funding from FY 2013 school-based Title I allocations that is budgeted for instructional staff development salaries; activities are conducted using standardized BCPS approved rates of pay			

## Baltimore County Public Schools FY13 Budget Narrative

	Resource Teacher	14.0 FTE Resource Teacher @ \$65,886.36	922,409		
	Contractual Employees	Estimate @ \$183,020	183,020		1,105,429
Fixed Charges	FICA	@ 0.0765	84,565		
	Workers Comp.	@ 0.0034	3,758		
	Retirement	@ 0.1329	122,588		
	Retirement Admin Fee	@ \$161.16/14.0 FTE	2,256		
	Health, dental, life, and vision	@ \$22,300/14.0 FTE	312,200		525,368
Instructional Staff Development Other (School Allocations)	<b>School-based allocations</b> instructional staff development other charges	Total amount of funding from FY 2013 school-based Title I allocations that is budgeted for other charges such as conference registrations fees \$143,800	143,800		143,800
Instructional Staff Development Contracted Services (School Allocations)	<b>School-based allocations</b> instructional staff development contractual services	Total amount of funding from FY 2013 school-based Title I allocations that is budgeted for contractual services such as consultants \$124,456	124,456		124,456
Support to Low Performing Schools Supplies and Materials (Table 7-8, Activity 8)	<b>Support to low performing Title I schools</b>	Materials and supplies used to support and reinforce low performing Title I, Instructional Coaches.			
	Materials & supplies	Estimate @ \$7,500	7,500		7,500
Instructional Staff Development Supplies and Materials (Table 7-8; Activity 10)	<b>Supplies for homeless professional development</b>	Estimate @ \$500	500		500
Instructional Staff Development Supplies and Materials (Table 7-8; Activity 1)	<b>Services for district wide professional development service model</b> Six Plus One writing trays and mobile laptop carts (all less than \$5K)	Estimate @ \$1,531,999	1,531,999		1,531,999
Instructional Staff Contracted Services (Table 7-8; Activity 1)	Contracted Services	Estimated @ \$5,000	5,000		
	Copy and printing services	Estimated @ \$2,000	2,000		7,000
Support to Low Performing Schools - Other charges (Table 7-8; Activity 8)	<b>Instruction Staff Development for support to low performing Title I schools</b>	Includes mileage, conference registration fees and out of state travel for Coaches \$30,000	30,000		30,000
Instructional Staff Development - Supplies (Table 7-8; Activity 1)	<b>Services for district wide professional development service model</b>	Mileage	1,000		1,000



## Baltimore County Public Schools FY13 Budget Narrative

Instructional Staff Development - Other charges	<b>School-based allocations</b> instructional staff development other charges	Total amount of funding from FY 2013 school-based Title I allocations that is budgeted for instructional staff development other charges \$48,204	48,204		48,204
Student Health Services (School Allocations)	<b>School-based allocations</b> Contractual employee	Estimate @ \$1,750	1,750		1,750
Fixed Charges	FICA	@ 0.0765	134		140
	Workers Comp.	@ 0.0034	6		
Student Personnel Services Salaries (School Allocations)	<b>School-based allocations</b> for school Student Personnel Services Salaries	Total amount of funding from FY 2012 school-based Title I allocations that is budgeted for student personnel services			390,703
	Behavior intervention teacher	7.0 FTE @ \$51,148.86	358,042		
	Contractual employee	Estimate @ \$32,661	32,661		
Fixed Charges	FICA	@ 0.0765	29,889		236,029
	Workers Comp.	@ 0.0034	1,328		
	Retirement	@ 0.1329	47,584		
	Retirement Admin Fee	@ \$161.16/7.0 FTE	1,128		
	Health, dental, life, and vision	@ \$22,300/7.0 FTE	156,100		
Student Personnel Services Salaries (Table 7-8; Activity 10)	<b>Services for homeless children</b>				
	Social workers	1.0 FTE @ \$65,672	65,672		65,672
Fixed Charges	FICA	@ 0.0765	5,024		35,908
	Workers Comp.	@ 0.0034	223		
	Retirement	@ 0.1329	8,728		
	Retirement Admin Fee	@ \$161.16/1.0 FTE	161		
	Health, dental, life, and vision	@ \$21,772/1.0 FTE	21,772		
Student Health Services Contracted Services (Table 7-8; Activity 1)	<b>Reservation to Provide Health Services</b>	Contract with Baltimore County Health Department provides dental sealant program and other health services to eligible Title I students \$50,000	50,000		50,000
Student Transportation Contracted Services (Table 7-8; Activity 10)	<b>Services for homeless children</b> transportation	Transportation is for homeless students attend summer school, after school tutoring program, participation in field trips during school year, after school activities, parental meetings at school and formerly homeless \$3,000	3,000		3,000
Student Transportation Contracted Services (Table 7-8; Activity 2)	<b>Services for parent involvement</b> transportation	Estimated @ \$600	600		600

## Baltimore County Public Schools FY13 Budget Narrative

Student Transportation Contracted Services (School Allocations)	<b>School based allocation</b> contracted services	Total amount of funding from FY 2013 school-based Title I allocations that is budgeted for contracted services for field trip transportation \$33,695	33,695		33,695
Student Transportation Other (School Allocations)	<b>School based allocation</b> other charges	Total amount of funding from FY 2013 school-based Title I allocations that is budgeted for other charges for field trip transportation \$54,304	54,304		54,304
Administration - Business Support - Transfers (Table 7-8; Activity 5)	Indirect administrative cost recovery	(Allocation of \$20,513,206 – Total Equipment Cost of \$5,700) X Indirect Rate of 0.0344/1.0344	682,187		682,187
<b>Grand Total</b>			<b>20,513,203</b>		<b>20,513,203</b>

**NOTE:**

**Differences are due to rounding**

20,513,206

**(3)**

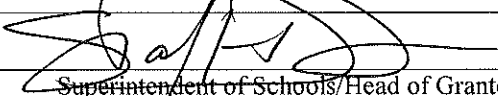
SW or TA	Site	Site Name	Total Enrollment (9/30/11)	Total F/R (10/31/11)	Percent of Poverty (Final)	# of PreK School Children (10/31/11)	FTE Low Income Public School Children (Final)	Income Private School Children Residing in	Pre-K Low Income Private School Children Residing in	Income Private School Children in This	FY13 Per Pupil Allocation (PPA)	Final (as of 7/25/12) FY13 Public School Allocation	FY13 Allocation for Private School Children	PPA for 1% Parent Involve Reserva	FY13 Total School Parent Involvement Reservation	FY13 Total School Allocation w/Parent Involvement
1	SW 1308 Elem	3 Riverview Elem	451	400	88.69%	48	376.0	9	0	9.0	\$1,009.00	\$379,384.00	\$0.00	\$13.37	\$5,028	\$384,412
2	SW 1527 Elem	3 Sandalwood Elem	503	439	87.28%	32	423.0	9	0	9.0	\$1,009.00	\$426,807.00	\$9,081.00	\$13.37	\$5,656	\$432,463
3	SW 1525 Elem	1 Deep Creek Elem	388	337	86.86%	0	337.0	2	0	2.0	\$1,009.00	\$340,033.00	\$2,018.00	\$13.37	\$4,506	\$344,539
4	SW 1503 Elem	1 Colgate Elem	330	278	84.24%	0	278.0	3	0	3.0	\$1,009.00	\$280,502.00	\$3,027.00	\$13.37	\$3,717	\$284,219
5	SW 1307 Elem	1 Baltimore Highland	506	424	83.79%	59	394.5				\$1,009.00	\$398,051.00	\$0.00	\$13.37	\$5,275	\$403,326
6	SW 1513 Elem	3 Sussex Elem	389	324	83.29%	38	305.0				\$1,009.00	\$307,745.00	\$0.00	\$13.37	\$4,078	\$311,823
7	TA 0923 Elem	3 White Oak School	75	62	82.67%	3	60.5				\$1,009.00	\$61,045.00	\$0.00	\$13.37	\$809	\$61,854
8	SW 1217 Elem	2 Logan Elem	519	425	81.89%	41	404.5	3	0	3.0	\$1,009.00	\$408,141.00	\$3,027.00	\$13.37	\$5,409	\$413,550
9	SW 0912 Elem	2 Halstead Academy	424	345	81.37%	31	329.5	6	0	6.0	\$1,009.00	\$332,466.00	\$6,054.00	\$13.37	\$4,406	\$336,872
10	SW 1512 Elem	2 Mars Estates Elem	378	304	80.42%	33	287.5	1	1	0.5	\$1,009.00	\$290,088.00	\$505.00	\$13.37	\$3,844	\$293,932
11	SW 1351 Mid	1 Lansdowne Middle	635	508	80.00%	0	508.0	1	0	1.0	\$1,009.00	\$512,572.00	\$1,009.00	\$13.37	\$6,792	\$519,364
12	SW 1515 Elem	2 Hawthorne Elem	539	428	79.41%	78	389.0	2	0	2.0	\$1,009.00	\$392,501.00	\$2,018.00	\$13.37	\$5,201	\$397,702
13	SW 0307 Elem	2 Milbrook Elem	337	263	78.04%	0	263.0	2	0	2.0	\$1,009.00	\$265,367.00	\$2,018.00	\$13.37	\$3,517	\$268,884
14	SW 0206 Elem	3 Scotts Branch Elem	554	427	77.08%	43	427.0	4	11	37.5	\$1,009.00	\$430,843.00	\$37,838.00	\$13.37	\$5,709	\$436,552
15	SW 1216 Elem	3 Sandy Plains Elem	595	458	76.97%	54	431.0	4	0	4.0	\$1,009.00	\$434,879.00	\$4,036.00	\$13.37	\$5,763	\$440,642
16	SW 1202 Elem	1 Dundalk Elem	651	501	76.96%	59	471.5	1	0	1.0	\$1,009.00	\$475,744.00	\$1,009.00	\$13.37	\$6,304	\$482,048
17	SW 0105 Elem	2 Johnnycake Elem	657	504	76.71%	51	478.5	4	3	2.5	\$1,009.00	\$482,807.00	\$2,523.00	\$13.37	\$6,398	\$489,205
18	SW 0113 Elem	1 Chadwick Elem	450	345	76.67%	37	326.5	1	0	1.0	\$1,009.00	\$329,439.00	\$1,009.00	\$13.37	\$4,366	\$333,805
19	SW 0205 Elem	3 Woodmoor Elem	514	392	76.26%	35	374.5	4	1	3.5	\$1,009.00	\$377,871.00	\$3,532.00	\$13.37	\$5,008	\$382,879
20	SW 0211 Elem	3 Winfield Elem	460	350	76.09%	29	335.5	5	2	4.0	\$1,009.00	\$338,520.00	\$4,036.00	\$13.37	\$4,486	\$343,006
21	SW 1557 Mid	2 Deep Creek Middle	803	607	75.59%	0	607.0	3	0	3.0	\$1,009.00	\$612,463.00	\$3,027.00	\$13.37	\$8,116	\$620,579
22	SW 1311 Elem	2 Lansdowne Elem	421	316	75.06%	40	296.0				\$1,009.00	\$298,664.00	\$0.00	\$13.37	\$3,958	\$302,622
23	SW 0104 Elem	1 Edmondson Heights	441	331	75.06%	31	315.5	2	0	2.0	\$1,009.00	\$318,340.00	\$2,018.00	\$13.37	\$4,219	\$322,559
24	SW 1518 Elem	1 Glenmar Elem	381	282	74.02%	29	267.5	1	0	1.0	\$666.00	\$178,155.00	\$666.00	\$13.37	\$3,577	\$181,732
25	SW 1205 Elem	1 Berkshire Elem	463	341	73.65%	57	312.5	2	1	1.5	\$666.00	\$208,125.00	\$999.00	\$13.37	\$4,179	\$212,304
26	SW 1409 Elem	3 Shady Springs Elem	633	461	72.83%	38	442.0	25	5	22.5	\$666.00	\$294,372.00	\$14,985.00	\$13.37	\$5,910	\$300,282
27	SW 0204 Elem	1 Featherbed Lane Elem	533	387	72.61%	35	369.5	6	4	4.0	\$666.00	\$246,087.00	\$2,664.00	\$13.37	\$4,941	\$251,028
28	SW 1506 Elem	2 Martin Blvd Elem	278	201	72.30%	23	189.5				\$666.00	\$126,207.00	\$0.00	\$13.37	\$2,534	\$128,741
29	SW 1514 Elem	2 Middlesex Elem	510	366	71.76%	31	350.5	2	0	2.0	\$666.00	\$233,433.00	\$1,332.00	\$13.37	\$4,687	\$238,120
30	SW 1505 Elem	3 Victory Villa Elem	360	257	71.39%	30	242.0				\$666.00	\$161,172.00	\$0.00	\$13.37	\$3,236	\$164,408
31	SW 1403 Elem	2 McCormick Elem	444	316	71.17%	42	295.0	6	0	6.0	\$666.00	\$196,470.00	\$3,996.00	\$13.37	\$3,945	\$200,415
32	SW 0209 Elem	2 Hebbville Elem	351	246	70.09%	24	234.0	2	0	2.0	\$666.00	\$155,844.00	\$1,332.00	\$13.37	\$3,129	\$158,973
33	SW 0210 Elem	3 Powhatan Elem	280	196	70.00%	12	190.0				\$666.00	\$126,540.00	\$0.00	\$13.37	\$2,541	\$129,081
34	SW 1207 Elem	2 Norwood Elem	599	417	69.62%	31	401.5	4	0	4.0	\$666.00	\$267,399.00	\$2,664.00	\$13.37	\$5,369	\$272,768
35	SW 0112 Elem	1 Dogwood Elem	617	425	68.89%	29	410.5	2	0	2.0	\$666.00	\$273,393.00	\$1,332.00	\$13.37	\$5,489	\$278,882
36	SW 1517 Elem	1 Battle Grove Elem	308	211	68.51%	16	203.0	3	0	3.0	\$666.00	\$135,198.00	\$1,998.00	\$13.37	\$2,715	\$137,913
37	SW 1507 Elem	1 Chase Elem	332	226	68.07%	23	214.5	5	0	5.0	\$666.00	\$142,857.00	\$3,330.00	\$13.37	\$2,868	\$145,725
38	SW 1405 Elem	1 Elmwood Elem	537	363	67.60%	23	351.5	16	7	12.5	\$666.00	\$234,099.00	\$8,325.00	\$13.37	\$4,700	\$238,799
39	SW 0303 Elem	1 Bedford Elem	260	173	66.54%	0	173.0	2	0	2.0	\$666.00	\$115,218.00	\$1,332.00	\$13.37	\$2,314	\$117,532
40	SW 0402 Elem	2 Owings Mills Elem	774	509	65.76%	43	487.5	7	0	7.0	\$666.00	\$324,675.00	\$4,662.00	\$13.37	\$6,518	\$331,193
41	SW 1212 Elem	1 Charlesmont Elem	380	249	65.53%	25	236.5	2	0	2.0	\$666.00	\$157,509.00	\$1,332.00	\$13.37	\$3,163	\$160,672
42	SW 0909 Elem	2 Pleasant Plains Elem	500	324	64.80%	20	314.0	2	0	2.0	\$666.00	\$209,124.00	\$1,332.00	\$13.37	\$4,199	\$213,323
43	SW 0214 Elem	2 Hernwood Elem	372	238	63.98%	19	228.5	2	0	2.0	\$381.50	\$87,173.00	\$763.00	\$13.37	\$3,056	\$90,229
44	SW 0202 Elem	3 Randalltown Elem	387	246	63.57%	0	246.0				\$381.50	\$93,849.00	\$0.00	\$13.37	\$3,290	\$97,139
45	SW 1206 Elem	1 Bear Creek Elem	436	277	63.53%	24	265.0	4	0	4.0	\$381.50	\$101,098.00	\$1,526.00	\$13.37	\$3,544	\$104,642
46	SW 0207 Elem	1 Church Lane Elem	487	290	59.55%	12	284.0	2	0	2.0	\$381.50	\$108,346.00	\$763.00	\$13.37	\$3,798	\$112,144
47	SW 0216 Elem	1 Deer Park Elem	21,641.0	16,000.0	73.93%	1,306.0	15,347.0	191.0	35.0	173.5	\$381.50	\$84,121.00	\$0.00	\$13.37	\$2,949	\$87,070
															\$205,216	\$12,959,952

**Title I, Part A**  
**ASSURANCES** (revised August 2011)

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Education Rights and Privacy Act at all times (20 U.S.C. §123g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 34 CFR Part 85, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 34 CFR Parts 74 & 80 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

