Exhibit D

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: December 15, 2009

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **2009 BRIDGE TO EXCELLENCE MASTER PLAN UPDATE**

PRESENTERS: Thomas Rhoades, Executive Director, Research, Accountability, and Assessment

RESOURCE PERSONS: Tamela Hawley, Director, Research, Accountability, and Assessment

INFORMATION

That the Board of Education receives the 2009 Bridge to Excellence Master Plan Update.

Due to the enormous size of this exhibit, the exhibit is available on line at http://www.bcps.org/board/exhibits/2009/121509ExhibitD.PDF.

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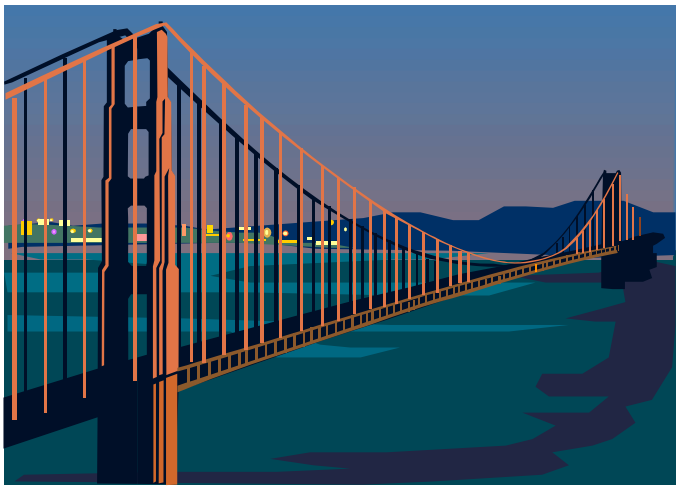
Attachment I – 2009 Bridge to Excellence Master Plan Update
Attachment II – 2009 Bridge to Excellence Master Plan Update (CD)

Baltimore County Public Schools

2009 Bridge to Excellence Master Plan Annual Update



Office of Special Projects/Accountability

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Local Planning Team Members

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

Name	Affiliation/Title with Local School System
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Dr. John Quinn	Executive Director, STEM
Dr. Judith Smith	Executive Director, Liberal Arts
Ms. Patricia Lawton	Director, Special Education
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I.A
Executive Summary to the 2009 Annual Update

I. INTRODUCTION

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

The foundation of the *Blueprint for Progress* is based upon clear standards, high quality instruction, and individual accountability and is the basis for the Master Plan of Baltimore County Public Schools. The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators (incorporating the five goals of the Elementary and Secondary Education Act [ESEA] and three local school system goals) that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. The *Blueprint for Progress* and Master Plan strategies establish that the school system is accountable for meeting high standards for *all* students and that achievement gaps will cease to exist when the goal of 100% of students achieving proficient/advanced is met by 2012 (BCPS goal). Regardless of the specific performance goal or strategy, the consistent implementation of strategies at the activity level is intended to ensure that all actions outlined in the Master Plan are replicated systemwide to address improving achievement and the elimination of performance gaps among student groups.

BCPS is a large and diverse school system–the 26th largest school district in the nation–with 172 schools, centers, and programs. The school system continues to build on its strengths, fully develop and integrate new initiatives and strategies, and systematically identify and share best practices. As a result, Baltimore County Public Schools, which has more schools than it ever has before and is more diverse than it has ever been, is also performing at the highest level ever. For the past several years, steady progress has been made in improving student academic performance, increasing academic rigor, and expanding learning opportunities for both students and staff.

After analyzing student achievement data through the use of the system's data warehouse and MSDE reports, the results indicate that BCPS has achieved significant gains for all groups of students and that performance continues to improve while substantial changes occur. These changes include significant increases in the minority and English language learner populations and changing socio-economic conditions. Student achievement continues to improve; however, achievement gaps (identified based upon students' race/ethnicity, socio-economic status, disability, and English proficiency) remain. Addressing these performance gaps through consistent implementation of the *Blueprint for Progress* and the accompanying Master Plan is vital to ensuring the success of *all* students.

II. 2008-2009 PROGRESS AND CHALLENGES

The effectiveness of the school system's strategic planning, budget allocations, and performance assessment is evident in improved student achievement. Baltimore County Public Schools has achieved numerous successes in improving student achievement since the adoption of the *Blueprint for Progress* and implementation of the Master Plan; however, challenges remain. Highlights of those successes and challenges follow:

MSA AND HSA

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

Elementary

Progress

In the target areas of reading and mathematics, the following subgroups exceeded the 2009 AMOs: African American, American Indian/Alaskan Native, Asian/Pacific Islander, Hispanic, White, FARMS, and Limited English Proficient. In the area of reading, the All Students subgroup realized a 5.8 percentage point increase, moving from 82.8% to 88.6% from 2006 to 2009. In mathematics, the All Students subgroup realized a 7.4 percentage point increase, moving from 78.6% to 86.0% from 2006 to 2009.

Challenges

In the area of reading, 73.9% of the students receiving special education services scored proficient or advanced. This was below the 2009 AMO of 76.5%.

In the area of mathematics, 66.0% of the students receiving special education services scored proficient or advanced. This was below the AMO of 74.2%.

Middle

Progress

In the target area of reading, all subgroups evidenced improvement from 2008 to 2009, and all subgroups made adequate yearly progress. The performance of the African American subgroup increased from 70.0% to 75.9% of students scoring proficient or advanced. The Hispanic subgroup's performance increased from 69.8% to 72.9%, an increase of 3.1 percentage points. Students in the FARMS subgroup realized a 6.2 percentage point increase, moving from 66.6% to 72.8% from 2008 to 2009. English language learners' performance increased from 52.0% in 2008 to 59.8% in 2009. Students in the special education subgroup evidenced a 6.9 percentage point increase, moving from 47.1% in 2008 to 54.0% in 2009.

In the target area of mathematics, all subgroups evidenced improvement from 2008 to 2009, and all subgroups made adequate yearly progress. The performance of the African American subgroup increased 4.7 percentage points, moving from 53.8% in 2008 to

58.5% in 2009, of students scoring proficient or advanced. The Hispanic subgroup's performance increased from 60.8% to 65.5%, an increase of 4.7 percentage points. Students in the FARMS subgroup realized a 5.8 percentage point increase, moving from 51.3% to 57.1%, of students scoring proficient or advanced. English language learners' performance increased from 57.8% in 2008 to 65.7% in 2009. Students in the special education subgroup evidenced a 6.6 percentage point increase, moving from 39.0% in 2008 to 45.6% in 2009.

Challenges

In the area of reading, the American Indian/Alaskan Native, Hispanic, FARMS, LEP, and special education subgroups did not meet the AMO of 75.9%; however, each subgroup evidenced improvement from 2008 to 2009 and met AYP by the confidence interval or safe harbor. Among American Indian/Alaskan Native middle school students, 73.0% scored proficient or advanced. In 2009, 72.9% of the students in the Hispanic subgroup and 72.8% of the students in the FARMS subgroup scored proficient or advanced. Significant performance gaps continue among student groups based upon disability and English proficiency. Only 54.0% of students receiving special education services and 59.8% of the students in the LEP subgroup scored proficient or advanced.

In mathematics, four student subgroups did not reach the 2009 AMO of 64.3%; however, each subgroup evidenced improvement from 2008 to 2009 and met AYP by the confidence interval or safe harbor. Among African American students, 58.5% scored proficient or advanced in mathematics. Among American Indian/Alaskan Native students, 58.0% scored proficient or advanced in mathematics. Of the students in the FARMS subgroup, 57.1% scored proficient or advanced. While the special education subgroup showed progress, this subgroup continues to be an area of significant challenge with 45.6% of the students scoring proficient or advanced.

High

Progress

Based upon preliminary data that included the results of the May 2009 High School Assessment (HSA) test administration, 88.9% of all Grade 12 students passed the HSA in Algebra/Data Analysis, 94.0% in Government, 86.8% in English, and 86.1% in Biology. The percentage of students graduating from high school increased from 81.86% in 2008 to 83.56% in 2009. The percentage of students dropping out of school decreased from 4.33% in 2008 to 3.74% in 2009.

Challenges

Despite the overall increases, challenges related to achievement on the High School Assessments include addressing the needs of student groups in specific underperforming high schools. The passing rates for the special education and the LEP subgroups continue to fall significantly below the other subgroups.

ADEQUATE YEARLY PROGRESS

The percentage of elementary schools making AYP decreased from 95.3% in 2008 to 84.4% in 2009. The percentage of middle schools making AYP remained stable at 48.1% in 2009. The

percentage of high schools making adequate yearly progress increased from 70.8% in 2008 to 95.8% in 2009. The percentage of Title I elementary schools making AYP was 76.2% in 2009.

SCHOOLS THAT ARE SAFE, DRUG-FREE, AND CONDUCIVE TO LEARNING

The number of incidents of bullying, harassment, and intimidation continues to decrease. In 2005-2006, 214 incidents were reported. In 2008-2009, the number of incidents reported was 119. Baltimore County Public Schools has initiated a number of professional development opportunities for staff to address bullying, harassment, and intimidation in schools. There have been no schools identified in Baltimore County Public Schools that are persistently dangerous. During the 2008-2009 school year, all schools had an emergency plan in place, and 100% of schools implemented Positive Behavioral Interventions and Supports (PBIS) programs.

SPECIFIC STUDENT GROUPS*

Career and Technology Education

The 2008 high school completion data showed that 21.3% of the graduating class met the Career and Technology requirements for graduation. The 2009 high school completion data showed that 26.7% of the graduating class met the Career and Technology requirements for graduation. The 2008 high school completion data showed that 14.3% of the graduating class met both the University of Maryland and Career & Technology requirements. The 2009 high school completion data resulted in an increase to 14.6% of the graduating class meeting both the University of Maryland and Career & Technology requirements.

Gifted and Talented

The progress in meeting the goal of increasing student participation in rigorous courses in all schools is supported by the five-year trend data for student identification and participation in Gifted and Talented courses in grades 3-12. At all grade bands, student participation has increased over the five-year period. From 2007-2008 (19.41%) to 2008-2009 (21.11%), minority participation increased from 7,642 to 8,391 students, a change of 1.7 percentage points. From 2007-2008 to 2008-2009, GT FARMS enrollment increased from 3,728 to 4,385 students, a change of 2.35 percentage points. The 2008-2009 total GT FARMS enrollment percentage was 19.97%.

*Special Education and Limited English Proficient student groups are addressed throughout the document**.**

CROSS-CUTTING THEMES

Education That Is Multicultural

BCPS recognizes Education That Is Multicultural as an overarching theme; and, as such, it is addressed throughout the 2008-2009 Master Plan. ETM focuses on curriculum, instruction, staff development, instructional resources, and school climate and is based on a review of the document, *Maryland Local School System Protocols for Infusing Education That Is Multicultural and Achievement*. Further, BCPS is implementing the Articulated Instruction Module (AIM) to ensure equity in educational access for all students.

Educational Technology
During the 2008-2009 school year, much progress was made in fulfilling the BCPS *Blueprint for Progress* and the Master Plan strategies for Goal 1 and Goal 8 as they relate to educational technology. Technology continues to be infused increasingly into all aspects of teaching and learning in BCPS and evidence of this progress is reflected in student achievement and educational technology results (see the Educational Technology section of this report for specific results). A 21st Century Workgroup was formed in 2008-2009 to review the objectives of the BCPS Technology Plan, *A Framework for Technology Implementation, July 1, 2008-June 30, 2011,* to develop a plan outlining the technology initiatives being addressed, and to address the progress that is being made in meeting the objectives of the "*Framework*".

HIGHLY QUALIFIED STAFF
The percentage of highly qualified teachers continues to increase. The percentage of core academic subjects taught by highly qualified teachers has risen from 87.5% in 2006-2007 to 90.0% in 2008-2009. The percentage of highly qualified teachers in Title I schools was 97.4% in 2005-2006. The percentage of highly qualified teachers teaching core academic subjects in high poverty schools remains at 100%.

III. OPPORTUNITIES FOR GROWTH

While the overall system data indicate that much progress has been made, comprehensive data analysis suggests the following opportunities for growth:

- Continuing to increase course rigor and improving the achievement of students in middle and high schools to ensure that all students pass the HSA and that AP participation and pass rates increase.
- Continuing to improve the consistency and implementation of curriculum aligned with the Maryland State Curriculum and Core Learning Goals to ensure that all students are successful on the MSA, HSA, AP, and SAT.
- Continuing to maintain focus on providing acceleration programs and interventions that will move all students toward proficient or advanced in reading/language arts, mathematics, and science on the MSA.
- Continuing to identify and implement strategies for addressing the gaps in AYP proficiency.
- Continuing to identify and implement strategies focusing upon the gaps in performance among students designated as LEP, students receiving special education services, and students receiving free and reduced price meal services.
- Continuing to identify and implement strategies focusing upon the gaps in performance among student groups.

IV. BUDGET NARRATIVE**

Revenue
The FY2010 adopted operating budget continues to be based on BCPS' *Blueprint for Progres*s, Maryland's Bridge to Excellence in Public Schools Act, and the federal No Child Left Behind

legislation. The budget plan is educationally focused and realistic, one that promotes BCPS' mission "to provide a quality education that develops the content knowledge, skills, and attitudes that will enable all students to reach their maximum potential as responsible, life-long learners, and productive citizens." The superintendent of BCPS has and will continue to provide the leadership required to ensure continued success in improving the achievement of all students. This budget focuses on providing organizational stability and maintaining the high-quality services that our community has come to expect in a rapidly changing economic climate. This can be accomplished by creating a culture of high expectations among our workforce and investing in people whose leadership, dedication, and commitment to their professions most directly benefits our children.

General Fund

General fund revenue is proposed to increase by $24.3 million (2.1%) over the FY2009 adjusted budget. The increase consists entirely of local revenues. Between FY2004 and FY2008, BCPS relied primarily on average annual growth of 14.5% in state revenues to design programs that position our students to pass the Maryland High School Assessments required for high school graduation beginning in 2009. State education aid to BCPS in FY2010 has decreased by 3.2%, or $16.7 million, to below the level of funding provided in FY2008. State Fiscal Stabilization Funds totaling $8.4 million provided by the federal government under the American Recovery and Reinvestment Act (ARRA) were designated by the state to supplement four of the five major state aid programs. Due to the current recession, the State is already projecting a budget deficit of $700 million for FY2010 just a week after the fiscal year began. For the foreseeable future, local county revenue will be the most important component of our overall revenue profile. The Baltimore County appropriation has increased by 4.9%, or approximately $30.5 million, above the state maintenance of effort requirement. This level of local funding is comparable to the years immediately preceding the implementation of the Thornton Commission recommendations for increased state education funding.

Special Revenue Fund

The special revenue fund will increase by $6.1 million (7.9%) to $82.5 million. Our two largest grants, Individuals with Disabilities Education Act, Part B (pass-through) and Title I, are a primary focus of the American Recovery and Reinvestment Act. Federal stimulus funds will supplement core programs in each of these two grants during FY2010 and FY2011. Over the next two years, additional pass-through and Title I funds will become available, totaling $26.3 million and $16.4 million, respectively. Approximately $9 million of the supplemental stimulus pass-through grant is included in the FY2010 budget. Plans are also in place to use approximately $8 million in Title I stimulus funds within our existing appropriation and to amend the FY2010 budget as necessary to reflect this revised program. Allowable service rates for the Third Party Billing Program were lowered by the state in 2006 and again in 2007. Given the uncertainty surrounding federal reimbursement policies during this budget's development, we moved the 10 remaining instructional assistants supported by program revenues to the general fund ($280,000). With the exception of an 8.9% increase in the Infants and Toddlers grant ($255,000), most other grants are contracting. Technology grants decline by almost $1 million, or 92%, with the conclusion of e-Learning and Algebra Data Analysis projects. The Title II Improving Teacher Quality grant decreases by $127,000 (2.9%) for teacher training and

resource teachers and the Title III grant for English language learners decreases by $63,000 (9.2%).

Expenditures
The FY2010 adopted budget includes no new programs. In cooperation with county government, the fiscal constraint exercised in FY2009 has allowed us to maintain all of the student programs and services offered in previous years. There are significant questions about the future of state aid to education and the county government has developed Spending Affordability Guidelines based on the five-year average growth rate in personal income between 2006 and 2010. The committee also extended the phase-in period for fully funding the accrued liability associated with post-employment benefits. Both measures will help maintain service levels by avoiding sharp spending reductions that may have otherwise been required. Even in times of economic challenges, we must continue to focus on improving academic achievement for all students and maintain the progress we have made in strengthening our support of quality staff. Our teachers, principals, administrative and support staff are, quite simply, the most significant component of our success. In order to remain competitive in attracting and retaining top-notch employees, the adopted budget provides $11.7 million for restructuring salaries at mid-year for every group of employees. Additionally, $11.6 million in funding is included to ensure that all eligible employees receive longevity and step increases according to their existing salary scales and schedules on July 1, 2009. Employee benefits are projected to increase by $9 million.

One-time Requests
A total of $10.8 million in one-time requests has been developed to focus on bringing 21st century technology into the classroom. We are working with Northrop Grumman and Lockheed Martin to complete construction of the Virtual Reality Environment Classroom at Chesapeake High School ($371,900) and upgrade video conferencing capabilities there ($100,000). Upgrades to Safari Montage servers ($612,200), uninterruptible power supply units for school electronics closets ($642,900), and elementary school microscopes ($142,500) are also included.
Our curriculum management plan has been updated and coordinated with $6.0 million in new instructional materials for language arts, health education, science, mathematics, and social studies. Startup costs of $730,700 will be required for the planned August 2010 opening of West Towson Elementary school. Additional funds of $121,900 will be required to annex fourth-grade students from Rodgers Forge Elementary to Dumbarton Middle School until the new elementary school can permanently accommodate a portion of Rodgers Forge students to relieve overcrowding. The remainder of one-time requests includes the final phase of upgrading the human resource and payroll system to match the county government platform ($2 million) and the replacement of four aerial lifts for building maintenance ($45,000).

Built-in Increases
Built-in expenditures for the FY2010 budget will increase by $7.8 million (2.1%). Despite the recent drop in gasoline and diesel fuel (-$1.2 million), core utility costs have continued to increase ($1.8 million). The Aging School Program decreased by $2.9 million because the FY2009 program award was much smaller than anticipated and the FY2010 award was not announced until after this budget was adopted. A supplemental appropriation will be proposed to incorporate unspent FY2009 funds and the FY2010 grant. BCPS' share of employee benefit costs are projected to increase by $9 million, or about 3.4%, including post-employment benefits

for retirees. Most employees' health insurance premiums will, however, increase approximately 8.6% because scheduled FY2009 premium increases were deferred for one year to assist employees who received no salary adjustments last year. Transportation costs are projected to increase by $509,000 for private bus operators whose contracts are indexed to the Internal Revenue Service mileage reimbursement rate. The rate has fluctuated over the past six months, rising from $0.505 to $0.585 on July 1, 2008 and falling to $0.55 effective January 1, 2009. It is difficult to project future rate changes given the volatility in petroleum prices. Lease purchase costs for replacement vehicles will increase $1.2 million because 83 buses are scheduled for replacement and an additional 20 maintenance trucks over 10 years old are being replaced on an accelerated basis. The prices of these vehicles have also increased significantly over the past few years. State nonpublic placement costs are projected to increase $1.9 million because of additional resources required by the state's Bridge Plan for Academic Validation to provide alternative pathways to graduation. The local share of placement costs has increased from $21,480 to $22,124 per pupil and the State of Maryland has reduced its share of reimbursable costs over and above this amount from 80% to 70%. This increased cost will be recorded in the special revenue fund and reimbursed with federal stimulus funds under the IDEA pass-through grant. Social Security and Medicare employer contributions increase $386,900 as a result of implementing salary restructuring and step increments under approved labor contracts.

Initiatives

The FY2010 adopted budget incorporates the long-term Board of Education goal to provide a baseline starting wage of at least $10 per hour for all of our full-time and part-time employees. Approved salary restructuring will establish starting salaries of $10 per hour for building service workers, cafeteria workers, and bus attendants represented by employee bargaining units. We have also provided $200,000 to bring our temporary employees up to the same $10 per hour standard. A separate proposal of $335,000 has been approved to upgrade all building service workers to partially improve parity between BCPS and Baltimore County employees performing similar work. All of these regular and temporary employees provide a circle of support around our children and help schools stay focused on teaching and learning. After several years of declining enrollment, overall enrollment is projected to increase by 512 students next fall. Regular education enrollment in FY2010 will increase by 1,031 students and 42.1 teaching positions will be required to fill these classrooms under existing school-based staffing ratios. Over the past year we have experienced an 8% growth in the number of English language learners (ELL) enrolled in our ESOL program. Six additional teaching positions are required to serve those ELL students who are currently enrolled. Two school administrative positions, an instructional assistant and a health assistant are funded to staff the Rodgers Forge annex at Dumbarton Middle School. The administrators will also prepare for the opening of West Towson Elementary School in FY2011 and all four positions will become part of the regular staff at the new elementary school when it opens. The system's only half-time assistant principal at Sparrows Point Middle School will be increased to a full-time position.

Although no new programs are proposed, this budget represents the continued fulfillment of commitments we have made to our students and community. Our elementary instrumental music program is one of the major reasons BCPS has consistently ranked among the top 100 school systems in the nation for music education. In order to permanently staff this program at current levels, 7.2 teaching positions ($330,674) have been added. Three positions were added in

FY2009 to support restructuring plans at Southwest Academy, Woodlawn Middle School, and Woodlawn High School, and we will hire 10.5 additional teaching positions ($441,191) to provide the differentiated instruction needed to improve student performance. In addition, the instructional materials and supplies budget at each of our schools is proposed to increase by 2% to offset the impact of inflation ($352,781). Much of our effort this year is dominated by responding to compliance issues. Funds are needed in the coming fiscal year to address new laws impacting schools. According to a recent federal court decision, 1.1 additional FTE's ($76,865) are needed to provide increased parent participation in the Central Individualized Education Program team process. A teaching position ($55,358) that was grant-funded must now be provided by general funds because education for detention center inmates age 14-21 is required by state law. Federal grant guidelines also require that our homeless liaison program also be provided by the general fund ($94,589). Third Party Billing Program reimbursement policies were scheduled to remain in effect only through June 30, 2009. Given this uncertainty, the 10 remaining instructional assistants supported by program revenues have been moved to the general fund ($280,000). State law requires charter school funding of approximately $5.7 million based on average per pupil spending. While much of these funds are redirected through enrollment, additional baseline funding of $1.7 million is required by the state funding formula.

On-going Revolving Funds

On-going accounts have been established to maintain and upgrade the inventories of significant equipment and curriculum supplies. To replace low-capacity student computers with high-capacity units, $3.0 million is available for maintaining a student-to-computer ratio of 3.5 to 1 or better. In FY2001, an on-going revolving fund was established at $1.2 million, and has been increased to $1.3 million to continue the upkeep and improvement of library books and media in all schools. A similar fund to replace instructional materials has been increased to $2.0 million. According to state regulations, school buses must be replaced every 12 years and funding of $1.2 million is included in the budget to comply with this mandate. The musical instrument replacement and repair fund allocation is $300,000. Replacement funds are also included for 2 double relocatable classrooms per year ($208,000).

Budget Process

The adopted FY2010 general fund budget of $1.2 billion was developed in the following manner:

- FY2009 adjusted budget forms the FY2010 baseline budget
- Redirect resources within the baseline amount according to revised priorities
- Add funding for increased built-in operating costs
- Add funding for salary increments, reclassifications, and selected salary scale adjustments
- Add funding for initiatives aimed at improving student achievement

The *Blueprint for Progress,* the school system's framework for developing its five-year Master Plan, serves as the foundation for development of the budget, ensuring that all budget proposals align with the system's goals.

**Excerpted from the *Baltimore County Public Schools' FY2010 Adopted Operating Budget*

V. LOOKING FORWARD

The school system's strategic planning and budgetary initiatives are directing resources to address opportunities for growth. Baltimore County Public Schools continues to be focused on improving the instructional program to ensure that all students meet the high standards necessary to be successful in college, the work force, or in the military.

Among its many other achievements, the school system continues to be recognized for its success in:

- Secondary Education
  - Almost 40.0% of BCPS high schools named among the nation's best by *Newsweek* magazine
  - Fifth highest graduation rate in the nation, among large school districts, according to *Education Week*
  - Highest graduation rate, among large school districts, for African American males as determined by the Schott Foundation
  - More than 99.0% of 2008-2009 seniors, otherwise eligible for graduation, met the new High School Assessment requirement
- Arts Education
  - Two schools honored as among the top five in the nation by the John F. Kennedy Center for the Performing Arts, George Washington Carver Center for Arts and Technology and Patapsco High School and Center for the Arts named National Schools of Distinction in Arts Education for 2009
  - One of the nation's 100 best communities for music education according to a national survey by the NAMM Foundation, a nonprofit organization representing the international music products industry
  - George Washington Carver Center for Arts and Technology recognized by the College Board as the world's best studio art program for a high school of its size
  - Seven BCPS students and recent graduates ranked in the top 140 in the nation in the young ARTS program
- Technology
  - Only school district to ever win two outstanding leadership awards from the International Society for Technology in Education
  - Highlighted in *Education Week* and on a Pearson webinar for the new virtual learning environment at Chesapeake High School

Additional detailed information regarding strategies and activities being implemented to address gaps in AYP proficiency is available within the 2009 BTE Master Plan Update and the BCPS 2009-2010 Master Plan. Information about the budget and its alignment to the *Blueprint for Progress* is available in the BCPS Master Plan and the FY10 Adopted Budget available online, www.bcps.org.

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

($ in Thousands)	FY 2009 Original Approved Budget	FY 2010 Original Approved Budget	Change	% Change
Revenues:				
Local Appropriation	$646,094,092	$670,539,211	$24,445,119	3.78%
Other Local Revenue	198,428	198,428	0	0.00%
State Revenue	520,370,079	503,460,959	(16,909,120)	-3.25%
Federal Revenue				
ARRA Funds	0	8,439,290	8,439,290	100.00%
Other Federal Funds	65,647,437	70,515,137	4,867,700	7.41%
Other Resources/Transfers	$16,544,427	26,086,492	9,542,065	57.68%
Total Revenue	**$1,248,854,463**	**$1,279,239,517**	**$30,385,054**	**2.43%**

Change in Expenditures:		**Amount**	**FTE**
Local Goal 1:			
NCLB:	**Item:**		
	Assistant principal for Sparrows Point Middle School	47,099	0.5
	Temporary annexation of students from Rodgers Forge ES to Dumbarton MS	50,352	2.0
	Principal and secretary for new elementary school in the west Towson area	113,319	2.0
	Central Individualized Education Program (CIEP)	76,865	1.1
	Virtual classroom at Chesapeake High School	80,000	
	Salaries for instructional assistants previously funded by Third Party Billing	280,000	10.0
	STEM program at Chesapeake High School, previously grant funded	96,300	
	Instrumental music teachers	330,674	7.2
	2.0% increase to school budgets	352,781	
	Positions for schools in restructuring	441,191	10.5
	Imagine Discovery Charter School	1,625,378	44.0
	Subtotal:	**$3,493,959**	**77.3**
Local Goal 2:			
NCLB:	**Item:**		
	ESOL teachers	278,442	6.0
	Subtotal:	**$278,442**	**6.0**

Local Goal 3:			
NCLB:	**Item:**		
	Salary increments per union agreement (step increases)	11,625,056	
	Salary restructuring for full-time employees	11,529,714	
	Salary restructuring for hourly temporary employees	200,461	
	Salary turnover	(5,000,000)	
	Transfer to Special Revenue Fund	(4,870,004)	(193.6)
	Cost increase for benefits for full-time employees and retirees	8,985,790	
	Subtotal:	**$22,471,017**	**(193.6)**
Local Goal 4:			
NCLB:	**Item:**		
	Staff development for school resource officers	22,500	
	Funding for the Baltimore County Health Department, previously funded by Third Party Billing	149,849	
	Building service workers class upgrade	334,994	
	Subtotal:	**$507,343**	**-**
Local Goal 5:			
NCLB:	**Item:**		
	Department of Corrections teacher, previously grant funded	55,358	1.0
	Homeless student liaison, previously grant funded	94,549	1.0
	Subtotal:	**$149,907**	**2.0**
Mandatory/Cost of Doing Business (Not captured elsewhere)*			
	Redirected Funds	(222,945)	(2.0)
	Mid-year additions	(14,679)	8.8
	One-time requests FY2010	10,759,213	
	Built-in requests and enrollment adjustments	(850,014)	42.1
	Change in Special Revenue Funds	6,069,286	167.0
	One-time requests FY2009	(12,256,475)	
Subtotal – Mandatory/Cost of Doing Business		**$3,484,386**	**215.9**
Total (must equal the Change in Total Revenue)		**$30,385,054**	**107.6**

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

Baltimore County Public Schools

($ in Thousands)	FY 2009 Original Budget 7/1/2008	FY 2009 Final Budget 6/30/2009	Change	% Change
Revenues:				
Local Appropriation	$646,094,092	$646,094,092	$0	0.00%
Other Local Revenue	198,428	198,428	$0	0.00%
State Revenue	520,370,079	520,370,079	$0	0.00%
Federal Revenue	65,647,437	65,647,437	$0	0.00%
Other Resources/Transfers	16,544,427	16,544,427	$0	0.00%
Total Revenue	**$1,248,854,463**	**$1,248,854,463**	**$0**	**0.00%**

Change in Expenditures:		**Amount**	**Actual**	**FTE**
Local Goal 1:				
NCLB:	Item:			
	AVID expansion - middle (4) and high (4) schools	517,001	517,001	6.0
	Curriculum writing stipends for teachers and specialists	39,149	39,149	
	Base budget increase for extra duty activities	364,508	364,508	
	EYE days for curriculum writing - math and science	20,706	20,706	
	High school language arts specialist	100,710	100,710	1.0
	Request for contracted services to be transferred from the Pass-through grant	782,526	782,526	
	Math TI-84+ graphing calculators for Algebra 1 (alternative, evening and high schools)	99,000	99,000	
	Old Court and Woodlawn Middle Schools $26,000 redirected funds	390,000	390,000	
	Restructuring - Lansdowne Middle, Southwest Academy, and Woodlawn High School	1,211,108	1,701,587	14.0
	Safari Montage digital content subscription renewal (172 schools and offices)	30,000	30,000	
	Career and Technology Education positions for new technology wing	127,057	127,057	2.0
	Four percent increase to non-salary school budgets $150,000 redirected funds	800,000	746,210	
	Non-public placement funding - county matching portion	1,770,553	-	
	100 Book Challenge program expansion	514,002	514,002	
	Imagine Schools, Inc. charter school	1,869,160	1,869,160	
	Subtotal:	**$8,635,480**	**$7,301,616**	**23.0**

Local Goal 2:				
NCLB:	Item:			
	Translation of documents for parents and students	20,000	20,000	
	Subtotal:	**$20,000**	**$20,000**	**-**
Local Goal 3:				
NCLB:	Item:			
	Salary increments per union agreements (step increases)	12,453,955	12,453,955	
	Reclassifications effective January 2008 (half-year)	1,874,149	1,874,149	
	Base budget increase for substitute salaries	1,722,159	1,390,738	
	Cost increases for benefits for full-time employees	9,598,741	9,598,741	
	Coordinator of professional development and training	109,299	109,299	1.0
	Subtotal:	**$25,758,303**	**$25,426,882**	**1.0**
Local Goal 4:				
NCLB:	Item:			
	Staffing for Crossroads Center	724,752	234,273	2.0
	Staffing for opening of Vincent Farm Elementary School	901,135	901,135	15.2
	Utilities	(4,299,500)	825,573	
	Emergency asbestos testing	50,000	50,000	
	Stipend payments for new school nurses	9,727	3,928	
	Subtotal:	**($2,613,886)**	**$2,014,909**	**17.2**
Local Goal 7:				
NCLB:	Item:			
	Director, specialist, and coordinator-Dept. of Research, Accountability, and Assessment	571,764	571,764	4.0
	Subtotal:	**$571,764**	**$571,764**	**4.0**
Local Goal 8:				
NCLB:	Item:			
	Base budget increase for summer school transportation	1,380,320	999,646	
	Maintenance fee for substitute employee management system (SEMS)	3,355	3,355	
	Subtotal:	**$1,383,675**	**$1,003,001**	**-**

Mandatory/Cost of Doing Business (Not captured elsewhere)*			
Enrollment adjustments/Redirected Funds	(1,252,073)	(1,252,073)	(4.1)
Mid-year additions	745,981	745,981	14.9
One-time requests FY2009	12,256,475	11,482,575	
Built in requests and other adjustments	(930,002)	(2,738,938)	
One-time requests FY2008	(7,461,930)	(7,461,930)	
Reduction in Special Revenue Funds	(8,820,787)	(8,820,787)	
Subtotal – Mandatory/Cost of Doing Business	**(5,462,336)**	**(8,045,172)**	**10.8**
Total (must equal the Change in Total Revenue)	**$28,293,000**	**$28,293,000**	**56.0**

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

Baltimore County Public Schools

REVENUES			Original Approved FY 09 Budget	Final FY 09 Actual Revenue	Original Approved FY 10 Budget
Note: Do not include revenue for School Construction Fund, Debt Service Fund, or Food Service Fund.					
LOCAL APPROPRIATIONS	1.1.01.00		**$646,292,520**	**$646,292,520**	**$670,737,639**
OTHER REVENUE*	1.1.05.00		**$6,378,493**	**$5,006,615**	**$7,710,472**
STATE REVENUE					
Foundation	1.1.20.01		342,033,068	340,426,142	325,166,927
Economically Disadvantaged (Comp Ed & EEEP)	1.1.20.02		88,843,115	88,843,115	91,243,419
Special Education**	1.1.20.07		45,649,331	45,642,505	44,632,536
LEP	1.1.20.24		10,346,233	10,343,850	10,678,479
Transportation	1.1.20.39		-	-	-
Guaranteed Tax Base	1.1.20.25		-	-	-
Transportation	1.1.20.39		24,518,520	24,518,520	24,485,816
Governor's Teacher Salary Challenge	1.1.20.56		-	-	-
Other (specify)*** See Below					
State/Aging School Repair			1,589,753	1,361,301	-
Adv Prof Cert Stipend			975,000	754,000	900,000
Innovative Program			-	1,606,925	-
Chess Grant			10,000	1,881	-
Nurse Practitioner Grant			47,548	18,877	23,774
Infants & Toddlers Grant			1,517,964	1,662,124	1,622,249
Judy Hoyer ECC and EC Grant			322,000	340,688	322,000
MMSR State Grant			63,595	42,622	25,346
State School Improvement Grant				1,013,267	653,343
AGE DLLR MOU Grant			-	6,000	-
Adult General Ed Grant			36,028	36,028	36,028
Literacy Works Grant			270,984	270,984	270,984
STEM Grant				44,362	100,000

Reimb MSDE	1,900,000	1,760,901	1,959,010
Cigarette Restitution Grant	190,000	179,445	180,000
Fine Arts Grant	55,440	141,753	152,298
Middle Grade Tobacco Prevention Grant		8,738	8,750
SASS Grant	1,500		
Reserve for New State Grants	2,000,000		1,000,000
Subtotal Other	8,979,812	9,249,898	7,253,782
TOTAL STATE REVENUE	**$529,349,891**	**$528,273,927**	**$510,714,741**
FEDERAL REVENUE			
Title I-A - Local System Grants	21,783,352	20,552,721	21,865,550
Title I-A - School Improvement	200,000	(67,253)	-
Title I-B1 - Reading First	-	1,460,798	-
Title I-B3 - Even Start	-	-	-
Title I-C - Migrant Education	-	-	-
Title I-D - Neglected and Delinquent	113,074	60,334	44,020
Title I-F - Comprehensive School Reform	-	-	-
Title II-A - Teacher Quality	4,415,360	3,339,692	4,288,613
Title II-D - Education Technology	1,001,144	628,174	77,558
Title III-A - Language Acquisition	683,453	605,214	620,494
Title IV-A - Safe & Drug-Free Schools	595,000	488,742	415,000
Title IV-B - 21st Century Learning Centers	-	-	-
Title V-A - Innovative Education	193,589	108,419	-
Title VI-B2 - Rural & Low-Income Schools Prog.	-	-	-
Title VIII - Impact Aid	-	-	-
Homeless Children and Youth	-	138,152	125,000
IDEA - Special Education	22,860,742	22,711,351	33,686,441
Perkins Career and Technology Education	1,199,308	1,132,444	1,075,278
Other (specify)*** See Below			
Retiree Drug Subsidy		117,205	
ROTC		1,290,459	
ARRA SFSF			8,439,290
Reading First	1,345,311	-	524,671
AGE	15,839	15,839	15,839
Lifeworks	209,692	205,805	209,285

	BCML & BCMT		7,000	4,623	7,000
	Charter School			248,882	
	Gear Up		192,476	186,513	223,090
	High Schools That Work				5,000
	Infants & Toddlers		1,333,731	310,531	1,483,731
	Javits			17,703	
	Middle Grade Tobacco Use Prevention Initiative		19,500		
	MMSR			-	35,394
	Nexus			39,330	
	NSF Super Stem		464,194	154,055	
	Recognition Awards		52,000	-	-
	Reserve for new Federal grants		5,024,655		3,454,856
	Service Learning		13,800	15,353	15,000
	Sexual Harassment & Assault Prevention		17,000	14,092	17,000
	Summer Institute for Elementary School Teachers		50,000	50,000	50,000
	Teacher Academy of MD		10,000		
	Teaching American History		62,000	160,233	
	Third Party Billing		3,785,217	6,204,723	2,276,317
	Wellness Monitoring			1,000	
Subtotal Other			12,602,415	9,036,346	16,756,473
TOTAL FEDERAL REVENUE	1.1.30.00		**$78,249,852**	**$69,231,480**	**$95,710,900**
OTHER RESOURCES/TRANSFERS****	1.1.99.99		**$7,165,934**	**$7,059,168**	**$7,376,020**
TOTAL REVENUE			**$1,267,436,690**	**$1,255,863,710**	**$1,292,249,772**
PRIOR BALANCE AVAILABLE	1.1.40.00		**$3,000,000**	**$3,000,000**	**$11,000,000**
TOTAL REVENUE, TRANSFERS AND FUND BALANCE			**$1,270,436,690**	**$1,258,863,710**	**$1,303,249,772**

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

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

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

****Nonrevenue and transfers.

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

Baltimore County Public Schools

TOTAL SUMMARY BY CATEGORY

	Category	Original Approved* FY 09 Budget	Final FY 09 Actual Expenditures	Original Approved FY 10 Budget	FTE Staffing FY 10 Budget
201	Administration	$36,679,405	$36,631,907	$36,040,947	316.6
202	Mid-level Administration				
	Office of the Principal	65,407,188	66,718,863	68,883,938	927.6
	Administration & Supervision	14,521,201	13,202,526	14,502,034	150.8
203	Instructional Salaries	432,912,938	424,082,962	441,427,940	6,975.4
204	Textbooks & Instructional Supplies	23,460,316	23,539,654	27,320,909	
205	Other Instructional Costs	17,909,692	19,410,600	14,306,242	
206	Special Education	145,834,795	146,317,836	145,834,796	1,770.5
207	Student Personnel Services	8,049,330	7,778,254	8,365,128	112.0
208	Health Services	12,960,448	12,749,549	13,637,847	215.5
209	Student Transportation	51,983,390	51,294,968	53,735,999	1,124.0
210	Operation of Plant	85,587,587	87,303,736	89,366,630	1,163.8
211	Maintenance of Plant	29,598,777	28,343,634	27,328,591	249.0
212	Fixed Charges	244,280,534	244,344,320	252,688,706	
213	Food Service				
214	Community Services				
215	Capital Outlay	3,230,124	3,103,802	3,291,786	39.0
	Undistributed Restricted Funds				
TOTAL EXPENDITURES/FTE		**$1,172,415,725**	**$1,164,822,611**	**$1,196,731,493**	**13,044.2**

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

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

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1.3: ATTACHMENT 3 - TOTAL FULL-TIME EQUIVALENT STAFF STATEMENT

Baltimore County Public Schools

POSITION TYPE	FY 09 Budget	FY 10 Budget
Superintendent, Deputy, Assoc., Asst.	11.0	10.0
Directors, Coord., Superv., Specialists	199.5	199.5
Principals	167.0	169.0
Vice Principals	269.5	271.0
Teachers	7,244.6	7,347.2
Therapists	55.8	51.7
Guidance Counselors	268.4	270.4
Librarians	183.0	184.0
Psychologists	71.1	71.3
PPW/SSW	83.4	83.5
Nurses	176.2	177.2
Other Professional Staff	328.8	321.3
Secretaries and Clerks	781.2	799.8
Bus Drivers	750.3	750.3
Paraprofessionals	1,112.0	936.2
Other Staff	1,401.8	1,401.8
TOTAL FTE STAFF	**13,103.6**	**13,044.2**

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

Subgroup	2006			2007			2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	22,451	18,585	82.8	21,918	18,325	83.6	21,670	18,919	87.3	21,833	19,342	88.6
African American	8,882	6,624	74.6	8,757	6,653	76.0	8,877	7,188	81.0	9,177	7,606	82.9
American Indian/Alaskan Native	119	88	73.9	112	83	74.1	105	89	84.8	98	90	91.8
Asian/Pacific Islander	1,048	939	89.6	1,124	1,033	91.9	1,196	1,123	93.9	1,237	1,173	94.8
Hispanic	750	591	78.8	860	662	77.0	962	805	83.7	989	816	82.5
White (Not of Hispanic Origin)	11,652	10,343	88.8	11,065	9,894	89.4	10,530	9,714	92.3	10,332	9,657	93.5
Free/Reduced Meals (FARMS)	8,434	6,105	72.4	8,147	6,048	74.2	8,581	6,816	79.4	9,654	7,905	81.9
Limited English Proficient (LEP)	788	583	74.0	782	586	74.9	852	695	81.6	1,062	866	81.5
Special Education	3,019	1,913	63.4	2,931	1,910	65.2	3,472	2,539	73.1	3,408	2,520	73.9

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

Subgroup	2006			2007			2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	23,981	17,616	73.5	23,165	16,469	71.1	21,670	17,739	78.3	22,253	18,182	81.7
African American	9,746	6,119	62.8	9,608	5,829	60.7	6,877	6,529	70.0	9,220	7,001	75.9
American Indian/Alaskan Native	120	79	65.8	120	72	60.0	105	84	72.4	111	81	73.0
Asian/Pacific Islander	983	817	83.1	995	820	82.4	1,196	946	88.6	1,195	1,061	88.8
Hispanic	672	474	70.5	760	493	64.9	962	588	69.8	899	655	72.9
White (Not of Hispanic Origin)	12,460	10,127	81.3	11,682	9,255	79.2	10,530	9,592	85.0	10,828	9,384	86.7
Free/Reduced Meals (FARMS)	8,681	5,190	59.8	8,455	4,787	56.6	8,581	5,551	66.6	9,366	6,817	72.8
Limited English Proficient (LEP)	453	235	51.9	426	216	50.7	852	229	52.0	602	360	59.8
Special Education	2,954	1,201	40.7	2,818	1,003	35.6	3,472	1,431	47.1	3,024	1,634	54.0

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

Subgroup	2006			2007			2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	8,764	5,175	59.0	8,311	5,786	69.6	7,100	5,680	80.0			
African American	3,247	1,399	43.1	3,212	1,771	55.1	2,559	1,778	69.5			
American Indian/Alaskan Native	36	22	61.1	44	29	65.9	32	24	75.0			
Asian/Pacific Islander	408	279	68.4	394	295	74.9	331	286	86.4			
Hispanic	217	113	52.1	221	125	56.6	175	125	71.4			
White (Not of Hispanic Origin)	4,856	3,362	69.2	4,440	3,566	80.3	4,003	3,467	86.6			
Free/Reduced Meals (FARMS)	2,205	947	42.9	2,130	1,142	53.6	1,919	1,305	68.0			
Limited English Proficient (LEP)	205	82	40.0	128	45	35.2	21	4	19.0			
Special Education	842	214	25.4	839	280	33.4	682	283	41.5			

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

Subgroup	2006			2007			2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	22,460	17,645	78.6	21,929	18,297	83.4	21,682	18,430	85.0	21,838	18,778	86.0
African American	8,882	5,989	67.4	8,755	6,503	74.3	8,880	6,815	76.7	9,177	7,176	78.2
American Indian/Alaskan Native	119	85	71.4	112	87	77.7	105	87	82.9	98	85	86.7
Asian/Pacific Islander	1,048	949	90.6	1,128	1,076	95.4	1,198	1,136	94.8	1,240	1,186	95.6
Hispanic	756	558	73.8	865	692	80.0	962	787	81.8	991	839	84.7
White (Not of Hispanic Origin)	11,655	10,064	86.3	11,068	9,939	89.8	10,537	9,605	91.2	10,331	9,492	91.9
Free/Reduced Meals (FARMS)	8,438	5,601	66.4	8,153	6,002	73.6	8,588	6,534	76.1	9,658	7,572	78.4
Limited English Proficient (LEP)	797	597	74.9	791	658	83.2	857	713	83.2	1,070	918	85.8
Special Education	3,017	1,677	55.6	2,930	1,835	62.6	3,474	2,332	67.1	3,406	2,248	66.0

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

Subgroup	2006			2007			2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	24,010	14,558	60.6	23,206	13,934	60.0	22,650	15,313	67.6	22,260	15,766	70.8
African American	9,765	4,206	43.1	9,632	4,242	44.0	9,330	5,019	53.8	9,217	5,395	58.5
American Indian/Alaskan Native	120	58	48.3	120	52	43.3	118	68	57.6	112	65	58.0
Asian/Pacific Islander	986	815	82.7	1,002	849	84.7	1,074	954	88.8	1,199	1,081	90.2
Hispanic	673	393	58.4	763	382	50.1	842	512	60.8	901	590	65.5
White (Not of Hispanic Origin)	12,464	9,085	72.9	11,689	8,409	71.9	11,286	8,760	77.6	10,831	8,635	79.7
Free/Reduced Meals (FARMS)	8,694	3,703	42.6	8,475	3,582	42.3	8,351	4,285	51.3	9,372	5,348	57.1
Limited English Proficient (LEP)	455	245	53.8	436	222	50.9	443	256	57.8	610	401	65.7
Special Education	2,959	887	30.0	2,810	812	28.9	3,047	1,189	39.0	3,025	1,378	45.6

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

Subgroup	2006			2007			2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	9,961	5,926	59.5	8,828	5,680	64.3	7,027	5,808	82.7			
African American	3,994	1,629	40.8	3,656	1,659	45.4	2,564	1,769	69.0			
American Indian/Alaskan Native	53	32	60.4	53	29	54.7	32	26	81.3			
Asian/Pacific Islander	428	315	73.6	406	317	78.1	314	292	93.0			
Hispanic	255	128	50.2	269	153	56.9	175	141	80.6			
White (Not of Hispanic Origin)	5,229	3,821	73.1	4,444	3,522	79.3	3,942	3,580	90.8			
Free/Reduced Meals (FARMS)	2,675	1,129	42.2	2,594	1,282	49.4	2,031	1,489	73.3			
Limited English Proficient (LEP)	176	67	38.1	165	75	45.5	55	45	81.8			
Special Education	1,066	297	27.9	973	290	29.8	711	347	48.8			

Table 2.7: Maryland School Assessment - Science - Elementary (Grade 5)						
Subgroup	**2008**			**2009**		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	7,456	4,681	62.8			
African American	3,055	1,371	44.9			
American Indian/Alaskan Native	37	18	48.6			
Asian/Pacific Islander	428	321	75.0			
Hispanic	339	169	49.9			
White (Not of Hispanic Origin)	3,597	2,802	77.9			
Free/Reduced Meals (FARMS)	2,932	1,299	44.3			
Limited English Proficient (LEP)	162	35	21.6			
Special Education	894	338	37.8			

Table 2.8: Maryland School Assessment - Science - Middle (Grade 8)						
Subgroup	**2008**			**2009**		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	7,841	5,219	66.5			
African American	3,325	1,706	51.3			
American Indian/Alaskan Native	37	19	51.4			
Asian/Pacific Islander	374	298	79.7			
Hispanic	298	166	55.7			
White (Not of Hispanic Origin)	3,807	3,030	79.6			
Free/Reduced Meals (FARMS)	2,820	1,341	47.6			
Limited English Proficient (LEP)	114	15	13.2			
Special Education	757	208	27.5			

Table 2.9: Biology						
Subgroup	**2007**			**2008**		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	7,328	4,568	62.3	6,849	5,578	81.4
African American	2,924	1,199	41.0	2,450	1,642	67.0
American Indian/Alaskan Native	29	14	48.3	31	24	77.4
Asian/Pacific Islander	383	293	76.5	318	286	89.9
Hispanic	196	97	49.5	172	121	70.3
White (Not of Hispanic Origin)	3,796	2,965	78.1	3,878	3,505	90.4
Free/Reduced Meals (FARMS)	1,949	870	44.6	1,645	1,096	66.6
Limited English Proficient (LEP)	77	22	28.6	15	3	20.0
Special Education	691	139	20.1	468	224	47.9

Table 3.1: HSA Test Participation and Status - English 2008
Population: All 10th Grade Students

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	7,438	72.0	5,358	28.0	2,080	5.5	432
American Indian/Alaskan Native	33	69.7	23	30.3	10	5.7	2
African American	2,818	59.3	1,671	40.7	1,147	7.8	240
Asian/Pacific Islander	366	79.5	291	20.5	75	5.9	23
White (non-Hispanic)	4,007	80.8	3,237	19.2	770	3.1	129
Hispanic	214	63.6	136	36.4	78	15.1	38
Special Education	622	22.3	139	77.7	483	11.3	79
Limited English Proficient (LEP)	52	15.4	8	84.6	44	50.9	54
Free and Reduced Meals (FARMS)	2,004	55.4	1,110	44.6	894	8.9	196

Table 3.2: HSA Test Participation and Status - English 2008
Population: All 11th Grade Students

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	6,802	81.5	5,543	18.5	1,259	1.3	89
American Indian/Alaskan Native	30	76.7	23	23.3	7	0.0	0
African American	2,426	71.2	1,727	28.8	699	2.1	53
Asian/Pacific Islander	326	86.5	282	13.5	44	1.2	4
White (non-Hispanic)	3,851	88.0	3,388	12.0	463	0.7	26
Hispanic	169	72.8	123	27.2	46	3.4	6
Special Education	441	38.3	169	61.7	272	2.0	9
Limited English Proficient (LEP)	17	11.8	2	88.2	15	22.7	5
Free and Reduced Meals (FARMS)	1,615	67.9	1,096	32.1	519	2.0	33

Table 3.3: HSA Test Participation and Status - Algebra/Data Analysis 2008
Population: All 10th Grade Students

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	7,415	78.5	5,820	21.5	1,595	3.0	233
American Indian/Alaskan Native	33	69.7	23	30.3	10	2.9	1
African American	2,876	63.4	1,824	36.6	1,052	4.5	134
Asian/Pacific Islander	346	90.2	312	9.8	34	2.8	10
White (non-Hispanic)	3,937	88.9	3,501	11.1	436	1.7	70
Hispanic	223	71.7	160	28.3	63	7.5	18
Special Education	670	30.3	203	69.7	467	3.5	24
Limited English Proficient (LEP)	80	35.0	28	65.0	52	12.1	11
Free and Reduced Meals (FARMS)	2,077	64.6	1,341	35.4	736	4.2	90

Table 3.4: HSA Test Participation and Status - Algebra/Data Analysis 2008
Population: All 11th Grade Students

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	6,708	84.5	5,666	15.5	1,042	1.0	69
American Indian/Alaskan Native	30	83.3	25	16.7	5	0.0	0
African American	2,413	71.4	1,724	28.6	689	1.3	32
Asian/Pacific Islander	308	93.5	288	6.5	20	1.9	6
White (non-Hispanic)	3,789	92.1	3,490	7.9	299	0.8	30
Hispanic	168	82.7	139	17.3	29	0.6	1
Special Education	443	47.9	212	52.1	231	0.9	4
Limited English Proficient (LEP)	17	47.1	8	52.9	9	0.0	0
Free and Reduced Meals (FARMS)	1,608	72.1	1,159	27.9	449	1.0	16

Table 3.5: HSA Test Participation and Status - Biology 2008
Population: All 10th Grade Students

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	7,244	76.0	5,506	24.0	1,738	7.2	562
American Indian/Alaskan Native	32	62.5	20	37.5	12	8.6	3
African American	2,697	60.7	1,638	39.3	1,059	11.2	340
Asian/Pacific Islander	358	86.6	310	13.4	48	6.3	24
White (non-Hispanic)	3,954	86.0	3,400	14.0	554	3.6	147
Hispanic	203	68.0	138	32.0	65	19.1	48
Special Education	595	35.0	208	65.0	387	15.0	105
Limited English Proficient (LEP)	49	34.7	17	65.3	32	50.0	49
Free and Reduced Meals (FARMS)	1,926	60.4	1163	39.6	763	12.0	263

Table 3.6: HSA Test Participation and Status - Biology 2008
Population: All 11th Grade Students

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	6,733	82.1	5,529	17.9	1,204	1.7	115
American Indian/Alaskan Native	30	80.0	24	20.0	6	3.2	1
African American	2,388	68.1	1,627	31.9	761	3.2	79
Asian/Pacific Islander	317	90.2	286	9.8	31	2.5	8
White (non-Hispanic)	3,829	90.7	3,472	9.3	357	0.6	22
Hispanic	169	71.0	120	29.0	49	2.9	5
Special Education	439	49.4	217	50.6	222	2.0	9
Limited English Proficient (LEP)	15	20.0	3	80.0	12	16.7	3
Free and Reduced Meals (FARMS)	1,589	67.7	1,076	32.3	513	3.2	52

Table 3.7: HSA Test Participation and Status - Government 2008
Population: All 10th Grade Students

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	7,544	83.5	6,301	16.5	1,243	4.0	318
American Indian/Alaskan Native	33	78.8	26	21.2	7	5.7	2
African American	2,877	73.5	2,115	26.5	762	5.8	176
Asian/Pacific Islander	370	91.6	339	8.4	31	5.4	21
White (non-Hispanic)	4,052	90.1	3,652	9.9	400	1.9	79
Hispanic	212	79.7	169	20.3	43	15.9	40
Special Education	656	42.8	281	57.2	375	6.3	44
Limited English Proficient (LEP)	55	56.4	31	43.6	24	48.6	52
Free and Reduced Meals (FARMS)	2,064	71.2	1,470	28.8	594	6.3	138

Table 3.8: HSA Test Participation and Status - Government 2008
Population: All 11th Grade Students

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	6,859	90.7	6,219	9.3	640	1.8	125
American Indian/Alaskan Native	30	90.0	27	10.0	3	3.2	1
African American	2,439	84.1	2,051	15.9	388	2.5	63
Asian/Pacific Islander	329	96.7	318	3.3	11	4.6	16
White (non-Hispanic)	3,891	94.4	3,675	5.6	216	0.8	32
Hispanic	170	87.1	148	12.9	22	7.1	13
Special Education	446	63.5	283	36.5	163	1.3	6
Limited English Proficient (LEP)	18	66.7	12	33.3	6	28.0	7
Free and Reduced Meals (FARMS)	1,616	82.4	1,332	17.6	284	2.9	48

Table 3.9: 2009 Graduates Who Met the High School Assessment (HSA) Graduation Requirement by Option

	Enrolled	HSA Graduation Requirement Options								Total			
		Passing Scores on Four HSAs		1602 Option		Bridge Projects		Waivers		Met		Not Met	
	#	#	%	#	%	#	%	#	%	#	%	#	%
2008-2009	6,810	5,053	74.2	1,309	19.2	414	6.1	31	0.5	6,807	100	3	0.0

Table 3.10: Bridge Projects Passed

	Algebra/Data Analysis	Biology	English	Government	Total
	#	#	#	#	#
2008-2009	306	336	309	245	1,196

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

	Enrolled	Met		Not Yet Met								Total	
				Needing to Pass 4		Needing to Pass 3		Needing to Pass 2		Needing to Pass 1			
	#	#	%	#	%	#	%	#	%	#	%	#	%
2009-2010	7,217	6,133	85.0	378	5.2	289	4.0	270	3.7	147	2.0	1,084	15.0

Table 4.1: System AMAO I, 2008-2009			
	N	Number Who Met Target	% (% = Number Who Met Target)
Total	2,579	1,966	76.23%

Table 4.2: System AMAO II, 2008-2009*			
	N	Number Who Met Target	%
Total	2,903	437	15.05%

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

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

Table 4.3: System AMAO III, 2008

AYP Status for Limited English Proficienct (LEP) Students*						
	Reading			Math		
	Elementary	Middle	High	Elementary	Middle	High
2007	Yes	Yes	Yes	Yes	Yes	Yes
2008	Yes	Yes	No	Yes	Yes	Yes
2009	Yes	Yes	Yes	Yes	Yes	Yes

* Indicate **YES** if the School System made AYP for LEP Students, or **NO** if the School System did not make AYP for LEP Students

Table 5.1: Number and Percentage of All Schools Making Adequate Yearly Progress

	Elementary			Middle			High			Special Placement		
	Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP	
		#	%		#	%		#	%		#	%
2003	107	86	80.4	27	14	51.9	27	12	44.4	NA	NA	NA
2004	106	100	94.3	27	23	85.2	28	16	57.1	NA	NA	NA
2005	106	105	99.1	27	19	70.4	24	8	33.3	NA	NA	NA
2006	107	103	96.3	26	18	69.2	24	21	87.5	NA	NA	NA
2007	107	103	96.3	27	11	40.7	24	21	87.5	NA	NA	NA
2008	107	102	95.3	27	13	48.1	24	17	70.8	NA	NA	NA
2009	109	92	84.4	27	13	48.1	24	23	95.8	NA	NA	NA

Table 5.2: Number and Percentage of Title I Schools Making Adequate Yearly Progress

	Elementary			Middle			High			Special Placement		
	Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP	
		#	%		#	%		#	%		#	%
2003	38	23	60.5	9	1	11.1	NA	NA	NA	NA	NA	NA
2004	37	35	94.6	9	8	88.9	NA	NA	NA	NA	NA	NA
2005	37	36	97.3	9	6	66.7	NA	NA	NA	NA	NA	NA
2006	37	37	100.0	9	4	44.4	NA	NA	NA	NA	NA	NA
2007	37	35	94.6	9	0	0.0	NA	NA	NA	NA	NA	NA
2008	37	32	86.5	NA	NA	NA	NA	NA	NA	NA	NA	NA
2009	42	32	76.2	NA	NA	NA						

Table 5.3: Number of All Schools in Improvement

	2005-2006 Level of Improvement (based on 2005 AYP)					Exiting in 2005	2006-2007 Level of Improvement (based on 2006 AYP)					Exiting in 2006
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	2	0	0	0	0	1	0	0	0	0	0	2
Middle Schools	2	2	0	1	0	0	3	0	2	1	0	1
High Schools	1	7	0	0	0	4	0	4	3	0	0	1
Special Placement Schools	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total	**5**	**9**	**0**	**1**	**0**	**5**	**3**	**4**	**5**	**1**	**0**	**4**

	2007-2008 Level of Improvement (based on 2007 AYP)					Exiting in 2007	2008-2009 Level of Improvement (based on 2008 AYP)					Exiting in 2008
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	1	0	0	0	0	0	0	1	0	0	0	0
Middle Schools	3	3	0	2	1	0	5	4	2	0	3	0
High Schools	0	0	2	1	0	4	0	0	0	2	0	0
Special Placement Schools	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total	**4**	**3**	**2**	**3**	**1**	**4**	**5**	**5**	**2**	**2**	**3**	**0**

	2009-2010 Level of Improvement (based on 2009 AYP)					Exiting in 2009
	Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	2	0	0	0	0	0
Middle Schools	2	3	2	2	2	2
High Schools	0	0	0	2	0	0
Special Placement Schools	NA	NA	NA	NA	NA	NA
Total	**4**	**3**	**2**	**4**	**2**	**2**

Table 5.4: Number of Title I Schools in Improvement

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

	2007-2008 Level of Improvement (based on 2007 AYP)					Exiting in 2007	2008-2009 Level of Improvement (based on 2008 AYP)					Exiting in 2008
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	0	0	0	0	0	0	0	0	0	0	0	0
Middle Schools	3	1	0	1	1	0	NA	NA	NA	NA	NA	NA
High Schools	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Special Placement Schools	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total	**3**	**1**	**0**	**1**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

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

Table 5.5: Attendance Rates

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

Table 5.6: Percentage of Students Graduating From High School

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

Table 5.7: Percentage of Students Dropping Out of School

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

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

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.

	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%

Table 6.3: Number of Classes Not Taught by Highly Qualified (NHQ) Teachers by Reason

School Year	Expired Certificate		Invalid Grade Level(s) for Certification		Testing Requirement Not Met		Invalid Subject for Certification		Missing Certification Information		Conditional Certificate		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	NHQ Classes	All Classes
2005-2006	531	2.86	60	0.30	22	0.12	829	4.50	878	4.70	792	4.30	3,112	18,594
2006-2007	225	1.24	71	0.40	34	0.20	527	2.90	725	4.00	592	3.30	2,174	18,101
2007-2008	138	0.80	92	0.60	10	0.50	622	3.70	289	1.70	746	4.50	1,897	16,759
2008-2009	107	0.69	134	0.87	18	0.12	670	4.30	0	0	479	3.10	1,579	15,415

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	571	565	98.9
Secondary	2,810	2,750	97.9	1,795	1,675	93.3

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

Core Academic Subject Classes								
		High Poverty*				Low Poverty			
School Year	Level	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

* Some local school systems will not have schools that qualify as "high poverty".
** "Experience" for the purposes of differentiation in accordance with No Child Left Behind, is defined as two years or more as of the first day of employment in the 2008-2009 school year.

Table 6.6: Attrition Rates

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

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

_X_ Entire teaching staff or

___ Core Academic Subject area teachers

Table 6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools. Include Title I Schools Funded With ARRA Funds.			
	Total Number of Paraprofessionals Working in Title I Schools	Qualified Paraprofessionals Working in Title I Schools	
		#	%
2008-2009	182.4	182.4	100
2009-2010*	**186**	**186**	**100**

*As of July 1, 2009

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

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

Table 7.3: Schools Meeting the 2½ Percent Criteria for the First Time			
School*	9/30/2008 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
N/A			

* Add rows when necessary

Table 7.4: Elementary Schools with Suspension Rates Exceeding Identified Limits					
	2004-2005	**2005-2006**	**2006-2007**	**2007-2008**	**2008-2009**
# of Schools	Number With a Suspension Rate that Exceeded **18%**	Number With a Suspension Rate that Exceeded **18%**	Number With a Suspension Rate that Exceeded **16%**	Number With a Suspension Rate that Exceeded **14%**	Number With a Suspension Rate that Exceeded **12%**
	0	**1**	**3**	**2**	**4**

Table 7.5: Identified Schools That Have Not Implemented PBIS			
School*	**School year in which the suspension rate was exceeded**	**Provide reason for noncompliance**	**Provide a timeline for compliance**
All Schools Implementing PBIS			

* Add rows if necessary

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

Table 7.7: Number of Suspensions/Expulsions for Sexual Harassment, Harassment, and Bullying

Offense	Sexual Harassment	Harassment	Bullying	TOTAL
2003-2004		352		
2004-2005		303		
2005-2006		249		
2006-2007		260		
2007-2008		248	850	1,098
2008-2009		252	622	874

Table 7.8: Number of Students Suspended - In School - by Race/Ethnicity and Gender (Unduplicated Count)

School Year	Enrollment	African American		American Indian/Alaskan		Asian		Hispanic		White		Male		Female	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
2006-2007	324	170	52.5	2	0.6	3	0.9	7	2.2	142	43.8	218	67.3	106	32.7
2007-2008	796	386	48.5	3	0.4	11	1.4	17	2.1	379	47.6	547	68.7	249	31.3
2008-2009	1,682	1,027	61.1	8	0.5	28	1.7	55	3.3	564	33.5	1,137	67.6	545	32.4

Table 7.9: Number of Students Suspended - Out of School - by Race/Ethnicity and Gender (Unduplicated Count)

School Year	Enrollment	African American		American Indian/Alaskan		Asian		Hispanic		White		Male		Female	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
2005-2006	11,798	6,872	58.2	81	0.7	164	1.4	261	2.2	4,420	37.5	8,013	67.9	3,785	32.1
2006-2007	12,700	7,470	58.8	89	0.7	190	1.5	348	2.7	4,603	36.2	8,530	67.2	4,170	32.8
2007-2008	11,138	6,737	60.5	72	0.6	147	1.3	380	3.4	3,802	34.1	7,563	67.9	3,575	32.1
2008-2009	11,200	7,153	63.9	61	0.5	170	1.5	350	3.1	3,466	31.0	7,478	66.8	3,722	33.2

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

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

Table 8.1: Percentage of <u>All</u> Kindergarten Students at Readiness Stages

	% Fully Ready								% Approaching Readiness								% Developing Readiness							
	SP	LL	MT	ST	SS	TA	PD	Composite	SP	LL	MT	ST	SS	TA	PD	Composite	SP	LL	MT	ST	SS	TA	PD	Composite
2004-2005	68	55	64	43	58	70	78	66	25	34	27	46	35	26	20	28	7	11	9	11	7	4	3	6
2005-2006	73	61	70	56	66	75	83	73	22	31	24	36	28	22	15	22	5	8	7	8	6	3	2	4
2006-2007	75	66	74	60	72	80	85	77	20	27	20	33	23	18	13	19	4	7	6	7	6	3	2	4
2007-2008	73	63	66	55	67	76	81	73	22	30	28	37	28	21	17	23	5	7	7	7	5	4	2	4
2008-2009	78	70	73	65	76	81	86	80	18	25	22	30	21	16	12	17	4	5	5	5	4	2	2	3

Table 8.2: Percentage of Kindergarten Students with Previous Prekindergarten Experience

	% Fully Ready		% Approaching Readiness		% Developing Readiness	
	LL	MT	LL	MT	LL	MT
2004-2005	54	65	37	28	9	8
2005-2006	63	71	30	23	7	6
2006-2007	67	75	27	20	7	6
2007-2008	63	66	30	28	7	6
2008-2009	70	74	25	21	5	4

Table 8.3: September 30 Prekindergarten Enrollment				
School Name	**Half Day or Full Day**	**Total Number of Students Enrolled as of 9-30-08**	**Income Eligible Students**	**Students Enrolled Under Other Criteria**
Arbutus Elementary	Half Day	20	9	11
Baltimore Highlands Elementary	Half Day	60	49	11
Battle Grove Elementary	Half Day	36	12	24
Bear Creek Elementary	Half Day	39	20	19
Berkshire Elementary* (Colgate Elementary students at this site)	Half Day	66	22	44
Campfield Early Childhood Center* (Bedford, Milbrook, Randallstown, Scotts Branch & Wellwood Elementary school students at this site)	Half Day	145	64	81
Carney Elementary	Half Day	20	7	13
Catonsville Elementary* (takes econonically disadvantaged students from surrounding schools)	Half Day	39	8	31
Cedarmere Elementary	Half Day	36	8	28
Chadwick Elementary	Half Day	40	31	9
Charlesmont Elementary	Half Day	33	12	21
Chase Elementary	Half Day	30	10	20
Chesapeake Terrace Elementary	Half Day	21	9	12
Church Lane Elementary	Half Day	20	13	7
Deer Park Elementary	Half Day	20	10	10
Dundalk Elementary	Half Day	79	68	11
Eastwood Center Elementary Magnet	Half Day	20	10	10
Edgemere Elementary	Half Day	41	8	33
Edmondson Heights Elementary	Half Day	31	15	16
Elmwood Elementary	Half Day	41	17	24
Essex Elementary	Half Day	34	5	29
Featherbed Lane Elementary* (Dogwood Elementary students at this site)	Half Day	100	36	64
Franklin Elementary (takes econonically disadvantaged students from surrounding schools)	Half Day	32	10	22
Fullerton Elementary* (takes economically disadvantaged from surrounding schools)	Half Day	36	17	19
Glenmar Elementary	Half Day	39	12	27

School Name	Half Day or Full Day	Total Number of Students Enrolled as of 9-30-08	Income Eligible Students	Students Enrolled Under Other Criteria
Glyndon Elementary	Half Day	18	8	10
Grange Elementary	Half Day	32	0	32
Halethorpe Elementary	Half Day	32	6	26
Halstead Academy	Half Day	42	42	0
Harford Hills Elementary	Half Day	19	4	15
Hawthorne Elementary* (Deep Creek Elementary students at this site)	Half Day	100	97	3
Hebbville Elementary	Half Day	34	25	9
Hernwood Elementary	Half Day	21	20	1
Hillcrest Elementary	Half Day	20	9	11
Johnnycake Elementary	Half Day	58	30	28
Lansdowne Elementary	Half Day	38	32	6
Logan Elementary	Half Day	42	29	13
Mars Estates Elementary	Half Day	37	33	4
Martin Boulevard Elementary	Half Day	28	17	11
McCormick Elementary	Half Day	40	29	11
Middleborough Elementary	Half Day	21	4	17
Middlesex Elementary	Half Day	41	31	10
New Town Elementary	Half Day	21	12	9
Norwood Elementary	Half Day	38	12	26
Oakleigh Elementary	Half Day	55	43	12
Oliver Beach Elementary	Half Day	20	1	19
Orems Elementary	Half Day	42	21	21
Owings Mills Elementary	Half Day	83	41	42
Padonia Elementary	Half Day	54	10	44
Perry Hall Elementary	Half Day	19	9	10
Pine Grove Elementary* (takes econonically disadvantaged students from surrounding schools)	Half Day	29	10	19
Pleasant Plains Elementary	Half Day	41	20	21
Pot Spring Elementary	Half Day	38	2	36
Powhatan Elementary	Half Day	23	23	0
Red House Run Elementary	Half Day	39	26	13
Reisterstown Elementary	Half Day	20	16	4
Relay Elementary	Half Day	21	6	15
Riverview Elementary	Half Day	60	42	18
Sandalwood Elementary	Half Day	38	26	12
Sandy Plains Elementary* (takes econonically disadvantaged students from surrounding schools)	Half Day	56	11	45
Seneca Elementary	Half Day	38	9	29
Shady Spring Elementary	Half Day	42	6	36
Sussex Elementary	Half Day	40	25	15
Timber Grove Elementary	Half Day	21	10	11

School Name	Half Day or Full Day	Total Number of Students Enrolled as of 9-30-08	Income Eligible Students	Students Enrolled Under Other Criteria
Victory Villa Elementary	Half Day	34	18	16
Villa Cresta Elementary* (takes econonically disadvantaged students from surrounding schools)	Half Day	34	4	30
Vincent Farm Elementary	Half Day	40	2	38
Warren Elementary	Half Day	20	6	14
Westowne Elementary	Half Day	41	12	29
Winand Elementary	Half Day	38	34	3
Winfield Elementary	Half Day	37	25	12
Woodbridge Elementary	Half Day	16	6	10
Woodholme Elementary	Half Day	39	7	32
Woodmoor Elementary	Half Day	57	53	4
	Total	**2,898**	**1,424**	**1,473**

1.D
Goal Progress

Are the programs, practices and strategies implemented by local school systems achieving their intended effect of improving student performance and eliminating achievement gaps?

This section requires school systems to report on progress and challenges related to performance standards, additional State requirements, and local goals, where applicable. In responding to the analyzing prompts, school systems are asked to:

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

The alignment of resources with Master Plan priorities must be evident. The Guidance Document has been developed to provide a clear connection between local school system priorities and resource allocations. Resources can be allocated through a number of avenues: increases in revenues, redistributed funds, retargeted resources (a shift in focus), and/or the continuation of initiatives and programs. Throughout each section, school systems will be asked to share how the school system plans to allocate resources to support continued progress and overcome challenges.

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

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

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

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

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

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

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

Reading and Mathematics

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

LSSs should address the performance of high school students using AYP proficiency data for English and Algebra/Data Analysis through 2008. Additionally, LSSs should address the performance of high school students using the HSA Assessment Results for English and Algebra/Data Analysis for 2008 and local HSA Assessment Results for juniors (rising seniors) as of June, 30, 2009.

Maryland School Assessment

Reading

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

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

Elementary Reading
Based upon Table 2.1, the percentage of elementary school students achieving proficient or advanced on the MSA in reading continues to increase. In 2008-2009, the All Students group exceeded the elementary school reading AMO by 12.1 percentage points.

- At the elementary level, the following subgroups exceeded the AMO:
  - African American (exceeded AMO by 6.4 percentage points)
  - American Indian/Alaskan Native (exceeded AMO by 15.3 percentage points)
  - Asian/Pacific Islander (exceeded AMO by 18.3 percentage points)
  - Hispanic (exceeded AMO by 6.0 percentage points)
  - White (exceeded AMO by 17.0 percentage points)
  - Free/Reduced Meals (exceeded AMO by 5.4 percentage points)
  - Limited English Proficient (exceeded AMO by 5.0 percentage points)

- At the elementary level, the following subgroups have evidenced improvement on the MSA reading from 2007-2008 to 2008-2009:
  - African American (increased 1.9 percentage points)
  - American Indian/Alaskan Native (increased 7.0 percentage points)
  - Asian/Pacific Islander (increased 0.9 percentage points)
  - White (increased 1.2 percentage points)
  - Free/Reduced Meals (increased 2.5 percentage points)
  - Special Education (increased 0.8 percentage points)

Middle Reading
Based upon Table 2.2, in 2008-2009, the percentage of the All Students group achieving proficient or advanced in reading exceeded the AMO by 5.8 percentage points.

- At the middle school level, the following subgroups met or exceeded the AMO:
  - African American (met the AMO)
  - Asian/Pacific Islander (exceeded the AMO by 12.9 percentage points)
  - White (exceeded the AMO by 10.8 percentage points)

- Based on data at the middle school level, the following student groups have evidenced an improvement in MSA reading from 2007-2008 to 2008-2009:
  - African American (increased 5.9 percentage points)
  - American Indian/Alaskan Native (increased 0.6 percentage points)

- Asian/Pacific Islander (increased 0.2 percentage points)
- Hispanic (increased 3.1 percentage points)
- White (increased 1.7 percentage points)
- Free/Reduced Meals (increased 6.2 percentage points)
- Limited English Proficient (increased 7.8 percentage points)
- Special Education (increased 6.9 percentage points)

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

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

2008-2009 Master Plan Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/language arts, 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 the Algebra I, Biology, English 10, and Government 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.
e) Monitor classroom instruction to ensure that the Essential Curriculum is being taught.
h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
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.
u) Provide staff with access to technology essential to collecting, analyzing, and reporting student achievement data.

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.

2008-2009 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:
In the area of reading, the following practices, programs, or strategies and the associated resource allocations appear to be related to the increase in the percentage of students achieving proficient or advanced on the MSA:

System Level
- Collaborated with the Office of Special Education to review current instructional practices for all diploma-bound students and investigated new intervention programs to increase the number of students receiving special education services and who achieve proficiency.
- Monitored the progress of high school students in mastering the Core Learning Goals in the areas of Algebra/Data Analysis, Biology, English, and Government through the use of short-cycle, benchmark, and final exam assessments.
- Continued to identify underperforming secondary schools in need of support to increase student performance on MSA and provided site-based professional development to these identified schools.
- Provided rigorous, differentiated curricula to improve student achievement.
- Implemented short-cycle and benchmark assessments in core courses to help teachers make informed instructional decisions for all students.
- Continued to offer school-based and countywide professional development workshops for administrators, teachers, and support personnel in reading, language arts, mathematics, science, and social studies to support the achievement of all student groups including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Developed and implemented review packets for HSA courses in order to assist with improving student performance for those who did not meet standards.

- Provided staff and students receiving special education services with access to assistive technology essential to accessing the general curriculum.