 Superintendent of Schools/Head of Grantee Agency	7/18/12 Date
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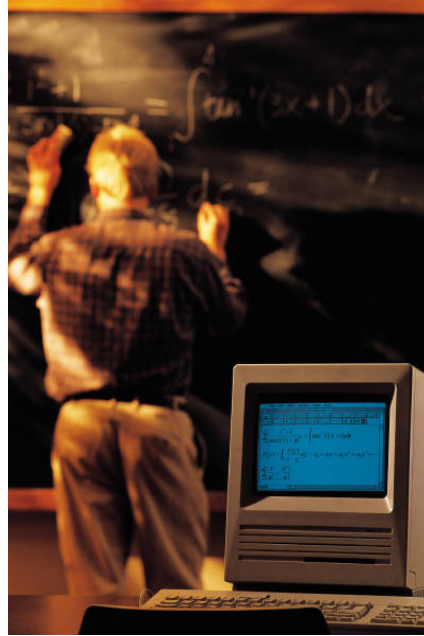
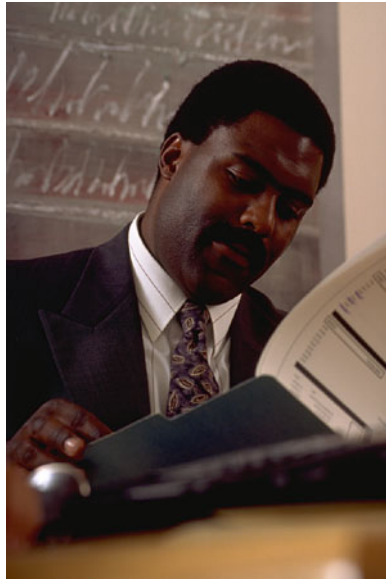
**MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$20,513,206	AMENDED BUDGET #		REQUEST DATE	10/10/12
GRANT NAME	Title I, Part A	GRANT RECIPIENT NAME	Baltimore County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	3300		
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE	5012	GRANT PERIOD	7/1/2012	6/30/2014	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 -	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						682,187.00	682,187.00
Prog. 23 Centralized Support	1,291,720.00	7,000.00	28,000.00	37,000.00		353,015.00	1,716,735.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal	102,211.00						102,211.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	6,165,156.00	761,598.00	1,338,570.00	10,525.00	5,700.00		8,281,549.00
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.	2,068,200.00	124,456.00	1,588,203.00	176,753.00			3,957,612.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>	456,375.00						456,375.00
<b>208 Student Health Services</b>	1,750.00	50,000.00					51,750.00
<b>209 Student Transportation</b>		40,521.00		55,304.00			95,825.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				5,152,780.00		16,182.00	5,168,962.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	10,085,412.00	983,575.00	2,954,773.00	5,432,362.00	5,700.00	1,051,384.00	20,513,206.00

Finance Official Approval	Gary Smith	10/10/2012	410-887-34
	Name	Signature	Telephone #
Supt./Agency Head Approval	S. Dallas Dance, Ph.D.		410-887-428
	Name	Signature	Telephone #
MSDE Grant Manager Approval			
	Name	Signature	Telephone #

## Attachment 8



## Title II, Part A Preparing, Training and Recruiting High-Quality Teachers and Principals

**ATTACHMENT 8    TITLE II, PART A**  
**PREPARING, TRAINING AND RECRUITING**  
**HIGH-QUALITY TEACHERS AND PRINCIPALS**

**Local School System: Baltimore County Public Schools**

**Fiscal Year 2013**

**Title II-A Coordinator: William S. Burke, Executive Director**

**Telephone: 410-887-6400**

**E-mail: wburke@bcps.org**

- A. PERFORMANCE GOALS, INDICATORS, AND TARGETS.** In the October 1, 2003 submission of the five-year comprehensive master plan, school systems provided an analysis of the teacher quality performance indicators detailed in Table 8-1. MSDE has established performance targets as part of the September 2003 Consolidated State Application submission to the United States Department of Education (USDE). Although local school systems do not need to respond to this section as part of the Master Plan Annual Update, local planning teams should review the teacher quality information to determine progress in meeting State and local performance targets. School systems should use the annual review of the teacher quality data to determine allowable Title II, Part A activities as well as to revise goals, objectives, and/or strategies in the Master Plan that relate to improving teacher quality.

Table 8-1	IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS	
Performance Goal	Performance Indicators	Performance Targets
<b>Performance Goal 3:</b> By 2005-2006, all students will be taught by highly qualified teachers.	3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA.	Percentage of Classes Taught by Highly Qualified Teachers State Aggregate* 2002-2003 Baseline: 64.5 2003-2004 Target: 65 2004-2005 Target: 75 2005-2006 and thereafter Target: 100
	3.2 The percentage of teachers receiving "high-quality professional development" (as the term "professional development" is defined in section 9101(34).	Percentage of Classes Taught by Highly Qualified Teachers in High Poverty Schools* 2002-2003 Baseline: 46.6 2003-2004 Target: 48 2004-2005 Target: 65 2005-2006 and thereafter Target: 100
	3.3 The percentage of paraprofessionals who are qualified (See criteria in section 1119(c) and (d).	Percentage of Teachers Receiving High-Quality Professional Development* 2002-2003 Baseline: 33 2003-2004 Target: 40 2004-2005 Target: 65 2005-2006 Target: 90 2006-2007 and thereafter Target: 100  Percentage of Qualified Title I Paraprofessionals* 2002-2003 Baseline: 21 2003-2004 Target: 30 2004-2005 Target: 65 2005-2006 and thereafter Target: 100

**\*Note: MSDE will collect data. The local school system does not have to respond.**

**ATTACHMENT 8    TITLE II, PART A  
PREPARING, TRAINING AND RECRUITING  
HIGH-QUALITY TEACHERS AND PRINCIPALS**

**Local School System: Baltimore County Public Schools**

**Fiscal Year 2013**

- B. ALLOWABLE ACTIVITIES [Section 2123].** For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
1.1 Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances) [section 2123(a)(1)].	<ul style="list-style-type: none"> <li>Two Financial Assistants</li> </ul> <p>To develop and maintain accounting system for Title II funding. Positions are “reasonable” and “necessary” to monitor expenditures including the nonpublic base.</p> <p>7/12 – 6/13</p>	\$130,866	



# 1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
<p>1.2 Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [section 2123(a)(2)].</p> <p>*Note: Because the purpose of Title II-A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].</p>	<ul style="list-style-type: none"> <li>Minority Recruitment To implement a program for recruiting and hiring highly qualified teachers from populations underrepresented in the current teacher workforce.  7/12 – 6/14 Master Plan 3, 3.1; a</li> <li>Teach for America Participation fee for implementing program in order to hire and train from different backgrounds.  7/12 – 6/14 Master Plan 3, 3.1; a</li> </ul>	<p>\$61,000</p> <p>\$258,000</p>	
<p>1.3 Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades [section 2123(a)(7)].</p>	<ul style="list-style-type: none"> <li>Maryland Approved Alternative Preparation Programs To provide coaches in alternative certification program for teachers holding conditional certificates in mathematics, science, special education, English, and world languages.  7/12 – 6/14 Master Plan 3, 3.1; b</li> </ul>	<p>\$18,700</p>	

**ATTACHMENT 8    TITLE II, PART A  
PREPARING, TRAINING AND RECRUITING  
HIGH-QUALITY TEACHERS AND PRINCIPALS**

**Local School System: Baltimore County Public Schools**

**Fiscal Year 2013**

**B. ALLOWABLE ACTIVITIES [Section 2123], Continued.**

<b>2. Strategies and Activities to Improve the Quality of the Teaching Force</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
<p>2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <p><i>(a) Content knowledge.</i> Providing training in one or more of the core academic subjects that the teachers teach;</p> <p><i>(b) Classroom practices.</i> Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [section 2123(a)(3)(A)].</p>	<ul style="list-style-type: none"> <li>To plan and implement workshops, academies, and institutes for mathematics and science teachers in content, effective instructional strategies, and preparation for national and state assessments.</li> </ul> <p>7/12 – 6/14 Master Plan 1, 1.1; t, y</p>	\$757,798	
	<ul style="list-style-type: none"> <li>To develop and implement cohorts for general and special educators in order to ensure they achieve highly qualified status in mathematics and technology integration.</li> </ul> <p>7/12 – 6/14 Master Plan 3, 3.1; e, f</p>	\$122,720	
	<ul style="list-style-type: none"> <li>Science Resource Teacher (STEM-RT)</li> </ul> <p>To provide and coordinate professional development to teachers in targeted, high-poverty schools on problem-based, project-based, and inquiry-based strategies for science instruction, as well as strategies related to research science and all of the components of STEM.</p> <p>7/12 – 6/13 Master Plan 1, 1.1; x, y</p>	\$103,470	

	<ul style="list-style-type: none"> <li>To provide paraeducators with professional development in core content subjects and best practices.</li> </ul> <p>7/12 – 6/14 Master Plan 1, 1.1; y Master Plan 3, 3.1; f</p>	\$150,398	\$519,285
	<ul style="list-style-type: none"> <li>To provide teachers with professional development in social studies with a focus on content standards, core learning goals, and state and national assessments.</li> </ul> <p>7/12 – 6/14 Master Plan 1, 1.1; w, x, y</p>	\$59,144	
	<ul style="list-style-type: none"> <li>To provide activities for nonpublic school teachers and principals in content and pedagogy.</li> </ul> <p>7/12 – 6/14 Master Plan 1, 1.1; w, x, y</p>		
	<ul style="list-style-type: none"> <li>To provide systemwide department chair training and year-long workshops on leadership and coaching.</li> </ul> <p>7/12 – 6/14 Master Plan 1, 1.1; w, x, y</p>	\$27,914	
	<ul style="list-style-type: none"> <li>To provide professional development training for Alternative Education, Dropout Prevention, and Summer School Professional Development.</li> </ul> <p>7/12– 6/14 Master Plan 1.1 w, x, y</p>	\$70,014	
	<ul style="list-style-type: none"> <li>To provide content-based curriculum writing training on writing curriculum, and for implementing the newly written curriculum.</li> </ul> <p>07/12 – 06/14 Master Plan 1, 1.1; c, k, m, o, w</p>	\$108,033	

	<ul style="list-style-type: none"> <li>To provide professional development for fine arts teachers to improve teaching practices.</li> </ul> <p>7/12 – 06/14 Master Plan 1, 1.1; x, y</p> <ul style="list-style-type: none"> <li>To provide professional development for physical education/health teachers to improve teaching practices.</li> </ul> <p>7/12 – 06/14 Master Plan 1, 1.1; x, y</p>	\$76,904	
		\$32,992	

## 2. Strategies and Activities to Improve the Quality of the Teaching Force

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs	Nonpublic Costs
<p>2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that –</p> <ul style="list-style-type: none"> <li>• Involve collaborative groups of teachers and administrators;</li> <li>• Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency;</li> <li>• Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;</li> <li>• Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and</li> <li>• Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a)(3)(B)].</li> </ul>	<ul style="list-style-type: none"> <li>• To provide teachers, principals and paraprofessionals with training in differentiating instruction, addressing the learning styles of students with special needs, and collaborative teaming for best inclusive practices.  7/12 – 6/14 Master Plan 1, 1.1; f , y Master Plan 2, 2.1; e</li> <li>• To provide essential training in effective instruction for students with autism spectrum disorders.  7/12 – 6/14 Master Plan 5, 5.1; a</li> <li>• To provide professional development for general and special education teachers and principals in positive behavior support and instructional interventions for at-risk students.  7/12 – 06/14 Master Plan 4, 4.1; k</li> <li>• To provide professional development for teachers of World Languages to improve classroom practices and student learning.  7/12 – 06/14 Master Plan 1, 1.1; f, y Master Plan 2, 2.1; e</li> </ul>	<p>\$207,664</p> <p>\$35,720</p> <p>\$26,925</p> <p>\$38,224</p>	

**ATTACHMENT 8    TITLE II, PART A  
PREPARING, TRAINING AND RECRUITING  
HIGH-QUALITY TEACHERS AND PRINCIPALS**

**Local School System: Baltimore County Public Schools**

**Fiscal Year 2013**

**B. ALLOWABLE ACTIVITIES [Section 2123], Continued.**

<b>2. Strategies and Activities to Improve the Quality of the Teaching Force</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
2.3 Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders [section 2123(a)(6)].	<ul style="list-style-type: none"> <li>To develop and implement workshops and academies for principals and aspiring leaders with a focus on instructional leadership, observation/ feedback and assessment/ evaluation.</li> </ul> <p>7/12– 6/14 Master Plan 3, 3.1; k</p>	\$70,038	

<b>3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals</b>			
<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
3.1 Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success [section 2123(a)(4)].	<ul style="list-style-type: none"> <li>To provide an intensive orientation and year-long induction and mentoring program for new teachers in curriculum, instruction, assessment, and management.</li> </ul> <p>7/12– 6/14 Master Plan 1, 1.1; c, x, y</p>	\$490,676	
3.2 Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs. [section 2123(a)(5)].	<ul style="list-style-type: none"> <li>To provide teachers with professional development programs that focus on using technology to enhance instruction.</li> </ul> <p>7/12– 6/14 Master Plan 5, 5.2; e Master Plan 8, 8.1; a</p>	\$210,567	
3.3 Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation [section 2123(a)(8)].			
<b>TOTAL TITLE II-A FUNDING AMOUNTS</b>		<b>\$3,057,767</b>	<b>\$519,285</b>

**ATTACHMENT 8    TITLE II, PART A  
PREPARING, TRAINING AND RECRUITING  
HIGH-QUALITY TEACHERS AND PRINCIPALS**

**Local School System: Baltimore County Public Schools**

**Fiscal Year 2013**

**C. HIGHLY QUALIFIED TEACHERS**

- 1. Given your school system's analysis of data on highly qualified teachers in core academic subjects, describe how these strategies and activities will directly contribute to attracting and retaining highly qualified teachers in core academic subjects at the elementary and secondary level.**

Baltimore County Public Schools (BCPS) has realized a steady increase in the percentage of highly qualified teachers in core subjects from 83.50% in 2003 – 2004 to 98.31% in 2011 – 2012. Of the 26,802 core subject classes in Baltimore County Public Schools for the 2011 – 2012 school year, 25,334 or 94.5% are taught by highly qualified teachers.

The Office of Personnel's staffing plan focuses on providing highly qualified teachers in all schools, especially in priority schools. The Office of Personnel recruits at 53 colleges and universities within 12 states. In addition, online recruitment and advertisement in local, state, and national media has assisted in recruiting highly qualified teachers. Title II funds are utilized to recruit minority teachers, especially at historically black colleges and universities (HBCU), to teach critical core subjects and to advertise in local, state, and national media. Title II funds will also be utilized to establish cohort programs with colleges and universities to train teacher candidates in world languages and special education through the Maryland Approved Alternative Preparation Programs (MAAPP).

- 2. If applicable, describe how these strategies and activities will contribute to reducing the gap between high poverty schools and low poverty schools with respect to the percentage of core academic classes taught by highly qualified teachers.**

The strategies and activities have contributed to reducing the gap between high-poverty and low-poverty schools with respect to the percentage of core academic classes taught by highly qualified teachers. The percentage of classes taught by highly qualified teachers in high poverty elementary schools for 2011 – 2012 is 99.50% compared to 97.80% in low poverty schools. The percentage of classes taught by highly qualified teachers in high poverty secondary schools is 92.30% compared to 94.10% in low poverty schools.



**ATTACHMENT 8    TITLE II, PART A  
PREPARING, TRAINING AND RECRUITING  
HIGH-QUALITY TEACHERS AND PRINCIPALS**

**Local School System: Baltimore County Public Schools**

**Fiscal Year 2013**

**D. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 9501]:**

- 1. Participating Private Schools and Services: Complete information in Attachment 6 regarding the names of participating private schools and the number of private school staff that will benefit from the Title II-A services.**
- 2. Describe the school system's process for providing equitable participation to students in private schools:**

- a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-A services. Also, if your non-public schools did not respond to your initial invitation, please describe your follow-up procedures;**

MSDE-approved nonpublic schools attend an annual federal program meeting to express their initial interest in accessing Title II, Part A funds. If a nonpublic school does not respond to the invitation, the school receives a follow-up letter and intent form to be filled out and returned.

BCPS spends an equal amount of funds per student to serve the needs of public and private school teachers and students; nonpublic school teachers have the opportunity to participate in Title II activities equivalent to the opportunity provided to public school teachers.

Interested nonpublic schools receive a preliminary allotment figure based on a per-pupil allotment that is multiplied by the number of students enrolled. Each school then submits a preliminary proposal, which includes a needs statement, proposed activities that improve teachers' and principals' knowledge in content and classroom practices, estimated costs, and an evaluation plan. The Department of Professional Development reviews the preliminary proposals ensuring the activities meet the provisions of the grant. Once BCPS receives the final award notice, the per-pupil figure is recalculated and a final allotment figure is given to each school along with feedback on the preliminary proposal. Simultaneously, all schools are invited to an articulation meeting to review the allowable activities and the process for accessing benefits and services from the grant. The nonpublic schools revise their proposals to incorporate the feedback and submit final proposals. The Department of Professional Development reviews and approves the final proposals and begins to process the requests for funding. The Department of Professional Development monitors the implementation, expenditures, and correspondence with the schools quarterly.