Elementary

- Continued professional development on the implementation of research-based components of a comprehensive early childhood literacy program including phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Continued to monitor and support the implementation of prekindergarten, kindergarten, first, and second grade diagnostic tools.
- Continued implementation of a comprehensive three-tier differentiation model designed to improve the reading achievement of all students by providing ongoing assessment, early identification, and support for students who are at risk of reading failure in all elementary schools.
- Utilized identified research-based supplemental and intervention programs to support students who required more intense instruction in identified areas of reading instruction.
- Utilized *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 intervention to prevent early reading failure.
- Continued to develop, refine, and monitor countywide short-cycle and benchmark assessments in grades 3-5.
- Continued data analysis to inform reading and written language instruction.
- Continued to provide anchor lessons, model lessons, and instructional resources to enable general and special education teachers to provide differentiated instruction in reading, English, and writing.
- Provided professional development and resources to assist teachers in analyzing and evaluating student work, specifically short-cycle and benchmark assessment data, to make instructional decisions.
- Continued to provide ongoing professional development to new and veteran teachers on research-based best practices for vocabulary and comprehension instruction.
- Continued to provide collaborative professional development among general and special educators to ensure the success of students with disabilities in inclusive and self-contained settings.
- Continued to provide professional development to support implementation of the revised elementary written language program.
- Intensified the focus on components of and best practices for effective reading and writing instruction for BCPS-identified priority schools (including schools in improvement).
- Continued to deliver early intervening services to at-risk students through Response to Intervention in order to reduce the over-identification of students receiving special education services.
- Intensified and targeted professional development for special education and general education teachers in best practices for co-teaching models and differentiated instruction.

- Continued to improve and provide professional development for teachers instructing students participating in Alt-MSA.
- Provided intensive professional development and resources to reading specialists and teachers that target rigorous comprehension strategy instruction.

Middle

- Continued the systemwide use of Grade 6 reading materials to provide consistency of curriculum implementation in all middle schools.
- Provided reading specialists with ongoing professional development focused on best practices in reading and written language instruction.
- Provided extensive professional development to teachers to support the implementation of intervention and acceleration programs for students in grades 6-10.
- Provided in-school modeling of instruction and coaching for teachers to ensure quality of instruction.
- Created, refined, and monitored short-cycle and benchmark assessments for all middle schools.
- Provided ongoing professional development to veteran and new teachers on research-based best practices for teaching reading, writing, and language usage to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Provided alignment for all teachers of the core curriculum to the Voluntary State Curriculum (VSC) along with professional development on the content, types of questions, and scoring expectations on the MSA for all teachers.
- Provided professional development to assist teachers in analyzing and evaluating student work and assessments and using the data to make instructional decisions.

Resource Allocations:

- FY09 Operating Budget
- Title II FY08 and FY09

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

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

Elementary Reading

A review of the trends in elementary reading student achievement data by subgroup indicates that most subgroups have remained consistent or have evidenced consistent steady improvement from 2006-2007 to 2008-2009.

- Despite improvement, the special education subgroup did not meet the AMO (by 2.6 percentage points).
- Although the following subgroups met the AMO, there was a decrease in performance from 2007-2008 to 2008-2009:
    - Hispanic (decrease of 1.2 percentage points)

- Limited English Proficient (decrease of 0.1 percentage points)

Middle Reading
A review of the trends in middle school reading student achievement data by subgroup indicates a significant increase in performance in the All Students group. However, some subgroups did not reach the AMO, but met AYP by Safe Harbor.

- The student achievement of the following subgroups did not reach the AMO:
  - American Indian/Alaskan Native (by 2.9 percentage points)
  - Hispanic (by 3.0 percentage points)
  - Free/Reduced Meals (by 3.1 percentage points)
  - Limited English Proficient (by 16.1 percentage points)
  - Special Education (by 21.9 percentage points)

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

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. These efforts are aimed at improving instruction and increasing student achievement on the MSA. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level, to address the identified areas of concern, particularly those related to underperforming student groups including American Indian/Alaskan Native, Hispanic, FARMS, Limited English Proficient, and special education. The timeline for full implementation is spring of 2010.

2009-2010 Master Plan Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
Performance Indicator 1.1: All diploma-bound students in grades 3–8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).
Performance Indicator 1.5: All participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (Alt-MSA).
Performance Indicator 1.12: All students successfully completing the Algebra I, Biology, English 10, and Government 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.
w) Support teachers in the implementation of reading techniques through professional development opportunities.
y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

2009-2010 Master Plan Goal 2: By 2012, all English language learners will become proficient in English and reach high 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 2009-2010 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 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 best practices using the *Guide for Inclusive Education*.
- Work with the Office of Special Education to ensure maximum access to the general education curriculum for all students with disabilities in the least restrictive environment.
- Provide collaborative general and special education teacher professional development in the implementation of the VSC and the Core Learning Goals. Embed strategies and understandings to assist in meeting the needs of all students.
- Continue to provide collaborative professional development among general educators and special educators to ensure the success of students with disabilities in inclusive and self-contained settings.
- Continue to provide curriculum and instructional services and support to BCPS-identified priority schools (including schools in improvement).

- Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP).
- Develop a comprehensive professional development plan, which provides central leadership and coordination of all professional development, identification of staff professional development needs, systemic and coordinated delivery of knowledge and skills focused on increasing student achievement, and evaluation of professional development effectiveness to determine the impact on student achievement.
- Develop a systematic evaluation plan of district programs, initiatives, and curricular models and master plan action by external and internal program review utilizing disaggregated data warehouse information on all state and local assessments at the system, area, school, classroom, and individual student level to make informed educational decisions to improve student achievement and professional development.
- Implement the *Articulated Instruction Module* (AIM), an alignment and articulation tool that documents as well as enhances communication related to student academic progress for students, parents/guardians, educators, and support staff. This module provides reports that reinforce alignment with the VSC and other curricula throughout the school system.
- 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.

Elementary

- Continue to provide collaborative professional development among general and special educators to ensure the success of students with disabilities in inclusive and self-contained settings.
- Continue to provide professional development for ESOL teachers in collaboration with the Office of World Languages to align ESOL instruction with best practices to support the achievement of English language learners on the MSA.
- Intensify and target professional development for special education and general education teachers in best practices for co-teaching models and differentiated instruction.
- Continue to provide professional development for teachers instructing students participating in Alt-MSA.
- Continue to provide professional development to elementary teachers and administrators to connect the implementation of rigorous, engaging English/language arts/reading/writing instruction with preparation of students for success on the English HSA.
- Continue the use of *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) as an early childhood screening and progress monitoring tool to adjust instruction and provide appropriate support and interventions to students from all race/ethnic groups, students receiving special education services, students receiving free and reduced meals, and English language learners in order to prevent early reading failure.
- Continue to implement the comprehensive *Response to Intervention* model (RTI) to provide ongoing assessment, early identification, and support for students who are at risk of reading failure in all elementary schools including students receiving special

education services, students receiving free and reduced meals, and English language learners.

- Continue to provide training in *RTI* to library media, PreK-5 special educators, and teachers of English language learners to assist in the implementation of these programs to support the achievement of all students including race/ethnic groups, English language learners, students enrolled in gifted and talented programs, students receiving special education services, and students receiving free and reduced meals.
- Continue to use research-based interventions to provide accelerated reading/English/language arts instruction for students in grades 4 and 5, implement short-cycle and benchmark assessments, monitor the instructional program, and make adjustments as needed.
- Continue to support the *100 Book Challenge* in order to strengthen students' application of skills and give students access to a wide range of fiction and non-fiction reading materials.
- Continue to support and implement the *Motivational Reading Project* in 37 Title I schools in order to strengthen students' application of expository reading skills and strategies, research, and inquiry-based writing.
- Provided intensive professional development and resources to reading specialists and teachers that target rigorous comprehension strategy instruction for all students including race/ethnic groups, English language learners, students enrolled in gifted and talented programs, students receiving special education services, and students receiving free and reduced meals.

Middle

- Intensify the focus on components of, and best practices for, effective reading and writing instruction in BCPS-identified priority schools (including schools in improvement).
- Create a more integrated approach to differentiating the implementation of the curriculum in the least restrictive classroom in order to address the needs of the low performing subgroups; i.e., American Indian/Alaskan Native, Hispanic, Limited English Proficient, students receiving special education services, and students receiving free and reduced meals.
- 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).
- Revise Language Arts 8 curriculum by infusing the rigorous lessons and teaching strategies provided by *SpringBoard*, a curricular support source.
- Provide professional development to Grade 8 language arts teachers to ensure the consistent use of college preparatory strategies provided through the revised curriculum.
- Develop a composition program that is vertically aligned in grades 6-12 and includes differentiation strategies for students receiving special education services and English language learners.
- Implement a language curriculum that includes grammar, mechanics, and usage and is vertically aligned K-12.

- Continue to refine and enhance the implementation of the core and gifted and talented Grade 6 reading programs.
- Refine the implementation of the Grade 6 program for all students countywide, and include differentiation for students reading above and below grade level to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continue to utilize the data warehouse to analyze the disaggregated MSA results and other achievement data and make instructional adjustments based on analysis of the data. Ensure that data are examined before and during every school visit.
- Intensify and target professional development for special education and general education teachers in best practices for co-teaching models and differentiated instruction.
- Provide ongoing professional development for all middle school teachers in best practices in differentiation to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continue to provide systemwide professional development for ESOL, general, and special education teachers focusing on higher-level thinking, academic vocabulary, language usage, writing, and pedagogy.
- Intensify instructional guidance and professional development that ensures levels of rigor consistent with high expectations, higher level thinking, and preparation for advanced programs of study, ultimately preparing students for success on HSA and SAT.

Resource Allocations:

- FY10 Operating Budget
- Title II FY09 and FY10

Maryland School Assessment

Mathematics

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

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

Elementary Mathematics
The percentage of elementary school students achieving proficient/advanced on the MSA in mathematics continues to increase. In 2008-2009, the All Students group exceeded the elementary school mathematics AMO by 11.8 percentage points.

- The following subgroups met or exceeded the AMO:
  - African American (exceeded AMO by 4.0 percentage points)
  - American Indian/Alaskan Native (exceeded AMO by 12.5 percentage points)
  - Asian/Pacific Islander (exceeded AMO by 21.4 percentage points)
  - Hispanic (exceeded AMO by 10.5 percentage points)
  - White (exceeded AMO by 17.7 percentage points)
  - Free/Reduced Meals (exceeded AMO by 4.2 percentage points)
  - Limited English Proficient (exceeded AMO by 11.6 percentage points)

- Based on the elementary, middle, and high (EMH) data table at the elementary school level, the following student groups have maintained or evidenced improvement on the MSA mathematics from 2007-2008 to 2008-2009:
  - African American (increased 1.5 percentage points)
  - American Indian/Alaskan Native (increased 3.8 percentage points)
  - Asian/Pacific Islander (increased 0.8 percentage points)
  - Hispanic (increased 2.9 percentage points)
  - White (increased 0.7 percentage points)
  - Free/Reduced Meals (increased 2.3 percentage points)
  - Limited English Proficient (increased 2.6 percentage points)

Middle Mathematics
The percentage of middle school students achieving proficient/advanced on the MSA in mathematics also continues to increase. In 2008-2009, the All Students group exceeded the middle school mathematics AMO by 6.5 percentage points.

- At the middle school level, the following subgroups exceeded the AMO:
  - Asian/Pacific Islander (exceeded AMO by 25.9 percentage points)
  - Hispanic (exceeded AMO by 1.2 percentage points)
  - White (exceeded AMO by 15.4 percentage points)
  - Limited English Proficient (exceeded AMO by 1.4 percentage points)

- Based on EMH data at the middle school level, the following student subgroups have evidenced an improvement in MSA mathematics from 2007-2008 to 2008-2009:
  - African American (increased 4.7 percentage points)
  - American Indian/Alaskan Native (increased 0.4 percentage points)
  - Asian/Pacific Islander (increased 1.4 percentage points)
  - Hispanic (increased 4.7 percentage points)
  - White (increased 2.1 percentage points)
  - Free/Reduced Meals (increased 5.8 percentage points)
  - Limited English Proficient (increased 7.9 percentage points)
  - Special Education (increased 6.6 percentage points)

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

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

2008-2009 Master Plan Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
Performance Indicator 1.1: All diploma-bound students in grades 3–8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).
Performance Indicator 1.5: All participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (Alt-MSA).
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.

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

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

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

Key Strategies:

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

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

Activities:

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

System Level

- Continued to offer school-based and countywide professional development workshops for administrators, teachers, and support personnel in reading, language arts, mathematics, science, and social studies to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continued to monitor best practices using the *Guide for Inclusive Education*.
- Ensured maximum access to the general education curriculum for all students with disabilities in the Least Restrictive Environment (LRE).
- Provided collaborative general and special education teacher professional development in the implementation of the Voluntary State Curriculum (VSC).
- Embedded instructional strategies to assist in meeting the needs of all students.
- Continued to provide collaborative professional development among general educators and special educators to ensure the success of students with disabilities in inclusive and self-contained settings.
- Continued to provide curriculum and instructional services and support to BCPS-identified priority schools (including schools in improvement).
- Continued to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP).
- Implemented the curriculum management plan designed to produce high quality curriculum guides to promote alignment and content rigor, provide a consistent format for guides to focus and normalize systemwide use, and provide review and evaluation procedures to determine its usefulness in supporting the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.

- Developed 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.
- Developed a comprehensive assessment plan that fosters sound instructional decision making based upon comprehensive feedback and that provides information for administrators and teachers on individual student progress, improvements and analysis of benchmark and short-cycle assessments, training and support for the administration of all MSA and HSA assessments according to the state-mandated testing calendar, and information for use in design and delivery of curriculum, support services, and professional development.
- Developed a systematic evaluation plan of district programs, initiatives, and curricular models and master plan action by external and internal program review utilizing disaggregated data warehouse information on all state and local assessments at the system, area, school, classroom, and individual student level to make informed educational decisions to improve student achievement and professional development.
- Implemented the *Articulated Instruction Module* (AIM), an alignment and articulation tool that documents as well as enhances communication related to student academic progress for students, parents/guardians, educators, and support staff. This module provides reports that reinforce alignment with the Voluntary State Curriculum and other curricula throughout the school system.
- Provided instructional guidance and professional development that ensure levels of rigor consistent with high expectations, higher-level thinking, and preparation for advanced programs of study.

Elementary

- Continued to monitor the implementation of a rigorous core curriculum, use of the textbook, and *Investigations* emphasizing algebraic concepts aligned with the VSC to support the mathematics achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continued to provide professional development for mathematics teachers in the use of technology to include training on calculators, *SuccessNet*, Video Safari Montage, and computer integration to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continued to provide professional development for administrators, support personnel, and teachers on the effective implementation of the elementary mathematics curriculum aligned to the VSC to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Provided support to Title I schools through professional development for instructional coaches and assistance in selecting and implementing intervention programs.
- Continued to provide professional development to support the implementation of the new mathematics curriculum for all elementary teachers of mathematics by

developing a comprehensive training package of video resources for school-based professional development.
- Continued to use data to analyze student performance on state and local assessments to inform instruction and curriculum development.
- Continued to integrate the best practices of mathematics into the curriculum and provide teachers with professional development that includes mathematics content training and the modeling and coaching of these effective research-based instructional practices.

Middle

- Monitored middle school restructuring plans to improve student achievement in mathematics to prepare students for success on the MSA, to pass the Algebra/Data Analysis HSA, and to increase participation and pass rates in AP courses.
- Collaborated with the Office of Special Education to review current instructional practices for all diploma-bound students and investigate new intervention programs to ensure proficiency achievement of all students receiving special education services.
- Collaborated with the Office of World Languages to review current instructional practices for English language learners (ELL), investigate new intervention programs to ensure proficiency achievement of all English language learners, and provide differentiated and high quality professional development for teachers of ELL.
- Continued to monitor and support teachers in the use of technology to include training on graphing calculators, TI Navigator System, tablet technology, and computer integration to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Analyzed data from the 2008 MSA in grades 6-8 in order to determine the best professional development in MSA content standards and scoring of MSA test items.
- Continued to review the middle school mathematics curriculum to align with the VSC and prepare students for Algebra I.
- Continued to develop, refine, and monitor countywide short-cycle and benchmark assessments in grades 6-8.
- Continued to provide professional development to middle school teachers and administrators to connect the implementation of rigorous, hands-on, engaging mathematics instruction with preparation of students for success on the Algebra/Data Analysis HSA such as Algebraic Thinking Booster Sessions and Algebraic Thinking Coaches.
- Continued to implement the *Algebraic Thinking* mathematics curriculum in grades 6-8 in all middle schools to prepare students for success in Algebra I and to pass the Algebra/Data Analysis HSA.
- Continued to develop continuing professional development courses that focus on a variety of instructional strategies for teaching middle school mathematics concepts.

Resource Allocations:

- FY09 Operating Budget
- Title II FY08 and FY09

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

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

Elementary Mathematics
A review of the trends in elementary mathematics student achievement data by subgroup indicates that while most subgroups have remained consistent or have evidenced steady improvement from 2007-2008 to 2008-2009, the number of students receiving special education services achieving proficient or advanced on the 2009 MSA decreased by 1.1 percentage points during this same time period.

- The Special Education subgroup did not reach the AMO (by 8.2 percentage points).

Middle Mathematics
A review of the trends in middle school mathematics student achievement data by subgroup indicates that all subgroups have remained consistent or have evidenced steady improvement from 2007-2008 to 2008-2009.

- The following subgroups did not reach the AMO, but met AYP by the lower confidence interval or Safe Harbor:
  - African American (by 5.8 percentage points)
  - American Indian/Alaskan Native (by 6.3 percentage points)
  - Free/Reduced Meals (by 7.2 percentage points)
  - Special Education (by 18.7 percentage points)

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

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. These efforts are aimed at improving instruction and increasing student achievement on the MSA. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level, to address the identified areas of concern, particularly those related to middle school mathematics and underperforming student groups including American Indian, African American, special education, and FARMS. The timeline for full implementation is spring of 2010.

2009-2010 Master Plan Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
Performance Indicator 1.1: All diploma-bound students in grades 3–8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment

(MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

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

Key Strategies:

c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
m) Develop and implement grade-appropriate 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.

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

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

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

Key Strategies:

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

Activities:

During the 2009-2010 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 professional development on effective strategies to ensure differentiation of instruction/assessments and opportunities for accelerations for all students.
- Continue to offer school-based and countywide professional development workshops for administrators, teachers, and support personnel in reading, language arts, mathematics, science, and social studies to support the achievement of all students including race/race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continue to monitor and support best practices using the *Guide for Inclusive Education*.

- Ensure maximum access to the general education curriculum for all students with disabilities in the least restrictive environment (LRE).
- Provide collaborative professional development for general and special education teachers in the implementation of the Voluntary State Curriculum and the Core Learning Goals with embedded strategies and knowledge to assist in meeting the needs of all students.
- Continue to provide collaborative professional development among general educators and special educators to ensure the success of students with disabilities in inclusive and self-contained settings.
- Continue to provide curriculum and instructional services and support to BCPS-identified priority schools (including schools in improvement).
- Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP).
- Provide support to schools as needed, particularly to low-performing schools.
- Continue to implement a comprehensive professional development plan, which provides central control and coordination of all professional development, identification of staff professional development needs, systemic and coordinated delivery of needed knowledge and skills focused on increasing student achievement, and evaluation of professional development effectiveness to determine impact on student achievement.
- Continue to build the Articulated Instruction Module (AIM) as curriculum is written, rewritten, or developed by inputting objectives, activities, and assessment items and providing professional development on AIM's use in the classroom and by parents/guardians and students.
- Provide instructional guidance and professional development that ensure levels of rigor consistent with high expectations, higher-level thinking, and preparation for advanced programs of study.

Elementary

- Continue to monitor the implementation of a rigorous core curriculum, use of the textbook, and *Investigations* emphasizing algebraic concepts aligned with the VSC to support the mathematics achievement of all students including race/race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continue to monitor the implementation of the Mathematics Differentiation Instructional Strategies curriculum supplement in elementary mathematics inclusion and self-contained classrooms and provide professional development to all elementary mathematics teachers, including teachers of students with disabilities, on the use of the instructional strategies included in the supplement.
- Continue to provide school-based professional development to support the effective implementation of the mathematics curriculum for all elementary teachers of mathematics by continuing to develop video resources accessible via Safari Montage.
- Continue to provide professional development for mathematics teachers in the use of technology to include training on calculators, *SuccessNet*, Safari Montage, and technology integration to support the achievement of all students including

race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.

- 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 VSC to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Provide support to Title I schools through professional development for instructional coaches, gifted and talented CATALYST resource teachers, and mentors and assistance in selecting and implementing intervention programs.
- Continue to integrate the best practices of mathematics into the curriculum and provide teachers with professional development that includes mathematics content training and modeling and coaching of these effective research-based instructional practices.
- Continue to use data to analyze student performance on state and local assessments to inform instruction and curriculum development.

Middle

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

- 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 2008-2009 evaluation of state performance.
- Continue to develop continuing professional development courses that focus on a variety of instructional strategies for teaching middle school mathematics concepts.
- Continue to monitor and support teachers in the use of technology to include training on graphing calculators, TI Navigator System, tablet technology, and computer integration to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continue to support teachers in the use of the Maryland State Department of Education online-HSA course aligned with the VSC through the use of e-Learning.
- Support the use of the online tutoring program, Apangea Learning, in low-performing middle schools to support the improvement of student achievement in mathematics.

Resource Allocations:

- FY10 Operating Budget
- Title II FY09 and FY10

Response to Clarifying Question-

Baltimore County Public Schools will use the results of the systemic evaluation plan along with disaggregated achievement data to make needed adjustments to the mathematics written and taught curricula. This includes revisions of existing curricula to ensure accurate alignment to the State Curriculum and to ensure rigorous instruction in all classrooms at all levels, as well as professional development to support teachers with strategies to close the achievement gaps for students in subgroups not meeting meet the proficient benchmarks. Results of a comprehensive internal assessment plan are used to provide ongoing and immediate feedback to teachers as they work with all students to improve achievement.

Maryland School Assessment

Science

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

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

Based upon the examination of the 2008 Maryland School Assessment (MSA) science data for Grade 5**,** 62.8% of all Grade 5 students scored proficient on the MSA.

- The following subgroups exceeded the Grade 5 average of 62.8% proficient:
  - Asian/Pacific Islander (75.0% scoring proficient)
  - White (77.9% scoring proficient)

- The following subgroups performed below the system average:
  - African American (44.9% scoring proficient)
  - American Indian/Alaskan Native (48.6% scoring proficient)
  - Hispanic (49.9% scoring proficient)
  - Free/Reduced Meals (44.3% scoring proficient)
  - Limited English Proficient (21.6% scoring proficient)
  - Special Education (37.8% scoring proficient)

Based upon the examination of the 2008 Maryland School Assessment (MSA) science data for Grade 8**,** 66.5% of all Grade 8 students scored proficient on the MSA.

- The following subgroups exceeded the Grade 8 average of 66.5% proficient:
  - Asian/Pacific Islander (79.7% scoring proficient)
  - White (79.6% scoring proficient)

- The following subgroups performed below the system average:
  - African American (51.3% scoring proficient)
  - American Indian/Alaskan Native (51.4% scoring proficient)
  - Hispanic (55.7% scoring proficient)
  - Free/Reduced Meals (47.6% scoring proficient)
  - Limited English Proficient (13.2% scoring proficient)
  - Special Education (27.5% scoring proficient)

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

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

and achieve the Master Plan Performance Indicator. The strategies and activities listed below appear related to the identified student performance achieved on MSA in science.

2008-2009 Master Plan Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/language arts, 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 the Algebra I, Biology, English 10, and Government 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.
y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

2008-2009 Master Plan Goal 2: By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.
Performance Indicator 2.1: All English language learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year.
Performance Indicator 2.2: All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards.
Key Strategies:
b) Provide ESOL services for all English language learners not meeting English proficiency levels.
e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.

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

System Level

- Continued to implement a curriculum management plan designed to produce high quality curriculum guides that demonstrate alignment and content rigor, provide a consistent format for guides to focus and normalize systemwide use, and provide review and evaluation procedures to determine usefulness of curriculum in supporting the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Implemented a comprehensive professional development plan, which provides central leadership and coordination of all professional development, identification of staff professional development needs, systemic and coordinated delivery of knowledge and skills focused on increasing student achievement, and evaluation of professional development effectiveness to determine impact on student achievement.
- Implemented a comprehensive assessment plan that fosters sound instructional decision making based upon comprehensive feedback and provides information for administrators and teachers on individual student progress, improvements and analysis of benchmark and short-cycle assessments, training and support for the administration of all MSA and HSA assessments according to the state-mandated testing calendar, and information for use in design and delivery of curriculum, support services, and professional development.
- Implemented a systematic evaluation plan of district programs, initiatives, and curricular models and master plan action by external and internal program review utilizing disaggregated data warehouse information on all state and local assessments at the system, area, school, classroom, and individual student level to make informed educational decisions to improve student achievement and professional development.
- Implemented the *Articulated Instruction Module* (AIM), an alignment and articulation tool that documents as well as enhances communication related to student academic progress for students, parents/guardians, educators, and support staff. This module provides reports that reinforce alignment with the Voluntary State Curriculum and other curricula throughout the school system.

Elementary

- Continued to implement departmentalization of science instruction at grades 3 through 5.
- Incorporated expository reading materials and instructional strategies for writing in grades PreK-5 to supplement problem-based science units.
- Implemented short-cycle and benchmark assessments for use in all grade levels supporting the Grade 5 MSA.
- Continued to analyze assessment data for trends and patterns to inform instruction at all levels.
- Continued to provide training to elementary science teachers in the analysis of short-cycle and benchmark assessment data.
- Continued to redesign elementary science units as science, technology, engineering, and mathematics (STEM) units to reflect the infusion of science content and skills with mathematics, engineering, and technology.

- Continued to provide professional development for the elementary STEM units, which involved training in differentiation for lower and higher performing groups including special education, English language learners, and gifted and talented.
- Continued to provide professional development opportunities for elementary teachers that focused on the 5-E Teaching and Learning model and included best practices for science instruction as well as strategies for re-teaching concepts.
- Continued to provide professional development to elementary science teachers to connect the implementation of rigorous, hands-on, engaging science instruction with preparation of students for success on the Biology HSA.
- Continued to implement an Elementary STEM Fair for children in grades 3 through 5 and provided professional development for teachers of these grades in order to assist in the development of STEM fair projects.
- Continued to provide classroom support to elementary science teachers across the system.
- Placed six STEM science resource teachers in half-time positions in 12 high poverty elementary schools to serve as leaders and mentors for science instruction with the intent of moving science forward in these schools.
- Continued to provide significant hands-on outdoor science experiences for students in grades 1-5 that are aligned with the VSC at multiple outdoor locations and community streams to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continued the Grade 5 Eco-Trekkers outdoor science program for all Grade 5 students and provided professional development for teachers on implementing the program to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continued the Grade 4 outdoor science unit, Eco-Scouts, which is aligned with the VSC, that involved a schoolyard habitat component to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Implemented the BioEYES Science Outreach Program to Grade 5 students in 21 high poverty elementary schools and provided professional development for teachers and administrators to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.

Middle

- Continued to design problem-based science units for grades 6-8 that are aligned with the VSC to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Implemented short-cycle and benchmark assessments for use in all grade levels supporting the Grade 8 MSA.
- Continued to analyze assessment data for trends and patterns, which were used to inform instruction at all levels.
- Continued to incorporate reading and written language strategies into all problem-based science units in grades 6-8.

- Continued to train middle school science department chairs in reading strategies and the implementation of content area reading as an instructional support.
- Continued to train middle school science teachers and department chairs in the analysis of short-cycle and benchmark assessment data.
- Provided training in rigor and relevance for middle school science department chairs.
- Continued to provide professional development opportunities for middle school teachers that focused on the 5-E Teaching and Learning model and included best practices for science instruction as well as strategies for re-teaching concepts.
- Continued to provide professional development to middle school teachers and administrators to connect the implementation of rigorous, hands-on, engaging science instruction with preparation of students for success on the Biology HSA.

Resource Allocations:

- FY09 Operating Budget
- Title II FY08 and FY09

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

Based upon the examination of the 2008 Maryland School Assessment (MSA) science data for Grade 5**,** the following subgroups performed below the system average of 62.5% proficient:

- African American (44.9% scoring proficient)
- American Indian/Alaskan Native (48.6% scoring proficient)
- Hispanic (49.9% scoring proficient)
- Free/Reduced Meals (44.3% scoring proficient)
- Limited English Proficient (21.6% scoring proficient)
- Special Education (37.8% scoring proficient)

Based upon the examination of the 2008 Maryland School Assessment (MSA) science data for Grade 8, the following subgroups performed below the system average of 66.5% proficient:

- African American (51.3% scoring proficient)
- American Indian/Alaskan Native (51.4% scoring proficient)
- Hispanic (55.7% scoring proficient)
- Free/Reduced Meals (47.6% scoring proficient)
- Limited English Proficient (13.2% scoring proficient)
- Special Education (27.5% scoring proficient)

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

In order to ensure that the elementary science curriculum is implemented consistently systemwide, the Division of Curriculum and Instruction has developed and proposed a new elementary schedule providing equitable time for daily, year-long instruction in all core

content areas. The Office of Science also has enhanced the science curriculum in grades 4 and 5 by creating a series of STEM units and revising each unit to infuse explicit reading and language arts strategies to provide a cross-disciplinary approach. These revised science curricula will be piloted in 2009-2010 and implemented countywide in 2010-2011. Seven STEM science resource teachers have been placed in fourteen Title I elementary schools. These combined efforts, coupled with curriculum office support in the form of resource assistance, equipment, print and non-print materials of instruction, and both content- and pedagogy-focused professional development will help to ensure improved student proficiency on the MSA. Additionally, Office of Science staff are working with the Offices of Special Education and World Languages and ESOL to address the learning needs of these subgroups.

Cohorts focusing on science content and inquiry-based pedagogy and leading to highly qualified status in middle school science are in place with several local colleges and universities. Both elementary and middle school science teachers are encouraged to participate. Costs of the cohort programs are nominal. Resource assistance from the Office of Science is focused on scientific inquiry and rigor. In addition, Summer Science Institutes are offered annually to provide intense, hands-on experiences for teachers in science content, infusion of instructional technology, rigorous instruction, and delivery of instruction.

Additional professional development needs will also be determined through needs assessments and root cause analysis protocols. Curriculum offices will create strategic plans to effectively and efficiently roll out a comprehensive plan of professional development to address those needs. A new procedure has already been established to calendar and evaluate all professional development activities. Implementation of strategies, programs, and practices will be monitored and evaluated for quality, usefulness, and potential effectiveness; and changes or adjustments will be made as needed based on analysis of evaluation criteria. Surveys will be administered to teachers, and additional evidence will be collected from formal and informal observations, teacher self-reports, and group discussions at meetings. Collected evidence will be analyzed and used to make changes and adjustments, as necessary. Resources will be allocated according to those needs. Both short-range and long-range timelines will be developed to address identified and specific needs. As they surface, issues will receive immediate attention so that students in need of assistance receive services as quickly as possible; and plans will be put in place to continue to address those issues over time or prevent them from happening.

Resource Allocations:

- FY10 Operating Budget, Title II FY09, and FY10

High School Assessments (HSA)

English

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

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

By the end of 2007-2008, 80.0% of the students in the class of 2009 achieved proficiency on the English II Maryland School Assessment. This is an increase of 10.4 percentage points from 2006-2007 to 2007-2008.

- The following student subgroups exceeded the AMO.
  - African American (by 10.5 percentage points)
  - American Indian/Alaskan Native (by 16.0 percentage points)
  - Asian/Pacific Islander (by 27.4 percentage points)
  - Hispanic (by 12.4 percentage points)
  - White (by 27.6 percentage points)
  - Free/Reduced Meals (by 9.0 percentage points)

- The following student subgroups have evidenced an improvement on the English II Maryland School Assessment from 2006-2007 to 2007-2008:
  - African American (increased 14.4 percentage points)
  - American Indian/Alaskan Native (increased 9.1 percentage points)
  - Asian/Pacific Islander (increased 11.5 percentage points)
  - Hispanic (increased 14.8 percentage points)
  - White (increased 6.3 percentage points)
  - Free/Reduced Meals (increased 14.4 percentage points)
  - Special Education (increased 8.1 percentage points)

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

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

2007-2008 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 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.
e) Monitor classroom instruction to ensure that the Essential Curriculum is being taught.
h) Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
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.
u) Provide staff with access to technology essential to collecting, analyzing, and reporting student achievement data.
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.

2007-2008 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:

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

System Level

- Continued to revise and implement curricula during 2008-2009 to align with HSA Core Learning Goals and integrated differentiation of instructional strategies, attention to learning styles, and use of AVID strategies.
- Continued to implement the systemwide plan, *Preparing Students for Success on the HSAs in the Baltimore County Public Schools*, to provide system supports for students before, during, and after HSA courses to ensure that students pass the HSAs. The plan included instructional programming and additional supports for identified students before and during HSA courses and intervention strategies for students who required additional assistance to pass the HSA after course completion.
- Revised the Accelerated English course to align more closely with changes in HSA.
- Analyzed and reviewed disaggregated HSA data from 2007-2008 to determine curricular implications, student performance by subgroups, and appropriate professional development.
- Collaborated with the Office of Special Education to review current instructional practices for all diploma-bound students and investigated new intervention programs to ensure proficiency achievement of all students receiving special education services.
- Monitored the progress of high school students in mastering the Core Learning Goals in the areas of Algebra/Data Analysis, Biology, English, and Government through the use of short-cycle, benchmark, and final exam assessments.
- Continued to identify underperforming secondary schools in need of support to increase student performance on HSAs and provided site-based professional development to these identified schools.
- Provided rigorous, differentiated curricula to improve student achievement to ensure that all students pass the HSAs.
- Continued to implement short-cycle and benchmark assessments in HSA courses to help teachers make informed instructional decisions for all students.
- Continued to offer school-based and countywide professional development workshops for administrators, teachers, and support personnel in reading, language arts, mathematics, science, and social studies to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continued to implement review packets for HSA courses in order to assist with improving student performance for those who did not meet standards.
- Provided staff and special education students with assistive technology essential to accessing the general curriculum.

High English II

- Revised and continued to implement English 10 short-cycle and benchmark assessments.

- Reviewed and refined high school English and reading courses listed in the *Course Registration Guide* to ensure that all high school English, reading, and writing courses are supported by rigorous curricula.
- Provided professional development to English 10 teachers with focused attention toward beginning teachers to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continued to implement a professional development program for all high school reading teachers that focused on increasing their knowledge and using research-based reading strategies to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Offered English 10 in Grade 10 for all students with differentiated courses provided for gifted and talented and honors.
- Provide ongoing professional development for all high 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.
- Provided in-school modeling of instruction and coaching for teachers to ensure fidelity of differentiation and small group instruction.
- Utilized the Smaller Learning Communities structures to transition more students into rigorous academic courses.
- Provided support through planning, modeling, and coaching to ensure effective implementation of the English 10 curriculum for teachers in identified schools.
- Provided collaborative professional development to general and special education teachers on the implementation of the Voluntary State Curriculum (VSC) and the Core Learning Goals (CLG), including how to embed instructional strategies to assist in meeting the needs of diverse learners.
- Provided on-going professional development to English 10 teachers and department chairs on how to analyze data obtained through short-cycle and benchmark assessments and how to utilize the data to make instructional decisions.
- Allocated and integrated special education resource teachers into the Office of Language Arts to ensure that instructional initiatives give consideration to and are inclusive of the special education subgroup needs.
- Fostered collaborative work between the Offices of Language Arts and Special Education to create an exemplary co-teaching model that served as a prototype for countywide implementation.
- Allocated and integrated a special education resource teacher into the AVID office to ensure that instructional initiatives give consideration to and are inclusive of the special education subgroup needs.

Resource Allocations:

- FY08 Operating Budget
- Title II FY07 and FY08

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

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

- The student achievement of the following subgroups did not reach the AMO:
  - Limited English Proficient (by 40.0 percentage points)
  - Special Education (by 17.5 percentage points)

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

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. These efforts are aimed at improving instruction and increasing student achievement on the MSA. The implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern, particularly those related to underperforming student groups including American Indian, African American, special education, and FARMS. The timeline for full implementation is spring of 2010.

2009-2010 Master Plan Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
Performance Indicator 1.1: All diploma-bound students in grades 3–8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).
Performance Indicator 1.5: All participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (Alt-MSA).
Performance Indicator 1.12: All students successfully completing Algebra I, Biology, English 10, and Government 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.

w) Support teachers in the implementation of reading techniques through professional development opportunities.
y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

2009-2010 Master Plan Goal 2: By 2012, all English language learners will become proficient in English and reach high 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 2009-2010 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 offer school-based and systemwide professional development workshops for administrators, teachers, and support personnel in reading, language arts, mathematics, science, and social studies to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continue to monitor best practices using the *Guide for Inclusive Education*.
- Work with the Office of Special Education to ensure maximum access to the general education curriculum for all students with disabilities in the least restrictive environment.
- Provide collaborative general and special education teacher professional development in the implementation of the Voluntary State Curriculum and the Core Learning Goals. Embed strategies and understandings to assist in meeting the needs of all students.
- Continue to provide collaborative professional development among general educators and special educators to ensure the success of students with disabilities in inclusive and self-contained settings.
- Continue to provide curriculum and instructional services and support to BCPS-identified priority schools (including schools in improvement).
- Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress.
- Develop a comprehensive professional development plan, which provides central leadership and coordination of all professional development, identification of staff

professional development needs, systemic and coordinated delivery of knowledge and skills focused on increasing student achievement, and evaluation of professional development effectiveness to determine the impact on student achievement.

- Develop a systematic evaluation plan of district programs, initiatives, and curricular models and master plan action by external and internal program review utilizing disaggregated data warehouse information on all state and local assessments at the system, area, school, classroom, and individual student level to make informed educational decisions to improve student achievement and professional development.
- Implement the Articulated Instruction Module (AIM), an alignment and articulation tool that documents as well as enhances communication related to student academic progress for students, parents/guardians, educators, and support staff. This module provides reports that reinforce alignment with the Voluntary State Curriculum and other curricula throughout the school system as well as alignment with National Standards and College Board Standards.
- 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.
- Revisit the HSA courses to determine the sequence most likely to provide the necessary supports for students and to result in students passing the HSA on their first attempt.