- b) The basis for determining the professional development needs of private school teachers and other staff;**

Participating nonpublic schools conduct a professional development analysis. After which, the schools develop and submit proposals regarding the use of Title II, Part A funds to provide high quality professional development in order to meet the identified needs of the teachers and principals. The proposal includes a needs statement with supporting teacher and student data cited.

- c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and**

Title II, Part A funds are provided to nonpublic staff based on the identified professional development needs outlined in a school's approved proposal. Professional development activities must also be reasonable and necessary.

- d) **The differences, if any, between the Title II-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title II-A services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title II-A services provided to public school children.)**

Any differences in services provided between public and private school students and teachers are based upon the individual identified needs of students and teachers in those schools.

#### **E. BUDGET INFORMATION AND NARRATIVE**

1. Provide a detailed budget on the MSDE Proposed Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in the Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).
2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 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.

#### **F. ATTACHMENTS 4-A and B, 5-A and B, and 6-A and B**

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Budget Narrative  
Title II, Part A  
Fiscal Year 2013

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Centralized Support Salaries & Wages	Salary Two Financial Assistants <b>Activity 1.1</b>	2 FTEs = \$97,875 (\$44,709 + \$53,166)	\$97,875		\$97,875
Fixed Charges	Financial Assistants <b>Fixed Charges</b> <b>Activity 1.1</b>	FICA 7.65% \$7,487 + W/C .34% \$333 + State Retirement 13.29% \$13,008 + Health \$12,163 (\$6,165 + \$5,998) Total \$32,991	\$32,991		\$32,991
				<b>Subtotal</b>	<b>\$130,866</b>
				<b>Total</b> <b>Activity 1.1</b>	<b>\$130,866</b>
Centralized Support Other Charges	Minority Recruitment <b>Travel</b> <b>Activity 1.2</b>	Travel - Airfare - 5 trips x 4 recruiters x \$400 = \$8,000.00 Hotels and travel expense - 12 trips x 3 recruiters x 2 nights x \$150 = \$10,800.  Total \$18,800	\$18,800		\$18,800
Centralized Support Contracted Services	Minority Recruitment <b>Contracted Services</b> <b>Activity 1.2</b>	Registration Fees/Contracted Services - 20 colleges x \$300 = \$6,000  Facility fees for Minority Recruitment Job Fairs: 1 @ \$9,000 1 @ \$4,000  Total \$19,000	\$19,000		\$19,000
Centralized Support Supplies	Minority Recruitment <b>Supplies</b> <b>Activity 1.2</b>	Supplies and incentives for 25 college visits @ \$928 = \$23,200	\$23,200		\$23,200
				<b>Subtotal</b>	<b>\$61,000</b>
Instructional Staff Development Contracted Services	Teach for America <b>Contracted Services</b> <b>Activity 1.2</b>	Teach for America - Participation fee for implementing program to hire and train teachers from different backgrounds	\$258,000		\$258,000
				<b>Subtotal</b>	<b>\$258,000</b>
				<b>Total</b> <b>Activity 1.2</b>	<b>\$319,000</b>

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Contracted Services	Resident Teacher Coaches in alternative certification programs/MAAPP <b>Contracted Services</b> <b>Activity 1.3</b>	Maryland Approved Alternative Preparation Programs (MAAPP) 1). Goucher University -10 teachers @ \$550 per semester = \$5,500 x 2 semesters = \$11,000. 2) Goucher University - 7 teachers @ \$550 per semester = \$3,850.00 x 2 semesters = \$7,700  Total \$18,700	\$18,700		\$18,700
				<b>Subtotal</b>	<b>\$18,700</b>
				<b>Total Activity 1.3</b>	<b>\$18,700</b>
Instructional Staff Development Salaries & Wages	Workshops, academies and institutes for math and science teachers <b>Salaries</b> <b>Activity 2.1</b>	Teacher Stipends: 8,393 hrs. @ \$28.26 = \$237,186.18  BCPS Presenters: 30 days @ \$220.42/day = \$6,612.60 72 hrs. @ \$33.91 = \$2,441.52	\$246,240		\$246,240
Fixed Charges	Workshops, academies and institutes for math and science teachers <b>Fixed Charges</b> <b>Activity 2.1</b>	Fixed charges @ total of 7.99% (FICA 7.65% + WC .34%)	\$19,675		\$19,675
Instructional Staff Development Contracted Services	Workshops, academies and institutes for math and science teachers <b>Contracted Services</b> <b>Activity 2.1</b>	Use of facilities for professional development sessions: 19 x \$500 = \$5,500 = \$9,500  Project SEED professional development fee for elementary schools from August 2012 - June 2014 \$472,500	\$482,000		\$482,000
Instructional Staff Development Supplies	Workshops, academies and institutes for math and science teachers <b>Supplies</b> <b>Activity 2.1</b>	Training materials: Books - \$31.35 for 105 teachers = \$3,291.75 \$58.22 for 30 teachers = \$1,746.60 \$16.15 for 300 teachers = \$4,845	\$9,883		\$9,883
				<b>Subtotal</b>	<b>\$757,798</b>

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Contracted Services	Develop and implement cohorts for general and special educators <b>Contracted Services Activity 2.1</b>	<b>Math:</b> Fall 2012 - Spring 2014 Continuation of current secondary certification mathematics cohort with Loyola College. (20 teachers x 3 courses x \$700/course = \$42,000)  <b>Technology:</b> July 2012 through June 2014 Graduate Certificate Program in School Leadership in Technology Integration Cohort. 18 teachers x \$858/course x 5 semesters = \$77,220  Total = \$119,220	\$119,220		\$119,220
Instructional Staff Development Supplies	Develop and implement cohorts for general and special educators - <b>Supplies Activity 2.1</b>	Supplies: graphing calculators, instructional materials 20 teachers x \$175/teacher = \$3,500	\$3,500		\$3,500
				<b>Subtotal</b>	<b>\$122,720</b>
Instructional Regular Programs Salaries & Wages	1 Science Resource Teacher <b>Salaries Activity 2.1</b>	1 FTE: \$73,466	\$73,466		\$73,466
Fixed Charges	1 FTE Science Resource Teacher <b>Fixed Charges Activity 2.1</b>	FICA 7.65% \$5,620 + WC .34% \$250 + Retirement 13.29% \$9,764 + Health \$14,370	\$30,004		\$30,004
				<b>Subtotal</b>	<b>\$103,470</b>
Instructional Staff Development Salaries & Wages	Content training for paraeducators <b>Salaries Activity 2.1</b>	Stipends for paraeducators: 25 paras x 225 hrs. @ \$20/hr. = \$112,500 BCPS Instructors: 225 hrs. @ \$33.91 = \$7,629.75	\$120,130		\$120,130
Fixed Charges	Content training for paraeducators <b>Fixed Charges Activity 2.1</b>	Fixed charges @ total of 7.99% (FICA 7.65% + WC .34%)	\$9,598		\$9,598
Instructional Staff Development Contracted Services	Content training for paraeducators <b>Contracted Services Activity 2.1</b>	Use of facilities during school day: 180 paras @ \$10 = \$1,800 per day x 6 days = \$10,800 Food: \$9/person x 180 paras x 6 days = \$9,720	\$20,520		\$20,520

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Supplies	Content training for paraeducators <b>Supplies</b> <b>Activity 2.1</b>	Instructor materials printed at BCPS copy and printing services: 15 @ \$10 each = \$150	\$150		\$150
				<b>Subtotal</b>	<b>\$150,398</b>
Instructional Staff Development Salaries & Wages	Provide teachers with professional development in social studies <b>Salaries</b> <b>Activity 2.1</b>	Teacher stipends: 525 hrs. @ \$28.26 = \$14,836.50 161 days @ \$183.69 = \$29,574.09  BCPS presenters: 33 hrs. @ \$33.91 = \$1,119.03 4.50 days @ \$220.42 = \$991.89	\$46,522		\$46,522
Fixed Charges	Provide teachers with professional development in social studies <b>Fixed Charges</b> <b>Activity 2.1</b>	Fixed charges @ total of 7.99% (FICA 7.65% + WC .34%)	\$3,717		\$3,717
Instructional Staff Development Supplies	To provide teachers with professional development in social studies <b>Supplies</b> <b>Activity 2.1</b>	Presentation materials and consumables: 25 @ \$10.16 = \$254 50 x \$21.33 = \$1,066.50 + \$21.33 shipping = \$1,087.83 25 @ \$40 = \$1,000 75 x \$35 = \$2,625  Refreshments purchased by staff and reimbursed: for 5 sessions @ \$100 = \$500 Breakfast 53 x \$8 = \$424 Lunch 53 x \$10 = \$530 Breakfast 25 x 3 sessions x \$8 = \$600 Lunch 25 x 3 x sessions x \$10 = \$750 Breakfast 12 x 3 sessions x \$8 = \$288 Lunch 12 x 3 x sessions x \$10 = \$360 Breakfast 27 x \$8 = \$216 Lunch 27 x \$10 = \$270	\$8,905		\$8,905
				<b>Subtotal</b>	<b>\$59,144</b>

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Transfers	Non-Public Schools - Provide activities for non-public school teachers, principals and paraeducators in content and pedagogy. <b>Transfers</b> <b>Activity 2.1</b>	FY13 mandatory allocation for participating private schools based on the total grant allocation of \$3,700,103. District enrollment 107,693 + Nonpublic enrollment 19,500 = 127,193 \$3,700,103 (district allocation ) - \$130,866 (2 Fiscal Asst. positions) - \$122,115 (BCPS Indirect Fee based on 3.44%) - \$61,000 (Minority Recruitment) = \$3,386,122 (amount district is using for professional development)  \$3,386,122 divided by 127,193 (the total of projected nonpublic school students + projected public school students) = \$26.63 per pupil.  \$26.63 per pupil x 19,500 nonpublic school students = \$519,285	\$519,285		\$519,285
				<b>Subtotal</b>	<b>\$519,285</b>
Instructional Staff Development Salaries & Wages	Systemwide Department Chair Training <b>Salaries</b> <b>Activity 2.1</b>	Teacher stipends: 100 teachers @ \$28.26/hr. x 8 hours = \$22,608	\$22,608		\$22,608
Fixed Charges	Systemwide Department Chair Training <b>Fixed Charges</b> <b>Activity 2.1</b>	Fixed charges @ total of 7.99% (FICA 7.65% + WC .34%)	\$1,806		\$1,806
Instructional Staff Development Contracted Services	Systemwide Department Chair Training <b>Contracted Services</b> <b>Activity 2.1</b>	Facility rentals: 4 days x \$250 = \$1,000 5 days @ \$500/day = \$2,500	\$3,500		\$3,500
				<b>Subtotal</b>	<b>\$27,914</b>
Instructional Staff Development Salaries & Wages	Training for Summer School & Evening School teachers <b>Salaries</b> <b>Activity 2.1</b>	Teacher stipends: 850 teachers @ \$28.26/hr. x 2.5 hrs. = \$60,052.50  BCPS presenters: 16 presenters X \$33.91/hr. X 2.5 hrs. = \$1,356.40	\$61,409		\$61,409

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Fixed Charges	Training for Summer School & Evening School teachers <b>Fixed Charges Activity 2.1</b>	Fixed charges @ total of 7.99% (FICA 7.65% + WC .34%)	\$4,907		\$4,907
Instructional Staff Development Contracted Services	Training for Summer School & Evening School teachers <b>Contracted Services Activity 2.1</b>	Snacks for Summer School training: 850 @ \$4.35= \$3,697.50	\$3,698		\$3,698
				<b>Subtotal</b>	<b>\$70,014</b>
Instructional Staff Development Salaries & Wages	Training for Curriculum Writing <b>Salaries Activity 2.1</b>	Teacher stipends: 3540 hours @ \$28.26 = \$100,040.40	\$100,040		\$100,040
Fixed Charges	Training for Curriculum Writing <b>Fixed Charges Activity 2.1</b>	Fixed charges @ total of 7.99% (FICA 7.65% + WC .34%)	\$7,993		\$7,993
					<b>\$108,033</b>
Instructional Staff Development Salaries & Wages	Training for Fine Arts <b>Salaries Activity 2.1</b>	Teacher stipends: 1,492.75 hrs. x \$28.26 = \$42,185.12  BCPS presenters: 65.50 hrs. x \$33.91 = \$2,221.11	\$44,406		\$44,406
Fixed Charges	Training for Fine Arts <b>Fixed Charges Activity 2.1</b>	Fixed charges @ total of 7.99% (FICA 7.65% + WC .34%)	\$3,548		\$3,548
Instructional Staff Development Contracted Services	Training for Fine Arts <b>Contracted Services Activity 2.1</b>	Outside Consultants: 1 @ \$250 = \$250 1 @ \$1,000 = \$1,000 40 days x \$400 per day = \$16,000 + \$2,000 travel reimbursement = \$18,000  Outside Presenters: \$100 x 6 presenters = \$600  Facility rental: \$100 x 4 days = \$400	\$20,250		\$20,250
Instructional Staff Development Supplies	Training for Fine Arts <b>Supplies Activity 2.1</b>	Supplies/Resource Books: 50 x \$3 = \$150 11 schools x \$100 per school = \$1,100	\$1,250		\$1,250



Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development - Other	Training for Fine Arts <b>Other Activity 2.1</b>	State conference registration for 20 teachers @ \$60 = \$1,200 National conference registration 5 teachers x \$200 = \$1,000 Travel: 5 teachers x \$200 = \$1,000 Hotel: 5 teachers x \$500 = \$2,500 Per Diem: 5 teachers x \$70 x 5 days = \$1,750	\$7,450		\$7,450
					<b>\$76,904</b>
Instructional Staff Development Salaries & Wages	Training for Health/Phys. Ed. <b>Salaries Activity 2.1</b>	Teacher stipends: 950 hrs. @ \$28.26 = \$26,847	\$26,847		\$26,847
Fixed Charges	Training for Health/Phys. Ed. <b>Fixed Charges Activity 2.1</b>	Fixed charges @ total of 7.99% (FICA 7.65% + WC .34%)	\$2,145		\$2,145
Instructional Staff Development Supplies	Training for Health/Phys. Ed. <b>Supplies Activity 2.1</b>	Supplies: \$160 x 25 = \$4,000.00	\$4,000		\$4,000
					<b>\$32,992</b>
				<b>Total Activity 2.1</b>	<b>\$2,028,672</b>
Instructional Staff Development Salaries & Wages	Professional development in differentiating instruction, addressing the learning styles of students with special needs, and collaborative teaming for best inclusive practices <b>Salaries Activity 2.2</b>	Teacher stipends: 3,665 hrs. @ \$28.26 = \$103,572.90  BCPS Presenters: 2 presenters @ \$220.42/day x 7 days=\$3,085.88 1 presenter @ 33.91/hr. x 18 hours = \$610.38 2 presenters @ \$220.42/day = \$440.84  Paraeducators: 40 participants @ \$17.50/hr. x 9 hrs. = \$6,300	\$114,010		\$114,010
Fixed Charges	Professional development in differentiating instruction, addressing the learning styles of students with special needs, and collaborative teaming for best inclusive practices <b>Fixed Charges Activity 2.2</b>	Fixed charges @ total of 7.99% (FICA 7.65% + WC .34%)	\$9,109		\$9,109

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Supplies	Professional development in differentiating instruction, addressing the learning styles of students with special needs, and collaborative teaming for best inclusive practices <b>Supplies</b> <b>Activity 2.2</b>	Training materials/take-aways: 20 @ \$30 = \$600 80 participants @ \$25 = \$2,000 60 participants @ \$25 = \$1,500 35 assessments x 3 sessions x \$60 per assessment tool = \$6,300 5 @ \$100 = 500	\$10,900		\$10,900
Instructional Staff Development Contracted Services	Professional development in differentiating instruction, addressing the learning styles of students with special needs, and collaborative teaming for best inclusive practices <b>Contracted Services</b> <b>Activity 2.2</b>	Catering: \$3 x 40 participants x 3 sessions x 2 series = \$720 \$3 x 60 participants x 2 sessions = \$360 \$3 each x 35 participants x 3 sessions = \$315 \$15 x 200 = \$3,000 \$30 x 200 = \$6,000  Outside presenters: CAST to provide prof. dev. on UDL \$50,000 2 consultants @ \$5,000 = \$10,000 1 outside consultant @ \$350/session x 3 sessions = \$1,050  Facility rental: 5 @ \$240 = \$1,200	\$72,645		\$72,645
Instructional Staff Development - Other	Professional development in differentiating instruction, addressing the learning styles of students with special needs, and collaborative teaming for best inclusive practices <b>Other</b> <b>Activity 2.2</b>	2 conferences @ \$500 = \$1,000	\$1,000		\$1,000
				<b>Subtotal</b>	<b>\$207,664</b>
Instructional Staff Development Salaries & Wages	Essential Training in Effective Instruction for Students with Autism Spectrum Disorders <b>Salaries</b> <b>Activity 2.2</b>	Teacher stipends: 50 teachers @ \$183.69/day = \$9,184.50	\$9,185		\$9,185