High English II

- Continue to include special educators and special education office resource personnel in professional development related to content.
- Review and refine the high school English and reading courses listed in the *Course Registration Guide* to ensure that all high school English and reading courses are supported by rigorous curricula.
- Evaluate, revise, and implement English 10 short-cycle and benchmark assessments to ensure alignment between the tested, written, and taught curricula, with particular emphasis on schools performing below standards.
- Provide in-school demonstration lessons to English 10 teachers modeling instruction, coaching, and providing support to ensure effective implementation of the curriculum and reading programs.
- Assess identified students in grades 8-10 to determine student needs for an accelerated reading/English language arts program.
- Provide ongoing professional development for teachers implementing the revised half-credit course, Accelerated English, a course designed to address those students who failed the English HSA in their Grade 10 year.
- Increase teacher participation in the Governor's Academy for English to ensure implementation of best practices in schools.
- Continue to provide teachers and administrators with extensive professional development to support the implementation of the identified acceleration program.
- Continue to provide professional development on differentiation and small group instruction and to regularly monitor students' progress through the use of both internal and external assessments.

- Continue to facilitate professional development that ensures the consistency of implementation of the core curricula.
- Continue to implement a professional development program for all high school reading and English teachers that focuses on increasing their knowledge and use of research-based reading and English/written language strategies to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continue to provide demonstration lessons to English 10 teachers modeling instruction, coaching, and providing support to ensure effective implementation of the curriculum and reading programs.

Resource Allocations:

- FY10 Operating Budget
- Title II FY09 and FY10

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

1. Identify any additional challenges that are evident.

Challenges relating to the performances of the students in Grade 10 and Grade 11 on the 2008 English High School Assessment (HSA) include the continued efforts to provide support to all students who have not passed or not taken the English HSA to ensure a 100% pass rate for all students by the end of Grade 12. In particular, challenges are evident for both the Grade 10 and Grade 11 students in the Special Education and Limited English Proficient subgroups as the percentage of students not passing the English HSA is significantly lower than the other subgroups.

- Grade 10:
  - Limited English Proficient (15.4% passing)
  - Special Education (22.3% passing)

- Grade 11:
  - Limited English Proficient (11.8% passing)
  - Special Education (38.3% passing)

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

- Prior to completing Grade 10 English, students complete programs of study in elementary and middle school that develop conceptual frameworks, initiate a knowledge base, and introduce vocabulary required for success on the English HSA.
- Accelerated English is a course designed specifically for students who have not passed the HSA in Grade 10. Data from schools indicate that 70.0-80.0% of students who take the Accelerated English course pass the HSA.

- All schools have been provided with copies of the Walch Education "English II HSA Mastery" binder to use in remediation for students needing extra support to pass the HSA. These materials are used in after-school and Saturday school remediation classes. Data from schools indicate that 60.0-70.0% of students involved in these remediation classes pass the HSA.
- Short-cycle and benchmark assessments are used to identify academic strengths and weaknesses of students.
- All high schools have been provided with equipment and software to support the use of Kurzweil technology when preparing students receiving special education services, English language learners, and students with 504 plans.
- Professional development is being provided on HSA question writing and data analysis.
- MSDE HSA online course and public release tasks are being used in all BCPS schools.

Resource Allocations:

- FY09 Operating Budget
- Title II FY08 and FY09

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

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

Resource Allocations:

- FY10 Operating Budget
- Title II FY09 and FY10

High School Assessments (HSA)

Algebra/Data Analysis

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

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

By the end of 2007-2008, 82.7% of the students in the class of 2009 achieved proficiency on the Algebra/Data Analysis Maryland School Assessment. This is an increase of 18.4 percentage points from 2006-2007 to 2007-2008.

- All student subgroups exceeded the AMO.
  - African American (by 21.7 percentage points)
  - American Indian/Alaskan Native (by 34.0 percentage points)
  - Asian/Pacific Islander (by 45.7 percentage points)
  - Hispanic (by 33.3 percentage points)
  - White (by 43.5 percentage points)
  - Free/Reduced Meals (by 26.0 percentage points)
  - Limited English Proficient (by 34.5 percentage points)
  - Special Education (by 1.5 percentage points)

- The following student subgroups have evidenced an improvement on the Algebra/Data Analysis Maryland School Assessment from 2006-2007 to 2007-2008:
  - African American (increased 23.6 percentage points)
  - American Indian/Alaskan Native (increased 26.6 percentage points)
  - Asian/Pacific Islander (increased 14.9 percentage points)
  - Hispanic (increased 23.7 percentage points)
  - White (increased 11.5 percentage points)
  - Free/Reduced Meals (increased 23.9 percentage points)
  - Limited English Proficient (increased 36.3 percentage points)
  - Special Education (increased 19.0 percentage points)

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

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

2007-2008 Master Plan Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

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

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

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

Performance Indicator 1.12: All students successfully completing Algebra I, Biology, English 10, and Government 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.

2007-2008 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:

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

System Level

- Implemented the curriculum management plan designed to produce high quality curriculum guides to promote alignment and content rigor, provide a consistent format for guides to focus and normalize systemwide use, and provide review and evaluation procedures to determine their usefulness in supporting the achievement of all students including race/ethnic groups, special education, English language learners, FARM, and gifted and talented.
- Developed 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 need knowledge and skills focused on increasing student achievement, and evaluation of professional development effectiveness to determine impact on student achievement.
- Developed a comprehensive assessment plan that fosters sound instructional decision making based upon comprehensive feedback and that provides information for administrators and teacher on individual student progress, improvements and analysis of benchmark and short-cycle assessments, training and support for the administration of all MSA and HSA assessments according to the state-mandated testing calendar, and information for use in design and delivery of curriculum, support services, and professional development.
- Developed a systematic evaluation plan of district programs, initiatives, and curricular models and master plan action by external and internal program review utilizing disaggregated data warehouse information on all state and local assessments at the system, area, school, classroom, and individual student level to make informed educational decisions to improve student achievement and professional development.
- Implemented the Articulated Instruction Module (AIM), an alignment and articulation tool that documents as well as enhances communication related to student academic progress for students, parents/guardians, educators, and support staff. The module provided reports that reinforce alignment with the Voluntary State Curriculum and other curriculum throughout the school system.

High Algebra/Data Analysis

- Provided staff development for algebra teachers in instructional strategies to support student achievement on BCPS short-cycle assessments, benchmark assessments, and final exams.
- Developed instructional materials to support the delivery of HSA courses in all schools including evening school and summer school. These courses provided teachers with a structured program to help students progress toward mastery of HSA expectations.
- Developed specific syllabi for the summer school Algebra I courses to help teachers focus instruction during this condensed course opportunity on essential concepts that help students progress towards mastery of the Core Learning Goals.

- Continued to develop review materials for HSA courses to provide intervention strategies for students performing at the basic level.
- Monitored the implementation of the Algebra/Data Analysis Adapted and Algebraic Functions Adapted courses for students identified through the IEP team process and ELL recommendations. The intent of these courses was to provide an environment that is focused only on Core Learning Goals in Algebra and Data Analysis Adaptive, taken in the Grade 9, and then followed by Algebraic Functions Adaptive, which focuses on intervention strategies for students who did not pass the HSA and continues with the completion of Algebra I concepts.
- Continued to implement vocabulary strategies for Algebra/Data Analysis HSA courses.
- Continued to assist schools in restructuring algebra classes to include double period assistance classes.
- Continued to implement supplemental technology programs that support algebra instruction and academic preparation for countywide and state assessments.
- Continued to implement the Algebraic Thinking mathematics curriculum in grades six through eight in all middle schools to prepare students to pass the Algebra/Data Analysis HSA in grade nine.
- Continued to offer Preparing for Algebra as a summer school intervention for rising ninth graders who have completed middle school without taking algebra and who need to refine their skills in preparation for Algebra I.

Resource Allocations:

- FY08 Operating Budget
- Title II FY07 and FY08

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

A review of the Algebra/Data Analysis MSA trends by subgroup indicates that student achievement has increased for all subgroups. Despite the overall increases, challenges related to achievement on the Algebra/Data Analysis MSA include addressing the needs of underperforming schools and underperforming subgroups such as students receiving special education services.

- Although there was an increase in the number of students receiving special education services achieving proficiency on the Algebra/Data Analysis Assessment from 2006-2007 to 2007-2008, the percentage of students achieving proficiency for this student group continues to fall significantly below the other subgroups. This subgroup did meet the 2008 AMO.

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

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and

school system accountability for achievement is defined. These efforts are aimed at improving instruction and increasing student achievement on the HSA. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern, particularly those related to middle school mathematics and underperforming student groups including American Indian, African American, special education, and FARMS. The timeline for full implementation is spring of 2010.

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

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

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

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

Performance Indicator 1.12: All students successfully completing Algebra I, Biology, English 10, and Government 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.

2009-2010 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 2009-2010 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 professional development on effective strategies to ensure differentiation of instruction/assessments and opportunities for accelerations for all students.
- Continue to offer school-based and countywide professional development workshops for administrators, teachers, and support personnel in reading, language arts, mathematics, science, and social studies to support the achievement of all students including race/ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continue to monitor and support best practices using the *Guide for Inclusive Education*.
- Ensure maximum access to the general education curriculum for all students with disabilities in the least restrictive environment.
- Provide collaborative professional development for general and special education teacher in the implementation of the Voluntary State Curriculum and the Core Learning Goals with embedded strategies and knowledge to assist in meeting the needs of all students.
- Continue to provide collaborative professional development among general educators and special educators to ensure the success of students with disabilities in inclusive and self-contained settings.
- Continue to provide curriculum and instructional services and support to BCPS-identified priority schools (including schools in improvement).
- Continue to implement a systemic intervention plan to support schools not achieving Adequate Yearly Progress (AYP).
- Provide support to schools as needed, particularly to low-performing schools.
- Continue to implement a curriculum management plan that produces high quality curriculum guides to promote alignment and content rigor, provides a consistent format for guides to focus and normalize systemwide use, and provides review and evaluation procedures to determine its usefulness in supporting the achievement of all students including race/ethnic groups, students receiving special education services, English language learners, students receiving free and reduced meals, and students enrolled in gifted and talented programs.
- Continue to implement a comprehensive professional development plan, which provides central control and coordination of all professional development, identification of staff professional development needs, systemic and coordinated delivery of needed knowledge and skills focused on increasing student achievement,

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

- Continue to build the Articulated Instruction Module (AIM) as curriculum is written, rewritten, or developed by inputting objectives, activities, and assessment items and providing professional development on AIM's use in the classroom and by parents/guardians and students.
- Provide instructional guidance and professional development that ensure levels of rigor consistent with high expectations, higher-level thinking, and preparation for advanced programs of study.
- Continue to implement short-cycle and benchmark assessments in HSA courses and analyze results for instructional and curricular implications.
- Continue to provide professional development for general and special educators in content knowledge and strategies for HSA courses.
- Continue to revise and implement curricula to align with HSA Core Learning Goals and integrate differentiation of instructional strategies and attention to learning styles.
- Continue to implement review packets for HSA courses where student performance did not meet standards.
- Pilot and assess support programs designed to enhance student knowledge of Core Learning Goals.

High Algebra/Data Analysis

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

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

Resource Allocations:

- FY10 Operating Budget
- Title II FY09 and FY10

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

1. Identify any additional challenges that are evident.

Challenges relating to the performances of the students in Grade 10 and Grade 11 on the 2008 Algebra/Data Analysis High School Assessment (HSA) include the continued efforts to provide support to all students who have not passed or not taken the Algebra/Data Analysis HSA to ensure a 100% pass rate for all students by the end of Grade 12. In particular, challenges are evident for both the Grade 10 and Grade 11 students in the Special Education and Limited English Proficient subgroups as the percentage of students not passing the HSA Algebra/Data Analysis is significantly lower than the other subgroups.

- Grade 10:
  - Limited English Proficient (35.0% passing)
  - Special Education (30.3% passing)

- Grade 11:
  - Limited English Proficient (47.1% passing)
  - Special Education (47.9% passing)

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

In addition to school-based interventions, Baltimore County Public Schools also provided systemwide interventions to support students in passing the Algebra/Data Analysis HSA. These included a semester course (1/2 elective credit) for students who passed the HSA

content course, Algebra I, but failed the HSA Algebra/Data Analysis, developed to extend the students' knowledge of the content while solidifying Core Learning Goal indicators; after-school and Saturday programs that enable students who have not passed the HSA to receive assistance prior to retaking the HSA; two specific courses for students with mathematics learning disabilities who are recommended through the IEP team process and for recommended ELL students; and the continued implementation of a middle school program, *Algebraic Thinking*, for students in grades 6-8 who struggle with mathematics and need an alternative approach to learning mathematics. This mathematics program for grades 6-8 is designed to prepare these struggling students to successfully take Algebra I in Grade 9. Professional development was provided for grade 9 Algebra I teachers to bridge the students' learning from the *Algebraic Thinking* courses to Algebra I. The Algebra and Data Analysis course also utilizes an MSDE-approved online course as an intervention strategy.

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

Specific interventions included the following activities:

- Provided support to high schools in analyzing assessment data, and provided professional development in using results to improve student achievement and target instruction.
- Continued to implement the half-credit course¸ *Mathematics Modeling: Applications to Algebra*. This course is designed for non-passers of the HSA and provides a 60-hour course as well as a 120-hour course for use in evening school. These courses provide teachers with a structured program to help students progress toward mastery of HSA expectations.
- Continued to develop review materials for HSA courses to provide intervention strategies for students performing at the basic level.
- Continued to develop instructional materials to support the delivery of HSA courses in all schools including evening school and summer school. A 60-hour program has been designed for during- or after-school administration for students who have taken but not passed the Algebra and Data Analysis HSA. This program provides structured activities and review materials, including diagnostic tools to assess student mastery of each Core Learning Goal objective.
- Continued the use of an online tutoring program for students who need additional support to pass the HSA Algebra/Data Analysis.
- Developed specific syllabi for the summer school Algebra I courses to help teachers focus instruction during this condensed course opportunity on essential concepts that help students progress towards mastery of the Core Learning Goals.

- Provided each high school with review packets for the HSA Algebra I courses. An *HSA Prep Plan* will be developed for use after the third benchmark (administered three weeks prior to the HSA) in order to target specific Core Learning Goal objectives not mastered by students at that time.
- Assisted schools in making course recommendations to ensure that students scoring at the basic level acquired the skills and content needed to pass the Algebra/Data Analysis HSA.
- Continued to implement supplemental technology programs such as Cognitive Tutor Algebra that support mathematics instruction and academic preparation for local and state assessments.
- Continued to implement the MSDE online Algebra student course and course components aligned with the VSC through the use of e-Learning.
- Continued to monitor the implementation of the two high school mathematics courses, *Algebra/Data Analysis Adapted* and *Algebraic Functions Adapted*, to support the achievement of students recommended through the IEP team process and recommended English language learners as they progress through Algebra I and prepare for the High School Assessment in Algebra/Data Analysis.
- Provided staff development for teachers of *Algebra and Data Analysis Adapted* and *Algebraic Functions Adapted* in instructional strategies that support student achievement.
- Provided professional development for algebra teachers on curriculum implementation and on the instructional strategies such as AVID that support student achievement and differentiation opportunities for students receiving special education services, English language learners, and students with 504 plans.
- Continued to monitor the implementation of the Algebra I curriculum in all secondary schools to support the achievement of all students including race/ethnic groups, students receiving special education services, English language learners, students receiving free and reduced meals, and students enrolled in gifted and talented programs.
- Monitored Algebra I short-cycle and benchmark assessment results data to target support to schools.
- Continued to analyze disaggregated data from Algebra I short-cycle and benchmark assessments to evaluate the progress of all student subgroups.
- Continued to support schools as they implement collaborative planning time for teams of Algebra I teachers to support the achievement of all students including race/ethnic groups, students receiving special education services, English language learners, students receiving free and reduced meals, and students enrolled in gifted and talented program.
- Developed and piloted an electronic learning community to support algebra teachers in the implementation of the curriculum.
- Continued to implement the *Algebraic Thinking* mathematics curriculum in grades 6-8 in all middle schools to prepare students to pass the Algebra/Data Analysis HSA.
- Continued to offer *Preparing for Algebra* as a summer school intervention for rising Grade 9 students who have completed middle school without taking algebra and who need to refine their skills in preparation for Algebra I.

Resource Allocations:

- FY09 Operating Budget
- Title II FY08 and FY09

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

For the 2009-2010 school year, the effective HSA interventions implemented for the Algebra/Data Analysis HSA during 2008-2009 and previous years will continue to be implemented during the 2009-2010 school year. The following new activities will be implemented:

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

Resource Allocations:

- FY10 Operating Budget
- Title II FY09 and FY10
- MSDE HSA grant

High School Assessments (HSA)

Biology

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

1. Identify the challenges that are evident.

Challenges relating to the performances of the students in Grade 10 and Grade 11 on the 2008 Biology High School Assessment (HSA) include the continued efforts to provide support to all students who have not passed or not taken the Biology HSA to ensure a 100% pass rate for all students by the end of Grade 12. In particular, challenges are evident for both the Grade 10 and Grade 11 students in the Special Education and Limited English Proficient subgroups as the percentage of students not passing the Biology HSA is significantly lower than the other subgroups.

- Grade 10:
  - Limited English Proficient (34.7% passing)
  - Special Education (35.0% passing)

- Grade 11:
  - Limited English Proficient (20.0% passing)
  - Special Education (49.4% passing)

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

Students are identified for specific intervention strategies at the school level based on their HSA scores. Performance on countywide Biology benchmark assessments is monitored by teachers and department chairs. Students who fail one or more Biology benchmark assessments or whose performance on the Biology benchmark assessments falls below a satisfactory level are identified to receive appropriate interventions. Interventions take a wide variety of forms ranging from simple reteaching of concepts to coach classes, special small group sessions held before or after school, at lunch, or on Saturdays, one-on-one direct assistance from highly qualified teachers, peer tutoring, and online assistance. Parents/guardians are informed about their child's progress and are made aware of intervention opportunities in various ways, including HSA newsletters, fliers, and letters from the guidance department or principal and direct contact via telephone or e-mail. Biology teachers also use data from analysis of students' performance on short-cycle assessments to directly inform instruction prior to administering benchmark assessments.

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

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

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

- Continue to integrate technology into science instruction PreK-12.
- Continue to work collaboratively with other disciplines and curriculum offices to better understand the characteristics of diverse learners.

Plans for students with special needs include:

- Continue to collaborate with the Office of Special Education to design professional development specific to schools and student needs that includes differentiated practices and assistive technology.
- Continue to collaborate with the Office of Special Education to assist schools in determining appropriate scheduling for underperforming students.
- Continue to collaborate with the Office of Special Education to assist schools in developing school improvement plans that identify specific goals and strategies to address students with disabilities.
- Review high school science courses listed in the *Course Registration Guide* to ensure that all high school science courses are supported by rigorous curricula that are differentiated to meet the needs of students with disabilities and English language learners.
- Continue to collaborate with the Office of Special Education to assist department chairs in analysis of assessment data in order to identify difficult concepts and reteaching strategies that facilitate learning for students receiving special education services performing at or below the minimum score required for passing.
- Continue to refine and administer short-cycle and benchmark assessments in Biology.
- Continue to require the use of vocabulary strategies in all science courses.
- Continue to implement lessons, strategies, and practice assessments contained in the Biology HSA Review Guide in order to ensure that all students have mastered the foundational skills necessary for success on the Biology HSA.
- Continue to employ multiple forms of assessment analysis to conduct item analysis of student responses on short-cycle and benchmark assessments in order to make informed decisions about instruction.
- Continue to provide opportunities for Summer Science Institutes for training in content and best instructional practices for middle and high school science teachers in order to support the achievement of students receiving special education services, students with 504 plans, and English language learners.
- Continue to provide professional development opportunities in reading and writing strategies.
- Continue to facilitate combined meetings of high school science and special education department chairs during the 2009-2010 school year in order to provide effective instruction in science for all students.
- Continue to provide targeted professional development for middle and high school science department chairs throughout the 2009-2010 school year and to revisit and reinforce HSA-related topics from previous professional development sessions that focus specifically on students receiving special education services, including differentiation strategies, infusion of AVID/College Board strategies, reading and vocabulary strategies, analysis of assessment data for instructional decision-making, the inquiry method of teaching science with emphasis on the 5-E Teaching and Learning Model, and remediation strategies.

- Continue to train teachers in instructional practices targeted at making science content more accessible to low-performing students. Kurzweil 3000 reading stations (assistive technology) have been purchased by the Office of Special Education for the science departments in all 25 BCPS high schools. Science department chairs and biology and COPS teachers have been trained in the use of Kurzweil 3000, biology and COPS curricula and textbooks have been scanned into the Kurzweil software, Kurzweil technology has been integrated into both COPS and biology curricula, and CDs of Kurzweil-integrated lessons have been provided to all biology and COPS teachers; in 2009-2010, Biology benchmark assessments will be scanned into Kurzweil.
- Continue to differentiate lessons to meet the needs of students receiving special education services and English language learners.

The strategies and interventions listed above are effective in supporting students in passing the Biology HSA. Comparison of data from both cohorts shows increases in the performance of African American, Special Education, and FARMS subgroups of 7.4%, 14.4%, and 7.3%, respectively, from the Grade 10 cohort to the Grade 11 cohort.

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

In 2008-2009, over $60,000 was devoted to Summer Science Institutes, which provided targeted professional development in content, pedagogy, and the delivery of instruction to elementary teachers, middle school teachers, and high school biology and environmental science teachers. Because of the understanding that development of good work habits and 21st century skills must begin as early as possible in a child's educational career, science curriculum for grades 4 and 5 were also revised to include explicit reading and language arts instruction and skills reinforcement. In 2009-2010, 15 elementary schools will pilot a program of daily, year-long instruction in science. STEM science resource teachers charged with moving science forward at the elementary level have been assigned to 14 Title I elementary schools. Additionally, resources were also allocated for professional development in rigorous instruction, integration of technology, STEM-based initiatives (both curricular and extra-curricular), and integration of Advanced Placement, SAT, and College Board strategies across all grade levels.

A significant difference between the performance of the 2009 and 2010 cohort groups is related to the student populations that have taken the Biology HSA in those respective years. Students enrolled in honors and gifted and talented programs are enrolled in biology in Grade 9 and subsequently take the Biology HSA at the end of their Grade 9 year. Most students are not enrolled in biology until Grade 10 and take the Biology HSA at the end of Grade 10. As schools identify students who are in danger of not passing the HSA or have taken and not passed the HSA, they consider individual student needs as they plan interventions with the students.

Students receiving special education services, students with 504 plans, and LEP students receive services that are targeted specifically to their individual needs. All students requiring remediation services are exposed to departmental and/or inter-departmental remediation programs. General intervention strategies such as BCPS half-credit courses for students who passed HSA-content courses but did not pass the HSA, after-school coach classes, extended HSA review sessions conducted on Saturdays or during the school day, HSA class pullouts right before the HSA administration, and practice HSA simulations were suggested to schools for consideration while planning assistance for the identified students. High schools use data from the Baltimore County Public Schools' data warehouse to track the performance of students on the HSA from year to year. They use this data to identify students who have not passed the HSA Biology and to determine appropriate intervention programs.

In general for the 2008-2009 school year, HSA interventions were implemented for all HSA content areas including biology and will continue during the 2009-2010 school year. Specifically, biology interventions are school based and very diverse and include a half-credit semester course (Contemporary Problems in Biology or CPIB) for students who have passed the HSA-content course but failed the HSA. This course has been designed to solidify and extend the students' knowledge of biology content in the contemporary setting of national and global issues. Biology also utilizes an MSDE-approved online course as an intervention strategy. Students are identified for these specific intervention strategies at the school level based on their HSA scores and enrolled in interventions according to school-based decisions related to staffing and schedules.

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

In 2009-2010, BCPS will continue to focus on 21st century learning skills, rigorous and relevant instruction, differentiation, accessibility of content to all students, and STEM-based initiatives proven to be effective in meeting the identified challenges. Of major importance is BCPS' commitment to virtual learning using gaming and simulation technologies, which will be piloted in 2009-2010 in the Chesapeake High School cluster schools, development and implementation of courses integrating content from the STEM fields (science, technology, engineering, and mathematics), and a College Readiness Science course to better prepare students for entry-level science classes at the community colleges. 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:

- FY10 Operating Budget
- Title II FY09 and FY10
- Grant monies, as available

High School Assessments (HSA)

Government

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

1. Identify the challenges that are evident.

Challenges relating to the performances of the students in Grade 10 and Grade 11 on the 2008 Government High School Assessment (HSA) include the continued efforts to provide support to all students who have not passed or not taken the Government HSA to ensure a 100% pass rate for all students by the end of Grade 12. In particular, challenges are evident for both the Grade 10 and Grade 11 students in the Special Education and Limited English Proficient subgroups as the percentage of students not passing the Government HSA is significantly lower than the other subgroups.

- Grade 10:
  - Limited English Proficient (56.4% passing)
  - Special Education (42.8% passing)

- Grade 11:
  - Limited English Proficient (66.7% passing)
  - Special Education (63.5% passing)

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

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

High schools use data from the Baltimore County Public Schools' data warehouse to track the performance of students on the HSA from year to year. They use this data to identify students who have not passed the Government HSA and to determine appropriate interventions. Students who have passed the American Government course but have not

passed the Government HSA may enroll in Principles of Government, a half-credit course that provides instructional supports and resources that meet the needs of targeted students. A HSA review packet is available for students who require a less intense preparation for retaking the Government HSA. Schools offer review sessions after school and on Saturdays, and instructors use the reteaching manual, review packet, and MSDE online resources to guide planning and implementation.

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

The full impact of these initiatives, especially for first time test takers, will be assessed following analysis of 2008-2009 data.

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked, and school system accountability for achievement is defined. These efforts are aimed at improving instruction and increasing student preparation for and performance in HSA-related courses. The implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern, particularly those related to underperforming student groups, African American, special education, and FARMS. During the 2009-2010 school year, the following activities will be implemented to address current challenges.

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

- Continue to identify underperforming secondary schools in need of support to increase student performance on the HSAs by providing site-based professional development and modeling best practices.
- Implement a half-credit course for students who passed American Government but did not pass the HSA.
- Review high school social studies courses listed in the *Course Registration Guide* to ensure that all high school social studies courses are supported by rigorous curricula.
- Provide additional direct services to schools including demonstration lessons and assistance with team planning.
- Facilitate peer coaching through intra-school and inter-school visitations.
- Maintain professional development of American Government teachers with focused attention toward beginning Grade 9 teachers and infusing reading and the components of writing into instruction.
- Continue to implement professional development workshops to support the achievement of all students including race/ethnic groups, students receiving special education services, English language learners, students receiving free and reduced meals, and students enrolled in gifted and talented programs.
- Institutionalize the reteaching manual for students who require additional support to pass the HSA.

- Continue to use community resources and activities.

Plans for students with special needs include:

- Continue to identify underperforming secondary schools in need of support to increase student performance on the HSAs by providing site-based professional development and modeling best practices.
- Collaborate among content areas, special education, and ESOL offices to assist department chairs in designing professional development specific to schools and student needs that includes differentiated practices and assistive technology.
- Collaborate among content areas, special education, and ESOL offices to assist schools in determining appropriate scheduling for underperforming students.
- Ensure that all diploma-bound students have access to curricula aligned to the Core Learning Goals in each HSA content area.
- Implement a half-credit course for students who passed American Government but did not pass the HSA.
- Provide additional direct services to schools including demonstration lessons and assistance with team planning.
- Facilitate peer coaching through intra-school and inter-school visitations.
- Maintain professional development of American Government teachers with focused attention toward beginning Grade 9 teachers and infusing reading and the components of writing into instruction.
- Continue to implement professional development workshops to support the achievement of all students including race/ethnic groups, students receiving special education services, English language learners, students receiving free and reduced meals, and students enrolled in gifted and talented programs.
- Institutionalize the reteaching manual for students who require additional support to pass the HSA.
- Continue to use community resources and activities.
- Maintain and expand use of Kurzweil technology to assist students with disabilities.

Resource Allocations:

- FY09 Operating Budget
- Title II FY08 and FY09

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

Several initiatives during the 2009-2010 school year, some with long-range impacts, will address the challenges related to the Government High School Assessment. Elementary social studies is being expanded to a full-year program in both Grade 4 and Grade 5. Consequently, students will enter middle school with increased levels of mastery of social studies vocabulary, social studies concepts, and social studies skills. Activities and assessments based upon writing BCRs will be modified so that students are composing expository, positional, and argumentative essays that require higher levels of thinking and more authentic applications of knowledge. Alternative activities and assessments to support the American Government program of study will be

available to teachers through access to the Articulated Instructional Module (AIM). These initiatives have been funded through workshop allocations, funds from the secondary social studies operating budget, and collaboration with the Office of Computer and Network Support.

Resource Allocations:

- FY10 Operating Budget
- Title II FY09 and FY10

High School Assessments (HSA)

HSA Graduation Requirement

Class of 2009

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

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

Baltimore County Public Schools (BCPS) began full implementation of the Bridge Plan for Academic Validation (BPAV) in the fall of 2008. The decision to implement in this time frame, rather than during the summer was made in order to have the infrastructure in place to support our schools and students as they began work on the projects.

Based upon the guidance provided in the *Bridge Plan for Academic Validation Administrative Manual*, local eligibility requirements were determined. These requirements were grounded in the criteria set forth in the manual, as well as in BCPS policy, to ensure fairness to all students.

System level roles and responsibilities were developed in order to provide a global picture of staff to be involved in the implementation of the BPAV. From this, specific roles and responsibilities were developed for key players in assuring success of the project. Each high school was asked to identify an administrator to serve as the School Bridge Plan Coordinator (SBPC). This individual was responsible for ensuring the implementation of the BPAV as the school met both BCPS and Maryland State Department of Education (MSDE) standards. This included, but was not limited to, determining student eligibility, completing all documentation, identifying project monitors, securing storage and distributing projects, and entering completed projects into the scoring process.

Each tested content area identified one person to serve as the Local Review Panel Coordinator (LRPC) for that content area. In general, that individual was the Director or Coordinator of the content area office. This individual's responsibilities included, but were not limited to, identifying local review panel scoring teams, accessing student projects as they were completed and ready for scoring, and providing training, guidance, and oversight to the scoring teams.

An electronic infrastructure was developed to help both of these groups in their tasks. Through collaboration with the BCPS Office of Technology, a SharePoint site was created to serve as the backbone to the implementation process. This site allowed BCPS to maintain security over documents and projects while providing schools and scorers with the tools they needed to successfully implement the program. Once a student became eligible for the BPAV, the school was able to create a workspace on the secure Web site for that student. All documents related to that student's work in a particular content area were housed in this workspace.

Once eligibility was determined, a student workspace was created and the Student Planner/Agreement Form was uploaded to the space. This allowed for the monitoring of how many students were beginning work on projects. A separate workspace was created for each content area in which a student was completing one or more projects. Once a student completed all projects in a given content area, the SBPC was responsible for scanning and uploading all project components to the student's workspace, which included the Project Submission Form, all data sheets, as well as the actual project(s). In addition, there was a radio button for the SBPC to click on, which automatically sent an email to the LRPC indicating a project was ready for scoring.

The LRPC were given access to student workspaces in their content area only. They would access the documentation electronically and begin the scoring process. The scoring panels would check that all documentation was complete for each student prior to scoring. Once it was determined all documentation had been received, scoring would commence. Once a project was scored according to MSDE guidelines, the LRPC validated the final Bridge Plan for Academic Validation Review Panel Recommendation to Superintendent Form. These forms were delivered to the Office of Assessment on a bi-weekly basis where they were date stamped and copied.

Students were notified immediately of projects that were rejected. This included providing detailed feedback from the scoring panel. All forms received were also entered into a Microsoft Access Database for student progress tracking. Once data entry concluded, forms were delivered to the Superintendent's office for signature, which was the official authorization the project was accepted. Once signed, the results on each form were entered into the student's SharePoint workspace(s); and an e-mail was sent to the SBPC providing notification of the student's successful completion of the project(s).

This data was then fed directly into the BCPS data system and became part of the Data Warehouse for student reporting purposes.

This process allowed BCPS to move well over 2,000 projects from the student's initial intent to meeting the HSA graduation requirement through the Bridge Plan. For the class of 2009, the percentage of students that submitted projects and met the requirements was as follows: 4.5% in algebra, 4.5% in biology, 4.9% in English, and 3.6% in government. Overall, 6.1% of the 2009 graduates met the HSA graduation requirement through the Bridge Plan. Many students reported an overall sense of accomplishment in successfully completing a project. There is anecdotal evidence that some students who had multiple failures on the HSA were able to demonstrate they had genuinely achieved the knowledge and skills expected of a Maryland graduate by completing one or more projects.

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

The results achieved can be attributed first and foremost to the dedication of the personnel involved in the implementation process. From the beginning of the process to the end of the school year, all involved staff was working towards the common goal.

Communication played an integral role in the success of implementation and took on many forms and occurred on a regular basis throughout the school year. At the beginning of the implementation period it was imperative that all school and central office staff have an immediate awareness of what the BPAV was and the roles and responsibilities each would be required to take on as part of the implementation. Several meetings were held with area assistant superintendents to determine the implementation plan. Feedback was gathered and minor adjustments were made before unrolling the implementation at the school level. SBPC and principals attended a training provided by MSDE staff late in the summer of 2008. Additional training sessions were held with all SBPC to provide specific and detailed procedures for implementation of the BPAV in Baltimore County. This training also included the introduction of new reports to help guide schools through the eligibility requirements.

Scoring panels were also provided training that allowed them to be an integral part of the implementation process. In addition to this, specific training was provided as to how to score projects appropriately. Videos provided by MSDE were a part of this training in addition to system specific procedures. The training that was provided at all levels allowed everyone to start the process with a common understanding of procedures to be followed.

In addition to the internal communication, it was imperative that parents/guardians were aware of the BPAV, its implications for graduation, and the commitment required by both a student and his or her parent/guardian. To that end, each school was provided with the MSDE-produced parent/guardian guide to use as a resource. Additionally, a BCPS version of this parent/guardian guide was created to provide parents/guardians with the BCPS-determined requirements for participation in the Bridge Plan. Schools communicated this information in various ways ranging from the scheduling of back-to-school nights to the sending of individual letters home to the use of phone trees. The common goal was to get the message out about the existence of the Bridge Plan, the requirements to participate in Bridge Plan, and the high standards set for completion of the Bridge Plan.

As notices began arriving from the state regarding revisions, corrections, etc., to the requirements, projects, and scoring of the BPAV, it became apparent that a mechanism for communicating these changes needed to be in place. BCPS created the “Bridge Plan Update” that was sent to each SBPC, high school principals, and area assistant superintendents. This was a one-page document that alerted schools to any changes that occurred in the procedures associated with the BPAV. It also served as a vehicle to provide helpful hints as well as share best practices that resulted from work on the projects. In this way, all school personnel remained “on the same page” throughout the school year. All of these procedures were incorporated into two checklists for use by the schools and the scoring teams. The first document, the Student Bridge Plan Checklist, provided schools with a one-page checklist to ensure that all procedures were followed and all documentation was provided so that scoring could occur in a timely fashion. The second document, Bridge Plan Scoring Checklist, provide the scorers with a one-page checklist to ensure that all documentation was checked prior to scoring and that all scoring occurred within the provided guidelines.

Once the submission of projects began occurring on a regular basis, it was important for all parties involved to have a way of monitoring what was submitted, what was scored, and what the

scoring results were. The system set up in our data warehouse allowed for the retrieval of the data into a file and provided detailed information on a weekly basis. Executive leadership, including area assistant superintendents, content scorers, and other central office staff were provided with a weekly update (by content area) of the number of students that indicated intent to complete a project, the number of projects submitted, and the number of projects accepted or rejected. The data provided was broken down by area and school. The monitoring of progress towards the completion of projects was extremely important to the successful implementation in BCPS. This provided for challenges to be identified quickly in project completion or project scoring, which enabled challenges to be addressed immediately to allow students the greatest opportunity to be successful.

3. Describe where challenges were evident.

Many of the challenges faced were due to very tight timeframes for getting process and procedure in place that would work for a large school system as BCPS. Staff and technology resources had to be allocated to allow for the infrastructure to be put into place. With a large school system, the tracking of students could not be done by a spreadsheet or commercial database. One of the challenges was developing a system that provided enough structure to provide all of the data collection and reporting that were necessary while making it as easy and user friendly as possible for the end user, i.e., the schools.

Revisions to process, projects, and scoring tools presented another challenge, which had an impact on the system that had been developed and caused some level of frustration at the school level when notifications were received that projects had errors in them as students were in the process of completing the affected projects. An eligibility process and report were established based upon MSDE requirements. This also informed the electronic collection structure that was established. Several months later, the MSDE guidelines changed; and work, programming, and training had to be reconfigured in a very short period of time.

The consistency between content areas was not evident. The way the projects were presented to students varied greatly from area to area. For some of the more challenged students, this made the process that much more difficult. There were numerous errors evident in the projects which occasionally impacted on a student's ability to complete the project and caused frustration for both the student and the project monitor when setting expectations. Students were being asked to complete tasks which did not match what was appearing in the scoring criteria for that task.

Scoring tools and projects did not always parallel each other; that is, scoring rubrics did not always reflect what the students were asked to complete as a task. For example, students may have been asked to describe a particular law. However, the scoring tool indicated students needed to provide three examples of the law; but students were not informed in advance that three examples were required. Therefore, this potentially resulted in an unfair testing practice if students subsequently were penalized. Many scoring tools, as with the projects, had errors that could have impacted a student's score, which were not always shared with the local school systems in a timely fashion.

Class of 2010

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

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

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

    Please refer to the BTE Master Plan Update Sections on HSA. In addition, summer opportunities for rising seniors to complete Bridge Plan projects were provided and will continue to be provided.

I.D.ii
Limited English Proficient Students

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

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

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

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

This section reports the progress of Limited English Proficient students in developing and attaining English language proficiency and making Adequate Yearly Progress (AYP). School systems are asked to analyze information on Annual Measurable Achievement Objectives (AMAOs):

- AMAO I is used to demonstrate the percentages of Limited English Proficient students progressing toward English proficiency. For making AMAO I progress, Maryland uses a composite score obtained from the LAS Links assessment. The composite score is derived from equally weighted sub scores from each of the four domains of listening, speaking, reading and writing. Students are considered to have made progress if their overall test score on the LAS Links composite is 15 scale score points higher than the composite score from the previous year test administration. In order to meet the target for AMAO I for school year 2008-2009, 56% of ELLs will make progress in learning English.

- AMAO II is used to demonstrate the percentages of Limited English Proficient students attaining English proficiency by the end of each school year. For calculating AMAO II, Maryland uses a composite score obtained from the LAS Links assessment. The composite score is derived from equally weighted sub scores from each of the four domains of listening, speaking, reading, and writing. For the purpose of AMAO II (accountability), a composite cut score of 5 on the ELP assessment with a minimum cut score of 4 in each domain is used to determine proficiency level for each grade. The AMAO II target for school year 2008-2009 is 15% of ELLs will attain proficiency in English.

- AMAO III represents Adequate Yearly Progress of LSSs for the Limited English Proficient student subgroup.

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

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

1. Describe where progress is evident.

- The percentage of students that met the AMAO I target is 76.23%. The MSDE AMAO I is 56.0%. Baltimore County Public Schools English language learners surpassed the target by 20.23 percentage points.
- The 2008-2009 AMAO II target is 15.0%, reduced from 30.0% in 2007-2008 due to a change in the definition of proficiency. The percentage of Baltimore County Public Schools English language learners, kindergarten through Grade 12, that met the target is 15.05%. Four hundred thirty-seven English language learners met the increased standards for attaining proficiency.
- Baltimore County Public Schools' English language learners continue to meet AYP expectations for reading and mathematics on the Maryland State Assessments. In 2008, three ESOL Center middle schools did not make AYP in the Limited English Proficient student subgroup; two of those schools improved in 2009. Two elementary schools did not make AYP in the Limited English Proficient student subgroup in 2009; one of the schools for reading and the other for mathematics. All high school Limited English Proficient student subgroups continue to make AYP in both reading and mathematics.

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

<u>2008-2009 Master Plan Goal 1:</u> By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
<u>Performance Indicator 1.1:</u> All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).
<u>Key Strategies:</u>

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.

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

Performance Indicator 2.1: All English language learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year.
Performance Indicator 2.2: All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards.

Key Strategies:

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

Activities:

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

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

   The strongest scores on the Language Assessment System (LAS) Links English Proficiency Test were in speaking and reading. Listening and writing remain the domains where some challenges are evident. The new curriculum guide, ESOL American Government, and program implementation guide, the ESOL Math Implementation Guide, developed for 2009-2010, were written with speaking, listening, reading, and writing components incorporated into every unit assessment. In addition, explicit attention is directed to all four domains within instructional activities throughout the guides. Upon completion of the ESOL math program, ELLs with significant interrupted formal education will be prepared to succeed in Algebra I. English language learners also take the ESOL American Government class simultaneously with the American Government class in order to use the scaffolds from the ESOL class to gain understanding of the material to achieve success on the HSA and other assessments.

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

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

   2009-2010 Master Plan Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
   Performance Indicator 1.1: All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).
   Key Strategies:

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

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

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

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

Key Strategies:

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

Activities/practices designed to accelerate progress include:

- Continue to purchase and administer the Language Assessment System Links state-mandated English Language Proficiency assessments. Prioritize support and professional development to schools with the highest percentage of English language learners not meeting AYP goals.
- Continue to hire certified English for Speakers of Other Languages (ESOL) teachers as the English language learners' (ELL) student population grows.
- Implement the protocol for translating, publishing, and distributing key system documents.
- Develop the ESOL Service Center Model for Secondary ESOL Centers to standardize services for ELL students.
- Enhance professional development for non-ESOL staff to include building administrators, content teachers, and special educators.
- Implement training sessions for ESOL staff to increase knowledge of federal regulations pertaining to services for ESOL students.
- Continue to facilitate home school communication by publishing key system documents in other languages.
- Continue to provide services for newcomer families at intake conferences in ESOL intake centers and regional locations during peak registration periods.
- Continue to review projected ESOL enrollment to accommodate students in their home schools when appropriate.
- Continue to collaborate with local graduate programs in Teachers of English for Students of Other Languages (TESOL) to provide professional development.
- Continue to develop and revise content-based curricula for PreK-12 English language learners.
- Continue to evaluate annually the ESOL program and services based upon program guidelines and student achievement.
- Continue to implement recruiting strategies, professional development, and training to aid in interpretation and translation for family members of English language learners.

- Facilitate access to English courses at CCBC for parents/guardians so they may continue to support their children's academic performance through improved skills in conversational English.
- Align ESOL curriculum with state and national standards.
- Continue to implement reading intervention curricula for English language learners and monitor student progress.
- Continue to include ESOL teachers with general education teachers in systemwide professional development initiatives in core subject areas.
- Continue to provide professional development for ESOL teachers in collaboration with resource personnel from English, language arts, science, mathematics, and social studies to align ESOL instruction with best practices to support the achievement of English language learners on MSA and HSA.
- Continue to provide professional development for all BCPS personnel, including administrators and teachers, speech language pathologists, school psychologists, IEP chairs, school-based clericals, and paraprofessionals on second language acquisition and differentiation strategies.
- Continue school-based and regional bilingual parent/guardian information sessions for families.
- Continue to recruit and train interpreters/translators.
- Continue course offerings for all staff on strategies for working with English language learners and their families.
- Continue to identify and purchase bilingual reading materials for lending libraries in resource centers for families of English language learners.
- Provide ongoing training and support to ESOL teachers in collecting and analyzing data.
- Participate on the Response to Intervention committee to identify potential models for possible reconfiguration of ESOL instruction.
- Continue to offer the ESOL grammar course in high school ESOL centers.
- Collaborate with schools in the student registration process in order to minimize the disruption of educational services for ELLs new to BCPS.
- Continue to monitor student progress through formative and summative assessments and continue to offer support to school-based administrators and staff in working with English language learners.
- Continue to implement Master Plan strategies and activities that increased student performance in 2008-2009 and to modify where challenges are identified. (See sections detailing middle school MSA performance of English language learners and HSA results in English and Algebra for English language learners.)

No Child Left Behind requires that corrective actions are taken in local school systems that failed to make progress on the AMAOs:

- *For any fiscal year*. The school system must separately inform a parent or the parents of a child identified for participation in or participating in a language instruction educational program of the system's failure to show progress. The law stipulates that this notification is to take place not later than 30 days after such failure occurs. The law further requires

that the information be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

- *For two or three consecutive years*. The school system must develop an improvement plan that will ensure that the system meets such objectives. The plan shall specifically address the factors that prevented the system from achieving the objectives.

- *For four consecutive years*. The state shall require the local system to modify the curriculum program and method of instruction or determine whether or not the local system shall continue to receive funds related to the system's failure to meet the objectives, and require the local system to replace educational personnel relevant to the system's failure to meet the objectives.

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

N/A

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

N/A

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

N/A

I.D.iii
Adequate Yearly Progress

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

School System Improvement

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

Instructions:

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

School Improvement

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

Under No Child Left Behind, local school systems must review the progress of Title I schools primarily to determine (1) if each school has made adequate progress toward all students meeting or exceeding the standards by 2013-2014, and (2) if a school has narrowed the achievement gap. In conjunction with the local school system, the state also reviews the effectiveness of each school's actions and activities that are supported by Title I, Part A funds,[2] including parental/guardian involvement and professional development.

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

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

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

- Continuing to increase course rigor and improve the achievement of students in

[1] Section 13A.01.04.08 of the Code of Maryland Regulations.
[2] This information is included in Attachment 7 of this document.

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

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

BCPS remains committed to all schools making AYP. The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. These efforts are designed to improve instruction and increase student achievement. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern particularly improving the achievement of middle school students and decreasing the achievement gap among student groups. Although implementation of these activities is immediate and ongoing, the 2010 AMOs for reading and mathematics will serve as benchmarks for progress toward the goal, and the timeline for full implementation is the spring of 2010.

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

Describe the actions that the school system is taking to ensure that the No Child Left Behind and Title I requirements for schools identified for Improvement (Year 1), Improvement (Year 2), Corrective Action, Restructuring (Planning), and Restructuring (Implementation) are being addressed.

- **Describe actions that the school system took during the 2008-2009 school year.**

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

The school improvement plans provided a framework for each school to implement the instructional program to make progress toward achieving the *Blueprint for Progress* goals. Each school improvement plan was developed to address the identified needs of the students in the school, both generally and by subgroups, and included annual achievement targets by which progress was measured. All schools analyzed MSA and other data to determine student performance levels, curricular implications, and appropriate professional development. The

system's area assistant superintendents monitored the implementation of school improvement plans through monthly principal conferences, announced and unannounced monitoring school visits, review of and written feedback on school improvement plans, teacher and student focus groups, mid-year principal evaluations, and ongoing school visitations and classroom observations. Each area office also had an area improvement plan that supported schools as they worked to ensure that all students reached standards in reading/language arts, mathematics, science, and social studies. Completed school improvement plans were maintained in the area offices and may be provided upon request.

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

2008-2009 Master Plan Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
Performance Indicator 1.1: All diploma-bound students in grades 3–8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).
Key Strategies:

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

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

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

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

- Monitoring the comprehensive professional development plan, which provides central control and coordination of all professional development, identification of staff professional development needs, systemic and coordinated delivery of knowledge and skills focused on increasing student achievement, and evaluation of professional development effectiveness to determine impact on student achievement.
- Providing instructional guidance and professional development that ensure levels of rigor consistent with high expectations, higher level thinking, and preparation for advanced programs of study.
- Continuing to offer school-based and countywide professional development workshops for administrators, teachers, and support personnel in reading, language arts, mathematics, science, and social studies to support the achievement of all students including ethnic groups, special education, English language learners, free and reduced priced meals, and gifted and talented.
- Utilizing the Web-based Individualized Education Plan format mandated by Maryland State Department of Education.
- Continuing to evaluate annually ESOL programs and services based upon the recommendations from the external evaluation.
- Continuing to implement staff development programs for paraeducators addressing roles/responsibilities to promote student learning.
- Executing a systematic evaluation plan of district programs, initiatives, curricular models, and master plan actions by external and internal program review utilizing disaggregated data warehouse information on all state and local assessments.
- Assessing identified students in grades 5-8 to determine students' needs for an accelerated reading/English/language arts program.
- Ensuring the implementation of the K-12 written language program.
- Monitoring the Grade 6 Scott Foresman reading program in all middle schools.
- Continuing to use *Language!* to provide intervention programming for middle school students in grades 6-8 who are experiencing a one- to two-year delay in the development of reading/English/language arts skills.
- Continuing to implement *Algebraic Foundations* and *Algebraic Thinking* mathematics curriculum in grades 6-8 in all middle schools to prepare students for success in Algebra I and to pass the Algebra/Data Analysis HSA.
- Continuing to assist teachers in identifying and employing strategies that impact positively on enhancing achievement of minority, under-represented, and special needs populations that address the diversity of the Baltimore County community to support the achievement of all students including ethnic groups, special education, English language learners, free and reduced priced meals, and gifted and talented.
- Continuing to analyze disaggregated assessment data to identify students not meeting grade level standards and apply instructional adjustments.
- Monitoring student performance relative to grade level standards on MSA, short-cycle, and benchmark assessments.

- Providing professional development to administrators and teachers on measurement, analysis of disaggregated student-data results from the MSA, and the application of the findings to student learning in the classroom.

Activities to improve the consistency and fidelity of the delivery of curriculum aligned with the VSC and Core Learning Goals to ensure student success on MSA and HSA:

- Implementing a systematic evaluation plan of district programs, initiatives, curricular models, and master plan action by external and internal program review utilizing disaggregated data warehouse information on all state and local assessments at the system, area, school, classroom, and individual student level to make informed educational decisions to improve student achievement and professional development.
- Utilizing the *Articulated Instruction Module* (AIM), an alignment and articulation tool that documents as well as enhances communication related to student academic progress for students, parents/guardians, educators, and support staff. The module provides reports that reinforce alignment with the Voluntary State Curriculum and other curriculum throughout the school system.

  - **Describe actions that the school system will take once school improvement status is determined for the 2009-2010 school year.**

- The systemic intervention plan that includes alignment between and among the written, taught, and assessed curriculum will be monitored to support schools not achieving adequate yearly progress. Research-based tiered interventions will be implemented at all levels to address identified needs.
- A leadership review will be completed of any school that failed to make adequate yearly progress in order to identify potential weaknesses in curricular delivery, teacher capacity, and administrator effectiveness.
- Targeted curriculum and instructional services and support will be provided to BCPS-identified priority schools (including schools in improvement).
- Ongoing technical assistance concerning measurement and analysis of disaggregated student-data results from MSA and HSA and the application of the findings to student learning in the classroom will be provided to administrators and teachers.
- Articulation between elementary and middle schools and between middle and high schools will be implemented through inter-visitations.
- Communication and collaboration with students, parents/guardians, PTAs, advisory groups and community members regarding behavior expectations, parental/guardian responsibilities, and involvement in maintaining a positive learning environment through the use of Connect-Ed, newsletters, and parent/guardian conferences will continue .
- The application of the Style to Content Learning Preferences Inventory, a survey for students that is designed to assist parents/guardians and teachers with identifying the specific ways in which individual students learn and assist teachers, administrators, and curriculum staff with developing and evaluating differentiated curriculum and instruction, will be monitored.

Resource Allocations:

FY10 Operating Budget

Response to Clarifying Question-

In 2008-2009, 84.4% of elementary schools achieved adequate yearly progress (AYP). This was a 10.9 percentage point decrease from the prior year. As illustrated on the chart below, of the 12 elementary schools not achieving AYP for one year, 11 schools were identified under the focused needs pathway indicating the schools that missed making AYP in one or two subgroups by a very small number of students.

During the 2009-2010 school year, the system will intensify the level of support provided to all schools not achieving AYP by identifying the schools as "priority schools." As priority schools, the 12 elementary schools will receive additional technical assistance as they complete a comprehensive needs assessment and develop the 2009-2010 school improvement plan. Schools will be closely monitored by area assistant superintendents and other staff to ensure instruction is aligned with the State Curriculum and system expectations. All schools in local attention/alert status, schools not achieving AYP for one year, will receive additional support in analyzing MSA and short-cycle and benchmark achievement results to identify activities and programs evidencing positive results and those showing less than desired results. Necessary adjustments to programs and activities will be made prior to the school year. The identified schools will also receive targeted assistance focused on accelerating the progress of students receiving special education and other special services.

Schools in Local Attention			
School	**Pathway**	**Target Area**	**Subgroup**
Scotts Branch Elementary	Focused Pathway	Reading	Special Education
Hebbville Elementary	Focused Pathway	Reading	Special Education
		Mathematics	FARMS
Deer Park Elementary	Focused Pathway	Reading	Special Education
Imagine Discovery Charter School	Focused Pathway	Mathematics	Special Education
Bedford Elementary	Comprehensive Pathway	Reading	All Students
			FARMS
			Limited English Proficient
		Mathematics	All Students
			African American
			FARMS
			Special Education
Milbrook Elementary	Focused Pathway	Mathematics	Special Education
			Limited English Proficient
Chatsworth School	Focused Pathway	Mathematics	FARMS
			Special Education
Mars Estates Elementary	Focused Pathway	Reading	Special Education
		Mathematics	Special Education
Sussex Elementary	Focused Pathway	Mathematics	Special Education
Hawthorne Elementary	Focused Pathway	Mathematics	Special Education
Deep Creek Elementary	Focused Pathway	Mathematics	Special Education
Oliver Beach Elementary	Focused Pathway	Reading	African American

Deep Creek Middle School
Developing Comprehensive – Year 2

IDENTIFIED AREAS OF CONCERN

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

MEASURES

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

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

TIMELINE (TARGETS)

By June 2010, students receiving special education services performing at or above the proficiency levels on the reading MSA will increase from 56.2% to 80.8%.

By June 2010, all students performing at or above the proficiency levels on the mathematics MSA will increase from 53.8% to 71.0%.

By June 2010, African American students performing at or above the proficiency levels on the mathematics MSA will increase from 50.8% to 71.0%.

By June 2010, students receiving free and reduced price meal services performing at or above the proficiency levels on the mathematics MSA will increase from 54.0% to 71.0%.

By June 2010, students receiving special education services performing at or above the proficiency levels on the mathematics MSA will increase from 28.4% to 71.0%.

SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1

School Improvement Strategies:

1. Develop, implement, and monitor intervention programs for students receiving special education services who have not demonstrated proficiency in reading and/or mathematics.
2. Encourage reading by establishing a minimum goal of 25 books from the recommended list that will be read by/to each targeted student during the academic year.
3. Support teachers in the implementation of reading and mathematics techniques through professional development opportunities.
4. Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading and/or mathematics.
5. Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
6. Enlist parents/guardians and community stakeholder groups in reading efforts at the school and at home. (data dialogues and regular parent meetings)
7. Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.

School Improvement Activities:

1. The Leadership Team will continue to analyze data, identify target groups of students, and determine interventions for reading and mathematics.
2. The school will continue to implement the *Language!* Program for identified students.
3. Identified students will be required to attend after-school and evening tutoring and assistance programs.
4. Identified students in Grade 6 will receive the Algebraic Foundations program; identified students in grades 7-8 will receive the Algebraic Thinking I & II program.
5. After-school and evening clubs and programs will engage students in content activities

and tutoring.

6. A system for tracking, monitoring, and using individual and group performance data will be implemented.
7. Teachers will engage in technology rich professional development activities that model "best practices" of teaching mathematics.
8. A mathematics program will be developed and implemented to identify and remediate students with specific skill deficits including after-school and evening programs.
9. A schedule will be provided for teacher assistance from BCPS resource teachers and program consultants.

NARRATIVE

For the second year in a row, Deep Creek Middle School did not meet AYP in the area of mathematics. Of significant concern are the African American, FARMS, and special education subgroups. While gains were made in all areas, these gains continue to fall short of the AMO's set forth by the state.

For the 2009-2010 school year, Deep Creek Middle School has made adjustments to the schedule in order to address these concerns. Students have been enrolled in more challenging classes, and the necessary supports are being provided so that students are able to achieve at that high level. Data meetings run by department chairs are designed to review assessment data and provide assistance to those students who may not be meeting success. Within the school day, time has been dedicated to work with all students in the building on reading and mathematics skills. This time is in addition to the normal school program where students receive regular mathematics instruction. Teacher-based after-school tutorials as well as MSA review sessions continue to be offered in order to strengthen students' abilities in the area of mathematics.

The following root causes have been identified:

- With a 2008-2009 student mobility rate of 37.0%, an identified root cause is the school's lack of an effective, ongoing program to meet the needs of highly mobile students.
- As students transition into the school from outside of the system, their reading and mathematics achievement is generally substantially below that of the students who have been educated in BCPS. A root cause is the school's lack of a strategy to support students immediately with programs and schedules to address the wide disparity of student achievement levels.
- With a 15.0-25.0% yearly teacher turnover rate and the subsequent replacement of these teachers with inexperienced staff, an identified root cause is the challenge of staffing the school with experienced teachers committed to a long-term teaching experience. There are currently 19 new teachers at the school.
- With a wide range of family situations among the lowest performing student subgroups, an identified root cause is a need for the school to provide more effective programs to substantially increase meaningful parent/guardian involvement in the educational process and to explore other protective measures that could be put into place to support students.
- Although the school has done substantial research and initiated a number of research-based programs, the school has to improve efforts to identify strategies that are more effective than the current initiatives.
- Current district-wide strategies are designed for steady growth but may not prepare students for immediate success on MSA. This year the school made progress in reading and mathematics.

As students enter Deep Creek Middle School from other jurisdictions, it is imperative to understand their individual needs and place them in classes that are designed to move them

forward. This involves using appropriate data to monitor their achievement. As Deep Creek Middle School continues to face a 15.0% teacher turnover rate, teachers need to be provided with the professional development necessary to allow them to be successful. This includes the hiring of an outside consultant who will be working with all mathematics teachers in this area. Last year's 19 new teachers are in their second year, and it is imperative to continue to develop these teachers in a way that will retain them at the school. With the addition of a full-time social worker at Deep Creek Middle School, as well as a part-time guidance counselor, programs are being implemented that focus on parental/guardian assistance. In addition, a team of teachers worked together this summer to come up with new ways to better communicate with the community and welcome them into the school. This year, the new PTA executive committee is composed of dedicated parents/guardians who are determined to make a difference for the school. Using staff meetings and professional development learning-walks as our platform, we continue to educate our teachers in methods of best practice. Though these efforts are schoolwide, specific attention is being given to mathematics due to the fact that it is such a critical area of need. Deep Creek also recognizes the need to place students in classes that are rigorous for our students. For some students who may not have experienced this increased rigor, we have supports in place such as additional class time to ensure that these students are meeting with success on the MSA. In addition, we are a first-year AVID school where 25 Grade 8 students are receiving academic support through enrollment of the AVID elective.

<u>Technical Assistance Provided by Area Assistant Superintendent's Office</u>

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

DEER PARK MIDDLE MAGNET SCHOOL
Priority Comprehensive – Restructuring Planning

IDENTIFIED AREAS OF CONCERN

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

MEASURES

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

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

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

TIMELINE (TARGETS)

By June 2010, students receiving special education services performing at or above the proficient level on the reading MSA will increase from 44.7% to 80.8%.

By June 2010, all students performing at or above the proficient level on the mathematics MSA will increase from 58.6% to 71.4%.

By June 2010, African American students performing at or above the proficient level on the mathematics MSA will increase from 57.5% to 71.4%.

By June 2010, students receiving free and reduced price meal services performing at or above the proficient level on the mathematics MSA will increase from 52.9% to 71.4%.

By June 2010, students receiving special education services performing at or above the proficient level on the mathematics MSA will increase from 32.5% to 71.4%.

SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES

School Improvement Strategies:

1. Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for students receiving special education services.
2. Monitor classroom instruction to ensure that the Essential Curriculum is being taught, using a unified tool for informal walk-through observations.
3. Develop and implement instructional strategies that include differentiation.
4. Develop, implement, and monitor intervention programs for students receiving special education services who have not demonstrated proficiency in reading.
5. Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.
6. Integrate technology in the teaching/learning process and instructional practices resulting in more purposeful and engaging work for students.
7. Encourage reading by establishing a minimum goal of 25 books from the recommended list that will be read by/to each student during the academic school year.
8. Provide middle school reading teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.
9. Provide parents/guardians and community stakeholder groups with strategies that can be implemented with children to enhance student learning.
10. Enlist parents, guardians, and community stakeholder groups in reading efforts at the school and at the home.
11. Support teachers in the implementation of reading techniques through professional development opportunities.
12. Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.
13. Develop, implement, and monitor intervention programs for students receiving special education services who have not demonstrated proficiency in mathematics.

14. Provide middle school mathematics teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.
15. Provide staff with access to technology essential to collecting, analyzing, and reporting student achievement data.

School Improvement Activities:

- Identify vocabulary terms from the Essential Curriculum, required literary texts, and from *Vocabulary for Achievement* to teach in reading classes.
- Provide instructional opportunities that focus on independent practice aligned with modeled instruction to demonstrate advanced performance on MSA assessment limits as indicated in the Voluntary State Curriculum (VSC).
- Create and display "READ" photo posters featuring faculty and students to encourage a culture of reading within the DPMMS community.
- Provide reading teachers with an analysis of summative assessment data in order to use diagnostic planning in routine assessments as a measure of student progress and teacher effectiveness.
- Invite parents/guardians to a reading night that focuses on reading instruction and the MSA.
- Create and distribute a list of 25 differentiated books for each grade level to be used throughout the year and as a summer reading list.
- Participate in the "Black Eyed Susan" reading program through the State of Maryland.
- Establish an after-school academic initiative program to reinforce/remediate MSA standards for grades 6-8 with emphasis on special education.
- Provide supplemental text to assist with the implementation of the VSC to provide additional support to all students who scored basic on the MSA.
- Provide instruction that exposes all students to appropriate ability level reading materials and uses reasonable accommodations to address individual student needs.
- Create and implement weekly MSA lessons for targeted students receiving special education services who scored basic on the reading MSA.
- Provide for the collaboration of general and special educators in reading classrooms that include students who receive special education services.
- Provide professional development that will assist mathematics teachers in creating effective content-based lessons in order to ensure compliance with the VSC assessment limits.
- Pace instructional units through common, weekly planning for teachers, backward mapping, and differentiated instruction.
- Create and implement weekly MSA lessons for targeted students receiving special education services who scored basic on the mathematics MSA.
- Offer after-school coach classes to promote MSA achievement for students receiving special education services.
- Provide teachers with ongoing support and training in the implementation of the *Algebraic Thinking* mathematics program, which targets students who scored basic to mid-proficient on the MSA.
- Conduct staff development sessions to ensure all teachers have the technical assistance and the support they need to translate curriculum into effective individualized instruction (Differentiation Workshops).
- Provide monthly professional development for self-contained special education teachers, inclusion teachers, and instructional assistants to be trained on mathematics curricula and VSC assessment limits.
- Continue to provide training for teachers as they employ a uniformed problem solving and homework rubric to provide consistency in grading practices.
- Utilize articles featuring strategies to promote mathematics literacy and student success in the quarterly DPMMS parent/guardian newsletter.
- Invite parents/guardians to a mathematics night that focuses on mathematics instruction and the MSA.
- Create and implement a resource class, such as Math Assistance, for students receiving special education services and students with similar achievement difficulties, which focus on MSA objectives.
- Construct and revise the master schedule to ensure optimal class groupings in *Algebraic Thinking/Foundations* classes and *Algebra with Assistance*.

- Provide for the collaboration of general and special educators in mathematics classrooms that include students receiving special education services.
- Continue to reinforce with mathematics teachers Maryland Assessment Limits and Core Learning Goals in order to administer, score, and provide feedback to students in preparation for Mod. MSA, MSA and HSA.
- Use results of summative assessments and benchmark data to identify skills and concepts for remediation and reteaching for all students with an emphasis on students receiving special education services.
- Offer after-school coach classes in reading and mathematics to promote MSA achievement for all students, with emphasis on students receiving special education services.
- Continue implementing the *Algebraic Thinking/Foundations* program to meet the needs of students receiving special education services as well as students with similar achievement difficulties who are performing below grade level in mathematics.
- Implement schoolwide "Learning Moments" five days per week during morning announcements.
- Analyze data to create weekly MSA Skill of the Week assignments focused on assessment limits.
- Incorporate the Study Island and Apangea computer programs into mathematics classes to remediate and extend MSA skills.
- Monitor the data collection system for Skill of the Week assignments and short-cycle and benchmark assessments.

NARRATIVE

The current enrollment of Deer Park Middle Magnet School (DPMMS) is 1,122 students consisting of 360 students in Grade 376 students in Grade 7, and 386 students in Grade 8. The number of students receiving free and reduced price meal services continues to increase. While there is no definitive number yet for this academic year, the 2008-2009 school year concluded with 52.0% of the student population in the FARMS subgroup.

Deer Park Middle Magnet School offers the curriculum developed by the Baltimore County Public Schools, which includes differentiation methods for each content area. The program provides rigorous curricula aligned with COMAR, the Voluntary State Curriculum, Content Learning Goals, and the Essential Curriculum inclusive of the special education and guidance support programs. Teachers have common planning time in order to effectively collaborate and produce lessons that maximize student achievement.

In addition to the core academic curricula, Deer Park Middle Magnet School offers instruction in art, music, dance, drama, physical education, health, and technology. Music instruction includes vocal and instrumental music. Beginning in Grade 7, instruction in Spanish is offered to students who are reading at or above grade level. Deer Park is home to one of the county's four middle school magnet programs. Approximately 55.0% of the Deer Park student body is enrolled in one of the following magnet programs: Mass Communications, Visual Arts, Performing Arts (Theater, Vocal Music, Instrumental Music, and Dance), Earth Science, and Spanish.

Students receiving special education services are included in general education classes with support to meet the requirements of instruction in the least restrictive environment. Students in the Functional, Adaptive, and Behavioral and Learning Support programs receive instruction in language arts, reading, mathematics, social studies, and science. Their schedules also include an opportunity to develop skills in art, music, dance, and physical education. Additionally, students receiving special education services receive small group instruction in social skills. Reorganization of the Special Education Department assigned special education teachers to one content area, which allows for a concentration of their efforts in supporting student achievement. Instructional assistants provide support for both inclusion and self-contained programs. This year DPMMS has implemented the co-teaching model in inclusion classes and special education classes to increase the rigor and to differentiate instruction to meet the needs of students. There are currently 138 students receiving special education services, 106 students through an IEP and 32 students receiving services through a 504 plan.

Deer Park Middle Magnet School's gifted and talented program consists of language arts, science, Algebra II, and social studies. Approximately 167 students (19.0% of the student body) are enrolled in the gifted and talented program, including 53 Grade 6 students, 58 Grade 7 students, and 56 Grade 8 students. Students in the regular instructional

program are grouped heterogeneously and are monitored throughout the year to examine appropriate placement. Instruction at each grade level addresses the educational needs of students enrolled in the gifted and talented and general education programs and students with special education needs.

All Grade 6 students are enrolled in a daily reading program. Students in grades 7-8 who are reading below grade level and scored basic on the MSA continue to be enrolled in reading. The organization of instruction for the 2009-2010 school year provides for additional reading intervention implementation of Fast Track reading classes in grades 7-8. Students are also offered an extended school day for receiving instruction in reading and mathematics. Additionally, Deer Park has committed staff resources to full implementation of the *Language!* program. Students spend 90 minutes of focused instructional time in the areas of reading, writing, and vocabulary skill development. Deer Park takes advantage of the additional support offered through the reading office of Educational Support Services.

At Deer Park Middle Magnet School, every student receives mathematics instruction. The department chair provides assistance to teachers in implementing VSC/MLO's and the Essential Curriculum. In accordance with system directives, Deer Park is also continuing with the implementation of the *Algebraic Thinking* program. This daily 90 minutes of mathematics instruction is geared towards accelerating the learning of students in all grade levels that scored basic and borderline proficient on the MSA. *Algebra with Assistance* is a unique program designed to ensure the success of students in Algebra I. The students in this program are enrolled in a class that meets daily and provides additional instruction two to three hours weekly. As a proactive intervention, Deer Park provides Grade 8 students that scored basic on the MSA with an additional 90 to 135 minutes of mathematics instruction weekly.

Contributing factors/root causes as identified through the Teacher Capacity Needs Assessment root cause analysis indicated that professional development was an ongoing theme to the needs assessment. As a result, professional development activities have been planned with the assistance of the Office of Special Education for planning and implementing lessons that meet the needs of the diversified learning community at DPMMS.

Opportunities have been provided to offer more time to plan as a content and grade-level team, focusing on root cause analysis for planning lessons to target the subgroups not meeting with success. Deer Park includes special programs that augment the instruction. The Guidance Department implements The *College-Ed* program, which focuses on providing students and their families with early college awareness and a five-year education plan. Participation in vertical teaming initiatives in the areas of social studies and English work to ensure that instruction is aligned in a manner that fosters college preparation. A partnership with the University of Maryland School of Social Work provides Deer Park with interns who give additional assistance to students in need. Teachers infuse student service learning activities that link learning with community service to encourage citizenship and to support students in meeting the requirements needed for graduation. Deer Park also benefits from the expertise of Johns Hopkins University staff and serves as a professional development school for teaching interns.

An ongoing initiative for the 2009-2010 school year is extending the school day for instructional purposes. The Deer Park Middle Magnet School Mathematics and Reading Academies are designed to meet the needs of students with special needs and/or students identified as needing additional assistance in these areas. The academies are offered Tuesdays-Thursdays for 90 additional minutes beyond the regular school day, with content specific educators to meet the students' instructional needs.

<u>Technical Assistance Provided by Area Assistant Superintendent's Office</u>

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

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

Dundalk Middle School
Developing Comprehensive – Year 2

IDENTIFIED AREAS OF CONCERN

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

MEASURES

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

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

TIMELINE (TARGETS)

By June 2010, all students in grades 6-8 performing at or above the proficient level on reading MSA will increase from 69.6% to 80.8%.
By June 2010, all African American students performing at or above proficiency on the reading MSA will increase from 65.5% to 80.8%.
By June 2010, all students receiving special education services performing at or above proficiency on the reading MSA will increase from 53.3% to 80.8%.
By June 2010, all students receiving free and reduced price meal services performing at or above proficiency on the reading MSA will increase from 67.2% to 80.8%.

By June 2010, Grade 8 students performing at or above the proficient level on reading MSA will increase from 78.3% to 80.8%.
By June 2010, Grade 8 African American students performing at or above the proficient level on the reading MSA will increase from 75.0% to 80.8%.
By June 2010, Grade 8 students receiving special education services performing at or above the proficient level on the reading MSA will increase from 85.0% to 85.6%
By June 2010, Grade 8 students receiving free and reduced price meal services performing at or above the proficient level on the reading MSA will increase from 78.3% to 80.8%.

By June 2010, Grade 7 students performing at or above the proficient level on the reading MSA will increase from 61.8% to 80.8%.
By June 2010, Grade 7 African American students performing at or above the proficient level on the reading MSA will increase from 60.4% to 80.8%.
By June 2010, Grade 7 students receiving special education services performing at or above the proficient level on reading MSA will increase from 45.5% to 80.8%.
By June 2010, Grade 7 students receiving free and reduced price meal services performing at or above the proficient level on the reading MSA will increase from 54.7% to 80.8%.

By June 2010, Grade 6 students performing at or above the proficient level on the reading MSA will increase from 70.4% to 80.8%.
By June 2010, Grade 6 African American students performing at or above proficient level on the reading MSA will increase from 67.1% to 80.8%.
By June 2010, Grade 6 students receiving special education services performing at or above the proficient level on reading MSA will increase form 40.9% to 80.8%.
By June 2009, Grade 6 students receiving free and reduced price meal services performing at or above the proficient level on the reading MSA will increase from 68.9% to 80.8%.

By June 2010, all students in grades 6-8 performing at or above the proficient level on the mathematics MSA will increase from 50.1% to 71.4%.
By June 2010, all students receiving special education services performing at or above proficiency on the mathematics MSA will increase from 36.7% to 71.4%.
By June 2010, all African American students performing at or above proficiency on the mathematics MSA will increase from 45.8% to 71.4%.
By June 2010, all students receiving free and reduced price meal services performing at or above proficiency on the mathematics MSA will increase from 47.0% to 71.4%.

By June 2010, Grade 8 students performing at or above the proficient level on the mathematics MSA will increase from 55.8% to 71.4%.
By June 2010, Grade 8 students receiving special education services performing at or above the proficient level on the mathematics MSA will increase from 57.9% to 71.4%.
By June 2010, Grade 8 African American students performing at or above the proficient level on the mathematics MSA will increase from 49.2% to 71.4%.
By June 2010, Grade 8 students receiving free and reduced price meal services performing at or above the proficient level on the mathematics MSA will increase from 53.8% to 71.4%.

By June 2010, Grade 7 students performing at or above the proficient level on the mathematics MSA will increase from 55.9% to 71.4%.
By June 2010, Grade 7 students receiving special education services performing at or above the proficient level on the mathematics MSA will increase from 31.8% to 71.4%.
By June 2010, Grade 7 African American students performing at or above the proficient level on the mathematics MSA will increase from 43.4% to 71.4%.
By June 2010, Grade 7 students receiving free and reduced price meal services performing at or above the proficient level on the mathematics MSA will increase from 50.6% to 71.4%.

By June 2010, Grade 6 students performing at or above the proficient level on the mathematics MSA will increase from 39.4% to 71.4%.
By June 2010, Grade 6 students receiving special education services performing at or above the proficient level on the mathematics MSA will increase from 10.0% to 71.4%.
By June 2010, Grade 6 African American students performing at or above the proficient level on the mathematics MSA will increase from 37.0% to 71.4%.
By June 2010, Grade 6 students receiving free and reduced price meal services performing at or above the proficient level on the mathematics MSA will increase from 37.3% to 71.4%.

SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1

School Improvement Strategies:

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

School Improvement Activities:

Reading

1. The Leadership Team will continue to analyze data, identify target groups of students, and determine interventions for reading.

2. All students will participate in a team level vocabulary development program.
3. The *Language!* program will be implemented for identified students.
4. Language arts and reading teachers will participate in lesson collaboration with MSDE addressing VSC reading objectives.
5. Basic and low proficient students identified will be provided opportunities for after-school MSA reading enrichment activities.
6. Students in reading classes will be provided supplemental reading resources such as Achieve 3000.
7. Teachers will analyze short-cycle and benchmark assessment data to identify reteaching needs.
8. Teachers will use content-specific and age-appropriate magazines (such as *Scope* and *Science World*) to teach reading in their content areas.
9. Social studies and science teachers will receive professional development to address the VSC reading indicators through content instruction.
10. Content area and special education teachers will collaborate and plan lessons to co-teach.
11. Content area and special education teachers will co-teach students with IEPs in an inclusion setting.
12. Teachers will have the opportunity to receive professional development in the use and integration of technology in classroom instruction.
13. Teachers will integrate technology in order to enhance instruction and engage students.
14. Teachers will receive AVID WIC-R training.
15. Teachers will implement AVID WIC-R strategies in their lesson design and implementation.

Mathematics

1. The Leadership Team will continue to analyze data, identify target groups of students, and determine interventions for mathematics.
2. Identified students in Grade 6 will receive the Algebraic Foundations program; identified grade 7-8 students will receive the Algebraic Thinking I & II program.
3. After-school programs will engage students in mathematics activities and tutoring for MSA preparation.
4. Numeracy-based after-school activities (Challenge 24, Math Counts) will be implemented.
5. Assessment data will be used for tracking, monitoring, and utilizing individual and group performance data.
6. Parents/guardians and the school community will receive information about students' numeracy achievement.
7. Targeted professional learning opportunities for teachers will be implemented based on student achievement data, teacher observations, and curriculum analysis.
8. A monthly schedule of teacher assistance from BCPS mathematics resource teachers and program consultants will be provided.
9. A schedule will be provided that allows teachers to become engaged in "lesson study," co-planning, and professional learning community activities.
10. Mathematics teachers will use technology to support mathematics instruction.
11. Grade 7 students who moved from proficient to basic on the 2009 MSA will receive in-school tutoring sessions.
12. Grade 8 Algebra I and II students will receive Algebra with Assistance.