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Fixed Charges	Essential Training in Effective Instruction for Students with Autism Spectrum Disorders <b>Fixed Charges</b> <b>Activity 2.2</b>	Fixed charges @ total of 7.99% (FICA 7.65% + WC .34%)	\$734		\$734
Instructional Staff Development Contracted Services	Essential Training in Effective Instruction for Students with Autism Spectrum Disorders <b>Contracted Services</b> <b>Activity 2.2</b>	Outside professional development training: TeachTown - \$20,600	\$20,600		\$20,600
Instructional Staff Development Supplies	Essential Training in Effective Instruction for Students with Autism Spectrum Disorders <b>Supplies</b> <b>Activity 2.2</b>	Training materials: 150 @ \$34.67 = \$5,200.50	\$5,201		\$5,201
				<b>Subtotal</b>	<b>\$35,720</b>
Instructional Staff Development Salaries & Wages	Professional development for general and special education teachers and principals in positive behavior support, and early intervention strategies <b>Salaries</b> <b>Activity 2.2</b>	Teacher stipends: 130 hrs. x \$28.26 = \$3,673.80 100 participants @ 28.26/hr x 4 hrs. = \$11,304.00	\$14,978		\$14,978
Fixed Charges	Professional development for general and special education teachers and principals in positive behavior support, and early intervention strategies <b>Fixed Charges</b> <b>Activity 2.2</b>	Fixed charges @ total of 7.99% (FICA 7.65% + WC .34%)	\$1,197		\$1,197
Instructional Staff Development Contracted Services	Professional development for general and special education teachers and principals in positive behavior support, and early intervention strategies <b>Contracted Services</b> <b>Activity 2.2</b>	Outside presenter: 1 @ \$2,500 = \$2,500 1 @ \$3,000 = \$3,000  Room rental 2 days @ \$500 = \$1,000  Food: 75 @ \$10 = \$750	\$7,250		\$7,250

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Supplies	Professional development for general and special education teachers and principals in positive behavior support, and early intervention strategies <b>Supplies Activity 2.2</b>	Training materials: 20 participants @ \$100 = \$2,000 75 participants @ \$20 = \$1,500	\$3,500		\$3,500
				<b>Subtotal</b>	<b>\$26,925</b>
Instructional Staff Development Salaries & Wages	Provide professional development for World Languages teachers <b>Salaries Activity 2.2</b>	Teacher stipends: 5 participants x \$28.26/hour x 9 hours = \$1,271.70 50 participants x \$28.26/hour x 9 hours = \$12,717 15 participants x \$28.26/hr. x 24 hours = \$10,173.60 25 teachers x \$183.69/day = \$4,592.25  BCPS presenters: 4 presenters x \$220.42/day x 2 days = \$1,763.36 2 presenters x \$33.91/hour x 12 hours = \$813.84 1 presenter x \$33.91 hr x 24 hours = \$813.84	\$32,146		\$32,146
Fixed Charges	Provide professional development for teachers of World Languages <b>Fixed Charges Activity 2.2</b>	Fixed charges @ total of 7.99% (FICA 7.65% + WC .34%)	\$2,568		\$2,568
Instructional Staff Development Contracted Services	Provide professional development for teachers of World Languages <b>Contracted Services Activity 2.2</b>	Food: \$15 each x 24 participants = \$360  Snacks: \$50 x 3 sessions = \$150	\$510		\$510
Instructional Staff Development Supplies	Provide professional development for teachers of World Languages <b>Supplies Activity 2.2</b>	Materials: \$200 x 15 teachers = \$3,000	\$3,000		\$3,000
				<b>Subtotal</b>	<b>\$38,224</b>
				<b>Total Activity 2.2</b>	<b>\$308,533</b>

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Administrative & Supervisory Other	Develop and implement academies for principals and aspiring leaders with a focus on instructional leadership, observation/feedback and assessment/evaluation <b>Travel &amp; Conference Fees</b> <b>Activity 2.3</b>	Travel: 10 @ \$1,533.80 = \$15,338  Conference fee: 10 @ \$1,000 = \$10,000	\$25,338		\$25,338
Administrative & Supervisory Contracted Services	Develop and implement academies for principals and aspiring leaders with a focus on instructional leadership, observation/feedback and assessment/evaluation <b>Contracted Services</b> <b>Activity 2.3</b>	Food: 100 @ \$10 x 6 sessions = \$6,000 35 @ \$10 x 12 sessions = \$4,200  Facilities: 25 participants @ \$10 x 12 sessions = \$3,000 100 participants @ \$10 = \$1,000 x 18 sessions = \$18,000	\$31,200		\$31,200
Administrative & Supervisory Supplies	Develop and implement academies for principals and aspiring leaders with a focus on instructional leadership, observation/feedback and assessment/evaluation <b>Supplies</b> <b>Activity 2.3</b>	280 books @ \$25 = \$7,000 200 books @ \$20 = \$4,000 100 books @ \$25 = \$2,500	\$13,500		\$13,500
				<b>Subtotal</b>	<b>\$70,038</b>
				<b>Total Activity 2.3</b>	<b>\$70,038</b>
Instructional Staff Development Salaries	Intensive induction and mentoring program for new teachers in curriculum, instruction, assessment and management <b>Salaries</b> <b>Activity 3.1</b>	Teacher stipends: 570 teachers @ \$183.69/day x 3 days = \$314,109.90 24 schools x \$1,500/school = \$36,000 80 workshops x 15 participants x 2 hours @ 28.26/hr. = \$67,824  BCPS Presenters: 80 @ \$33.91/hr. x 2 hrs. = \$5,425.60	\$423,360		\$423,360

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Fixed Charges	Intensive induction and mentoring program for new teachers in curriculum, instruction, assessment and management <b>Fixed Charges Activity 3.1</b>	Fixed charges @ total of 7.99% (FICA 7.65% + WC .34%)	\$33,826		\$33,826
Instructional Staff Development Contracted Services	Intensive induction and mentoring program for new teachers in curriculum, instruction, assessment and management <b>Contracted Services Activity 3.1</b>	Retired BCPS Mentor - 4 full days @ \$400/day = \$1,600 Outside Consultant for 1 day @ \$2,000 = \$2,000 Outside Consultant \$2,000/day x 4 days = \$8,000  Facilities: 600 teachers @ \$10/day = \$6,000  Food: 600 teachers @ \$9 = \$5,400	\$23,000		\$23,000
Instructional Staff Development Supplies	Intensive induction and mentoring program for new teachers in curriculum, instruction, assessment and management <b>Supplies Activity 3.1</b>	Resource books: 300 @ \$25 = \$7,500 Presentation materials: 10 @ \$299 = \$2,990	\$10,490		\$10,490
				<b>Subtotal</b>	<b>\$490,676</b>
				<b>Total Activity 3.1</b>	<b>\$490,676</b>
Instructional Staff Development - Salaries	Professional development programs that focus on using technology to enhance instruction <b>Salaries Activity 3.2</b>	Teacher Stipends: 4,508.60 hrs. @ \$28.26 = \$127,413.04  BCPS Presenters: 1,213 hrs. @ \$33.91 = \$41,132.83	\$168,546		\$168,546
Fixed Charges	Professional development programs that focus on using technology to enhance instruction <b>Fixed Charges Activity 3.2</b>	Fixed charges @ total of 7.99% (FICA 7.65% + WC .34%)	\$13,467		\$13,467

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Supplies	Professional development programs that focus on using technology to enhance instruction <b>Supplies Activity 3.2</b>	4 @ \$212.50	\$850		\$850
Instructional Staff Development - Contracted Serv.	Professional development programs that focus on using technology to enhance instruction <b>Contracted Serv. Activity 3.2</b>	Facilities: 50 teachers @ \$10/day for 1 day = \$500	\$500		\$500
				<b>Subtotal</b>	<b>\$183,363</b>
				<b>Subtotal Activity 3.2 (continued in Recission Restoration below)</b>	<b>\$183,363</b>
Business Support Transfers - Indirect Fee	<b>Indirect Fee for \$3,671,963</b>	BCPS Indirect fee charged for grant administration (based on 3.44%) $\$3,671,963 / 1.0344 =$ $\$3,549,848.23 \times 0.0344 =$ \$122,114.78	\$122,115		\$122,115
		<b>FY13 Subtotal</b>			<b>\$3,671,963</b>
		<b>RECISSION RESTORATION FUNDS (Continuation of Activity 3.2)</b>			
Instructional Staff Development - Salaries	Professional development programs that focus on using technology to enhance instruction <b>Salaries Activity 3.2</b>	(Continued)  Teacher Stipends: 891.41 hrs. @ \$28.26 = \$25,191.25	\$25,191		\$25,191

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Fixed Charges	Professional development programs that focus on using technology to enhance instruction <b>Fixed Charges Activity 3.2</b>	Fixed charges @ total of 7.99% (FICA 7.65% + WC .34%)	\$2,013		\$2,013
				<b>Subtotal</b>	<b>\$27,204</b>
				<b>(cont.) Total Activity 3.2</b>	<b>\$27,204</b>
Business Support Transfers - Indirect Fee	Indirect Fee for Recission Restoration funds \$28,140	BCPS Indirect fee charged for grant administration (based on 3.44%) $\$28,140 / 1.0344 = \$27,204.18$ $\times 0.0344 = \$935.83$	\$936		\$936
				<b>Total Recission Restoration Funds (part of Activity 3.2)</b>	<b>\$28,140</b>
		<b>FY13 Grant + Recission Restoration funds = Grand Total</b>			<b>\$3,700,103</b>



**MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$3,671,963	AMENDED BUDGET #		REQUEST DATE	07/31/12
GRANT NAME	FY2013 Improving Teacher Quality, Title II, Part A	GRANT RECIPIENT NAME	Baltimore County Public Schools		
MSDE GRANT #	XXXXXX-01	RECIPIENT GRANT #	3350-096-3332		
REVENUE SOURCE	Title II, Part A	RECIPIENT AGENCY NAME	Baltimore County Public Schools Department of Professional Development		
FUND SOURCE CODE	6793	GRANT PERIOD	7/1/2012 TO 6/30/2014		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT/PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						122,115.00	122,115.00
Prog. 23 Centralized Support	97,875.00	19,000.00	23,200.00	18,800.00			158,875.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.		31,200.00	13,500.00	25,338.00			70,038.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	73,466.00						73,466.00
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						519,285.00	519,285.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	1,430,427.00	1,050,393.00	61,629.00	8,450.00			2,550,899.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				177,285.00			177,285.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	<b>1,601,768.00</b>	<b>1,100,593.00</b>	<b>98,329.00</b>	<b>229,873.00</b>	<b>0.00</b>	<b>641,400.00</b>	<b>3,671,963.00</b>

Finance Official Approval	Nancy Golub, CPA	<i>Nancy Golub, CPA</i>	7/31/12	410-887-4345 x 368
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. S. Dallas Dance, Superintendent	<i>[Signature]</i>	6/16/12	410-887-4281
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				410-767-0574
	Name	Signature	Date	Telephone #

**MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$28,140	AMENDED BUDGET#		REQUEST DATE	07/01/12
GRANT NAME	FY2013 Improving Teacher Quality, Title II, Part A	GRANT RECIPIENT NAME	Baltimore County Public Schools		
MSDE GRANT#	XXXXXX-02	RECIPIENT GRANT#	3350-096-3337		
REVENUE SOURCE	Title II, Part A	RECIPIENT AGENCY NAME	Baltimore County Public Schools Department of Professional Development		
FUND SOURCE CODE	6792	GRANT PERIOD	7/1/2012	6/30/2013	

FROM \_\_\_\_\_ TO \_\_\_\_\_

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						936.00	936.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							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.	25,191.00						25,191.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				2,013.00			2,013.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	25,191.00	0.00	0.00	2,013.00	0.00	936.00	28,140.00

Finance Official Approval	Nancy Golub, CPA	<i>Nancy Golub, CPA</i>	9/11/12	410-887-4345 x 368
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. S. Dallas Dance, Superintendent	<i>[Signature]</i>	10/15/12	410-887-4281
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				410-767-0574
	Name	Signature	Date	Telephone #

# 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 2013**

***SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.***

**A. REQUIRED ACTIVITIES [Section 3115(c)]: For all required activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 2013 Bridge to Excellence Master Plan, (d) the amount of funding for services to nonpublic students and teachers. Use separate pages as necessary for descriptions.**

**1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115(c)(1)]**

<b>Authorized Activities</b>	<b>Descriptions</b>  Please address each item (a-d) in your activity descriptions.  a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2013 Master Plan d) services to nonpublic schools	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
1.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].	N/A		
1.2 Improving the instruction program for ELL children by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].	a) To improve the academic achievement of English language learners. b) 7/2012 – 6/2013 c) Master Plan Goal 2.1 (b) d) Upon consultation with nonpublic schools, either instructional materials will be purchased or direct services will be provided.		\$8,200
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 2013**

**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><b>Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. High quality professional development shall apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher or the teacher's supervisor based on an assessment of needs of the teacher, supervisor, the students of the teacher, and any school system employing the teacher [section 3115(c)(2)(D)].</b></p>	<p><b>Please address each item (a-d) in your activity descriptions.</b></p> <p>a) brief description of the services b) timelines or target dates c) specific goals, objectives, and/or strategies detailed in the 2013 Master Plan. d) services to nonpublic schools</p>		
<p>2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].</p>	<p>a) Provide ongoing, scientifically-based high quality professional development activities (co-teaching for English language learners) to increase the knowledge and teaching skills of ESOL personnel. b) 8/2012 – 9/2013 c) Master Plan Goal 2.1 (e) d) Nonpublic school staff members are invited to participate.</p>	\$8,077	

<b>2. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. [section 3115(c)(2)]</b>			
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)].	a) Provide opportunities for secondary ESOL teachers to review and analyze data in order to make programmatic and instructional decisions regarding English learners. b) 8/2012 – 7/2013 c) Master Plan Goal 1.1 (c)	\$4,106	
2.3 Providing for scientifically-based professional development to substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers [section 3115(c)(2)(C)].	a) Eleven teachers and one central office staff member will attend one of three conferences (CREATE, TESOL Academy, or NABE) on the teaching of English language learners. 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 observations by staff from the Office of World Languages. b) 8/2012 – 9/2013 c) Master Plan Goal 2.1 (e) d) Nonpublic school staff members are invited to participate.	\$16,544	

**ATTACHMENT 10 TITLE III, PART A  
ENGLISH LANGUAGE ACQUISITION, LANGUAGE  
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

**Local School System: Baltimore County Public Schools**

**Fiscal Year 2013**

***SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.***

**B. ALLOWABLE ACTIVITIES [Section 3115(d)]: An eligible entity receiving funds under section 3114(a) may use the funds to achieve one or more of the following activities:**

<b>3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)]</b>			
<b>Authorized Activities</b>	<b>Descriptions</b>  <b>Please address each item (a-d) in your activity descriptions.</b>  <b>a) brief description of the services</b> <b>b) timelines or target dates</b> <b>c) specific goals, objectives, and/or strategies detailed in the 2013 Master Plan</b> <b>d) services to nonpublic schools</b>	<b>Public School Costs</b>	<b>Nonpublic Costs</b>
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].	N/A		
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 English language learners 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 English language learners identified as gifted and talented, at risk, and/or with special needs. Fund interpreter services for ESOL parents/guardians and families. b) 7/2012 – 9/2013 c) Master Plan Goal 2.1 (c, f, d, e) d) Interpreter services and professional development opportunities are made available to nonpublic schools and families.	\$549,111	

<b>4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(3)(4)(7)]</b>			
4.1 Providing tutorials and academic and vocational education for ELL children [section 3115(d)(3)(A)].	a) Provide tutors who work under the direct supervision of the ESOL resource teacher to travel to alternative schools to provide approved, aligned services for English language learners in temporary alternative programs. b) 9/2012 – 6/2013 c) Master Plan Goal 2.1 (b)	\$5,493	
4.2 Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].	a) Increase rigor and incorporate technology into middle school ESOL instruction by providing students and teachers with iPads, appropriate software, and other programming to support ESOL instruction on the middle school level to increase student achievement. b) 8/2012 – 7/2013 c) Master Plan Goal 1.1 (c)	\$56,540	
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		
<b>5. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>No Child Left Behind</i>. (Specify and describe below.) [section 3115(d)(8)]:</b>			
5.1 Carrying out other activities that are consistent with the purposed of this section [section 3115(d)(8)].	N/A		



**C. ADMINISTRATIVE EXPENSES [section 3115(b)]:** Each eligible entity receiving funds under section 3114(a) for a fiscal year may not use more than 2% for the cost of administering this subpart.

<b>6. Administrative Expenses</b>		<b>Public School Costs</b>	<b>Nonpublic Costs</b>
6.1 Each eligible entity receiving funds under section 3114(a) for a fiscal year may use <b>not more than 2 percent</b> of such funds for the cost of administering this subpart [section 3115(b)].	a) Fund a secretary (0.2 FTE) to work the equivalent of one day per week in support of the services provided by the ESOL Family-School Liaisons and the interpreters. b) 7/2012 – 8/2013 c) Master Plan Goal 2.1 (c, d, e, f) d) Interpreter services and professional development opportunities are made available to nonpublic schools and families. e) Allowable administrative costs not more than 2%.	\$10,146	
		\$2,815	
<b>TOTAL ELL TITLE III-A (FUNDING) AMOUNT</b>		<b>\$652,832</b>	<b>\$8,200</b>

**ATTACHMENT 10 TITLE III, PART A  
ENGLISH LANGUAGE ACQUISITION, LANGUAGE  
ENHANCEMENT, AND ACADEMIC ACHIEVEMENT**

**Local School System: Baltimore County Public Schools**

**Fiscal Year 2013**

***SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.***

**D. IMMIGRANT ACTIVITIES [section 3115(e)]: Activities by agencies experiencing substantial increases in immigrant children and youth.**

**1. An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth. [section 3115(e)(1)]**

Authorized Activities	<p align="center"><b>Descriptions</b></p> <p><b>Please address each item (a-d) in your activity descriptions.</b></p> <p>a) <b>brief description of the services</b>  b) <b>timelines or target dates</b>  c) <b>specific goals, objectives, and/or strategies detailed in the 2013 Master Plan</b>  d) <b>services to nonpublic schools</b></p>	Public School Costs	Nonpublic Costs
1.1 Providing for family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children [section 3115(e)(1)(A)].	a) Provide high-quality, trained interpreters for school and community meetings to increase family participation in the educational process. b) 8/2012 – 7/2013 c) Master Plan Goal 2.1 (d) d) Students and parents from nonpublic schools are invited to participate in community meetings.	\$11,878	
1.2 Support 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)].	a) Provide educational software and technologies for parent/guardian outreach. b) 8/2012 – 7/2013 c) Master Plan Goal 2.1 (d) d) In consultation with nonpublic school staff, technologies will be purchased for use by immigrant students.	\$109	\$150

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		
1.6 Providing other instruction 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		

**E. ADMINISTRATIVE EXPENSES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may not use more than 2% for the cost of administering this subpart.**

2. Administrative Expenses		Public School Costs	Nonpublic Costs
2.1 Each eligible entity receiving funds under section 3114(a) for a fiscal year may use <b>not more than 2 percent</b> of such funds for the cost of administering this subpart [section 3115(b)].	Allowable administrative costs not more than 2%.	\$243	
<b>TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT</b>		<b>\$12,230</b>	<b>\$150</b>

**F. 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 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 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 screening instrument 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 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. 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** (e.g., meeting dates, agenda, sign-in sheets, letters/forms, etc.) for the school year 2012 – 2013 signed by officials at each participating nonpublic school and/or their designee that consultation regarding Title III services has occurred. **DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 10.**

#### **G. BUDGET INFORMATION AND NARRATIVE**

1. Provide a detailed budget on the *MSDE Proposed Title III-A Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in Attachment 10. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-9662>.
2. Provide a detailed budget narrative using the attached "Guidance for Completion of the Budget Narrative for Individual Grants" (pp. 10-13 of this guidance document). For Title III, use the sample narrative on page 13. An [Excel version](http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177) of this budget narrative is available at: <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177>. 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.

#### **H. 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

### Fiscal Year 2013

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instruction/Special Programs Transfers	Nonpublic	50 students x \$164 per student	\$8,200		\$8,200
	Activity 1.2				
<b>Total Activity 1.2</b>			<b>\$8,200</b>		<b>\$8,200</b>
Instruction/Instruction Staff Development Contract Services	Keynote speaker for 2013 professional development activity	Contractual price	\$2,500		\$2,500
	Activity 2.1				
Instruction/Staff Development Salaries & Wages	75 ESOL teachers to attend after-school follow-up sessions from conferences attended by colleagues	75 people x 2 hours x \$28.26 per hour	\$4,239		\$4,239
	Activity 2.1				
Fixed Charges	FICA	7.65% x \$4,239	\$324		\$324
	Activity 2.1				
Fixed Charges	W/C	0.34% x \$4,239	\$14		\$14
	Activity 2.1				
Instruction/Staff Development Contract Services	Location	100 people x \$10 per person	\$1,000		\$1,000
	Activity 2.1				
<b>Total Activity 2.1</b>			<b>\$8,077</b>		<b>\$8,077</b>
Instruction/Staff Development Salaries & Wages	Substitute teachers for secondary ESOL teachers to attend data analysis workshops	34 substitutes x \$84.58 per day	\$2,876		\$2,876
	Activity 2.1				
Fixed Charges	FICA	7.65% x \$2,876	\$220		\$220
	Activity 2.1				
Fixed Charges	W/C	0.34% x \$2,876	\$10		\$10
	Activity 2.1				
Instruction/Staff Development Contract Services	Location and food for working lunch	40 people x \$10 per person (site) plus \$15 per person working lunch	\$1,000		\$1,000
<b>Total Activity 2.2</b>			<b>\$4,106</b>		<b>\$4,106</b>
Administration/Centralized Support Other Charges	1 central office staff attending CREATE conference - registration	\$160 registration (per person)	\$160		\$160
	Activity 2.3				

## Budget Narrative

### Title III, Part A

### Fiscal Year 2013

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Administration/Centralized Support Other Charges	1 central office staff attending CREATE conference - lodging	\$200 per night x 1 room x 2 nights	\$400		\$400
	Activity 2.3				
Administration/Centralized Support Other Charges	1 central office staff attending CREATE conference in Kissimmee, FL- per diem	\$35.50 per day x 3 days	\$107		\$107
	Activity 2.3				
Administration/Centralized Support Other Charges	1 central office staff attending CREATE conference - travel	\$420 per flight plus \$35 ground travel	\$455		\$455
	Activity 2.3				
Instruction/Instruction Staff Development Other Charges	4 teachers attending CREATE conference - registration	\$160 registration (per person) x 4	\$640		\$640
	Activity 2.3				
Instruction/Instruction Staff Development Other Charges	4 teachers attending CREATE conference - lodging	\$200 per night x 4 rooms x 2 nights	\$1,600		\$1,600
	Activity 2.3				
Instruction/Instruction Staff Development Other Charges	4 teachers attending CREATE conference in Kissimmee, FL- per diem	\$35.50 x 4 people x 3 days	\$426		\$426
	Activity 2.3				
Instructional Staff Development Other Charges	4 teachers attending CREATE conference - travel	\$420 per flight x 4 people plus \$125 ground travel	\$1,805		\$1,805
	Activity 2.3				
Instruction/Instruction Staff Development Other Charges	2 teachers attending TESOL Academy- registration	\$250 registration (per person) x 2	\$500		\$500
	Activity 2.3				
Instructional Staff Development Other Charges	2 teachers attending TESOL Academy- lodging	\$150 per night x 3 nights x 2 people	\$900		\$900
	Activity 2.3				
Instruction/Instruction Staff Development Other Charges	2 teachers attending TESOL Academy- per diem	\$71 x 2 people x 3 days	\$426		\$426
	Activity 2.3				

## Budget Narrative

### Title III, Part A

### Fiscal Year 2013

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instruction/Instruction Staff Development Other Charges	2 teachers attending TESOL Academy-travel	\$250 per flight x 2 people plus \$120 ground travel	\$620		\$620
	Activity 2.3				
Instruction/Instruction Staff Development Other Charges	5 teachers attending NABE Conference- registration	\$285 registration (per person) x 5	\$1,425		\$1,425
	Activity 2.3				
Instruction/Instruction Staff Development Other Charges	5 teachers attending NABE Conference- lodging	\$200 per night x 4 nights x 5 people	\$4,000		\$4,000
	Activity 2.3				
Instruction/Instruction Staff Development Other Charges	5 teachers attending NABE Conference-per diem	\$71 x 5 people x 4 days	\$1,420		\$1,420
	Activity 2.3				
Instruction/Instruction Staff Development Other Charges	5 teachers attending NABE Conference-travel	\$300 per flight x 5 people plus \$160 ground travel	\$1,660		\$1,660
	Activity 2.3				
<b>Total Activity 2.3</b>			<b>\$16,544</b>		<b>\$16,544</b>
Instruction/Special Programs Salaries & Wages	ESOL family/school liaisons	6.0 FTE	\$363,003		\$363,003
	Activity 3.2				
Fixed Charges	FICA	7.65% x \$363,003	\$27,770		\$27,770
	Activity 3.2				
Fixed Charges	W/C	0.34% x \$363,003	\$1,234		\$1,234
	Activity 3.2				
Fixed Charges	Retirement	13.29% x \$363,003	\$48,243		\$48,243
	Activity 3.2				
Fixed Charges	Health	6.0 FTE	\$62,588		\$62,588
	Activity 3.2				
Instruction/Special Programs Salaries & Wages	Extended year employment	36 days x daily rate	\$11,403		\$11,403
	Activity 3.2				
Instruction/Special Programs Salaries & Wages	Interpreters	\$32.29 per hour x 1,000 hours	\$32,290		\$32,290
	Activity 3.2				
Fixed Charges	FICA	7.65% x \$32,290	\$2,470		\$2,470
	Activity 3.2				



## Budget Narrative

### Title III, Part A

### Fiscal Year 2013

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Fixed Charges	W/C	$0.34\% \times \$32,290$	\$110		\$110
	Activity 3.2				
<b>Total Activity 3.2</b>			<b>\$549,111</b>		<b>\$549,111</b>
Academic and Vocational Education Salaries & Wages	Tutors	180 hours x \$28.26 per hour	\$5,087		\$5,087
	Activity 4.1				
Fixed Charges	FICA	$7.65\% \times \$5,087$	\$389		\$389
	Activity 4.1				
Fixed Charges	W/C	$0.34\% \times \$5,087$	\$17		\$17
	Activity 4.1				
<b>Total Activity 4.1</b>			<b>\$5,493</b>		<b>\$5,493</b>
Technology	Computers and appropriate software	100 i-pads with protective covers@ \$550 per computer plus software	\$56,540		\$56,540
	Activity 4.2				
<b>Total Activity 4.2</b>			<b>\$56,540</b>		<b>\$56,540</b>
Administration/Business Support Services/Transfers	Indirect Costs	2% of total direct costs less mid-level secretary salary and benefits	\$2,815		\$2,815
	Activity 6.1				
Mid-Level/Administration & Supv.	Secretary	0.2 FTE	\$7,485		\$7,485
	Activity 6.1				
Fixed Charges	FICA	$7.65\% \times \$7,485$	\$573		\$573
	Activity 6.1				
Fixed Charges	W/C	$0.34\% \times \$7,485$	\$25		\$25
	Activity 6.1				
Fixed Charges	Retirement	$13.29\% \times \$7,485$	\$995		\$995
	Activity 6.1				
Fixed Charges	Health	0.2 FTE	\$1,068		\$1,068
	Activity 6.1				
<b>Total Activity 6.1</b>			<b>\$12,961</b>		<b>\$12,961</b>
<b>TOTAL</b>			<b>\$661,032</b>		<b>\$661,032</b>

## Budget Narrative

### Title III, Part A

### Fiscal Year 2013

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
<b>Category/Object</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In-Kind</b>	<b>Total</b>
Parent Outreach Salaries & Wages	Interpreters	\$32.29 per hour x 300 hours	\$9,687		\$9,687
	Activity 1.1				
Fixed Charges	FICA	7.65% x \$9,687	\$741		\$741
	Activity 1.1				
Fixed Charges	W/C	0.34% x \$9,687	\$33		\$33
	Activity 1.1				
Parent Outreach Communication	Informational pamphlets	printing 1,000 copies	\$220		\$220
	Activity 1.1				
Parent Outreach Communication	Educational materials for parents	literacy materials	\$1,197		\$1,197
	Activity 1.1				
<b>Total Activity 1.1</b>			<b>\$11,878</b>		<b>\$11,878</b>
Educational Software and Technologies	Nonpublic	50 students x \$3 per student	\$150		\$150
	Activity 1.4				
Educational Software and Technologies	Batteries for portable transmitters	4 packs x \$27	\$109		\$109
	Activity 1.4				
<b>Total Activity 1.4</b>			<b>\$259</b>		<b>\$259</b>
Support Services/Transfers	Indirect costs	2% of total direct costs	\$243		\$243
	Activity 2.1				
<b>Total Activity 2.1</b>			<b>\$243</b>		<b>\$243</b>
<b>TOTAL</b>			<b>\$12,380</b>		<b>\$12,380</b>

**MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$661,032	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	English Language Acquisition - LEP	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	7/1/2012	9/30/2014	
		FROM		TO	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						12,961.00	12,961.00
Prog. 23 Centralized Support				1,122.00			1,122.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	411,783.00		56,540.00				468,323.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						8,200.00	8,200.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	7,115.00	4,500.00		15,422.00			27,037.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							
<b>212 Fixed Charges</b>				143389			143,389.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	418,898.00	4,500.00	56,540.00	159,933.00	0.00	21,161.00	661,032.00

Finance Official Approval	Kathleen Courtney		7/19/12	410-887-4345 x340
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	S. Dallas Dance, Ph.D., Superintendent		7/25/12	410-887-4281
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

**MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$12,380	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	English Language Acquisition -Immigrant	GRANT RECIPIENT NAME	Baltimore County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	3350-054-XXXX		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME			
FUND SOURCE CODE	6949	GRANT PERIOD	7/1/2012	9/30/2014	
			FROM	TO	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						243.00	243.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						150.00	150.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				774			774.00
<b>214 Community Services</b>	9687		1306	220			11,213.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	9,687.00	0.00	1,306.00	994.00	0.00	393.00	12,380.00

Finance Official Approval	Kathleen Courtney		7/19/12	410-887-4345 x340
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	S. Dallas Dance, Ph.D., Superintendent		7/25/12	410-887-4281
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #



# BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent

6901 Charles Street Towson, MD • 21204-3711

December 8, 2011

Dear Head Administrator or Principal:

Baltimore County Public Schools (BCPS) will hold its annual federal grant programs meeting for private schools on Wednesday, January 18, 2012 from 9:00 a.m. to 12:00 p.m. The meeting will be held at:

Crowne Plaza Baltimore  
2004 Greenspring Drive  
Timonium, MD 21093

At this meeting, you will learn more about the various BCPS federal 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 Tuesday, January 24, 2012 from 9:00 a.m. – 12:00 p.m. in Room 114 of the Education Support Services Building (ESS), 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 to 410-252-6079 or via U.S. mail.

If you have any questions, please don't hesitate to contact me at 410-887-4345 ext. 382 or at [rdavis9@bcps.org](mailto:rdavis9@bcps.org).

Thank you and I look forward to seeing you on January 18<sup>th</sup>.

Sincerely,



Roe Davis  
Grants Compliance Specialist

Enclosure

*Focused on Quality; Committed to Excellence*

**Registration for Baltimore County Public Schools'  
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 Financial Reporting  
c/o Roe Davis  
1940 G Greenspring Drive  
Timonium, MD 21093**

**Or fax to:  
410-252-6079**

\_\_\_\_\_ A representative from my school will attend the federal grant programs meeting. The total number of attendees from my school will be \_\_\_\_\_.

\_\_\_\_\_ We are unable to attend the federal grant programs meeting. However, my school plans to participate in the following programs during the **2012-2013** school year (please check all that apply):

\_\_\_\_\_ Title I, Part A – Supplemental program for academically at-risk students in schools with high concentrations of low-income families.

\_\_\_\_\_ Title II, Part A - Preparing, Training, and Recruiting High Quality Teachers and Principals

\_\_\_\_\_ 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 federal grant programs for the **2012-2013** 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 PROGRAMS MEETING SY 2012-13

### Agenda

January 18, 2012  
9:00 -11:30 a.m.

**Participants:** Representatives of private schools located in Baltimore County; Mary Dagen and Katie Filling - BCPS Title IA; Jeanne Imbriale and Kim Spahn - BCPS Title IIA; Donna Miller - BCPS Title IIIA; Marsye Kaplan, Paula Boykin, Shawnda Johnson, Julie Quinn, - BCPS Office of Special Education; Kathy Courtney, Nancy Golub – BCPS Grant Accounting; Roe Davis - BCPS Grants Compliance Specialist

By the end of this meeting, the following outcomes will have been met:

- Attendees will be provided with information on the equitable services efforts of Baltimore County Public Schools.
- Attendees will be provided with general information about the various federal programs administered by Baltimore County Public Schools.
- Attendees will have the opportunity to ask questions and provide preliminary, general feedback on BCPS federal programs.
- Attendees will complete an "Intent to Participate" form indicating participation interest for school year 2012-13.