NARRATIVE

Dundalk Middle School made AYP for the 2007-2008 school year by safe harbor. Scores for the 2008-2009 school year decreased in mathematics and reading at the grades 6-7 levels. Grade 8 students saw significant increases in both mathematics and reading. The large decreases in Grade 6 mathematics scores and in Grade 7 reading contributed significantly to our school's failure to make AYP for the 2008-2009 school year. Student attendance increased by approximately 1.0% in 2008-2009. While addressing the

needs of all students, the school will be focusing additional attention to those students who fell from proficient to basic on the 2008-2009 MSA. Special education and African American males are two other groups that will receive additional scrutiny and assistance.

Dundalk Middle School will be providing a variety of programs to increase scores in the designated groups and subgroups. These programs will include staff development for teachers provided by the curricular offices and MSDE in addressing the reading and mathematics VSC. This includes co-planning and lesson studies. Targeted students within subgroups will be provided both in-school and after-school MSA-based tutoring. Benchmark and short-cycle assessments will be analyzed by teachers and appropriate interventions will be used to remediate. Additional activities will be developed and implemented as needed during the school year.

The AVID program has been expanded and widely publicized. Staff plans periodic "college days" and all Grade 8 students spend one day at Dundalk Community College as a part of the Gateway program. The school newsletter and parent/guardian communications (back-to-school night, concerts, etc.) are used to discuss the importance of education and a highly skilled workforce. Parent/guardian and student conferences always begin with academics. Daily school announcements include an academic component. The guidance department plans and implements lessons that address the importance of an academic plan that extends beyond high school. The school provides support to students in relation to supplies, as needed. Additionally, staff tries to give students every opportunity through technology and field trips to gain experiences beyond the confines of the community. The school counseling department works with transient students to provide support. The special education staff addresses the needs of students with added tutoring before-, during-, and after-school.

<u>Technical Assistance Provided by Area Assistant Superintendent's Office</u>

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

GOLDEN RING MIDDLE SCHOOL
Developing Comprehensive – Corrective Action

IDENTIFIED AREAS OF CONCERN

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

MEASURES

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
Performance Indicator 1.1: All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).
Performance Indicator 1.5: All participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (Alt-MSA).

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 3: By 2005-2006, all students will be taught by highly qualified teachers.
Performance Indicator 3.1: All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts.
Performance Indicator 3.3: All mathematics teachers in middle schools will demonstrate content mastery through comprehensive testing or will possess a Maryland State Department of Education teaching certificate with an endorsement in secondary mathematics.

TIMELINE (TARGETS)

By June 2010, the percentage of African American students performing at or above the proficient level on the reading MSA will increase from 67.8% to 80.8%.
By June 2010, the percentage of students receiving free and reduced price meal services performing at or above the proficient level on the reading MSA will increase from 66.5% to 80.8%.
By June 2010, the percentage of students receiving special education services performing at or above the proficient level on the reading MSA will increase from 34.7% to 80.8%.

By June 2010, the percentage of all students performing at or above the proficient level on the mathematics MSA will increase from 45.6% to 71.5%.
By June 2010, the percentage of African American students performing at or above the proficient level on the mathematics MSA will increase from 39.0% to 71.5%.
By June 2010, the percentage of students receiving free and reduced price meal services performing at or above the proficient level on the mathematics MSA will increase from 39.8% to 71.5%.
By June 2010, the percentage of students receiving special education services performing at or above the proficient level on the mathematics MSA will increase from 20.2% to 71.5%.

By June 2011, all teachers and paraprofessionals who are not highly qualified will have a plan in place to meet the certification requirements.

SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1:
School Improvement Strategies:

1. Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for students receiving special

education services.
2. Develop and implement instructional strategies that include multiculturalism and differentiation.
3. Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.
4. Monitor classroom instruction to ensure that the Essential Curriculum is being taught.
5. Provide ongoing support to new and veteran teachers through professional development opportunities.
6. Provide professional development activities to teachers, paraprofessionals, and principals in content areas.
7. Develop, implement, and monitor intervention programs for students who receive special education services who have not demonstrated proficiency in reading.

School Improvement Activities:

- Provide professional development that will assist reading and mathematics teachers with creating effective content-based lessons in order to insure alignment with the State Curriculum assessment limits.
- Provide teachers with ongoing support and training in the implementation of *Algebraic Thinking*, which targets students who scored basic to mid-proficient in the area of mathematics on the MSA.
- Continue to provide mathematics teachers with opportunities to analyze formative and summative assessment data in order to plan appropriate student interventions and measure student progress and teacher effectiveness.
- Purchase State Curriculum aligned supplemental materials to provide additional support to students who scored basic on the MSA.
- Offer after-school coach classes in reading and mathematics to promote achievement for all students, with emphasis on students receiving special education services.
- Continue implementing *Algebraic Thinking* to meet the needs of students receiving special education services as well as students with similar achievement difficulties who are performing below grade level in mathematics.
- Continue implementing the *Language!* program to meet the needs of students receiving special education services as well as students with similar achievement difficulties who are performing below grade level in reading.
- Continue to monitor instruction through daily informal and formal observations and provide meaningful feedback in order to increase the effectiveness of daily instruction.
- Continue to build the capacity of department chairs to strengthen the instructional program in their respective department.
- Provide for the collaboration of general and special educators in all classrooms that include students receiving special education services.
- Use summative and benchmark assessment data to identify skills and concepts for remediation and reteaching for all students with an emphasis on special education.
- Establish an after-school academic intervention program for students in grades 6-8 that will reinforce/remediate MSA standards with emphasis on special education.
- Create and implement weekly reading intervention lessons for targeted students who scored basic on the reading MSA.

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 3

School Improvement Strategies:

1. 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 2010-2011.

2. Provide staff development opportunities that focus on principals' assessed needs and system priorities.

School Improvement Activities:

- Provide professional development that will assist reading/language arts teachers with creating effective content-based lessons in order to ensure alignment with the State Curriculum assessment limits.
- Provide all special education personnel who teach the reading curriculum and the *Language!* program with opportunities to attend countywide and school-based reading departmental meetings.
- Train special education instructional assistants in the area of reading strategies in order to assist basic to low proficient readers.
- Provide teachers with ongoing support and training in the implementation of the *Language!* program which targets students who scored basic to mid-proficient on the MSA.
- Provide monthly content-based professional development for self-contained special education teachers on mathematics and reading curricula and State Curriculum assessment limits.
- Provide curricular office support for reading teachers and special education teachers who teach the *Language!* program.
- Offer training workshops to all staff in order to ensure that teachers are making appropriate accommodations for students with special needs.
- Maintain and train highly qualified special education reading teachers.
- Provide professional development in effective collaboration, co-teaching, and differentiated instruction.
- Increase the awareness of teachers and paraprofessionals regarding opportunities in the *Continuing Professional Development Catalog* and systemwide Professional Development Calendar.

NARRATIVE

Golden Ring Middle School has a faculty and administrative team that are committed to advancing the academic achievement of all students. Despite the fact that the school did not make AYP, there is continual improvement.

Golden Ring Middle School instituted the *Language!* and *Algebraic Thinking* programs across all grade levels to provide additional instruction in the areas of reading and mathematics. In continuing with these programs, all students receive assistance in reading and mathematics. Golden Ring Middle School faculty assigned to teach these courses have received countywide professional development. At the school level, curriculum consultants and coaches have mentored teachers individually. Central office resource staff observes instruction and provides meaningful feedback to teachers. The commitment to additional instructional time in targeted areas is further demonstrated by the creation of a master schedule that provides additional daily instruction in mathematics to students who scored basic on the MSA. Class size in these critical areas has also been lowered to maximize the student-teacher ratio, which is crucial to student success.

The leadership of Golden Ring Middle School understands that time is essential in addressing areas of deficiency; however, equally important are the systems being utilized to provide ongoing feedback related to students' strengths and weaknesses. Significant time will be spent by staff reviewing performance data on short-cycle and benchmark assessments. As part of the school improvement process, the administration, department chairs, and mentors monitor the assessment data of the targeted subgroups in reading and mathematics. In response to these data, focused professional development on best practices for instructional strategies relevant to the targeted areas will be provided.

Golden Ring Middle School houses a Functional Academic Learning Support class for certificate-bound students. Golden Ring Middle School has a Behavior and Learning Support class for Grade 6. Inclusion programs are in place at each grade level. Golden Ring Middle School's School Improvement Team identified reading and mathematics as areas of concern for students receiving special education services. Data analysis revealed that problems with both reading and mathematics achievement in the special education subgroup were related to a lack of differentiation in instructional practices and weaknesses in the co-teaching model.

As Golden Ring Middle School enters Corrective Action, the faculty, staff, and administration recognize and understand the urgency to increase student achievement and improve the instructional program. Increasing student achievement requires analyzing formative and summative assessment data and adapting instruction accordingly. The administrative staff and instructional leadership team meet weekly to monitor and review the implementation of the instructional program. The faculty and staff at Golden Ring Middle School are committed to improving student achievement.

Technical Assistance Provided by Area Assistant Superintendent's Office

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

Halstead Academy
Developing Focused - Year 1

IDENTIFIED AREAS OF CONCERN

- Reading – Special Education
- Mathematics - Special Education

MEASURES

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

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

TIMELINE (Targets)

By June 2010, the number of Grade 3 students performing at or above the proficient level on the reading MSA will increase from 45.5% to 81.2%.
By June 2010, the number of Grade 4 students performing at or above the proficient level on the reading MSA will increase from 72.7% to 81.2%.
By June 2010, the number of Grade 5 students performing at or above the proficient level on the reading MSA will increase from 53.8% to 81.2%.

By June 2010, the number of Grade 3 students performing at or above the proficient level on the mathematics MSA will increase from 27.3% to 79.4%.
By June 2010, the number of Grade 4 students performing at or above the proficient level on the mathematics MSA will increase from 72.7% to 79.4%.
By June 2010, the number of Grade 5 students performing at or above the proficient level on the mathematics MSA will increase from 23.1% to 79.4%.

NARRATIVE

The staff and administrative team at Halstead Academy are committed to advancing the academic achievement of all students. The student population currently includes 503 students. Based on 2008-2009 School Improvement Plan data, the student population includes 95.0% African American students, 4.0% White students, and 1.0% Hispanic students. Seventy-seven percent of the student population qualifies for free and reduced price meal services, and the special education subgroup consists of 12.0% of the school population. All teachers are currently highly qualified, and Halstead Academy continues to have minimal teacher turnover. MSA 2009 data indicate 57.2% of students receiving special education services scored at the advanced/proficient level in reading and 40.0% scored at the advanced/proficient level in mathematics. Attendance for all students in 2009 was 94.7%, while attendance for the special education subgroup was 91.2% (below the state target). Ten percent gains were made overall in special education reading and mathematics; however, this subgroup did not make safe harbor due to attendance. The following chart displays data trends over the past three years in special education reading and mathematics:

MSA	Reading Grade 3	Reading Grade 4	Reading Grade 5	Math Grade 3	Math Grade 4	Math Grade 5
2009	45.5%	72.7%	53.8%	27.3%	72.7%	23.1%
2008	60%	44.4%	42.9%	20%	66.7%	42.9%
2007	40%	77.8%	66.7%	40%	11.1%	66.7%

During the past three years, inconsistent gains have occurred in the area of reading and mathematics, with the exception of Grade 4 mathematic scores.

The new principal assigned to Halstead Academy on July 1, 2009, spent the summer months analyzing student achievement data and consulted with the central area special education office to develop and provide a full inclusion model to be implemented during the 2009-2010 school year with numerous opportunities for professional development. Currently, all special educators are providing inclusion services for all special education students during the reading and mathematics block. In addition to push-in services, special educators will also provide pull-out services throughout the school day (outside of the classroom instructional time for reading and mathematics) as a means of providing more time for reteaching of deficit skills. Daily formative assessments will be utilized to determine individual student needs. Additionally, Title I extended-day and -year research-based intervention programs will be utilized to target the specific learning needs of students receiving special education services. Release time is being provided monthly for special educators and general educators to plan lessons closely aligned to the Maryland State Curriculum, and these extended planning sessions are being facilitated by resource teachers from the reading and mathematics offices.

MSA and short-cycle and benchmark assessments were analyzed to determine the deficit skill areas for all students. Teacher surveys were also utilized to gather input on areas of the curriculum and/or skills they would like assistance with in reading and mathematics. Following each collaborative planning session, mathematics/reading office staff and the instructional leadership team at Halstead will co-teach and visit classrooms during lesson implementation. Data binders will be used to track individual student progress of state curriculum objectives that were addressed during collaborative planning sessions. Student work will be thoroughly analyzed after each implementation day to determine instructional implications. All special educators will be trained on the Articulated Instruction Module (AIM) and will use this information to differentiate daily instruction. Individualized progress reports will also be utilized for all students receiving special education services who have scored basic on the 2009 MSA. Academic Family Nights will be jointly planned with school staff and parents/guardians to provide "make and take" projects that parents/guardians may use nightly at home to strengthen students' reading and mathematics skills. A schoolwide incentive plan has been developed to encourage prompt, daily attendance; and a tracking system has been devised to closely monitor chronic attendance issues.

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

<u>Technical Assistance Provided by Area Assistant Superintendent's Office</u>

1. Principal goals conference
2. Announced and unannounced monitoring school visits
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8. Review of School Improvement Plan
9. Written feedback on School Improvement Plan
10. Monthly principal's conferences

11. Understanding Differentiated Accountability Pathways Workshop
12. Use of assessTrax
13. Data workshops
14. Analysis of short-cycle and benchmark assessments
15. Workshops on rigor
16. Effective feedback and appraisal: post-observation conference
17. Access to the data warehouse through COGNOS

Lansdowne Middle School
Priority Comprehensive – Restructuring Implementation

IDENTIFIED AREAS OF CONCERN

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

MEASURES

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
Performance Indicator 1.1: All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 2: By 2012, All English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.
Performance Indicator 2.1: All English language learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year.
Performance Indicator 2.2: All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards.

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 4: All students will be educated in school environments that are safe and conducive to learning.
Performance Indicator 4.2: All schools will have published expectations of student behavior and parental/guardian responsibilities and involvement.

TIMELINE (TARGETS)

By June 2010, the number of students performing at or above the proficient level on the reading MSA will increase from 67.3% to 80.8%.
By June 2010, Asian/Pacific Islander students performing at or above the proficient level on the reading MSA will increase from 45.2% to 80.8%.
By June 2010, Hispanic students performing at or above the proficient level on the reading MSA will increase from 46.8% to 80.8%.
By June 2010, students receiving free and reduced price meal services performing at or above the proficient level on the reading MSA will increase from 64.6% to 80.8%.
By June 2010, students receiving special education services performing at or above the proficient level on the reading MSA will increase from 42.2% to 80.8%.
By June 2010, English language learners performing at or above the proficient level on the reading MSA will increase from 28.6% to 80.8%.
By June 2010, all students performing at or above the proficient level on the mathematics MSA will increase from 51.6% to 71.4%.
By June 2010, African American students performing at or above the proficient level on the mathematics MSA will increase from 44.4% to 71.4%.
By June 2010, White students performing at or above the proficient level on the mathematics MSA will increase from 56% to 71.4%.
By June 2010, Hispanic students performing at or above the proficient level on the mathematics MSA will increase from 48.8% to 71.4%.
By June 2010, students receiving free and reduced price meal services performing at or above the proficient level on the mathematics MSA will increase from 49.8% to 71.4%.

By June 2010, students receiving special education services performing at or above the proficient level on the mathematics MSA will increase from 36 to.7% to 71.4%.
By June 2010, English language learners performing at or above the proficient level on the mathematics MSA will increase from 44.3% to 71.4%.

SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1

School Improvement Strategy:

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

School Improvement Activities:

- Implement and monitor the BCPS and MSDE-approved Alternative Governance Proposal.
- 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 AVID students.
- Develop and implement instructional strategies that include multiculturalism and differentiation.
- Develop, implement, and monitor intervention programs for students who have not demonstrated proficiency in reading, language arts, mathematics, science, and social studies.
- Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.
- Integrate technology in the teaching/learning process.
- Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
- Encourage reading by establishing a minimum goal of 25 books from the recommended list that will be read by/to each student during the academic school year.
- Develop and implement grade-appropriate diagnostic assessments for reading and mathematics.
- Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.
- 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.
- Provide middle school reading teachers with intense professional development opportunities that address content standards and teaching techniques for a diverse student population.
- Support teachers in the implementation of reading techniques through professional development opportunities.

School Improvement Strategy:

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

School Improvement Activities:

- Implement and monitor the BCPS and MSDE-approved Alternative Governance Proposal.
- Identify the most deficit area of student performance in reading on the Maryland School Assessment and implement a schoolwide intervention in accordance with the guidelines as they are addressed in the Alternative Governance Plan and the Accelerate, Review, Enrich (A.R.E.) intervention program.
- Implement daily graphic organizers, selected response items, and brief constructed response items that focus on the VSC Standard 3.0—Comprehension of Literary Texts.

- Implement the research-based *Language!* accelerated literacy curriculum, which encompasses fluency, grammar, comprehension, speaking, phonemic awareness, word recognition, and vocabulary, for all qualifying students who scored basic on the Maryland School Assessment.
- Create and maintain matrices to analyze daily objectives which will be used to monitor short-cycle assessment baseline data and ongoing assessment data as it applies to student achievement in the secondary reading/language arts programs.
- Offer vocabulary instruction focusing on definition within context, multiple meanings, word origins, and synonyms and antonyms that is integrated with the secondary reading/language arts program for all students.
- Provide additional instructional time to implement the ARE program and strategies needed to help maximize grade-level performance.
- Identify the most deficit area of student performance in mathematics on the Maryland School Assessment and implement a schoolwide intervention in accordance with the guidelines as they are addressed in the ARE program. Implement daily activities focusing on Standard 2.0-Knowledge of Geometry and Standard 3.0-Knowledge of Measurement.
- Implement the research-based Algebraic Foundations/Thinking program for all qualifying students.
- Create and maintain matrices to analyze daily objectives which will be used to monitor short-cycle assessment baseline data and ongoing assessment data as it applies to student achievement in the secondary mathematics programs.

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 2

School Improvement Strategy:

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

School Improvement Activities:

- Implement and monitor the BCPS and MSDE-approved Alternative Governance Proposal**.**
- Provide staff development opportunities on differentiated instructional strategies that enable English language learners access to grade-level content in mathematics.
- Implement differentiated instructional strategies that enable English language learners to access grade-level content in reading/language arts, mathematics, and science.

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 4

School Improvement Strategy:

b) Implement active character ethics education.

School Improvement Activities:

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

NARRATIVE

Lansdowne Middle School is in the second year implementation of the Alternative Governance Restructuring Plan. The efforts for the restructuring begin with the master schedule and the common planning time for teacher collaboration, planning, and engagement. Teachers and students are involved in the governance efforts of the campus decision making. The leadership team analyzes short-cycle and benchmark assessment data. Instruction is adjusted based on data used to identify student needs and to provide acceleration, reteaching, and enrichment (A.R.E) in the timeframe that is part of the school master schedule. Monitoring of these objectives is part of the continuous improvement process and continues as the principal meets with individual teachers in the core content areas and identifies next steps. These next steps are monitored by the department chairperson and the administrative team to ensure that they provide recursive instruction in these areas in small group, after-school, or before-school efforts. Teacher/mentor efforts are utilized to support staff members with ongoing job-embedded professional development. The school has been provided with additional professional development funds to provide targeted staff development in the reading and mathematics content areas. Differentiated staffing is also evident to ensure that department chairs teach one class per day, allowing for increased collaboration with department members. Additional special education resource hours are also implemented to assist with student intervention plans. The Apangea Online Tutoring and the Study Island Online Tutoring programs provide additional student intervention support.

<u>Technical Assistance Provided by Area Assistant Superintendent's Office</u>

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

The Lansdowne Middle School staff strives to provide students with a quality education to help them increase their achievement in the areas of mathematics and reading. In 2008, 50 more students scored proficient in the MSA reading than in 2007. In 2008, 33 more students scored proficient in the MSA than in 2007. The attendance remained at 93.6%

Students who have needs in the areas of mathematics and reading are offered the *Language!* program as well as Algebraic Foundations/Thinking. Each student receives instruction through a morning A.R.E. class in which their most deficit MSA skills are taught and ample practice time for these skills is given. In mathematics classes, students focus on the skills of the week which also address skills which are needed to be successful in each grade level. Students who have missed three or more days each quarter will be reviewed by the attendance committee and communication with the parents/guardians will take place to increase student attendance and

overall success.

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

Loch Raven Technical Academy
Developing Comprehensive – Corrective Action

IDENTIFIED AREAS OF CONCERN

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

MEASURES

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

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

TIMELINE (TARGETS)

Reading

By June 2010, all students performing at or above proficient on the reading MSA will increase 6.4% from 74.4% to 80.8%.

By June 2010, all African American students performing at or above proficient on the reading MSA will increase 8.6 % from 72.2% to 80.8%.

By June 2010, all Hispanic students performing at or above proficient on the reading MSA will increase 10.8% from 70.0% to 80.8%.

By June 2010, all students receiving free and reduced price meal services performing at or above proficient on the reading MSA will increase 11.7% from 69.1% to 80.8%.

By June 2010, all students receiving special education services performing at or above proficient on the reading MSA will increase 36.2% from 44.6% to 80.8%.

Mathematics

By June 2010, all students performing at or above proficient on the mathematics MSA will increase 15.7% from 55.7% to 71.4%.

By June 2010, all African American students performing at or above proficient on the mathematics MSA will increase 19.6 % from 51.8% to 71.4%.

By June 2010, all Hispanic students performing at or above proficient on the mathematics MSA will increase 21.4% from 50.0% to 71.4%.

By June 2010, all students receiving free and reduced price meal services performing at or above proficient on the mathematics MSA will increase 21.0% from 50.4% to 71.4%.

By June 2010, all students receiving special education services performing at or above proficient on the mathematics MSA will increase 37.6% from 33.8% to 71.4%.

SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1 (READING)

School Improvement Strategies:

1. Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for special education and gifted and talented programs.
2. Use systematic data analysis regarding student achievement in order to screen for additional academic support.
3. Identify and consistently implement a common core of research-based instructional practices resulting in purposeful and engaging work for students.
4. Access all technical assistance provided by the school system regarding continuing school improvement.

School Improvement Activities:

A. Identify students for *Language!*
B. Implement *Language!* for all students in grades 6–8 identified (using MSA and *Language!* screening) as requiring an accelerated language arts curriculum.
C. Provide after-school coach classes and tutorials for students who need additional academic support.
D. Attend all professional development opportunities provided by the school system regarding school improvement, data-driven decision making and schools in improvement.
E. Meet quarterly with the area assistant superintendent and the assistant to the area assistant superintendent to review benchmark and short-cycle assessment data.
F. Meet monthly with the School Improvement Team to review data.
G. Meet weekly with the school-based leadership team to review data and to revise instructional practices accordingly.
H. Use weekly interdisciplinary team meetings and monthly content meetings to review student achievement data in order to adjust instruction.
I. Align instruction and assessment with the state curriculum utilizing: Articulated Instruction Module (AIM), MSDE teacher toolkits, content-based brief constructed responses (BCRs), selected responses (SRs), and MSDE scoring tools (rubrics and exemplary responses).
J. Recognize student achievement through team and content activities.
K. Provide academic and behavioral interventions through the Student Support Team and IEP Team.
L. Provide differentiated daily skills instruction, aligned with the state curriculum, for all students in order to move students from scoring basic to proficient and from proficient to advanced on the MSA.
M. Align all instruction with curriculum and assessment using the Articulated Instruction Module (AIM).
N. Implement co-teaching models in grades 6 and 8.
O. Assign students with IEPs to homeroom classes conducted by special educators/case managers in order to provide additional academic support.
P. Schedule special educators to teach *Language!* classes for students with IEPs in order to maximize academic support.
Q. Schedule bi-weekly meetings with individual teachers in order to provide individualized professional development addressing alignment between instruction and assessment.

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL (Mathematics)

School Improvement Strategies:

1. Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for special education and gifted and talented programs.
2. Use systematic data analysis regarding student achievement in order to screen for additional academic support.
3. Identify and consistently implement a common core of research-based instructional practices resulting in purposeful and engaging work for students.
4. Access all technical assistance provided by the school system regarding continuing school improvement.

School Improvement Activities:

A. Identify students for Algebraic Foundations and/or Algebraic Thinking (double instructional mod courses).
B. Implement Algebraic Foundations and Algebraic Thinking for all identified students in grades 6-8.
C. Identify students for Algebra With Assistance (a double instructional mod course).

D. Implement Algebra With Assistance for those students identified.
E. Provide differentiated daily skills instruction, aligned with the state curriculum, for all students in order to move students from scoring basic to proficient and from proficient to advanced on the MSA.
F. Provide after-school activities, coach classes, and tutorials for students who need additional academic support in mathematics.
G. Attend all professional development opportunities provided by the school system regarding school improvement, data-driven decision making, and schools in improvement.
H. Meet quarterly with the area assistant superintendent and the assistant to the area assistant superintendent to review benchmark and short-cycle assessment data.
I. Meet monthly with the School Improvement Team to review data.
J. Meet weekly with the school-based leadership team to review data and to revise instructional practices accordingly.
K. Use weekly interdisciplinary team/grade level meetings and monthly content meetings to review student achievement data in order to adjust instruction.
L. Align instruction and assessment with the state curriculum utilizing: AIM, MSDE teacher toolkits, content-based brief constructed responses (BCRs), selected responses (SRs), and MSDE scoring tools (rubrics and exemplary responses).
M. Recognize student achievement through team and content activities.
N. Provide academic and behavioral interventions through the Student Support Team and IEP Team.
O. Implement the SOLVE strategy used in mathematics as a schoolwide initiative.
P. Implement co-teaching models in PreAlgebra and Algebra with Assistance courses.
Q. Align all instruction with curriculum and assessment using the Articulated Instruction Module (AIM).
R. Identify students with IEPs for homeroom classes conducted by special educators/case managers in order to provide additional academic support.
S. Schedule special educators to teach Algebraic Foundations/Thinking Classes for students with IEPs in order to maximize academic support.
T. Schedule weekly meetings with individual teachers in order to provide individualized professional development addressing alignment between instruction and assessment.

NARRATIVE

Loch Raven Technical Academy has a faculty and administrative team that are committed to advancing the academic achievement of all students. The student body is diverse and is comprised of 583 students, 310 males and 273 females. The current enrollment of students includes: 82.3% African-American, 2.2% Asian, 1.5% Hispanic, and 13.9% White. In the past three years, there have been increases in the enrollment percentages of African American (+1.43%), Asian (+.48%), and White (+1.22%) student subgroups. In that same time period, the enrollment percentage of Hispanic students decreased -0.4%. During the past two years, there have also been increases in the percentages of students qualifying for FARMS and those in the special education subgroup. In 2008-2009, 63.0% students qualified for FARMS and 12.0% students received special education services. With an ever-changing population, it is necessary for instruction to be delivered to meet the needs of all children. Analysis of 2009 MSA scores confirms that there are areas of growth to celebrate, yet Loch Raven Technical Academy (LRA) did not make AYP in reading or mathematics. LRA failed to make AYP for reading in the FARMS and special education subgroups. In mathematics, the following subgroups did not make AYP: All Students, African American, FARMS, and Special Education. All subgroups of students taking the MSA, except for the Hispanic subgroup, showed gains in the percentage proficient and advanced in 2009 when compared with MSA 2008 results. The increases for subgroups in 2009, over 2008 scores, ranged from 4.0% to 33.0%. The achievement of all students must be addressed, especially the subgroups that did not make AYP. These student groups will be targeted as

instruction is differentiated to provide appropriate interventions for all students who are performing at the basic level in reading and/or mathematics. Also targeted will be students who score in the highest quartile of proficient in order to support increases in the percentages of all students scoring advanced in all subgroups.

During the 2008-2009 school year, Loch Raven Technical Academy committed instructional resources to providing students with low MSA scores an additional daily period of instruction in mathematics and reading. Additionally, after-school tutorials and coach classes were held to assist these students. Such interventions resulted in increases for all subgroups in reading and mathematics except the Hispanic subgroup of ten students, which did make AYP. Beginning with the 2006-2007 school year, Loch Raven Technical Academy instituted the *Language!* and Algebraic Thinking programs across all grade levels, to provide additional instruction in reading. During the 2009-2010 school year, all students identified as needing *Language!* also have language arts. Regarding mathematics, Loch Raven Technical Academy has implemented Algebraic Foundations and Algebraic Thinking in all grade levels. Algebra With Assistance is provided as a double instructional mod course for students taking Algebra I in Grade 8. All students will receive differentiated assistance in reading and mathematics. All subgroups (African American, special education, and FARMS) will receive the necessary instruction which will lead to improvement for these subgroups during the 2009-2010 school year. The Loch Raven Technical Academy faculty assigned to teach these courses has received professional development, and department leaders are working diligently to schedule additional professional development from the consultants and coaches that have been made available to Baltimore County Public Schools. Commitment to additional instructional time in targeted areas is further demonstrated by the modification of the master schedule (starting in November) to provide additional daily differentiated instruction in mathematics and reading through the use of a web-based resource aligned with the state curriculum. This resource will also be available to parents/guardians and students to use at home. Teachers will also align instruction and assessment with the state curriculum utilizing: AIM, MSDE teacher toolkits, content-based brief constructed responses (BCRs), selected responses (SRs), and MSDE scoring tools (rubrics and exemplary responses). The leadership of Loch Raven Academy understands that time is essential in addressing areas of deficiency; however, equally important are the systems being utilized to provide ongoing feedback related to students' strengths and weaknesses. Significant time will be spent by staff reviewing performance data on benchmark and short-cycle assessments. As part of the school improvement process, a separate committee has been established to monitor the data of students receiving special education services in mathematics and reading. In response to the data, focused professional development on best practices for instructional strategies relevant to the targeted areas will be provided. Utilizing strategies learned by teachers will maximize instructional time as teachers focus on student growth/mastery in areas of weakness and sustaining achievement in areas of strength. Loch Raven Technical Academy will also participate in the Baltimore County Public Schools - Kennedy Krieger early intervention project, providing consultative services and professional development in the areas of differentiating instruction, data-based decision making, brain-based learning, and classroom behavioral management.

Loch Raven Academy has continued to show yearly increases in MSA scores, while failing to make AYP as the AMO moves higher. The decline in the population has resulted in a decrease of staffing and additional resources. In 2008-2009, school improvement grant funds were used to provide after-school buses for extended-day tutorials and coach classes and for the Saturday School program. This year, after-school buses will continue to be funded and the resource for daily differentiated mathematics and reading instruction and assessments, Study Island, will continue to be provided operating budget funds. Loch Raven Academy houses an Adaptive Learning Support class, a Functional Academic Learning Support class for certificate-bound

students, and a Behavior Learning Support (BLS) class. The BLS program has been revised to deter focus on behavior and to encourage and support academics. Inclusion programs are also in place at each grade level. Loch Raven Academy's School Improvement Team identified reading and mathematics as areas of concern for the students receiving special education services. It was determined that problems with both reading and mathematics achievement in the special education and in all subgroups were related to a lack of diversity in instructional practices. Professional development in effective collaboration, co-teaching, and differentiated instruction are key strategies which will be put in place to address this concern. While teachers have steadily increased their understanding of data analysis, professional development for the 2009-2010 year will focus on increased and more effective use of the data analysis results to individualize and differentiate instruction to support increased performance for all students.

Given Loch Raven Technical Academy is in Corrective Action, it is known that student achievement must be monitored continuously, formative and summative assessments analyzed across all contents, and instruction adapted accordingly. The administrative staff and instructional leadership team will meet frequently to determine what is or is not working. Adjustments based on data will be made. Consistent staff development will be provided in instructional practices that promote increased student achievement. In addition, it is anticipated that a commitment to establishing a professional learning community will promote teacher collaboration in all content areas and ultimately promote increased levels of student achievement in all state-tested areas. The faculty and staff at Loch Raven Academy are committed and devoted to improving and raising the bar of student achievement.

<u>Technical Assistance Provided by Area Assistant Superintendent's Office</u>

1. Principal Goals Conference
2. Announced and Unannounced monitoring school visits
3. Monitoring visit written feedback
4. Classroom observations
5. Teacher Focus Groups
6. Student Focus Groups
7. Midyear Principal evaluations
8. Review of School Improvement Plan
9. Written Feedback on School Improvement Plan
10. Monthly Principal's Conferences
11. Understanding Differentiated Accountability Pathways Workshop
12. Use of AssessTrax
13. Data Workshops
14. Analysis of Short Cycle and Benchmark Assessments
15. Rigor Workshops
16. Effective Feedback and Appraisal: Post Observation Conference
17. Access to Data Warehouse Through COGNOS

Old Court Middle School
Priority Comprehensive – Restructuring Planning

IDENTIFIED AREAS OF CONCERN

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

MEASURES

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

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

TIMELINE (TARGETS)

By June 2010, students receiving special education services performing at or above the proficient level on the reading MSA will increase from 48.05 to 80.8%.

By June 2010, all students performing at or above the proficient level on the mathematics MSA will increase from 42.9% to 71.4%.

By June 2010, African American students performing at or above the proficient level on the mathematics MSA will increase from 41.7% to 71.4%.

By June 2010, students receiving free and reduced price meal services performing at or above the proficient level on the mathematics MSA will increase from 40.7% to 71.4%.

By June 2010, students receiving special education services performing at or above the proficient level on the mathematics MSA will increase from 19.0% to 71.4%.

SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1

School Improvement Strategies:

1. Old Court Middle School will implement the Voluntary State Curriculum (VSC) with fidelity using the research-based *Language!* program for students in need of academic acceleration in reading.
2. Old Court Middle School teachers will use the curriculum components of the Articulated Instruction Module (AIM) to target and monitor student groups.
3. Old Court Middle School will use a regular system of data analysis to determine student achievement in response to teacher instruction.
4. Old Court Middle School will encourage reading by establishing a minimum goal of 25 books from the recommended list that will be read by/to each student during the academic school year.
5. Old Court Middle School will support teachers in the implementation of reading techniques through professional development opportunities.
6. Old Court Middle School will implement the VSC with fidelity using the research-based *Algebraic Foundations/Thinking* program for students in need of academic acceleration.
7. Old Court Middle School will offer additional professional development in mathematics to teachers in collaboration with the content area offices.

School Improvement Activities:

1. Identify students in need of assistance using the 2009 MSA reading scores and teacher recommendations to implement the *Language!* program for students scoring below grade level in all grades.
2. Implement the *Language!* program for students in grades 6-8 scoring basic on the MSA.
3. Provide differentiated professional development opportunities to reading and language arts teachers focused on the effective implementation of the VSC.

4. Recommend general education and students receiving special education services who are below grade level at the end of the school year or students who have documentation of skill regression during the school year for mathematics and reading intervention programs in BCPS Summer School. Communicate with parents/guardians the importance of attending these intervention programs.
5. Provide students scoring basic on the MSA and students receiving special education services with opportunities to respond to brief constructed response items and selected response items and instruct them on the use of scoring rubrics in order to increase the number of proficient students on the MSA reading assessment.
6. Analyze data to create weekly MSA "Skill of the Week" assignments focused on assessment limits.
7. Incorporate the Study Island and Apangea computer programs into mathematics classes to remediate and extend MSA skills.
8. Monitor the data collection system for "Skill of the Week" assignments and short-cycle and benchmark assessments.
9. Implement mandatory coach classes to further assist students with their learning.
10. Offer additional instructional time to increase class time in mathematics for students scoring basic on the MSA, general education students, and students receiving special education services through pull-out programs, after-school programs, Saturday programs, and summer school programs that provide intervention help directly aligned to the VSC and Individualized Education Program (IEP) goals.
11. Participate in monitoring meetings with the Northwest Area Office and Educational Support Services staff.

NARRATIVE

Old Court Middle School has a faculty and administration that are deeply committed to advancing the academic achievement of all students. Old Court Middle School did not make AYP because it did not reach the Annual Measurable Objectives (AMO) in mathematics for the All Students, FARMS, Special Education, and African American subgroups. AYP was not met in reading for the Special Education subgroup despite a 20.0 percentage point increase.

The instructional team at Old Court Middle is aware that more work is needed to ensure that students continue to make academic progress and are able to reach the proficiency level. The team continues to implement the *Algebraic Foundations and Thinking* and *Language!* programs and other added interventions using Study Island and Apangea supplemental computer programs in the mandatory after-school and Saturday tutorial program. Data collection and analysis will improve to ensure that the areas of weakness for each student are monitored more closely. The instructional team anticipates a significant increase in the number of students scoring proficient on the 2010 MSA. During this school year, targeted students will be identified and provided additional assistance and interventions during the school day. Parent/guardian workshops and information sessions will be offered to help parents/guardians assist their children with their schoolwork.

There were numerous challenges that contributed to the identified subgroups being unable to obtain AYP in mathematics and reading. Twenty-five percent of the mathematics teachers during the 2008-2009 school year had less than five years of teaching experience. There was a number of students whose skills regressed from the previous school year causing them to score basic instead of proficient on the MSA. More than one-third of these students were taught by one teacher. The school also had a large number of Grade 6 students who entered the school with very weak basic mathematics skills, such as simple computation and working with fractions. A number of the students who scored basic did not take advantage of extra supports that were in place as evidenced by their lack of attendance in the after-school program. For those students who

attended the after-school program, it was determined that due to the lack of proper analysis of instructional data and follow up with the appropriate implementation of remedial instruction, only a small number of the attendees benefited from the program.

As Old Court Middle School enters the Restructure Planning year of School Improvement, there is an urgency to ensure that students are mastering the necessary skills to be successful. Student achievement will be more closely monitored by analyzing formative and summative assessments and adapting the instruction accordingly. Weekly data collection strategies, which will enable the staff to monitor individual student progress and implement intervention strategies, will be geared to increasing student achievement. The administrative staff will meet with instructional leaders in the building biweekly to determine what is or is not working with intervention strategies. The leadership team will also offer staff appropriate professional development based on the assessed needs of the students and the staff.