Topic	Person Responsible	Time Frame
Continental Breakfast	Group	15 minutes
Welcome and Overview	Roe Davis, Grants Compliance Specialist	15 minutes
Title IA	Mary Dagen, Katie Filling	30 minutes
Title IIA	Jeanne Imbriale	20 minutes
Title IIIA	Donna Miller	15 minutes
Special Education	Marsye Kaplan	30 minutes
Q and A	Group	15 minutes
Intent to Participate and Evaluations	Private School Representatives	15 minutes
Adjournment		

Baltimore County Public Schools  
Federal Grants Programs      al Consultation meeting  
January 18, 2012

Last Name	First Name	Title	School	Signature
Johnson	Shawanda	Supervisor	OSE	[Signature]
Gibson	Lori	Business Mgr	BHCHS	[Signature]
KARRO	PHYLLIS	PRINCIPAL	ST JOSEPH, FULLERTON	[Signature]
Carroll	Ann	DP Coordinator	Villa Maria Schools	[Signature]
Holloway	Charles	Asst Dir of Edu	YIT	Charles Holloway
GINZHER	Tracey	DIRECTOR OF DEVELOPMENT	BALTIMORE LUTHERAN	[Signature]
Robinson	Angie	Director Cur	Play & Learn	[Signature]
Vanderveen	Pamela	Coordinator	Forbush at Glyndon	[Signature]
Khan	Donna	Admin. Asst	St Rahmeh	[Signature]
Shidurrahman	Lama	Principal	St Rahmeh	[Signature]
Davis	Beverly	Principal	the new mark of excellence	Beverly Y. Davis
Boyle	John	Director	Christud Fine	[Signature]

This meeting serves as the initial consultation meeting between BCPS and representatives of private schools in the jurisdiction and includes a general discussion of the equitable participation elements of various federal programs.



Baltimore County Public Schools  
Federal Grants Program: Final Consultation meeting  
January 18, 2012

Last Name	First Name	Title	School	Signature
Litz	Josua	Development Director	Good Shepherd School	Josua Litz
ABPLANALP	LYNN	DIRECTOR	Trinity Church Day School	Lynn Abplanalp
Sansosti	Jennifer	Finance Director	St. Ursula School	Jennifer Sansosti
BURNS	HARRY	Business Mgr	Perry Hall Christian School	Harry Burns
Brown	David	Dir. of Ed	Good Shepherd School	David Brown
Kennedy	Sharon	Coor. Govt + Public Funding	Immaculate Conception	Sharon Kennedy
Grabbert	Tim	Principal	St Paul	Tim Grabbert
CLARK	LARRAINE	Bus. MGR	Mount de Sales Academy	Laraine Clark
Chrismes	Sr. Petermore	Vice Principal of Academic Affairs	Mount de Sales	Sr. Peter McCarrie
Banks	Susan	Principal	J. Agnes School	Susan Banks
Bianco	AL	Asst. Principal	NDP	Al Bianco
Easley	Alex	Director	Bethany Christian	Alex Easley

This meeting serves as the initial consultation meeting between BCPS and representatives of private schools in the jurisdiction and includes a general discussion of the equitable participation elements of various federal programs.



Baltimore County Public Schools  
Federal Grants Program: Final Consultation meeting  
January 18, 2012

Last Name	First Name	Title	School	Signature
Cohen	Isaiah	President Tech Director	Maryvale	Isaiah Cohen
McClintock-Renault	Jennifer	Assoc VP	The Arrow Center for Education	
Alperin	Jeffrey	Principal	The Manor Residential Sch.	Jeffrey Alperin
Patrick	Mary	Principal	St Stephen School	Mary Patrick
Thompson	Jane	Tech Asst.	Calvert Hall	Jane Thompson
Kelly	Pat	Principal	St. Michael	Patricia Kelly
Tondelheit	Barbara	Principal	Redeemer Christian School	Barbara Tondelheit
Burleigh	Sr. Anne Catherine	Principal	Ht de Sales	Sr. Anne Catherine Burleigh
Greer	Lauren	Teacher, Grant coordinator	St. Joseph School - Cockeysville	Lauren Greer
Peterson	Marcia	Lower School Head	The Odyssey School	Marcia Peterson
Gicking	Monica	Asst. Principal	Liberty Christian School	Monica Gicking
WOLMAN	RUTH	Day School Liaison	Center of Jewish Education	Ruth Wolman

This meeting serves as the initial consultation meeting between BCPS and representatives of private schools in the jurisdiction and includes a general discussion of the equitable participation elements of various federal programs.



**Baltimore County Public Schools**  
**Federal Grants Program: Final Consultation meeting**  
**January 18, 2012**

Last Name	First Name	Title	School	Signature
Rosenberg	Judith	Librarian	Bais Yakov	Judith Rosenberg
Harwick	Beth	ASST. PRINCIPAL	B465 YAA KIV MIDDLE	Beth Harwick
Ricketts	Byrdie	Principal	Our Lady of Grace	Byrdie Ricketts
Pecillo	Kelly	Asst Director	Trinity Episcopal Children's Center	Kelly Pecillo
Visse	Mordechai	Principal	Tureh Institute	Mordechai Visse
Lamp	Shirley	Business Manager	Montessori	Shirley Lamp
Sanders	Yitzchok	ASST PRINCIPAL	BAS YAAKOV MIDDLE	Yitzchok Sanders
Filling	Katie	Resource Teacher	Title I	Katie Filling
Maier (Santos)	Marina	Program Director	Play and Learning Center	Marina Maier
Golub	Nancy	ASST. AECT	BCPS	Nancy Golub
Duband	Kathy	Principal	Forbush Elementary	Kathy Duband
Jackson	Keaton	Ed. Specialist	New Visions Academy	Keaton Jackson

This meeting serves as the initial consultation meeting between BCPS and representatives of private schools in the jurisdiction and includes a general discussion of the equitable participation elements of various federal programs.



Baltimore County Public Schools  
Federal Grants Programs      al Consultation meeting  
January 18, 2012

Last Name	First Name	Title	School	Signature
Mohr	Linda	Director	All Stars Learning Center	Linda Mohr
<del>Dee</del> Courtney	Kathy	Cost Acct	BCPS	K Courtney
Tartaglia	Stephen	Assistant Principal	Sacred Heart School	Stephen Tartaglia
Andrews	Leslie	Business mgr.	Lamb of God School	Leslie Andrews
Olsewski	Christine	Principal	Our Lady of Mt. Carmel	Christine Olsewski
Spahn	Kim	Fiscal Asst.	BCPS	Kim Spahn
Kaplan	Marsye	Sup. Related Services	BCPS	Marsye Kaplan
Riegger	Susan	Havenwood preschool	Director	Susan Riegger
Warthen	Mary Jo	Principal	St. Mark	Mary Jo Warthen
Delcher	Jean	Principal	St John-Hydes	Jean Delcher
Ringgold	Patricia	Director	Valley Baptist Pentecostal	Patricia Ringgold
Dee Diebing	Joan	Director	Thunah More	Joan D. Diebing

This meeting serves as the initial consultation meeting between BCPS and representatives of private schools in the jurisdiction and includes a general discussion of the equitable participation elements of various federal programs.

## Baltimore County Public Schools

[illegible]

This meeting serves as the initial consultation meeting between BCPS and representatives of private schools in the jurisdiction and includes a general discussion of the equitable participation elements of various federal programs.



**Baltimore County Public Schools'  
Federal Programs Intent to Participate Form  
2012-2013 School Year**

School Name	Administrator's Name (Please Print)
Street Address	City, State, Zip
Email Address	Signature <span style="float: right;">Date</span>

**Please indicate the number of instructional staff (teachers & paraprofessionals/instructional assistants) in your building for the 2011-2012 school year.**

**Directions:** Please place a check next to all programs in which your school is interested in participating during the 2012-2013 school year.

	<b>Title I, Part A – Improving the Academic Achievement of the Disadvantaged</b> Supplemental program for academically low-achieving students who reside in participating Title I schools attendance areas. Please note: this information was collected for the 2012 – 2013 school year during the Fall of 2011. If your school did not return the Income Survey and Intent form, please contact Katie Filling at 410-887-3487.
	<b>Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals</b>
	<b>Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students</b>
	<b>Please check here if you are interested in being contacted when Baltimore County Public Schools applies for other grants that require involvement of private schools.</b>

**Please return by March 2, 2012**

BCPS - Office of Accounting  
c/o Roe Davis  
1940 G Greenspring Drive  
Timonium, MD 21093  
Fax: 410-252-6079

## 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**

<b>Local School System:</b> <u>Baltimore County Public Schools</u>	<b>Fiscal Year</b> 2013
<b>TITLE I-D COORDINATOR:</b> <u>BOB PETTEBONE</u>	
<b>Telephone:</b> <u>410-887-2270</u>	<b>E-mail:</b> <u>bpettebone@bcps.org</u>

- A. ALLOWABLE ACTIVITIES [Section 1424]:** For all allowable activities that will be implemented under Title I-D, (a) provide a brief description of services, (b) how the services will be coordinated with local institutions for neglected and delinquent youth and/or correctional institutions, and (c) timelines or target dates. Provide the amount of funding for the Title I-D services. *Use separate pages as necessary for descriptions.*

<b>Allowable Activities</b>	<b>Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers</b>	<b>Public School Costs</b>
1.1 Programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education [section 1424(1)].	Students who are committed to detention center are returned to school when their time has been served. A transition facilitator monitors the return to make sure student is successful. The facilitator contacts parents/guardians, and follow-up continues for six months. The special educator will also contact parents/guardians, when appropriate.	\$17,713
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)].		
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)].		
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)].		
1.5 Programs providing mentoring and peer mediation [section 1424(5)].		



## 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 2013
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#### B. LOCAL AGENCY PROGRAMS

1. **Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities, and an accounting of these individuals. Also include the number of individuals returning to the system. Describe what services are provided.**

Last year, there were 23 students who took credit classes at the Baltimore County Detention Center (BCDC). Of those students, 17 had learning difficulties. Of those students that returned to school, 8 were successful. Of those 8, 5 received special education services. There were 5 high school graduates out of the 23 students. Students are incarcerated for various reasons, some of which include drug abuse. These students are charged as adults; and therefore, their offenses are serious. Only 1 of the 23 students was at the detention center for a drug abuse offense.

The services provided last year at BCDC were as follow: credit classes, special education services, transition counseling, monitoring of student success at the home school, and GED classes (both at BCDC and as the students returned to the community). A psychologist provided counseling services, and a leadership team met monthly to discuss student needs and the progress of the program in meeting those needs. Drug counseling was also provided by the detention center. In 2012 – 2013, the program will be the same except that the GED classes will no longer be funded through Title 1, Part D. GED classes will be funded and managed by the Community Colleges of Baltimore County. BCPS will provide the services for students enrolled in the credit program, including any special education services needed.

Once the student returned to school, the pupil personnel worker met with the student and parents/guardians. The purpose of the meeting was to determine if the placement in the school met the needs of the student or if the school was the least restrictive environment (if the student was to receive special education services). The services of the IEP team were used to assure proper placement and to continue the services provided at the detention center in a more intensified manner.

2. **Provide a description of how the programs will involve the parents in efforts to improve the education achievement of their children.**

Letters are sent monthly from the education program at the detention center to parents/guardians. These letters provide information regarding the courses taken and progress in the program. Parents/guardians are contacted by the resource teacher and the transition facilitator when the student is released. The facilitator works with the parent/guardian to help them understand what services are available and helps them to access those services. The school contacts the parent/guardian and meets with them concerning the schedule of classes and helps them understand what the student needs to do to be successful at school and to graduate. If appropriate, the parents/guardians are invited to an IEP team meeting.

3. **Provide a description of how the Neglected or Delinquent Program will be coordinated with other federal, state, and local programs.**

Because the students will return to the schools, all resources of the school system are available. Both the Recovery and Reinstatement Act and the No Child Left Behind Act aim at making the education system stronger and provide for a high quality education for *all* children. The standards that are in place for

children include stronger accountability and high quality teaching staff. These standards are carried out through annual assessments, high-quality curriculum, standards in reading and mathematics, and annual measurable objectives.

- 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.**

BCPS' Office of Alternative Education will work with the providers of programs in the community and parents/guardians to find a placement for students who are having difficulty adjusting to the school setting. Evening High School and the alternative high schools are two options used by the students. If those options do not work, then other options are explored to include online providers. The most appropriate placement will be determined.

- 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. Therefore, BCPS uses all of its Subpart 2 funds for programs at the Baltimore County 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]**

This program has changed direction for the 2012 – 2013 school year. BCPS will only offer the option of taking curriculum classes which are needed to complete the high school diploma to the students being served. If a student prefers the GED track, the community college will offer the classes. Last year, 23 students received instruction in curriculum courses during the grant period. Prior to that, only students who were ages 14 and 15 received curriculum instruction. In FY 10, there were 5 students who were age 14 and 19 students who were age 15. In FY 11, there were 5 students who were 14 years of age and 16 students who were 15 years of age.

## 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 2013

**C. EVALUATION OF TITLE I-D PROGRAM ACTIVITIES: The local school system must evaluate the program at least once every three years, disaggregating data on participation by gender, race, ethnicity, and age to determine the program's impact on the ability of participants —**

- To maintain and improve educational achievement;
- To accrue school credits that meet State requirements for grade promotion and secondary school graduation;
- To make the transition to a regular program or other education program operated by the school system;
- To complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
- As appropriate, to participate in postsecondary education and job training programs.

At a minimum, the evaluation must include information and data on the use of funds, the types of services provided, and the students served by the programs. However, the evaluation should contain sufficient information for the services that were provided and the effect on academic achievement.

In conducting each evaluation, the school system must use multiple and appropriate measures of student progress. Because the new requirements under No Child Left Behind began in 2002, the first evaluation was due to MSDE on October 17, 2005 as part of the annual Bridge to Excellence update, and a new evaluation will be due this October as part of the annual update. The school system will use the results of the evaluation to plan and improve subsequent programs for participating children and youth.

**D. BUDGET INFORMATION AND NARRATIVE**

1. Provide a detailed budget on the MSDE Proposed Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in the Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).
2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 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


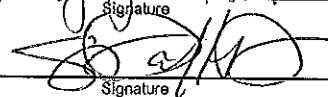
**Budget Narrative  
Title I, Part D  
Fiscal Year 2013**

Item	Calculation	Requested	In-Kind	Grand Total
<b>01- Salaries and Wages</b>				
Transition Facilitator	16.5 hrs/wk. x 23 wks X \$33.91/hr	\$12,869		\$12,869
Clerical	12.0 hrs/wk. x 24 wks X \$11.73/hr	\$3,378		\$3,378
	<b>Total Salaries and Wages</b>	\$16,247		\$16,247
<b>02- Contracted Services</b>				
	<b>Total Contracted Services</b>			
<b>03- Supplies/Materials</b>				
Office Supplies	file folders (3 boxes X \$8.22) plus paper clips (10 boxes x \$0.15) plus hanging file pockets (2 boxes x \$31.99) plus Post-It Notes (5 packs at \$9.06) plus copy paper (1 case at \$32.56)	\$168		\$168
	<b>Total Supplies/Materials</b>	\$168		\$168
<b>04- Other Charges</b>				
FICA/WC	7.99%	\$1,298		\$1,298
	<b>Total Other Charges</b>	\$1,298		\$1,298
<b>05- Equipment</b>				
	<b>Total Equipment</b>			
<b>08- Transfers **</b>				
Business Support	3.44%	\$609		\$609
	<b>Total Transfers</b>	\$609		\$609
<b>Total Costs</b>		<b>\$18,322</b>		<b>\$18,322</b>

**MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET**

ORIGINAL GRANT BUDGET	18,322.00	AMENDED BUDGET #		REQUEST DATE	July 1, 2012
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 #	3350-011-3341	
REVENUE SOURCE	ESEA, Title I Part D		SCHOOL NAME	Office of Alternative Education	
FUND SOURCE CODE			GRANT PERIOD	July 1, 2012 through September 30, 2013	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						609.00	609.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	3,378.00		168.00				3,546.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	12,869.00						12,869.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				1,298.00			1,298.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	16,247.00	0.00	168.00	1,298.00	0.00	609.00	18,322.00

Finance Official Approval	Nancy Golub, CPA		8/7/12	410-887-4345 x368
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	S.Dallas Dance, Ph.D., Superintendent		10/2/12	410-887-4281
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

## Attachment 13



## Fine Arts

**1. Describe the progress that was made in 2011-2012 toward meeting programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.**

**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 2011.
- Two curriculum plenary workshops were conducted to examine existing curriculum and set system, office, and course priorities for the 2012 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 2011.
- 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 and 2012.
- A bank of formative and summative assessments for the high school comprehensive programs for Dance I, II, and III were created in the summer of 2010 and reviewed and revised in the summer of 2011.
- Unit assessments for Grade 6 magnet dance were created in the summer of 2011.

*Fine Arts Strategic Plan Strategy III*

*Professional Development*

- Two professional development days were held during the 2011-2012 year for dance teachers. One session addressed technology in the dance classroom and West African dance, and the second session included workshops on the Language of Dance and how to implement hip-hop units.
- The systemwide professional study day was held in August 2011 and addressed best practices in dance education.
- The fifth annual Dance Educator's Training Institute was held in August 2011 in partnership with ClancyWorks Dance Company.
- The dance resource teacher and a magnet high school dance teacher attended and presented at the National Dance Education Organization's annual conference.
- One leadership cadre meeting was held in June 2012.
- The dance resource teacher facilitated the Making the Connection, Quality Arts Integration continuing professional development course for K-5 teachers.