Technical Assistance Provided by Area Assistant Superintendent's Office

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

Riverview Elementary School
Developing Comprehensive – Year 1

IDENTIFIED AREAS OF CONCERN

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

MEASURES

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
Performance Indicator 1.1: All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).
Performance Indicator 1.6: All eligible prekindergarten students will have access to a prekindergarten program by the 2007– 2008 school year.
Performance Indicator 1.8: Students in grades 2 - 6 will achieve grade level standards on reading assessments.
Performance Indicator 1.21: All schools will achieve an attendance rate of at least 94.0%.

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 2: By 2012, all English language learners will become proficient in English and reach high academic standards in English/ reading/writing, mathematics, science, and social studies.
Performance Indicator 2.1: All English language learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year.
Performance Indicator 2.2: All diploma-bound English language learners will meet or exceed Maryland School Assessment (MSA) standards.

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 3: By 2005-2006, all students will be taught by highly qualified teachers.
Performance Indicator 3.5: All parents/guardians will be advised of the qualifications of their child's teacher at the beginning of the year or upon request if there are changes to a teacher's qualifications during the school year.

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 4: All students will be educated in school environments that are safe and conducive to learning.
Performance Indicator 4.1: All schools and school communities will maintain safe, orderly, nurturing environments.

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 6: Engage parents/guardians, business, and community members in the educational process.
Performance Indicator 6.1: All parents/guardians will have multiple opportunities to participate in home-school communication.
Performance Indicator 6.2: Increase student, parent/guardian, and teacher conferences to 100% in all schools.
Performance Indicator 6.3: Increase learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes.
Performance Indicator 6.5: Increase parent/guardian, school, business, and community partnerships.
Performance Indicator 6.6: Increase communication and positive relationships with

parents/guardians and community members by disseminating information about system, school, and student successes.

TIMELINE (TARGETS)

School Improvement Plan Target for Goal 1:

By June 2010, the number of students performing at or above the proficient level on the reading MSA will increase from 64.0% to 82.0%.

By June 2010, the number of students performing at or above the proficient level on the mathematics MSA will increase from 63.4% to 80.0%.

SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1

School Improvement Strategies:

1. Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
2. Support teachers in the implementation of the Voluntary State Curriculum through professional development.
3. Identify and consistently monitor student attendance.
4. Promote the importance of daily attendance.

School Improvement Activities:

- Analyze school-level AYP data and individual student-level performance data to determine which students need to participate in small-group interventions within the reading and mathematics programs.
- Provide for the alignment of the Voluntary State Curriculum through the use of common planning time.
- Establish quarterly targets for the teaching of state standards and objectives in grades K-5.
- Increase informational reading and writing.
- Increase reading fluency using Kurzweil.
- Implement fully the Reading Research Lab in grades 1 – 5.
- Increase independent reading opportunities for kindergarten students in the content area.
- Implement appropriate Tier 3 interventions to include: Wilson, Fluency Formula, and other research-based materials to include computer software and licenses.
- Utilize a writing resource teacher to work with teachers and students to facilitate the writing.
- Use central office instructional resource personnel and/or school-based personnel to provide ongoing, high quality professional development.
- Monitor the implementation of strategies covered in professional development.
- Provide ongoing data analysis and monitoring from assessments in order to identify students “at risk”.
- Monitor the progress of identified “at risk” students by subgroups over the course of the school year using various assessments.
- Provide additional reading instructional time through after-school classes designed to help “at risk” students.
- Provide additional academic support with a sport’s theme as an after-school program.
- Provide enriched reading/language arts instructional time through curriculum designed to help gifted and talented programs.
- Participate in monitoring meetings with teachers and staff to monitor the progress of students.
- Participate in monitoring meetings with the Area Office.

- Implement small group interventions to identified students from 2009 MSA results.
- Incorporate 94.0% attendance as a target for participating in the business partner incentive program, "Uncle Marty" quarterly luncheon and end-of-year incentive.
- Provide transportation for students and parents/guardians as needed to participate in after-school incentives to promote attendance and student achievement for parent/guardians and students in grades 3-5.
- Provide monthly, weekly and daily attendance incentives through the Principal's Attendance Club.
- Initiate weekly and monthly attendance monitoring and contact with parents/guardians.
- Promote quarterly recommendations of attendance of 96.0% + through attendance certificates and display in the lobby display case.
- Continue to mail letters to parents/guardians of all students who have been absent more than five school days.
- Mail postcards to recognize student achievement.
- Continue home visits by social workers for chronic absentees.
- Continue to work with the pupil personnel workers with referrals for repeat offenders of chronic absenteeism.
- Initiate biweekly Connect-Ed messages to promote attendance goal.

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 2

School Improvement Strategies:

1. Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
2. Support teachers in the implementation of the VSC through professional development.
3. Utilize the supports of the ESOL teacher and Office of World Languages for strategies that best meet the needs of the students.

School Improvement Activities:

- Closely monitor with assistance of the Office of World Languages the enrollment of new students to identify needs.
- Provide classroom teachers with professional development opportunities for assisting the non-English speaking student.
- Provide parents/guardians assistance in the registration process.
- Use the central office organizational structure to implement the process of transitioning children from early childhood programs to the regular day program.
- Work with Head Start in order to reach more parents/guardians of prekindergarten students.
- Provide professional development activities to include, but not limited to, concepts from: Strategies that Work, Comprehension Toolkit, Reading with Meaning; 6+1 Writing, Range Finding, Use of Bloom's Taxonomy, Positive Behavior Intervention System, Cooperative Learning, Problem Solving using Investigations, and Educating the 2E Child.
- Analyze the data from short-cycle and benchmarks assessments DIBEL assessments in order to identify "at risk" students earlier in the school year.
- Provide additional reading instructional time through after-school classes designed to help "at risk" students and/or students not performing on grade level.
- Provide additional reading/language arts instructional time through classes designed to help students enrolled in gifted and talented programs.
- Utilize the Kurzweil program in an after-school program to improve comprehension and written language skills.

- Participate in monitoring meetings with the Area Office.

NARRATIVE

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

Reading	**All students** 64.0%	**ALL**	**Grade 3**	**Grade 4**	**Grade 5**
	By subgroups:				
	African American	54.3%	46.9%	51.4%	66.7%
	White (non Hispanic)	73.7%	84.0%	65.5%	72.7%
	Hispanic	78.6%	85.7%	*	*
	FARMS	63.1%	60.7%	59.0%	70.6%
	Special Education	44.8%	60.0%	45.5%	25.0%
	English language learners	70.0%	80.0%	*	*

Mathematics	**All students** 63.4%	**ALL**	**Grade 3**	**Grade 4**	**Grade 5**
	By subgroups:				
	African American	53.2%	50.0%	62.9%	44.4%
	White (non Hispanic)	73.7%	76.0%	89.7%	50.0%
	Hispanic	71.4%	42.9%	*	*
	FARMS	61.3%	57.1%	75.4%	49.0%
	Special Education	48.3%	40.0%	63.6%	37.5%
	English language learners	80.0%	60.0%	*	*

The performance of the following subgroups presents the areas of greatest need in reading and mathematics: African American, FARMS, and Special Education.

The following programs currently are being implemented and are described as they relate to the areas of concern:

- The whole-to-part method for teaching reading is being used.
- Small-group interventions are provided to work with students who need additional support with phonics and/or fluency.
- The Reading Resource Lab is currently being used to increase independent student reading.
- An extended-day program provides extended support over a 12-week period for reading and mathematics.
- A reading fluency computerized program using the computer lab and Kurzweil is being implemented.
- *Fast Math* is used throughout the building to increase mathematic fluency problems with students.
- Differentiation of instruction in reading, mathematics, written language is provided.
- Staff development in whole group, by grade levels, and one-on-one is provided to address reading, written language, and mathematics.
- A part-time writing resource teacher is used to help teachers increase the writing abilities of their students.
- Staff development is provided using the concepts of Strategies that Work, Reading with Meaning, and Comprehension Toolkit.
- Counselors are increasing efforts to support PBIS and a schoolwide effort to reduce student suspensions.

Contributing Factors/Root Causes:

- Last year, 168 of 186 test takers were identified as students who received free and reduced price meal services. That ratio equals 90.0% FARMS in grades 3 – 5.
- Many students move several times during the year.
- Last year the suspension rate was 15.0%. This was a reduction from the previous year when the suspension rate was 20.9%.
- Teachers with five or less years of teaching experience dominate Riverview's classroom teaching staff.

Next steps based on root causes - How the school will address the areas of concern.

- Implement and monitor the School Improvement Plan.
- Monitor student progress and adjust strategies throughout the process as necessary.
- Continue to promote various attendance activities.
- Continue to encourage parent/guardian involvement.
- Encourage teachers to remain at Riverview Elementary.

<u>Technical Assistance Provided by Area Assistant Superintendent's Office</u>

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

SOUTHWEST ACADEMY
Priority Comprehensive - Year 5

IDENTIFIED AREAS OF CONCERN

- **Reading - Special Education**
- **Math – All students, African American, FARMS, Special Education**

MEASURES

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
Performance Indicator 1.1: All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 3: By 2005-2006, all students will be taught by highly qualified teachers.
Performance Indicator 3.2: All teachers and paraprofessionals will participate in high quality differentiated professional development, as defined by No Child Left Behind.

TIMELINE (TARGETS)

By June 2010, students receiving special education services performing at the proficient level on the reading MSA will increase from 56.5% to 80.8%.
By June 2010, all students performing at the proficient level on the mathematics MSA will increase from 56.3% to 71.4%.
By June 2010, African American students performing at the proficient level and above on the mathematics MSA will increase from 55.0% to 71.4%
By June 2010, students receiving free and reduced price meal service performing at the proficient level on the mathematics MSA will increase from 53.5% to 71.4%.
By June 2010, students receiving special education services performing at the proficient level on the mathematics MSA will increase from 38.7% to 71.4%.

SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1
School Improvement Strategy:
c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honor students.

School Improvement Activities:

- Implement and monitor the BCPS and MSDE-approved Alternative Governance Proposal.
- Identify the most deficit areas of student performance in reading on the Maryland School Assessment and implement a schoolwide intervention in accordance with the guidelines as they are addressed in the Alternative Governance Plan and the Accelerate, Review, Enrich (A.R.E.) program designed to help students maximize grade-level performance.
- Create and maintain matrices to analyze daily objectives which will be used to monitor short-cycle assessment baseline data and ongoing assessment data as it applies to student achievement in the secondary reading/language arts programs.
- Offer vocabulary instruction focusing on definition within context, multiple meanings, word origins, and synonyms and antonyms that is integrated with the secondary reading/language arts program for all students.
- Identify students' individualized academic needs and provide differentiated instructional time in reading through the A.R.E. program.
- Identify the most deficit areas of student performance in mathematics on the Maryland School Assessment and implement a schoolwide intervention in accordance with the guidelines as they are addressed in the A.R.E. program.
- Implement the research-based Algebraic Foundations/Thinking program for all qualifying students.

- Implement the research-based *Language!* accelerated literacy curriculum, which encompasses fluency, grammar, comprehension, speaking, phonemic awareness, word recognition, and vocabulary, for all qualifying students who scored basic on the Maryland School Assessment.

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 3

School Improvement 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 2005-2006.

School Improvement Activities:

- Implement and monitor the BCPS and MSDE-approved Alternative Governance Proposal.
- Implement a comprehensive professional development plan/calendar for 2009-2010.
- Address identified priority needs: data driven decision-making, teambuilding, and differentiated instruction.
- Develop and facilitate a Principals' Academy for non-tenured staff.

NARRATIVE

Southwest Academy is in the second year of restructuring implementation of the Alternative Governance Restructuring Plan. The efforts for the restructuring begin with the master schedule and the common planning time for teacher collaboration, planning, and engagement. Teachers and students are involved in the governance efforts of the campus decision making. The leadership team analyzes assessment data after the short-cycle and benchmark assessments, instruction is adjusted based on identified objectives based on the categorical needs of students, and acceleration, reteaching, and enrichment (A.R.E) are provided in the timeframe that is part of the school master schedule. Monitoring of these objectives is part of the continuous improvement process and continues as the principal meets with individual teachers in the core content areas and identifies next steps. These next steps are monitored by the department chairperson and the administrative team to ensure that they provide recursive instruction in these areas in small group, after-school, or before-school efforts. Teacher/mentor efforts are utilized to support staff members with ongoing job-embedded professional development. The school has been provided with additional professional development funds to provide targeted staff development in the reading and mathematics content areas. Differentiated staffing is also evident to ensure that department chairs teach one class per day, allowing for increased collaboration with department members. Additional special education resource hours are also implemented to assist with student intervention plans.

Technical Assistance Provided by Area Assistant Superintendent's Office

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

White Oak (K-5) School
Corrective Action

IDENTIFIED AREAS OF CONCERN

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

MEASURES

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
Performance Indicator 1.1: All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

TIMELINE (TARGETS)

By June 2010, students receiving free and reduced price meal services performing at or above the proficient level on the reading MSA will increase from 62.1% to 81.2%.

By June 2010, all students performing at or above the proficient level on the mathematics MSA will increase from 44.8% to 79.4%.
By June 2010, African American students performing at or above the proficient level on the mathematics MSA will increase from 32.5% to 79.4%.
By June 2010, students receiving free and reduced price meal services performing at or above the proficient level on the mathematics MSA will increase from 37.3% to 79.4%.
By June 2010, students receiving special education services performing at or above the proficient level on the mathematics MSA will increase from 44.8% to 79.4%.

By June 2010, Grade 4 students receiving free and reduced price meal services performing at or above the proficient level on the reading MSA will increase from 35.0% to 81.2%.

By June 2010, Grade 3 African American students performing at or above the proficient level on the mathematics MSA will increase from 16.7% to 79.4%.
By June 2010, Grade 3 students receiving free and reduced price meal services performing at or above the proficient level on the mathematics MSA will increase from 47.4% to 79.4%.
By June 2010, Grade 3 students receiving special education services performing at or above the proficient level on MSA will increase from 42.9% to 79.4%.

By June 2010, Grade 4 African American students performing at or above the proficient level on the mathematics MSA will increase from 30.8% to 79.4%.
By June 2009, Grade 4 students receiving free and reduced price meal services performing at or above the proficient level on the mathematics MSA will increase from 38.1% to 79.4%.
By June 2010, Grade 4 students receiving special education services performing at or above the proficient level on the mathematics MSA will increase from 42.3% to 79.4%.

By June 2010, Grade 5 African American students performing at or above the proficient level on the mathematics MSA will increase from 13.3% to 79.4%.
By June 2010, Grade 5 students receiving free and reduced price meal services performing at or above the proficient level on the mathematics MSA will increase from 21.7% to 79.4%.
By June 2010, Grade 5 students receiving special education services performing at or above the proficient level on the mathematics MSA will increase from 31.0% to 79.4%.

SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1

School Improvement Strategies:

1. Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students in reading and mathematics.
2. Provide professional development activities in range-finding for reading in order for teachers to understand assessment limits and student performance expectations.
3. Provide professional development in effective implementation of BCPS curriculum in alignment with AIM and the state curriculum for mathematics.
4. Provide professional development in data analysis and implementation of accommodations and student response to interventions to provide more directed and purposeful instruction.

School Improvement Activities:

- Analyze school-level AYP data and individual student-level performance data to determine which students need to participate in the small group interventions provided by reading- and mathematics-support special educators.
- Utilize regularly scheduled collaboration meetings for data sharing and analysis (horizontal and vertical) in order to identify students and modify instruction on a biweekly basis.
- Analyze the data from benchmark and short-cycle assessments in order to identify "at risk" test takers earlier in the school year and to provide remediation.
- Collaborate with staff from the Division of Curriculum and Instruction to provide ongoing, job-embedded professional development relative to implementing research-based instructional strategies in the classroom in the areas of written language, reading, vocabulary, and mathematics.
- Provide schoolwide use of *Scott-Foresman Addison Wesley Diagnostic Intervention Kit* strategies and supplements in conjunction with *Moving with Math* as small group intervention within classrooms and during A.R.E. (Acceleration, Reteaching, and Enrichment) for mathematics.
- Implement daily mathematics and writing-infused activities for students in grades 2-5 through the use of mathematics journals.
- Collaborate with staff from the Division of Curriculum and Instruction to provide on-going, job-embedded professional development relative to implementing research-based instructional strategies in the classroom through model lessons and co-teaching.

NARRATIVE

White Oak School, a separate public day school, has a special education faculty and administrative team that are collectively committed to advancing the academic achievement of all its students receiving special education services. White Oak School's special education student body is very diverse. One hundred percent of the students have Individualized Education Plans (IEP) and need extensive academic and clinical/behavioral supports to meet the goals and objectives on their IEPs. This group is comprised of 98 children who were referred from other public and nonpublic settings because the nature and severity of their disabilities require placement in a separate public school. There are currently 83 males and 15 females ranging from preschool to Grade 5 with 76.5% of the students receiving free and reduced price meal services. Of the total student population, 43.8% is African American. With an ever-changing special education population, White Oak's mission is to continue providing instruction that meets the multiple needs of all the children although it is frequently their history of lack of success in school that warrants placement in this environment. Analysis of the 2009 MSA scores confirms that there are areas of growth to celebrate, yet White Oak did not make AYP based on the

performance of three subgroups: African American (mathematics), special education (mathematics), and FARMS (mathematics and reading).

During the 2008-2009 school year, White Oak committed instructional resources to providing students with low MSA scores additional instruction in the area of reading and mathematics. Beginning with the 2005-2006 school year, White Oak instituted the *Language!* intervention program based on assessed student needs. In the 2007-2008 year, this intervention was expanded by including Grade 4 students along with Grade 5 students. All student subgroups, African American, special education, and FARMS, will receive the necessary instruction which will lead to improvement for these subgroups during the 2009-2010 school year. White Oak faculty assigned to teach these special education students have received initial professional development, and White Oak's leadership team is working diligently to schedule additional professional development from the consultants and school system resources that have been made available. The commitment to dedicate additional academic time in targeted areas is further demonstrated by the creation of a master schedule that provides extensive opportunities for differentiation of instructional grouping, blocked grade-level planning time for special educators, and the implementation of the Acceleration, Reteaching, and Extension (A.R.E.) intervention period. White Oak also realigned behavior intervention staff to provide additional behavioral supports to students within the classroom or within alternative classroom settings, in lieu of suspension, by the creation of the H.U.B. (Helping U Behave).

White Oak School exclusively provides services to students referred from the Central, Northeast, and Southeast areas of Baltimore County who necessitate specialized instruction within a separate public day school as their least restrictive environment. During the 2009-2010 school year, White Oak is providing special education services to students from 25 different schools. Approximately 33.0% of the student population resides in either the St. Vincent's Center or Villa Maria Residential Treatment Center. The Behavior Learning Support Program not only addresses the serious behavioral and safety needs of the students but provides rigorous curricula aligned with the Maryland State Curriculum, the BCPS curricula, and the students' IEPs. White Oak's School Improvement Team identified reading and mathematics as areas of concern for these students receiving special education services. The adverse impact that the students' disabilities have on learning is likely a primary contributing factor to why students have not met with success when taking the MSA. Secondarily, their inconsistent amenability for sustained learning and their history of school failure impacts their school performance and success over time. While adding targeted clinical services such as focus groups for students coming to White Oak with a history of violent, disruptive behaviors, White Oak staff has implemented BCPS recommended academic interventions as well. School-based staffing has been reallocated to provide mathematics resource support to students in grades 3-5 who performed within the high basic to low proficient range on MSA. Professional development, review of benchmark assessments, effective collaboration, and co-teaching and differentiated instruction are some of the key strategies White Oak School continues to implement to address these root causes.

White Oak has now entered year three of school improvement, and the need to monitor student achievement continuously, analyze formative and summative assessments across all content areas, and adapt instruction accordingly is viewed as essential. The administrative staff and instructional leadership team meet frequently to review data and evaluate student response-to-intervention in tandem with subsequent adjustments toward increasing student performance. Consistent staff development is provided in instructional practices that promote increased academic achievement along with extended student availability for learning as mandated IEPs and accommodations are implemented. In addition, it is anticipated that our commitment to perpetuating our Professional Learning Community will promote ongoing teacher collaboration

and use of system resources in all content areas as well as ultimately promote increased levels of student achievement in all state tested areas. The special school faculty, therapeutic staff, and the behavior support team at White Oak School are committed to maintaining a safe and orderly learning environment and remain devoted to improving and raising the bar of student achievement.

Technical Assistance Provided by Area Assistant Superintendent's Office

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

Windsor Mill Middle School
Developing Comprehensive – Year 2

IDENTIFIED AREAS OF CONCERN

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

MEASURES

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

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

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

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

TIMELINE (TARGETS)

Reading Target (All Students):
By June 2010, the number of students performing at or above the proficient level on the reading MSA will increase from 70% to 80.8%.

Reading Target (African American):
By June 2010, the number of African American students performing at or above the proficient level on the reading MSA will increase from 70% to 80.8%.

Reading Target (FARMS):
By June 2010, the number of students receiving free and reduced price meal services performing at or above the proficient level on the reading MSA will increase from 64.9% to 80.8%.

Reading Target (Special Education):
By June 2010, the number of students receiving special education services performing at or above the proficient level on the reading MSA will increase from 33.8% to 80.8%.

Mathematics Target (All Students):
By June 2010, the number of students performing at or above the proficient level on the mathematics MSA will increase from 52.9% to 71.5%.

Mathematics Target (African American):
By June 2010, the number of African American students performing at or above the proficient level on the mathematics MSA will increase from 52.7% to 71.5%.

Mathematics Target (FARMS):
By June 2010, the number of students receiving free and reduced price meal services performing at or above the proficient level on the mathematics MSA will increase from 47.5% to 71.5%.

Mathematics Target (Special Education):
By June 2010, the number of students receiving special education services performing at or above the proficient level on the mathematics MSA will increase from 12.5% to 71.5%.

SCHOOL IMPROVEMENT STRATEGIES AND ACTIVITIES

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 1

School Improvement Strategies:

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

e) Monitor classroom instruction to ensure that the Essential Curriculum is being taught.

f) Develop, implement, and monitor intervention programs for students who have not

demonstrated proficiency in reading, language arts, mathematics, science, and social studies.

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.

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.

School Improvement Activities (Reading):

- Implement the *Language!* program for students who qualify.
- Incorporate constructed response questions, both brief and extended, on a regular basis into instructional practice using MSA rubrics and exemplary responses to debrief with the students.
- Monitor student assessment through ongoing assessment and evaluation.
- Offer additional instructional time in reading.
- Implement *Achieve 3000* to enhance reading.
- Monitor the data collection system for unit and quarterly short-cycle and benchmark assessments, giving feedback regarding reading achievement.
- Continue to provide students and teachers with researched-based promising instructional practices to meet the needs of diverse learners.
- Utilize AIM to identify and track student success of objective attainment.

School Improvement Activities (Mathematics):

- Monitor the data collection system for unit and quarterly short-cycles and benchmark assessments, giving feedback regarding mathematics achievement.
- Provide identified remediation for students who are performing below grade level through Algebraic Thinking/Algebraic Foundations and coach class. Communicate with parents/guardians the importance of attending these intervention programs.
- Administer the short-cycle and benchmark assessments.
- Provide all general and special education personnel who teach mathematics with regular opportunities to attend countywide mathematics departmental meetings and collaborate in professional development opportunities in order to improve their content knowledge.
- Continue to provide students and teachers with expertise in research-based, promising instructional practices to meet the needs of diverse learners.

BLUEPRINT FOR PROGRESS/MASTER PLAN GOAL 3

School Improvement 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.

School Improvement Activities:

- Plan and implement professional development activities with University of Maryland interns and teachers at Windsor Mill Middle School.
- Provide professional development activities for teachers in co-teaching and co-planning for

students receiving special education services.

NARRATIVE

Based upon the findings, the master schedule was organized to address improvement efforts by having interdisciplinary teams, which allows teachers the flexibility of meeting daily during a common planning time. This design allows teachers to address specific needs of students, analyze student work, conference with both students and their parents/guardians as well as collaboratively share ideas on how to implement remediation for deficient areas and provide enrichment and/or acceleration to others. Additional planning time is given to staff members monthly in order to analyze data and co-plan/interdisciplinary learning activities. To enhance planning and communication among the department heads of the school, a mod was created to allow the leaders to meet weekly. During this time, the department chairs review data pertaining to deficit skills, create plans for student achievement, develop teaching strategies, and establish a plan of action for continuous school improvement.

Teachers and students are involved in the school improvement efforts related to Windsor Mill's school campus decision making. The leadership team analyzes assessment data after the short-cycle and benchmark assessments. Instruction is adjusted based on data used to identify the needs of students. Monitoring of these objectives is part of the continuous improvement process and continues as the administrative team meets with individual teachers in the core content areas and identifies the next steps. These next steps are monitored by the department chairperson and the administrative team to ensure that they provide recursive instruction in the areas of pull-outs and small-group instruction as well as after-school coach class or before-school efforts. Teacher/mentor efforts are utilized to support staff members with ongoing, job-embedded professional development.

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

Windsor Mill Middle School has made gains every year since its inception in 2007. In reading in 2007, 59.6% of the students were advanced and proficient; in 2008, 69.0% of the students were advanced and proficient; and last year, 70.6% of the students were advanced and proficient. In mathematics in 2007, 35.4% of the students were advanced and proficient; in 2008, 45.5% of the students were advanced and proficient; and last year, 54.0% of the students were advanced and proficient. Though not reaching the AMO each of these years, gains were made.

In order to meet the AMO next year, it is understood that Windsor Mill Middle School must make a gain of 10.2% in reading and a gain of 17.4% in mathematics.

Current program description related to the areas of concern

In an effort to make AYP, Windsor Mill Middle School has placed a number of interventions and programs in place in order to increase student achievement. A plan has been implemented for analyzing data and tailoring instruction to meet the needs of the students. The reading and mathematics department chairs analyzed short-cycle data from last year in the absence of having the indicators from last year's MSA, and they identified a number of skills that students must master. Each week teachers work on one of these skills and then at the end of the week the skill is assessed to determine whether the skill needs more reinforcement or whether it has been mastered. This is in addition to teachers implementing small-group instruction and differentiated instructional practices to meet the needs of students on a daily basis.

A pull-out program also has been implemented in which other faculty members such as mentors facilitate at least one pull-out group per day in reading or mathematics. In this group, they work one-on-one with students to help them master various skills in which they are deficient. An identified list of students is used for pull-outs. The students who are involved in pull-outs were

either high basic or low proficient when they took the MSA last year. We also have tutors from the America Counts program at Towson University who will begin to pull out additional students in mathematics to offer them support.

In the area of attendance, Windsor Mill has implemented daily, weekly, and monthly incentives and interventions to ensure that the state standard of attendance is met. For example, students are informed daily of grade level attendance percentages and receive the immediate incentive of being dismissed first if they are enrolled in the grade level with the highest attendance for the day. Students are also informed of their weekly attendance averages by homeroom as it scrolls throughout the school building on the monitors. Students participate in homeroom competitions to see who will have the highest attendance percentage.

Some of the interventions that have been put into place are daily calls by the school's attendance monitor as well as monthly meetings of the attendance committee to identify students who need to start the intervention based upon the number of absences they have acquired.

Contributing factors/root causes
Entering the fourth year that the school will be in existence, there are several factors/root causes contributing to student achievement. With a slight increase in enrollment from 2007-2008, N=601, to 2008-2009, N=607, there has been an increase/decrease in the number (N) of the students in the various subgroups: in 2007-2008, American Indian, N=2; Asian, N=6; African American, N=569; White, N=14; and Hispanic, N=10 compared to 2008-2009: American Indian, N=0; Asian, N=12; African American, N=577; White, N= 18; and Hispanic, N=11. The FARMS percentage increased from 56.0% in 2007-2008 to 60.0% in 2008-2009. Medical condition of the staff contributed to the inconsistency of meaningful and rigorous instruction within the content areas of both mathematics and reading, having substitutes in one of the classrooms for most of the school year.

Next steps based on root cause-how will the school address areas of concern
The School Improvement Team at Windsor Mill Middle School is continuously analyzing school data to determine how to improve performance in reading and mathematics**.** Windsor Mill Middle School staff will be consistently monitoring and evaluating student performance.

During the 2009-2010 school year Windsor Mill Middle School will be implementing the following strategies to improve student achievement:

<u>Student Achievement in Mathematics and Reading</u>

- Analysis of MSA and short-cycle and benchmark assessments and use of the data to tailor instruction to meet student needs.
- Implementation of *Fast Track* and *Achieve 3000* for reading comprehension.
- Attendance of teachers at curriculum-based countywide professional development activities.
- Implementation of the MSA Academic Saturday Program which will begin four to six weeks before the MSA administration.
- Implementation of MSA Night, which will be an evening program that will provide Windsor Mill families with general information.
- Scheduling of MSA simulations in order to prepare students to take the assessment and to gather data to identify the level of student mastery of various reading and mathematic skills.
- Accessibility of all student accommodations to all faculty and staff members and

providing of snapshots to individual teachers with classroom accommodations.

- Use of third party billing funds to purchase assistive technology to enhance the MSA scores and the instructional program for the population receiving special education services.
- Utilization of Study Island on a continual basis to improve student mastery in mathematics and reading.
- Focus of professional development on various topics such as rigorous instruction, brain-based instruction, differentiation, cultural diversity, etc.
- Use of pull-out groups, which have been created to reteach and reinforce skills in mathematics and reading.
- Scheduling of coach classes, which are held every Wednesday and Thursday.
- Teaching of problem solving and various mathematical concepts in all classes.
- Teaching of reading strategies in all classes.
- Teaching of word structure and vocabulary through WOW (Words of the Week) for both mathematics and reading.
- Use of various reading strategies on a weekly basis in all content classes. These reading focused lessons are designed to give students practical ways to handle various forms of text that they will be exposed to during their lifetime.

<u>Technical Assistance Provided by Area Assistant Superintendent's Office</u>

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

I.D.iv
Attendance Rates

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

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

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

- Elementary attendance has exceeded Maryland State Department of Education standard of 94.0% since 2002-2003. The 2008-2009 elementary school attendance rate was 95.8%.
- Elementary attendance increased or remained the same from 2002-2003 through 2008-2009 for the following student groups: Hispanic, White, African American, and FARMS.
- Elementary attendance increased or remained the same from 2007-2008 to 2008-2009 for the following student groups: African American, American Indian/Alaskan native, Asian/pacific Islander, White, FARMS, and special education. Increases ranged from 0.1 to 0.5 percentage points.
- Middle school attendance has exceeded Maryland State Department of Education standard of 94.0% since 2002-2003. The 2008-2009 middle school attendance rate was 95.0%.
- Middle school attendance increased from 2007-2008 to 2008-2009 for the following student groups: African American, American Indian/Alaskan Native, FARMS, and special education. Increases for each group ranged from 0.1 to 0.6 percentage points.
- In high schools, the Asian/Pacific Islander student subgroup's attendance rate has been above the state standard of 94.0% since 2002-2003.

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

2008-2009 Master Plan Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
Performance Indicator 1.21: All schools will achieve an attendance rate of at least 94.0%.
Key Strategies:

q) Provide parents/guardians and community stakeholder groups with strategies that can be implemented with children to enhance student learning.
r) Strengthen communications and mutual support between and among parents/guardians, teachers, administrators, and students by providing parents/guardians with concrete strategies to use at home to help their children achieve high standards.
u) Provide staff with access to technology essential to collecting, analyzing, and reporting student achievement data.

Activities:

- Utilized the attendance manual to assist school personnel in the development and implementation of systematic approaches to improve student attendance by providing a foundation for good attendance patterns that will follow students throughout their educational careers.
- Established and/or maintained Attendance Committees to monitor and improve student attendance.
- Continued to utilize Project Attend as an interagency team approach to improve student attendance. The team includes representatives from Baltimore County Public Schools, the Baltimore County Police Department, the Department of Juvenile Services, the Department of Aging, and the Department of Social Services.
- Communicated attendance expectations to parents/guardians and students to ensure regular, on-time attendance of students.
- Facilitated access to appropriate educational and community resources for families, including homeless and immigrant families.
- Strengthened communication and mutual support between families and school personnel through home visits; student, parent/guardian, or team conferences; and other strategies to use at home to increase attendance.
- Referred chronic absentee cases to the local school Student Support Team, Project Attend, the State's Attorney's Office, or District Court.
- Provided staff with updated technology to collect, analyze, and report student achievement data.
- Implemented school plans for proactive attendance strategies based on the 20.0% absentee list for those schools that did not meet Adequate Yearly Progress (AYP) due to attendance.
- Assisted and monitored schools that did not meet AYP due to attendance.

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

- In elementary schools, the Asian/Pacific Islander subgroup's attendance decreased by 0.6 percentage points from 2002-2003 through 2005-2006. Although this subgroup's attendance rate increased by 0.4 percentage points in 2006-2007, it dropped by 0.2 percentage points in 2007-2008 school year and remained the same in the 2008-2009 school year.
- Although all elementary subgroups continued to meet the state standard for attendance for the 2008-2009 school year, attendance decreased for the Hispanic and Limited English Proficient subgroups.
- In middle schools, FARMS, special education, and American Indian/Alaskan Native student subgroups' attendance rates were below the state standard of 94.0% in 2008-2009.
- While high school attendance has been inconsistent from the 2002-2003 through the 2008-2009 school years, the following subgroups continue to fall below the state standard of 94.0%: African American, American Indian/Alaskan Native, Hispanic, White, FARMS, Limited English Proficient, and special education.

- All high school level student subgroups' attendance rates, except for the Asian/Pacific Islander subgroup, remain below the state standard.

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

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern.

2009-2010 Master Plan Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
Performance Indicator 1.21: All schools will achieve an attendance rate of at least 94.0%.
Key Strategies:

q) Provide parents/guardians and community stakeholder groups with strategies that can be implemented with children to enhance student learning.
r) Strengthen communications and mutual support between and among parents/guardians, teachers, administrators, and students by providing parents/guardians with concrete strategies to use at home to help their children achieve high standards.

Activities:

- Expand and enhance Project Attend and Attendance Committees to monitor and increase middle school and high school students' attendance.
- Develop and implement a Project Attend program suitable for students in grades 4 and 5.
- Include attendance goals on students' Individualized Education Plans as appropriate.
- Continue to facilitate access to appropriate educational and community resources for families, including homeless and immigrant families.
- Distribute the attendance manual developed to assist school personnel with developing and implementing systematic approaches to improve student attendance by providing a foundation for good attendance patterns that will follow these students throughout their educational careers.
- Continue to refine communication and mutual support between families and school personnel through home visits; student, parent/guardian, or team conferences; and other strategies to use at home so that students may improve attendance.
- Continue to intervene and refer chronic absentee cases to the local school Student Support Team, Project Attend, the State's Attorney's office, or District Court.
- Collaborate with the Local Management Board and community agencies to provide resources to support family interventions on attendance cases.
- Continue to provide staff with updated technology to collect, analyze, and report student achievement and attendance data.
- Collect, analyze, and evaluate attendance data of the FARMS, LEP, and special education subgroups to identify possible root causes of attendance issues such as medical issues,

health insurance, and family situations that need addressing through the Student Support Team, court processes, or social agencies.

- Continue to have the Office of Pupil Personnel Services and pupil personnel workers collect, analyze, and evaluate data on attendance rates of high school students, with specific emphasis on the FARMS, LEP, and special education subgroups, to determine interventions appropriate to the grade level of students and need of schools.
- Continue to review absentee lists with school administrators and other school personnel in order to develop and implement school plans for proactive attendance strategies.
- Continue to work with the state legislature to pass legislation to include Baltimore County in the Pilot Truancy Court Program.
- Establish a Workgroup on Attendance composed of agency partners, parents/guardians, and representatives from all BCPS offices that are involved with the implementation and evaluation of all strategies, interventions, programs, and services to increase/maintain attendance. This Workgroup will assist schools in identifying appropriate strategies to enhance student attendance and support those schools and particular students that need greater support.

I.D.v
Graduation Rates and Dropout Rates

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

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

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

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

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

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

Graduation Rate Progress

Although the Annual Measurable Outcomes (AMO) of 85.50% was not achieved by all students during 2008-2009, progress is evident for the following student groups from 2007-2008 to 2008-2009:

- All Students (increase of 1.70 percentage points)
- African American (increase of 2.35 percentage points)
- American Indian/Alaskan Native (increase of 9.21 percentage points)
- Asian/Pacific Islander (increase of 2.04 percentage points)
- Hispanic (increase of 1.63 percentage points)
- White (increase of 1.22 percentage points)
- Free/Reduced Meals (increase of 2.60 percentage points)
- Limited English Proficient (increase of 2.94 percentage points)
- Female (increase of 0.75 percentage points)
- Male (increase of 2.65 percentage points).

Dropout Rate Progress

The dropout rate for all students in Baltimore County Public Schools decreased by 0.59 percentage points in 2008-2009 to a rate of 3.74%. Progress in the dropout rate from 2008-2009 is evident for the following student groups:

- African American (decrease of 0.43 percentage points)
- Hispanic (decrease of 0.91 percentage points)
- White (decrease of 0.78 percentage points)
- Limited English Proficient (decrease of 0.94 percentage points)
- Special Education (decrease of 1.54 percentage points)
- Female (decrease of 0.57 percentage points)
- Male (decrease of 0.60 percentage points).

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

2008-2009 Master Plan Goal 5: All students will graduate from high school.
Performance Indicator 5.1: All high schools will meet the graduation rate established by the state.
Performance Indicator 5.2: All high schools will have dropout rates of less than 3.0%.
Key Strategies:

a) Educate all students with disabilities in accordance with the objectives defined in the students' Individualized Education Programs (IEP) so that they learn the body of knowledge presented in the general education environment to the maximum extent possible.
b) Provide supports and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs.
c) Increase participation in gifted and talented programs in all schools.
d) Develop, in collaboration with students and parents/guardians, a Career Planning Profile of a four-year plan for studies for all Grade 8 students.
e) Provide and implement 504 Plans which clearly outline goals, objectives, and accommodations to ensure that students will maximize their educational opportunities.
f) Develop partnerships with local community colleges and universities to increase student achievement and pathways to college and employment.