- The dance resource teacher attended the Arts Education in Maryland Schools (AEMS) CAFÉ Conference.

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 four fine arts dance programs.
- The Grade 5 Ballroom Stars Program completed its fifth year, providing one-week intensive instruction in 27 schools. Two elementary schools performed in the All-County Honors Ensemble Spring Dance Concert.
- The sixth 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 Fifteenth 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 Ballet, Modern, Jazz, and coaching class.
- 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.
- Sixteen teachers provided fine arts dance education in twelve programs.
- West Towson Elementary School maintained a part-time position with a focus on arts integration and dance.
- Two new high school comprehensive dance programs will be beginning in the fall of 2012.



## **Music**

### **Fine Arts Strategic Plan Strategy I** *Curriculum Alignment*

- Revision of the Music for Life curriculum was completed in the summer of 2011 and piloted during the 2011-2012 school year.
- An elementary vocal music wiki was developed to share K–5 best practices.

### **Fine Arts Strategic Plan Strategy II** *Performance-based Assessments*

- Performance assessments for secondary band, chorus, and orchestra ensembles in grades 8–12 were held March 2012 and May 2012.
- Teachers assisted during 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 for all K–12 music teachers was held in August 2011. Teachers received curriculum updates and participated in a variety of sessions focused on preparing the 21<sup>st</sup> century music learner in the areas of critical thinking and problem solving; creativity and innovation; collaboration, teamwork and leadership.
- Advanced Placement (AP) mentoring cadre sessions were held in September 2011 and January and March 2012 for teachers of AP music theory.
- Planning workshops for the revision of World Music Grade 7 and the Elementary Choral and Recorder Festival were conducted in June 2012.
- Professional development was provided to teachers whose ensembles did not meet standards on the 2011 performance assessments.
- Office staff attended and presented at national and state conferences.

### **Fine Arts Strategic Plan Strategy IV** *Facilities, Equipment, Materials, and Supplies*

- Music supplies and 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*

- High school students performed in a Side-by-Side Concert with the Baltimore Symphony Orchestra (BSO).

- Students in select elementary schools attended free concerts held by the BSO.
- The Lyric Opera House provided free Opera-to-Go programs for select schools.
- Additional enrichment programs and opportunities included the Marching Band Showcase, the Middle and High School All Honors Concerts, the Elementary Choral and Recorder Festival, and the High School All Honors Jazz Concert.
- Students participated in the Solo and Ensemble Festival which included over 600 adjudicated events.

#### 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*

- A team of teachers wrote a curriculum guide for Technical Theatre with a focus on magnet and comprehensive high schools.
- The guide was reviewed by theatre teachers in the fall of 2011.

#### Fine Arts Strategic Plan Strategy II

##### *Performance-based Assessments*

- Teachers continue to administer final exams for high school theatre courses.

#### Fine Arts Strategic Plan Strategy III

##### *Professional Development*

- Theatre teachers met in October of 2011 to establish goals for BCPS' theatre programs countywide.
- Theatre teachers met in January of 2012 to share resources, review the Technical Theatre curriculum, and begin the planning of a summer workshop with the Hippodrome Theatre.
- In June 2012, 35 theatre teachers attended a full-day workshop at the Hippodrome Theatre. Topics included acting, staging, set design, and lighting.

#### Fine Arts Strategic Plan Strategy V

##### *Enhance and Develop Programs*

- A team of theatre teachers met three times in the fall of 2011 to develop a proposal for an in-service theatre course that would provide teachers with safety training as well as direction in lighting and staging.

## Visual Arts

### Fine Arts Strategic Plan Strategy I *Curriculum Alignment*

- Curriculum guides were piloted for Magnet Figure Sculpture, Photography, Middle School, Magnet Multimedia, High School Comprehensive, and Elementary.
- Sample benchmark assessments were completed for Grade 8.

### 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 common core connections.
- A visual arts wiki was developed to share K–12 best practices.

### Fine Arts Strategic Plan Strategy III *Professional Development*

- Over 275 art teachers attended the August 2011 professional development sessions on curriculum revision and best practices.
- Elementary representatives, middle school team leaders, and high school department chairpersons attended three liaison meetings to be informed of current best practices at the Baltimore Museum of Art (BMA).

### Fine Arts Strategic Plan Strategy IV *Facilities, Equipment, Materials, and Supplies*

- Kilns were repaired and vented.
- A new kiln was purchased and installed at Glyndon Elementary 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 reported in prompt #1.**

Implementation of Fine Arts Strategic Plan activities are aligned with the 2011–2012 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.
- The Office of Magnet Programs funded the creation of the Grade 6 unit assessments.

### Fine Arts Strategic Plan Strategy III *Professional Development*

- Professional development for dance teachers was funded by the MSDE Fine Arts Initiative and Title II.
- The fifth 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.
- The operating budget from the Offices of Health, Physical Education, and Dance funded the curriculum writer's plenary meetings.
- Title II and the MSDE Fine Arts Initiative funded the attendance at conferences and conventions for three teachers.
- Title II funded the resource teacher's attendance at the CAFÉ Conference.

### 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 operating budget provided for the revision of the Music for Life curriculum.

Fine Arts Strategic Plan Strategy II  
*Performance-based Assessments*

- The middle and high school assessment process was funded by the MSDE 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 2012 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 MSDE Fine Arts Initiative.

Fine Arts Strategic Plan Strategy III  
*Professional Development*

- Professional development for music teachers was funded by the MSDE Fine Arts Initiative and Title II.
- The MSDE Fine Arts Initiative funded substitutes to allow teachers to attend the AP mentoring cadres and an ETS scoring workshop.
- Title II provided funds for four teachers to attend the American Choral Directors Association (ACDA) Conference.
- Title II funds provided for the clinicians that were contracted to work with teachers whose ensembles did not meet standards on the 2011 performance ensembles.

Fine Arts Strategic Plan Strategy IV  
*Facilities, Equipment, Materials, and Supplies*

- Five digital recorders, choral music, and a digital keyboard were purchased with funds from the MSDE Fine Arts Initiative.
- 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 operating budget funded registration fees for students and chaperones to participate in statewide enrichment activities.
- The operating budget supported all enrichment activities.
- Free tickets provided by the Baltimore Symphony Orchestra and the Lyric Opera House were made available through grants and private donors.
- The MSDE Fine Arts Initiative financially supported the contracting of judges for the Solo and Ensemble Festival.

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*

- In June 2012, 35 theatre teachers attended a full-day workshop at the Hippodrome Theatre. Topics included acting, staging, set design, and lighting.

Fine Arts Strategic Plan Strategy V  
*Enhance and Develop Programs*

- BCPS and the Hippodrome Theatre foundation continued a partnership by offering group tickets to schools for identified shows including “The Lion King.”
- Participation in the events funded for the Hippodrome Theatre foundation required participation in school theatre studies and activities related to the show.

**Visual Arts**

Fine Arts Strategic Plan Strategy III  
*Professional Development*

- The MSDE Fine Arts Initiative funded programs for special exhibits used as advocacy tools and student exemplars.
- The MSDE 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 Glyndon Elementary 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 fifth year in the summer 2012, 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 2012.
- 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**

- The Office of English Language Arts would like to offer professional development sessions once per quarter during the 2012-2013 school year. During these professional development sessions, experienced theatre teachers will work with new teachers to develop best practices in the areas of acting, staging, technical theatre, and production.

## **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 2012-2013 and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.

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

**Master Plan Indicator 1.11:** All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards.

**Master Plan Strategies:**

- d) Provide an array of courses aligned with the Maryland Content Standards for students to meet their fine arts credit requirement.
- f) Develop and implement instructional strategies that include multiculturalism and differentiation.
- g) Provide the opportunity for students to participate in music, art, athletic, and extracurricular activities.
- i) Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.
- j) Integrate technology in the teaching/learning process.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
- o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

**Activities:**

**Dance**

- Substitute pay will continue to be provided, as appropriate, in order for teachers to attend professional development activities.
- The Office of Dance is working with the Office of Magnet Programs 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 2011-2012 enabling professional development costs to be covered outside of grants.
- The Offices of Health, Physical Education, and Dance have requested that the county maintain the full-time dance resource teacher position for 2012-2013.

### **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.
- MSDE Fine Arts Initiative funding will continue to be used to support and enhance enrichment opportunities and the implementation of curricula.
- Approved Title II funding requests for 2012-2013 will continue to be used to provide additional professional development for ongoing curricula support, raising performance standards, and conference attendance for teachers.

### **Theatre**

- Approved Title II funding requests for 2012-2013 and the MSDE Fine Arts Initiative funding will continue to be used to provide teachers with enrichment opportunities with the Hippodrome Theatre foundation.
- The use of other funding sources and the Fine Arts grant will be used to organize collaborative planning sessions for theatre teachers once per quarter to address acting, staging, technical theatre, and production. In particular, there will be a focus on building mentor relationships between experienced theatre teachers and new teachers.
- The use of other funding sources and the Fine Arts grant will be used to design an in-service course for theatre teachers to address technical theatre and safety guidelines.

### **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 implementing curriculum materials and resources.
- Collaborative planning sessions have allowed for the continued development of a visual arts wiki 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 2013**

Category/Object	Line Item	Amount	In-Kind	Total
<b>DANCE</b>				
Strategy 1		\$0	\$7,497	\$7,497
Strategy 2		\$0	\$3,610	\$3,610
Strategy 3		\$600	\$6,229	\$6,829
Strategy 4		\$930	\$0	\$930
Strategy 5		\$6,455	\$9,995	\$16,450
Strategy 6		\$0	\$1,356,098	\$1,356,098
Administrative Business Support Services - Transfers	Indirect Costs	\$159	\$0	\$159
<b>Dance TOTAL</b>		<b>\$8,144</b>	<b>\$1,383,429</b>	<b>\$1,391,573</b>
<b>MUSIC</b>				
Strategy 1		\$0	\$16,661	\$16,661
Strategy 2		\$12,691	\$78,000	\$90,691
Strategy 3		\$2,305	\$0	\$2,305
Strategy 4		\$973	\$200,000	\$200,973
Strategy 5		\$0	\$25,400	\$25,400
Strategy 6		\$0	\$20,642,575	\$20,642,575
Administrative Business Support Services - Transfers	Indirect Costs	\$320	\$0	\$320
<b>Music TOTAL</b>		<b>\$16,289</b>	<b>\$20,962,636</b>	<b>\$20,978,925</b>
<b>THEATRE</b>				
Strategy 1		\$1,388	\$0	\$1,388
Strategy 2		\$0	\$0	\$0
Strategy 3		\$4,882	\$0	\$4,882
Strategy 4		\$1,091	\$0	\$1,091
Strategy 5		\$624	\$945	\$1,569
Strategy 6		\$0	\$2,429,086	\$2,429,086
Administrative Business Support Services - Transfers	Indirect Costs	\$159	\$0	\$159
<b>Theatre TOTAL</b>		<b>\$8,144</b>	<b>\$2,430,031</b>	<b>\$2,438,175</b>
<b>VISUAL ARTS</b>				
Strategy 1		\$0	\$0	\$0
Strategy 2		\$0	\$0	\$0
Strategy 3		\$3,654	\$3,383	\$7,037
Strategy 4		\$8,000	\$112,232	\$120,232
Strategy 5		\$1,233	\$5,200	\$6,433
Strategy 6		\$3,240	\$16,401,543	\$16,404,783
Administrative Business Support Services - Transfers	Indirect Costs	\$162	\$0	\$162
<b>Visual Arts TOTAL</b>		<b>\$16,289</b>	<b>\$16,522,358</b>	<b>\$16,538,647</b>
<b>GRAND TOTAL</b>		<b>\$48,866</b>	<b>\$41,298,454</b>	<b>\$41,347,320</b>

# Budget Narrative

## Fine Arts

### Fiscal Year 2013

#### Strategy 1: Align existing and developing curriculum with the Maryland Essential Learner Outcomes

##### Master Plan Goal 1, Performance Indicator 1.11

All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards.

##### Key Strategies:

- d) Provide an array of courses aligned with the Maryland Content Standards for students to meet their fine arts credit requirement.
- f) Develop and implement instructional strategies that include multiculturalism and differentiation.
- j) Integrate technology in the teaching/learning process.
- o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
<b>Dance</b>					
Regular Programs Salaries & Wages	Curriculum Writers - HS Electives curriculum revision Phase I - funded by the Operating Budget	3 teachers x 5 days x \$257.14		\$3,857	\$3,857
Fixed Charges	FICA & W/C	.0765 x \$3,857 = \$295 .0034 x \$3,857 = \$13		\$308	\$308
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 .0034 x \$1,543 = \$5		\$123	\$123
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 .0034 x \$1,543 = \$5		\$123	\$123
<b>Total Dance</b>			<b>\$0</b>	<b>\$7,497</b>	<b>\$7,497</b>
<b>Music</b>					
Regular Programs Salaries & Wages	Revise Music Technology Curriculum	6 teachers x 10 days x \$257.14		\$15,428	\$15,428
Fixed Charges	FICA & W/C	.0765 x \$15,428 = \$1,180 .0034 x \$15,428 = \$53		\$1,233	\$1,233
<b>Total Music</b>			<b>\$0</b>	<b>\$16,661</b>	<b>\$16,661</b>
<b>Theatre</b>					
Regular Programs Salaries & Wages	Curriculum Writers--Revision of Countywide Safety Course	1 teacher x 5 days x \$257.14	\$1,286		\$1,286
Fixed Charges	FICA & W/C	.0765 x \$1,286 = \$98 .0034x \$1,286 = \$4	\$102		\$102
<b>Total Theatre</b>			<b>\$1,388</b>	<b>\$0</b>	<b>\$1,388</b>
<b>Visual Arts</b>					
<b>Total Visual Arts</b>			<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Total Strategy 1</b>			<b>\$1,388</b>	<b>\$24,158</b>	<b>\$25,546</b>

**Strategy 2: Include performance-based assessments developed from Essential Curriculum****Master Plan Goal 1, Performance Indicator 1.11**

All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards.

**Key Strategies:**

- d) Provide an array of courses aligned with the Maryland Content Standards for students to meet their fine arts credit requirement.
- f) Develop and implement instructional strategies that include multiculturalism and differentiation.
- j) Integrate technology in the teaching/learning process.
- o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
<b>Dance</b>					
Regular Programs Salaries & Wages	Exam/Unit Assessment Review and Revision MS Magnet - funded by Office of Magnet Programs	3 teachers x 3 days x \$257.14		\$2,314	\$2,314
Fixed Charges	FICA & W/C	.0765 x \$2,314 = \$177 .0034 x \$2,314 = \$8		\$185	\$185
Regular Programs Salaries & Wages	High School Magnet prime elective courses assessments - funded by the 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 .0034 x \$1,029 = \$3		\$82	\$82
<b>Total Dance</b>			<b>\$0</b>	<b>\$3,610</b>	<b>\$3,610</b>
<b>Music</b>					
Regular Programs Contracted Services	Assess students for Side by Side performance	10 assessors @ \$100/day	\$1,000		\$1,000
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	28 teachers @ \$28.26/hr. x 3 hours x 3 days	\$7,122		\$7,122
Fixed Charges	FICA & W/C	.0765 x \$7,122 = \$545 .0034 x \$7,122 = \$24	\$569		\$569
<b>Total Music</b>			<b>\$12,691</b>	<b>\$78,000</b>	<b>\$90,691</b>
<b>Theatre</b>					
					\$0
<b>Total Theatre</b>			<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Visual Arts</b>					
<b>Total Visual Arts</b>			<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Total Strategy 2</b>			<b>\$12,691</b>	<b>\$81,610</b>	<b>\$94,301</b>

**Strategy 3: Train fine arts teachers in the effective use of standards-based curriculum****Master Plan Goal 1, Performance Indicator 1.11**

All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards.

**Key Strategies:**

- i) Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.
- j) Integrate technology in the teaching/learning process.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
- y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

**Master Plan Goal 3, Performance Indicator 3.2**

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
<b>Dance</b>					
Instructional Staff Development Contracted Services	Guest Artists - master classes for teachers' professional development	4 x \$150 per artist = \$600	\$600	\$320	\$920
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 Title II funding	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
Fixed Charges	FICA & W/C	$.0765 \times \$339 = \$26$ $.0034 \times \$339 = \$1$		\$27	\$27
Instructional Staff Development Salaries & Wages	Substitutes for professional development days - Operating Budget	2 days x 8 subs x \$84.58		\$1,353	\$1,353
Fixed Charges	FICA & W/C	$.0765 \times \$1,353 = \$103$ $.0034 \times \$1,353 = \$5$		\$108	\$108
Instructional Staff Development Salaries & Wages	Plenary Meeting/Curriculum Writer and Leadership Cadre - Funded by Title II	2 meetings x 2 hours x 6 teachers x \$28.26/hr.		\$678	\$678
Fixed Charges	FICA & W/C	$.0765 \times \$678 = \$52$ $.0034 \times \$678 = \$2$		\$54	\$54
<b>Total Dance</b>			<b>\$600</b>	<b>\$6,229</b>	<b>\$6,829</b>
<b>Music</b>					
Instructional Staff Development Salaries & Wages	Substitutes for professional development days	25 teachers x \$85	\$2,125		\$2,125
Fixed Charges	FICA & W/C	$.0765 \times \$2,125 = \$163$ $.0034 \times \$2,125 = \$7$	\$180		\$180
<b>Total Music</b>			<b>\$2,305</b>	<b>\$0</b>	<b>\$2,305</b>

<b>(Strategy 3 Continued)</b>					
<b>Category/Object</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In-Kind</b>	<b>Total</b>
<b>Theatre</b>					
Instructional Staff Development Salaries & Wages		40 teachers for 4 hours at 28.26 per hour	\$4,521		\$4,521
Fixed Charges		.0034x \$4,521 = \$15 .0765x \$4,521 = \$346	\$361		\$361
<b>Total Theatre</b>			<b>\$4,882</b>	<b>\$0</b>	<b>\$4,882</b>
<b>Category/Object</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In-Kind</b>	<b>Total</b>
<b>Visual Arts</b>					
Instructional Staff Development Salaries & Wages	Substitutes for teacher leadership meetings	40 teachers x \$84.58	\$3,383	\$3,383	\$6,766
Fixed Charges	FICA & W/C	.0765 x \$3,383 = \$259 .0034 x \$3,383 = \$12	\$271		\$271
					\$0
<b>Total Visual Arts</b>			<b>\$3,654</b>	<b>\$3,383</b>	<b>\$7,037</b>
<b>Total Strategy 3</b>			<b>\$11,441</b>	<b>\$9,612</b>	<b>\$21,053</b>



**Strategy 4: Provide and maintain facilities, equipment, materials, and supplies:****Master Plan Goal 1, Performance Indicator 1.11**

All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards.

**Key Strategies:**

- g) Provide the opportunity for students to participate in music, art, athletic, and extracurricular activities.
- i) Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.
- j) Integrate technology in the teaching/learning process.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
<b>Dance</b>					
Regular Programs Supplies & Materials	Books, videos, resource materials for programs	13 x \$50 =	\$650		\$650
Regular Programs Supplies & Materials	Honors Ensemble awards	20 students x \$14	\$280		\$280
<b>Total Dance</b>			<b>\$930</b>	<b>\$0</b>	<b>\$930</b>
<b>Music</b>					
Regular Programs Contracted 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		\$973		\$973
<b>Total Music</b>			<b>\$973</b>	<b>\$200,000</b>	<b>\$200,973</b>
<b>Theatre</b>					
Instructional Staff Development Supplies & Materials	Provide supplies and materials for professional development activities		\$1,091		\$1,091
<b>Total Theatre</b>			<b>\$1,091</b>	<b>\$0</b>	<b>\$1,091</b>
<b>Visual Arts</b>					
Regular Programs Equipment	1 new kiln, ventilation, and electrical		\$8,000	\$112,232	\$120,232
<b>Total Visual Arts</b>			<b>\$8,000</b>	<b>\$112,232</b>	<b>\$120,232</b>
<b>Total Strategy 4</b>			<b>\$10,994</b>	<b>\$312,232</b>	<b>\$323,226</b>

**Strategy 5: Enhance existing programs and develop new models****Master Plan Goal 1, Performance Indicator 1.11**

All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards.

**Key Strategies:**

- d) Provide an array of courses aligned with the Maryland Content Standards for students to meet their fine arts credit requirement.
- g) Provide the opportunity for students to participate in music, art, athletic, and extracurricular activities.
- j) Integrate technology in the teaching/learning process.
- k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
<b>Dance</b>					
Regular Programs Contracted Services	Guest artists and residencies for fine arts dance programs	\$100/hr. x 10 hours	\$1,000		\$1,000
Regular Programs Contracted 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 .0034 x \$2,805 = \$10	\$225		\$225
Regular Programs Contracted 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 Contracted Services	Guest Artists for BCPS Dance Festival	\$150 x 6 = \$900	\$900		\$900
Regular Programs Supplies & Materials	Costumes for Honors Ensemble	20 students x \$28.75 = \$575	\$575		\$575
Regular Programs Contracted Services	Videographer & DVD copies	Fee \$350 x 2 = \$700	\$350		\$350
Regular Programs Contracted 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
<b>Total Dance</b>			<b>\$6,455</b>	<b>\$9,995</b>	<b>\$16,450</b>
<b>Music</b>					
Regular Programs Contracted Services	Provide guest conductors for High School Honors ensembles	5 conductors x \$1,500		\$7,500	\$7,500
Regular Programs Contracted Services	Provide guest conductors for Middle School Honors ensembles	3 conductors x \$800		\$2,400	\$2,400
Regular Programs Supplies & Materials	Provide supplies and materials for enrichment activities and secondary festivals	155 schools x \$100		\$15,500	\$15,500
<b>Total Music</b>			<b>\$0</b>	<b>\$25,400</b>	<b>\$25,400</b>

<b>(Strategy 5 Continued)</b>					
<b>Theatre</b>					
Regular Programs	Theatre Tech and Safety	2 credit course = \$945		\$945	\$945
Contract Services	Course Workshop				
Regular Programs	Theatre Tech and Safety		\$624		\$624
Supplies & Materials	Course Workshop				
<b>Total Theatre</b>			<b>\$624</b>	<b>\$945</b>	<b>\$1,569</b>
<b>Visual Arts</b>					
Regular Programs	Exhibit Materials: postcards,	2 exhibits x \$491.50	\$983	\$4,000	\$4,983
Contract Services	programs				
Regular Programs	Exhibit Receptions: catering	2 receptions x \$125	\$250	\$1,200	\$1,450
Contract Services					
<b>Total Visual Arts</b>			<b>\$1,233</b>	<b>\$5,200</b>	<b>\$6,433</b>
<b>Total Strategy 5</b>			<b>\$8,312</b>	<b>\$41,540</b>	<b>\$49,852</b>

**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.

<b>Category/Object</b>	<b>Line Item</b>	<b>Calculation</b>	<b>Amount</b>	<b>In-Kind</b>	<b>Total</b>
<b>Dance</b>					
Regular Programs	Dance resource teacher	\$85,038		\$85,038	\$85,038
Salaries & Wages					
Fixed Charges	FICA & W/C	.0765 x \$85,038 = \$6,505 .0034 x \$85,038 = \$289		\$6,794	\$6,794
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 .0034 x \$841,680 = \$2,862		\$67,251	\$67,251
Fixed Charges	Retirement	.1545 x \$926,718		\$143,178	\$143,178
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 .0034 x \$6,678 = \$23		\$534	\$534
<b>Total Dance</b>			<b>\$0</b>	<b>\$1,356,098</b>	<b>\$1,356,098</b>
<b>Music</b>					
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 .0034 x \$13,402,200 = \$45,567  15.45% x \$13,402,200 = \$2,070,640 300 teachers x \$13,663 \$4,098,900		\$7,240,375	\$7,240,375
<b>Total Music</b>			<b>\$0</b>	<b>\$20,642,575</b>	<b>\$20,642,575</b>



<b>(Strategy 6 Continued)</b>					
<b>Theatre</b>					
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 .0034 x \$1,560,615 = \$5,306		\$124,693	\$124,693
Fixed Charges	Health	\$13,663 x 35 teachers = \$478,205		\$478,205	\$478,205
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	\$17,600
Fixed Charges	FICA & W/C	.0765 x \$17,600 = \$1,346 .0034 x \$17,600 = \$60		\$1,406	\$1,406
Fixed Charges	Health	0.20 x \$13,663 = \$2,733		\$2,733	\$2,733
Fixed Charges	Retirement	.1545 x \$17,600 = \$2,719		\$2,719	\$2,719
<b>Total Theatre</b>			<b>\$0</b>	<b>\$2,429,086</b>	<b>\$2,429,086</b>
<b>Visual Arts</b>					
Regular Programs Salaries & Wages	Exhibit Installation and D-install	10 days x 2 supervisors x \$302		\$6,040	\$6,040
Fixed Charges	FICA & W/C	.0765 X \$6,040 = \$462 .0034 x \$6,040 = \$21		\$483	\$483
Regular Programs Salaries & Wages	Art Museum Liaisons BMA \$2,000		\$2,000		\$2,000
Fixed Charges	FICA & W/C	.0765 x \$2,000 = \$153 .0034 x \$2,000 = \$7	\$160		\$160
Regular Programs Salaries & Wages	AP Artist/Consultant	1,000.00	\$1,000		\$1,000
Fixed Charges	FICA & W/C	.0765 x \$1,000 = \$77 .0034 x \$1,000 = \$3	\$80		\$80
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 .0034 x \$10,536,776 = \$35,825 .1545 x \$10,536,776 = \$1,627,932 248 x \$13,663 = \$3,388,424		\$5,858,244	\$5,858,244
<b>Total Visual Arts</b>			<b>\$3,240</b>	<b>\$16,401,543</b>	<b>\$16,404,783</b>
<b>Total Strategy 6</b>			<b>\$3,240</b>	<b>\$40,829,302</b>	<b>\$40,832,542</b>
Administrative Business Support Services Transfers	Indirect costs	32,577 x .02/1.02 = \$638 8,289 x .02/1.02 = \$162	\$800		\$800
<b>Total Grant</b>			<b>\$48,866</b>	<b>\$41,298,454</b>	<b>\$41,347,320</b>

**MARYLAND STATE DEPARTMENT OF EDUCATION  
GRANT BUDGET C-1-25**

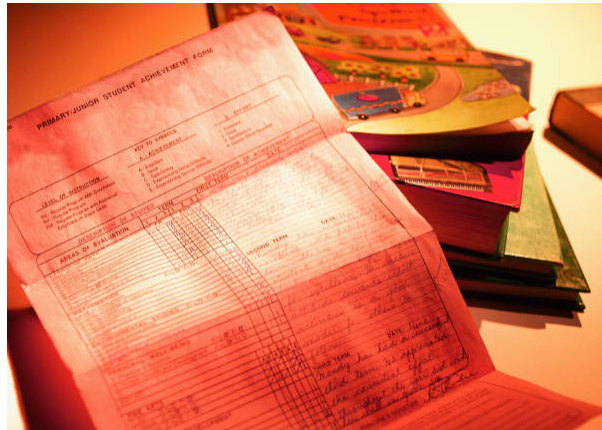
ORIGINAL GRANT BUDGET	48,866	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Fine Arts Initiative	GRANT RECIPIENT NAME	Baltimore Coutny Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2012	6/30/2013	

FROM TO

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						800.00	800.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	14,213.00	9,083.00	2,129.00		8,000.00		33,425.00
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.	10,029.00	600.00	2,064.00				12,693.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				1,948.00			1,948.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	<b>24,242.00</b>	<b>9,683.00</b>	<b>4,193.00</b>	<b>1,948.00</b>	<b>8,000.00</b>	<b>800.00</b>	<b>48,866.00</b>

Finance Official Approval	James Trageser		7/19/12	410-887-4345 ext. 38
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval			7/10/12	
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

# Additional Federal and State Reporting Requirements



**Victims of Violent Criminal Offenses (VVCOs) in Schools - SY 2011-2012**  
**August 31, 2011 – March 31, 2012**

**Local School System:** Baltimore County Public Schools

**Local Point of Contact:** Patsy J. Holmes

**Telephone:** 410-887-0238

**E-mail:** pholmes@bcps.org

<b>Violent Criminal Offenses</b>	<b>VVCOs</b>	<b>VVCOs Requesting Transfers</b>	<b>VVCOs Transferred Prior to Final Case Disposition</b>	<b>Total # of VVCOs Transferred to Other Schools</b>
Abduction & attempted abduction	0	0	0	0
Arson & attempted arson in the first degree	8	0	0	0
Kidnapping & attempted kidnapping	0	0	0	0
Manslaughter & attempted manslaughter, except involuntary manslaughter	0	0	0	0
Mayhem & attempted mayhem	0	0	0	0
Murder & attempted murder	0	0	0	0
Rape & attempted rape	0	0	0	0
Robbery & attempted robbery	23	0	0	0
Carjacking & attempted carjacking	1	0	0	0
Armed carjacking & attempted armed carjacking	0	0	0	0
Sexual offense & attempted sexual offense in the first degree	0	0	0	0
Sexual offense & attempted sexual offense in the second degree	0	0	0	0
Use of a handgun in the commission or attempted commission of a felony or other crime of violence	0	0	0	0
Assault in the first degree	23	0	0	0
Assault with intent to murder	57	0	0	0
Assault with intent to rape	0	0	0	0
Assault with intent to rob	0	0	0	0
Assault with intent to commit a sexual offense in the first degree	0	0	0	0
Assault with intent to commit a sexual offense in the second degree	0	0	0	0
<b>TOTAL</b>	112	0	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 your school system web site to report required information. For this reporting year, use 2011-2012 data to update system web site.

### **PART I: Teacher and Principal Evaluation Systems**

#### **Directions:**

Include, **and update**, the following information **for descriptors (a)(1), (a)(2), and indicators (a)(4), (a)(5), (a)(7)** on the local school system's designated website.

**Please provide your school system link on the line below:**

<http://www.bcps.org/system/reports/arra/>

Citation	Description	Rationale
<b>Descriptor (a)(1)</b>	Describe, for each local education agency (LEA) in the State, the systems used to <b>evaluate the performance of teachers</b> 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.
<b>Descriptor (a)(2)</b>	Describe, for each LEA in the State, the systems used to <b>evaluate the performance of principals</b> 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.



<b>Citation</b>	<b>Description</b>	<b>Rationale</b>
<b>Indicator (a)(4)</b>	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage <b>(including numerator and denominator) of teachers rated at each performance rating or level.</b>	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.
<b>Indicator (a)(5)</b>	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of <b>teachers rated</b> at each performance rating or level are publicly <b>reported for each school</b> 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.
<b>Indicator (a)(7)</b>	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage <b>(including numerator and denominator) of principals rated at each performance rating or level.</b>	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.

## **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)**.

<b>Citation</b>	<b>Description</b>	<b>Rationale</b>
<b>Indicator (a)(3)</b>	Indicate, for each LEA in the State, whether the systems used to evaluate the <b>performance of teachers include student achievement outcomes</b> 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
<b>Indicator (a)(6)</b>	Indicate, for each LEA in the State, whether the systems used to evaluate the <b>performance of principals include student achievement outcomes</b> or student growth data as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

2. Do the systems used to evaluate the performance of **principals** include student achievement outcomes or student growth as an evaluation criterion? (Mark "Yes" or "No")

- a.        Yes, the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion.
- b. If Yes, please respond (check one):
- Student achievement outcomes are included as an evaluation criterion.
- Student growth is included as an evaluation criterion.
- c.   X   No, the systems used to evaluate the performance of principals do not include student achievement outcomes or student growth as an evaluation criterion.

**TRANSFER OF EDUCATIONAL RECORDS  
CHILDREN IN STATE-SUPERVISED CARE  
CERTIFICATION STATEMENT  
2012 MASTER PLAN UPDATE**

**Local School System:** Baltimore County Public Schools

**Point of Contact:** Mary Jo Slowey


**Address:** 9610 Pulaski Park Dr. Suite 219

Baltimore, Md. 21220

**Telephone:** 410-887-6485 **FAX:** 410-918-9329

**Email:** mslowey@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.**

 7/24/12  
Signature - Local Superintendent of Schools/Chief Executive Officer Date

Please complete certification statement and submit as part of your 2012 Master Plan Annual update. If you have questions, please contact:

John McGinnis  
Pupil Personnel Specialist  
Maryland State Department of Education  
200 West Baltimore Street, 4<sup>th</sup> Floor  
Baltimore, Maryland 21201

Phone: (410) 767-0295 Fax: (410) 333-8148 Email: [jmcginnis@msde.state.md.us](mailto:jmcginnis@msde.state.md.us)

**REVIEW AND UPDATING STUDENT RECORDS  
VERIFICATION STATEMENT  
2012 Master Plan Update**

**Local School System:** Baltimore County Public Schools

**Point of Contact:** Tim Hayden

**Address:** Office of School Counseling  
6901 N Charles Street,  
Towson, 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 Student Records regulation outlined in COMAR 13A.08.02.07 Review and Updating:**



**Are being implemented by evidence of local school and school system procedures that addresses the ongoing maintenance and accuracy of student records. These procedures include, but are not limited to:**

- Professional Development
- Ongoing review of student records
- Policies and Procedures addressing the maintenance of student records



**Are not being implemented. (Please attach an explanation.)**

  
**Signature - Local Superintendent of Schools/Chief Executive Officer**

7/30/12  
**Date**

Please complete certification statement and submit as part of your **2012 Master Plan Annual** update. If you have questions, please contact:

John McGinnis  
Pupil Personnel and School Social Worker Specialist  
Maryland State Department of Education  
200 West Baltimore Street, 4<sup>th</sup> Floor  
Baltimore, Maryland 21201

Phone: (410) 767-0295

Fax: (410) 333-8148

Email: [jmcginnis@msde.state.md.us](mailto:jmcginnis@msde.state.md.us)