Activities:

- Continued to implement summer school and evening high school programs to help students meet graduation requirements and to prevent dropouts.
- Continued to enhance programs and curricular designs such as smaller learning communities, College Ed, Advancement Via Individual Determination (AVID), and Maryland's Tomorrow to continue to prepare students for high school graduation and prevent students from withdrawing from school.
- Continued to support the College Readiness partnership with the Community Colleges of Baltimore County (CCBC) in all high schools to increase student achievement pathways to college and employment.
- Continued to support college readiness courses to add academic rigor and higher expectations in preparing students for college readiness after graduating from high school.
- Continued to ensure all student transfers were correctly coded in the system's data warehouse.

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

Graduation Rate Challenges

Although the graduation rate for all students increased to 83.56%, it did not meet the annual measurable objective of 85.5%. Challenges are evident in the decreased graduation rate for the following subgroup:

- Special Education (decrease of 6.02 percentage points).

The following student groups evidenced increases over the previous year, yet did not reach the state standard:

- African American (increase of 2.35 percentage points)
- American Indian/Alaskan Native (increase of 9.21 percentage points)
- Hispanic (increase of 1.63 percentage points)
- White (increase of 1.22 percentage points)
- Free/Reduced Meals (increase of 2.60 percentage points)
- Limited English Proficient (increase of 2.94 percentage points)
- Male (increase of 2.67 percentage points).

Dropout Rate Challenges

The dropout rate for all students decreased to 3.74% but did not meet the annual measurable objective of 3.0%. Challenges are evident in the increased dropout rate for the following subgroups:

- American Indian/Alaskan Native (increase of 0.74 percentage points)
- Asian/Pacific Islander (increase of 0.11 percentage points)
- Free/Reduced Meals (increase of 0.63 percentage points).

The following subgroups evidenced a decrease over the previous year yet did not meet the state standard:

- African American (decrease of 0.43 percentage points)
- Hispanic (decrease of 0.91 percentage points)
- White (decrease of 0.78 percentage points)
- Limited English Proficient (decrease of 0.94 percentage points)
- Special Education (decrease of 1.54 percentage points)
- Male (decrease of 0.60 percentage points).

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

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. This is the seventh 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.

2009-2010 Master Plan Goal 5: All students will graduate from high school.
Performance Indicator 5.1: All high schools will meet the graduation rate established by the state.
Performance Indicator 5.2: All high schools will have dropout rates of less than 3.0%.
Key Strategies:

a) Educate all students with disabilities in accordance with the objectives defined in the students' Individualized Education Programs (IEP) so that they learn the body of knowledge presented in the general education environment to the maximum extent possible.
b) Provide supports and services, modifications, and adaptations of curriculum, instructional methodology, and/or materials based on student needs.
d) Develop, in collaboration with students and parents/guardians, a Career Planning Profile of a four-year plan of studies for all Grade 8 students.
e) Provide and implement 504 Plans which clearly outline goals, objectives, and accommodations to ensure that students will maximize their educational opportunities.
f) Develop partnerships with local community colleges and universities to increase student achievement and pathways to college and employment.

Activities:

- Continue to enhance the services provided by the ESOL liaison to English language learners, which include additional counseling, tutoring, and services to families.
- Recommend use of the Student Support Teams (SST) to provide additional special education services to students including tutoring, counseling, and other services as needed.
- Recommend use of the SST to provide additional supports to students with poor attendance and at risk of dropping out.
- Continue the use of BCPS data resources to monitor secondary course enrollment, credit completion, and testing requirements to ensure that all students in subgroups not reaching the state standard are enrolled in classes needed to meet graduation requirements.
- Continue to provide targeted and differentiated academic supports for English language learners to assist them in passing the English, Algebra/Data Analysis, Government, and Biology High School Assessments (HSA).
- Implement, evaluate, and update the Career Planning Profile/Four-Year Plan with students throughout the high school experience.
- Continue to identify and encourage students in subgroups not reaching the state standard to enroll in the AVID program to improve their study skills and to motivate them to pursue higher education after graduating from high school.
- Continue to use the *Style to Content Learning Preferences Inventory* results to ensure teachers meet the learning needs of all students.
- Continue to enroll students identified with academic and behavioral challenges in Crossroads Center, an alternative learning center. Students enrolled in the Crossroads Center will receive intensive reading and math supports and interventions needed for success.

- Identify and utilize the alternative education programs for students with behavioral and attendance issues.
- Continue to provide staffing for the Maryland's Tomorrow program in the five high schools with greater than 3.0% dropout rate.
- Continue to annually monitor student cohorts to ensure that all students in grades 9-11 are on track to meeting the graduation requirements prior to reaching Grade 12.
- Continue to develop and disseminate an informational packet of resources on how students who withdraw prior to graduation can continue to access educational resources.
- Revise and promote the use of the exit interviews with students planning to withdraw prior to graduation in order to reduce the dropout rate, direct students to other educational opportunities, and gather data on why students exit BCPS schools.
- Continue to collaborate with other offices to monitor all students' transcripts to ensure that they are taking and passing the HSAs and meeting all other graduation requirements.
- Collaborate with other offices and schools to monitor the accuracy of student dropout codes.
- Collaborate with other offices to develop and provide schools access to monthly HSA passing status reports to ensure all students are on track to graduate on time.
- Continue to communicate graduation requirements and coursework expectations to parents/guardians of all students.
- Continue to distribute the *Course Registration Guide* to all students and families in grades 8-11.
- Enhance the College Readiness Partnership with CCBC to change the learning environment and provide classes on campus for transitioning from high school to higher education.
- Implement, in collaboration with CCBC, the Gateway Partnership for middle schools.
- Continue to enhance smaller learning communities designed to create a more personalized learning environment, provide more challenging academic course work, and offer academic interventions for students in high schools with high dropout rates.
- Continue to work closely with business partners to increase the number of scholarships that may be offered to students enrolled in alternative programs in Grade 12.
- Work with The Maryland Business Roundtable and other community partners to identify opportunities for post-graduate career opportunities.

Resource Allocation:

FY 10 Operating Budget

Response to Clarifying Question:

The career planning profile of the four-year plan is used by students to identify career interests and relate those interests to course selection in order to set goals for graduation. Through this advisement process students clarify their personal and career goals while working with a school counselor. This goal setting process assists in motivating students to complete high school and allows the students to see how the courses and high school completion lead to career, higher education, or military opportunities. Career planning as part of the four-year plan formally starts in Grade 8 and provides resiliency training with the key components of motivation, goal setting, connections, and confidence building. These are primary resiliency factors that research has shown affect graduation rates and the risk of dropping out of school.

Interventions are differentiated to increase graduation rates among subgroups. Specific programs are identified and implemented within schools evidencing high drop-out and low graduation rates based on disaggregated data. An example of this is the implementation of AdvancePath Academies at two schools exhibiting the highest drop-out rates and lowest graduation rates among all subgroups. This credit recovery program has shown that targeting specific schools and student subgroups within the school has helped increase graduation rates. All 24 high schools within Baltimore County Public Schools are receiving additional technical assistance and support in analyzing drop-out rates and trends. By closely monitoring subgroup trends the system can provide targeted supports to schools with increased drop-out rates. Targeted interventions might include implementing credit recovery programs, providing mentors for students identified as vulnerable, and providing technical assistance to teachers on active and engaging lessons and culturally responsive instruction and interventions.

I.D.vi
Highly Qualified Staff

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

1. Describe where progress is evident.

- In Baltimore County Public Schools, the percentage of core academic subject classes taught by highly qualified teachers increased from 62.5% in 2003-2004 to 90.0% in 2008-2009.
- In 2008-2009, 100% of core academic subject classes in Title I schools were taught by highly qualified teachers.
- The total number of classes not taught by highly qualified teachers decreased to 1,579 classes in 2008-2009 from 1,897 classes in 2007-2008.

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

2008-2009 Master Plan Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.
Performance Indicator 3.1: All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts.
Key Strategies:

a) Ensure that all children have an opportunity to receive instruction from teachers with diverse cultural and experiential backgrounds.
b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers.
c) Establish a plan to measure Adequate Yearly Progress (AYP) with regard to staffing all schools for all children with highly qualified teachers.

Activities:

- Provided and maintained competitive salaries.
- Identified the schools where the percentage of non-tenured or conditionally certified teachers was more than twice the system's average.
- Developed action plans that included recruitment and retention strategies for any school or area with a percentage of non-tenured or conditionally certified teachers more than twice the school system's average.
- Continued to provide signing bonuses to professionally certified teachers in critical shortage areas who accepted assignments to BCPS-identified priority schools (including schools in improvement).
- Continued to implement Maryland Approved Alternative Preparation Programs.

- Continued to conduct timely and focused reviews with conditionally certified teachers in targeted schools, assisting them in achieving professional certification standards.

3. Describe where challenges are evident.

- Hiring highly qualified teachers in the critical shortage areas of special education, world languages, mathematics, and science.
- Providing professional development and support to teachers who still need to meet the requirements of No Child Left Behind (NCLB).

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

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. While no Master Plan strategies have been added, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern, particularly those activities that address hiring highly qualified teachers in critical shortage areas and providing professional development to teachers who need to meet the requirements delineated in NCLB. The timeline for full implementation is the spring of 2010.

2009-2010 Master Plan Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.
Performance Indicator 3.1: All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts.
Key Strategies:

a) Ensure that all children have an opportunity to receive instruction from teachers with diverse cultural and experiential backgrounds.
b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers.
c) Establish a plan to measure Adequate Yearly Progress (AYP) with regard to staffing all schools for all children with highly qualified teachers.
g) Continue a systematic process for the selection of highly qualified teachers.

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

1. Describe where progress is evident.

The percentage of core academic subject classes taught by highly qualified elementary teachers in high poverty schools is 100% compared to 98.9% in low poverty schools.

Also, the percentage of core academic subject classes taught by highly qualified teachers in high poverty secondary schools is 97.9% compared to 93.3 % of classes taught by highly qualified teachers in low poverty schools.

2. **Identify the practices, programs, or strategies, and the corresponding resource allocations to which you attribute the progress. Your response must include examples of incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies that low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. What evidence does the school system have that the strategies in place are having the intended effect?**

2008-2009 Master Plan Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.
Performance Indicator 3.1: All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts.
Key Strategies:

a) Ensure that all children have an opportunity to receive instruction from teachers with diverse cultural and experiential backgrounds.
b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers.
c) Establish a plan to measure Adequate Yearly Progress (AYP) with regard to staffing all schools for all children with highly qualified teachers.
e) Partner with local universities to design and implement a professional development model for middle school mathematics teachers that focuses on content, conceptual understanding, problem solving, pedagogy, and how children learn mathematics.
g) Continue a systematic process for the selection of highly qualified teachers.

Activities:

- Provided and maintained competitive salaries.
- Teacher transfers in critical shortage areas from priority schools were allowed only when highly qualified replacements were available to fill the resulting vacancy.
- Identified the schools where the percentage of non-tenured or conditionally certified teachers was more than twice the system average.
- Developed action plans that included recruitment and retention strategies for any school or area with a percentage of non-tenured or conditionally certified teachers more than twice the school system's average.
- Continued to provide signing bonuses from general operating funds to highly qualified teachers in critical shortage areas who accepted assignments to BCPS-identified priority schools.
- Provided relocation stipends from grant funds to highly qualified teachers in critical shortage areas who accepted assignments at high poverty schools.

- Continued Maryland Alternative Preparation Programs.
- Continued to conduct timely and focused reviews with conditionally certified teachers in targeted schools, assisting them in achieving professional certification standards.

Evidence that Strategies and Activities Have Intended Effect:
The Office of Personnel conducts annual staffing meetings with principals to review and evaluate hiring from the previous year and to discuss out-of-field teaching assignments to identify strategies for class configuration, inclusion models, and other options to reduce out-of field assignments. The percentage of core academic subject classes taught by highly qualified teachers increased from 62.5% in 2003-2004 to 90.0% in 2008-2009.

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

- Hiring highly qualified teachers in the critical shortage areas of special education, world languages, mathematics, and science.
- Providing professional development and 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.

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

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. While no Master Plan strategies have been added, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern, particularly those activities that address hiring highly qualified teachers in critical shortage areas and providing professional development to teachers who need to meet the requirements delineated in NCLB. The timeline for full implementation is the spring of 2010.

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

1. Describe where progress is evident.

Progress is evident in the following areas concerning the retention of highly qualified teachers:

- The reduction in the number and percentage of resignations.
- The reduction in the number of dismissals/non-renewals.
- The reduction in the number and percentage of leaves.

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

2008-2009 Master Plan Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.
Performance Indicator 3.1: All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts.
Key Strategy:

b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers.

Activities:

- Provided and maintained competitive salaries.
- Identified the schools where the percentage of non-tenured or conditionally certified teachers was more than twice the system average.
- Developed action plans that included recruitment and retention strategies for any school or area with a percentage of non-tenured or conditionally certified teachers more than twice the school system's average.
- Provided mentors for new teachers.
- Continue to conduct new employee orientations.
- Continue to implement and refine the New Teacher Induction Program, providing beginning teachers with information about curriculum, programs, and resources.
- Continued to provide signing bonuses to professionally certified teachers in critical shortage areas who accepted assignments to BCPS-identified priority schools (including schools in improvement).
- Continued Maryland Approved Alternative Preparation Programs.
- Continued to conduct timely and focused reviews with conditionally certified teachers in targeted schools, assisting them in achieving professional certification standards.

3. Describe where challenges are evident.

- Competitive teacher hiring market due to the number of highly qualified teachers graduating from Maryland colleges and universities.
- Continued retirement of teachers in the next three to five years.

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

While no Master Plan strategies have been added, the implementation of the strategies will be refined through ongoing modifications at the activity level to address identified areas of concern, particularly those relative to the competitive teacher hiring market and pending teacher retirements.

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

The Department of Human Resources annually reviews the staffing of schools to determine what content subjects were difficult to staff. This process includes an evaluation of the percentage of highly qualified teachers by school, certification review of core subject teachers, current vacancies, an analysis of MSA and HSA achievement scores by school, and a review of prior year recruitment and hiring. In addition, BCPS utilizes The Maryland Teacher Staffing Report, which provides information about teacher candidates completing programs in Maryland institutions of higher education and hiring needs of local school systems. MSDE then declares critical shortage content areas. From this information, the Office of Personnel Staffing develops a staffing plan, which identifies hard-to-staff critical subject areas, for approval by the Superintendent.

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

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

Baltimore County Public Schools will implement the following strategies to ensure that all paraprofessionals working in Title I Schools will continue to be qualified:

- Continue utilization of the data warehouse to review and analyze the percentage of highly qualified paraprofessionals by school in order to provide targeted technical assistance.
- Continue to offer professional development courses through college partnerships and cohort programs to paraprofessionals in all schools.
- Continue to hire paraprofessionals in all schools who meet the highly qualified standards.

High Quality Professional Development

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

In 2008, districts submitted plans for (a) district-wide professional development activities that meet the Maryland Teacher Professional Development Standards (Option 1) or (b) fostering high-quality school-based professional development activities by integrating the six elements of the professional development planning process included in the Maryland Teacher Professional Development Planning Guide (Option 2). Requirements and expectations for each option were described in MSDE's 2008 Master Planning Guidance and summarized in plan review forms developed for reviewing plans for each option. (The plan review forms were disseminated at technical assistance sessions convened during the summer of 2008 and, again, as MSDE provided feedback on the completed plans in March 2009.) Twelve districts submitted plans for activities under Option 1 and 12 districts submitted plans for activities under Option 2.

Moving forward, MSDE anticipates that districts are continuing to work on the professional development activities described in their 2008 Master Plan Updates. Therefore the 2009 Master Plan reporting requirement for teacher professional development calls on districts to provide updates on their activities. Consistent with the original requirements for Option 1 and Option 2, the requirements for the 2009 updates are described below.

Be sure to begin this section of the Annual Master Plan Update by indicating whether the district is responding to reporting requirements for Option 1, either by presenting a plan for evaluating the 2008 PD activities or by submitting an interim or final evaluation report on the 2008 PD activities, or Option 2 a progress report on integrating the 6 components of professional development planning into the district school improvement planning process.

In your response to the reporting requirements for either option, be sure to highlight the corresponding resource allocations.

High Quality Professional Development

Requirements for Reporting on Option 1 Professional Development Activities

Districts are required to report on Option 1 activities in one of two ways, depending on the status of implementation of the planned activities at the time Master Plan Updates are prepared.

- For activities that have been substantially modified since the initial plans were submitted or for activities that are still in early phases of implementation, districts should submit detailed evaluation plans.

  This is the choice BCPS selected.

OR

- For activities that are well-underway, districts should submit comprehensive interim evaluation reports or final evaluation reports.

1. **Requirements for plans to evaluate Option 1 professional development activities**. At a minimum, evaluation plans should explain how the evaluation will address three key questions:

   - **Did the activity take place as planned? (Did it include the intended participants? Did they participate for the expected duration and intensity? Did all of the professional learning activities occur as planned? Were all of the necessary materials and equipment available as planned?)**

     Attendance is taken and reconciled after each professional development activity. A complete list of professional development activities will be created in order to catalog all activities offered. All instructional coaches will be invited to each professional development activity and attendance will be reconciled after each activity in order to document attendance and enable follow-up with non-attendees. Attendees will complete a survey after each professional development activity in order to provide feedback about the availability and sufficiency of necessary materials and equipment.

   - **What were the participants' perceptions of the relevance and usefulness of the activities for their current teaching assignments and for helping them work more effectively with their students?**

     Participants will be asked to complete a survey at the conclusion of each professional development offering. The surveys will ask for participants' perceptions and feedback regarding the quality of the professional development as well as their own attainment of new knowledge and skills. Participants will also be asked about their level of preparedness for implementing the new learning. Survey results will be reviewed and used to adjust future professional development offerings in order to meet the identified needs of participants.

- **Did the activities achieve the intended outcomes as reflected by measurable and/or observable indicators?**

  For each professional development activity, there will be one or more of the following observable and measurable outcomes:

- By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to identify reading levels for students during independent reading.
- By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to differentiate instruction for students based on their individual reading levels.
- By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to design opportunities for students to express their understanding through authentic writing assignments.

  Participants will be provided with time for guided and independent practice with new skills and knowledge so that they can demonstrate their attainment of the outcomes and receive feedback from presenters during the professional development session.

- **If preparation of the evaluation plan has included the development of a logic model, include a copy of the model.** N/A.

2. In explaining how the evaluation will address each of the evaluation questions, the plan should also discuss:

- **Data Collection Instruments**

Utilizing an electronic evaluation system developed by BCPS, data collection instruments will be developed in alignment with professional development goals. Using a bank of questions and statements derived from Guskey's Levels of Evaluation, data collection instruments will be designed to evaluate each specific professional development activity. Instruments are not designed in advance, because after each PD activity analysis of participant survey data and observed performance will be used to continually adjust and improve the professional development in order to meet program goals. Data collection items will be developed to ensure that questions from each of the Guskey's Levels is included.

Follow-up participant surveys will be administered three weeks and six weeks after each activity to determine what instructional coaches learned and what they are able to apply. Survey results

will be reviewed and used to adjust future professional development offerings in order to meet the identified needs of participants.

- **Who will be responsible for collecting the data? How they will be prepared for their responsibilities? How much of their time is allocated to complete this task?**

Program staff is listed below. Staff completed training offered by the Department of Professional Development in order to be fully prepared to design, implement, and evaluate high quality professional development activities.

Executive Director, Special Programs PreK-12
Responsible for providing leadership and guidance to the Office of Title I in the implementation of the development and implementation of the professional development initiative. The Executive Director spends about 5.0% of her time devoted to this task.

Coordinator, Office of Title I
Responsible for ensuring the available resources and planning occurs to implement the above described professional development initiative. The coordinator spends about 10.0% of her time devoted to this task.

Program Specialists, Office of Title I
Responsible for the coordination of the year long professional development plan of the Instructional Coaches. The specialist provides direct supervision of coaches. Specialists spend approximately 50.0% of their time on this initiative.

Evaluation Specialist, Office of Title I
Responsible for the formation of the professional development evaluation plan. The evaluation specialist collects data from the coaches and aggregates information for reporting to all appropriate stakeholder. The evaluation specialist spends 25% of her time on this task.

- **Who will be responsible for data analysis? Who is preparing the evaluation report? How much of their time is allocated to complete these tasks?**

Evaluation Specialist, Office of Title I
Responsible for the formation of the professional development evaluation plan. The evaluation specialist collects data from the coaches and aggregates information for reporting to all appropriate stakeholders. The evaluation specialist spends 25.0% of her time on this task.

- **Project Timeline**

Professional development to support this initiative is offered monthly for instructional coaches. Each month, attendance will be reconciled and participants surveyed. Surveys will be reviewed by program staff in order to ensure the adequacy of materials and equipment. In addition, participant satisfaction feedback will be utilized to modify future professional development activities. In October, December, February, and April, surveys will be sent to principals in order to collect information about the quality of implementation in schools. Benchmark MSA data will be analyzed to gauge impact of the professional development on teacher implementation and student learning. Program staff will use both benchmark MSA data and participant and principal survey data to adjust professional development.

A formal evaluation report of the stated outcomes will be prepared for presentation to the Superintendent, the Executive Leadership Team, and the BCPS Professional Development Workgroup in September 2010.

- **Expected Audience**

A formal evaluation report of the stated outcomes will be prepared for presentation to the Superintendent; the Executive Director of Special Programs; the Executive Directors in Curriculum and Instruction; the Area Assistant Superintendents; the Executive Director of Research, Accountability, and Assessment; the Principals of the participating schools.

Maryland Teacher Professional Development Planning Form

Title of the activity or program: Differentiated Reading Instruction in Title I Schools
Beginning and end dates: July 1, 2009 – June 30, 2010
Estimated costs (as they appear in the budget included in Section 6 of the plan)

Direct costs: $1,700,000
In-kind costs: $0
Total costs: $1,700,000

Budget source of code (for direct costs only): Title I
Contact person(s): Sonja Karwacki
Position/Title: Executive Director, Special Programs, PreK-12
Telephone: 4l0-887-2280
Email: skarwacki@bcps.org
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Mailing address: 6901 North Charles Street, ESS #219, Towson, MD 21204
Members of the planning team (list with contact information):

1. **Barbara Bisset, Executive Director, Department of Professional Development, bbisset@bcps.org**
2. **Mary Dagen, Supervisor, Office of Title I, mdagen@bcps.org**
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6. **Deborah Piper, Coordinator, Department of Professional Development, dpiper@bcps.org**
7. **Laura Mossa, Resource Teacher, lmossa@bcps.org**
8. **Nancy Baumann, Resource Teacher, nbaumann@bcps.org**

Plan Summary

During the 2008-2009 school year, Baltimore County Public Schools has made a significant commitment to reducing the reading achievement gap among students in Title I schools. A major focus of this effort has been the teacher professional development needed to create a significant change in the delivery of instruction within the elementary language arts block. To implement the necessary professional development, two district-based resource teachers have been hired to provide on-site support. In addition, all Title I schools have access to the services of a full-time instructional coach who provides job-embedded professional development to teachers.

This plan addresses the ongoing professional development during the 2009-2010 school year that will build on the foundation established during the 2008-2009 school year. Professional development opportunities outlined in this plan include an overview of the professional development initiative to support Title I schools. This professional development initiative includes: introductory workshops for teachers and principals, ongoing workshops for all teachers, access to online resources, site visits from resource teachers, job-embedded support from instructional coaches, ongoing professional development for resource teachers and instructional coaches, and workshops for principals and district leadership working in or serving Title I schools. Implementation of this professional development plan will result in teachers who can effectively assess student reading levels, differentiate language arts instruction, and engage students in authentic writing. Title I schools with teachers who are able to effectively implement this kind of instruction will see gains in student reading levels thereby reducing the performance gap of students of Title I schools.

Section 1: Need

Students from economically disadvantaged backgrounds have limited access to reading materials at home (Barr & Parrett, 2007; Payne, 1998). Additionally, students from economically disadvantaged backgrounds are more likely to be identified as "at-risk" for reading problems (National Reading Panel, 1999; Allington, 2001). An achievement gap persists at the national level between economically disadvantaged students and their non-economically disadvantaged peers (National Center for Educational Statistics, 2005). Baltimore County Public Schools faces an achievement gap between economically disadvantaged students and non-economically disadvantaged students in the area of elementary reading. Within Baltimore County Public Schools, (37 Title I elementary schools in 2008-2009), the percentage of students receiving free and reduced price meal services and achieving at the basic level on MSA has been nine to ten percentage points greater than the percentage of students performing at the basic level who do not receive free and reduced price meal services. Although overall progress is evident, the gap remains. During 2007-2008, 29.9% of students receiving free and reduced price meal services in Title I elementary schools performed at the basic level on MSA, 53.57% at the proficient level, and 16.68% at the advanced level. In contrast, only 19.94% of students not receiving free and reduced price meal services at those same schools performed at the basic level, while 54.00% were proficient and 26.51% were advanced.

This persistent gap in student achievement in reading as measured by MSA presents a need for teacher professional development that addresses the unique needs of economically disadvantaged students. One challenge is the reading level of the students. A sampling of students in Title I schools showed that 80% of students are reading at least one year below grade level. As a result, teachers need to have a complete understanding of how to assess the independent reading levels of their students. This is important because research shows that one of the most effective means of accelerating students' reading abilities is increasing time spent reading materials that are at the

independent reading level (Allington, 2009). Further, research also shows that providing students with a wide range of reading on topics pursuant to their interests is an effective means of improving students' reading levels (Gambrill, 1996). Teachers who can accurately assess the independent reading levels of students must then be prepared to determine the reading level of various materials in order to provide appropriately stimulating and challenging materials. When struggling readers read routinely from texts that they can access at the "independent" reading level (98 to 99 percent accuracy), the greatest reading gains are noted (Allington, 2009). Meeting students' individual needs during reading instruction requires teachers to be able to effectively differentiate their instruction and manage a variety of small groups and independent readers within the same classroom.

In conclusion, the student achievement gap in reading among students within BCPS Title I elementary schools presents a need for targeted professional development. Teachers need to be equipped with the knowledge and skills to determine student reading levels matched with appropriate materials, to differentiate instruction to meet individual student needs, and to design opportunities for students to express their knowledge through authentic writing assignments.

Section 2: Participants

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

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

Subject area: X English __Math __Science __Social Studies __Foreign Languages

__Fine Arts/Humanities X Special Education X English Language Learners

__Health/P.E. __Career Prep __Other

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

X Principals/Other School Leaders X Resource Teachers, Mentors, Coaches __Paraprofessionals __Other

Will the participants work as members of a group or team? X YES __NO

Estimated number of participants: 750 Estimated number of participant groups or teams: 37

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

Leadership teams in each school will support the professional development and ensure participation by monitoring teachers' attendance, conducting classroom observations to determine level of implementation of strategies learned, reviewing student data, and dispensing and directing coaching support.

Section 3: Professional Development Outcomes and Indicators

Mastery of the following outcomes and indicators will help to ensure progress towards Goal 1.1 within Baltimore County Public Schools *Blueprint for Progress* which states that, "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)."

Outcome: By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to identify reading levels for students during independent reading.

- Indicator: Instructional coaches will report the ability to build teacher capacity to identify reading levels through participant surveys conducted immediately at the conclusion of each professional development offering and follow-up surveys administered three weeks and six weeks after each offering.
- Indicator: Instructional coaches will demonstrate the ability to build teacher capacity to identify reading levels for students during independent reading through formal and informal observations by a Title I Program Specialist.

Outcome: By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to differentiate instruction for students based on their individual reading levels.

- Indicator: Instructional coaches will report the ability to build teacher capacity to differentiate instruction for students based on their individual reading levels through participant surveys conducted immediately at the conclusion of each professional development offering and follow-up surveys administered three weeks and six weeks after each offering.

- Indicator: Instructional coaches will demonstrate the ability to build teacher capacity to differentiate instruction for students through formal and informal observations by a Title I Program Specialist.

Outcome: By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to design opportunities for students to express their understanding through authentic writing assignments.

- Indicator: Instructional coaches will report the ability to build teacher capacity to design opportunities for students to express their understanding through authentic writing assignments by completing participant surveys conducted immediately at the conclusion of each professional development offering and follow-up surveys administered three weeks and six weeks after each offering.

- Indicator: Instructional coaches will demonstrate the ability to build teacher capacity to design opportunities for students to express their understanding through authentic writing assignments through formal and informal observations by a Title I Program Specialist.

Outcome: Students in Title I schools will demonstrate improvement in reading and writing.

- Indicator: All Title I schools will meet the AMAO in reading on MSA.
- Indicator: The percentage of students passing the reading benchmarks will increase in all Title I schools.
- Indicator: All Title I students will raise their level of independent reading as measured by KidPace.

Section 4: Professional Learning Activities and Follow-Up

Professional development activities within this plan will be approved by the BCPS Professional Development (PD) Workgroup. The purpose of the PD Workgroup is to serve as a clearinghouse for all professional development within BCPS. *The BCPS Guide to High Quality Professional Development* empowers this group to ensure that all professional development is of high quality and aligned to the *MSDE Teacher Professional Development Standards*.

Introductory workshops

Baltimore County Public Schools began a targeted effort toward reducing the reading gap among students in Title I schools during the 2008-2009 school year. All of the teachers and principals in Title I schools received initial training during that school year. As a result, beginning in the summer of 2009, there was an introductory workshop provided to principals and teachers working in Title I schools. Instructional coaches accompanied the new members of their team to the introductory workshop in order to provide insights, connections, and a school-based perspective to the training.

Participants in these introductory workshops learned how to assess student independent reading levels and have hands-on opportunities to practice determining the reading levels of various fiction and nonfiction reading materials. Through the modeling of various strategies, participants observed various ways to structure and manage a classroom in order to address the individual reading levels of all students. Participants worked with student samples in order to analyze the ways in which students express themselves through authentic writing. Participants determined the essential writing instruction that needs to occur in order for students to successfully express their understanding in writing. At the conclusion of this introductory workshop principal, instructional coaches, and teachers had the fundamental knowledge undergirding the expectations for differentiated reading instruction at appropriate reading levels.

Ongoing workshops

Throughout the 2009-2010 school year, instructional coaches will participate in monthly ongoing professional development opportunities that will build teachers' capacities and enhance their abilities to deliver differentiated reading instruction. Teachers will receive job-embedded support from coaches to help build the teachers' capacities to provide a reading program aligned with the principles of balanced literacy.

One topic in the series of workshops will focus on increasing the abilities of teachers to accurately determine students' independent reading levels. Through the use of written, oral, and/or video-based scenarios, instructional coaches will ensure that teachers are given the opportunity to practice their leveling skills. Teachers will identify five students in their class that they will reassess using their increased leveling skills. In addition, the teachers will be given a variety of fiction and nonfiction material from both print and electronic sources and will be expected to determine the reading levels of the material. Teachers will practice matching those materials to student reading levels and designing appropriate before-, during-, and after-reading activities for groups of students at a particular reading level.

A second topic will focus on differentiation strategies. Teachers will engage in discussion and practice using three new strategies for differentiating instruction within the language arts block. Teachers will learn about these strategies from other teachers in Title I schools who can demonstrate how and when they use each strategy. In addition, participants will view videos of model lessons in differentiated classrooms where small groups and independent reading occur simultaneously. Participants will leave the session with a plan for implementing one of the new strategies they learned and ideas for how to more effectively manage various groups and assignments within their language arts block.

A third topic will focus on the instruction of writing. Instructional coaches will assist teachers, through modeling or co-teaching, on how to analyze student work samples in order to assess student level of comprehension and use of vocabulary. Teachers will be able to determine the specific writing skills necessary to achieve a final and authentic writing piece. Selected teachers from Title I schools will model the instruction necessary to help students master specific writing skills. Teachers will choose three writing skills to focus on and determine an authentic student writing assignment that could demonstrate those skills.

Web-based resources

Teachers will be provided with access to a variety of support materials through the Internet. Materials, models, and resources for each professional development session offered will be posted online in order to broaden the modalities by which teachers might access professional development. Resource teachers will monitor an e-community of instructional coaches and teachers in Title I schools. The e-community will be used to share experiences, successes, and

challenges. Participants will benefit from the support and suggestions of teachers from across BCPS who are working to eliminate the same student achievement gap. Video resources will be available for teachers and principals to see models of the expectation for differentiated instruction within the language arts block.

On-site teacher support visits

Baltimore County Public Schools has invested in two full-time resource teacher positions within the Department of Special Programs to provide ongoing support to teachers in Title I schools. As district facilitators, they will visit each school approximately three times per year to observe instruction and to ensure that teachers are effectively assessing student reading levels; implementing differentiated, small-group, and individualized instruction within the language arts block; and providing opportunities for the authentic acquisition and application of writing skills. Feedback from these visits will inform about ongoing professional development offerings as well as the targeted, job-embedded professional development provided by the instructional coaches. Formalized feedback reports will also be utilized to evaluate the overall effectiveness of the professional development offerings.

Job-embedded support

Each of the 37 Title I elementary schools (2008-2009) within Baltimore County Public Schools has a full-time instructional coach on staff who will provide job-embedded professional development to all teachers. Instructional coaches will demonstrate model lessons, conduct informal and non-evaluative observations, facilitate grade-level meetings, engage in reflective conversations, and encourage changes in teacher practice that will lead to the desired teacher and student outcomes. Instructional coaches will provide informal feedback on the progress of teachers that will be used to inform ongoing about professional development offerings and evaluate the overall effectiveness of the professional development offerings.

Ongoing professional development for resource teachers and instructional coaches

District-based resource teachers and school-based Title I instructional coaches will need ongoing professional development in order to continually support the development of the teachers with whom they work. Monthly meetings throughout the 2009-2010 school year will be held to fulfill this purpose. The content of the meetings will be derived from the feedback received from teachers, resource teachers, instructional coaches, and principals about the current level of proficiency of teachers in Title I schools relative to the teacher outcomes and indicators desired. Resource teachers and instructional coaches will need to have a current and thorough understanding of how to choose appropriate reading materials for students during independent reading, provide differentiated instruction to students based on their individual reading levels, and design opportunities for students to express their understanding through authentic writing assignments. In addition, resource teachers and instructional coaches will need to demonstrate

proficiency with the skills of coaching, mentoring, and working with adult learners that will be necessary to change teacher practice and build teacher capacity.

Section 5: Evaluation Plan

The questions that will be used to evaluate the effectiveness of the professional development are:

- Does this professional development assist instructional coaches in building teacher capacity to identify the appropriate reading levels for students during independent reading?
- Over time, do teachers' ability to identify the appropriate reading levels for students during independent reading increase?
- Does this professional development assist instructional coaches in building teacher capacity to differentiate instruction for students based on their individual reading levels?
- Over time, do teachers' ability to differentiate instruction for students based on their individual reading levels increase?
- Does this professional development assist instructional coaches in building teacher capacity to design opportunities for students to express their understanding through authentic writing assignments?
- Over time, do teachers' ability to design opportunities for students to express their understanding through authentic writing assignments increase?
- Do all Title I schools meet the AMAO in reading on MSA?
- Does the percentage of students passing the reading benchmarks increase in Title I schools?
- Do all Title I students raise their independent reading levels?

Surveys will be used as a formative assessment of the professional development in order to assess the impact of the professional development on teacher practices and adjust future professional developments to better meet identified participant needs. Informal and formal observations of the instructional coaches will be conducted by program specialists to document targeted behaviors.

1. For each professional development offering, there are observable and measurable outcomes. Instructional coaches will be provided with time for guided and independent practice with new skills and knowledge so that they can demonstrate their attainment of the outcomes and receive feedback from presenters during the professional development session.
2. In addition, instructional coaches will be asked to complete a survey at the conclusion of each professional development offering. The surveys will ask for participant perception and feedback regarding the quality of the professional development as well as personal attainment of new knowledge and skills. Instructional coaches will also be asked about their level of preparedness for implementing the new learning. Survey results will be

reviewed and used to adjust future professional development offerings in order to meet the identified needs of participants.

3. Follow-up instructional coach surveys will be administered three weeks and six weeks after each offering to determine how much of the new learning participants report that they are able to implement within their instruction. Survey results will be reviewed and used to adjust future professional development offerings in order to meet the identified needs of participants.
4. Informal and formal observations will be conducted from October through May.

The ultimate measure of the success of the professional development is increased student achievement. Throughout the 2009-2010 school year, student reading level progress will be monitored regularly by the instructional coaches using the KidPace data reporting system (American Reading Company document). (Sample report) After being engaged with appropriate materials at both their instructional and independent reading levels, benefiting from differentiated instruction, and engaging in authentic writing tasks, student progress will be monitored by the benchmark assessment data results. In addition, we expect to see an increase in overall MSA scores.

A formal evaluation report of the stated outcomes will be prepared for presentation to all stakeholders including the BCPS Professional Development Workgroup in September 2010.

The evaluation of professional development relative to the stated outcomes will encompass a variety of tools and data sources which are described in the chart on the following page:

Indicator	Data Collection Tool	Person Responsible	Collection and Analysis Methods
Instructional coaches will report the ability to build teacher capacity to identify reading levels through participant surveys conducted immediately at the conclusion of each professional development offering and follow-up surveys administered three weeks and six weeks after each offering.	Participant surveys (format is similar on all professional development surveys; content is differentiated to match indicator) *See Sample A.*	Program Specialists	Program specialists design and administer surveys; survey results will be reviewed and used to adjust future professional development offerings in order to meet the identified needs of participants.
Instructional coaches will demonstrate the ability to build teacher capacity to identify reading levels for students during independent reading through formal and informal observations by a Title I Program Specialist.	Observation tool (Narrative section is the same for all observations; collection chart is differentiated to match content of indicator) *See Sample B.*	Program Specialists	Program specialists will record evidence of the ability of instructional coaches to apply the professional development learning in their work with teachers in the narrative portion of the observation tool; program specialists will record evidence of the teachers' ability to identify reading levels for students on the observation tool chart. A summary of the observation tool documentation will be provided to the evaluation specialist by the program specialists.
Instructional coaches will report the ability to build teacher capacity to differentiate instruction for students based on their individual reading levels through participant surveys conducted immediately at the conclusion of each professional development offering and follow-up surveys administered three weeks and six weeks after each offering.	Participant surveys (format is similar on all professional development surveys; content is differentiated to match indicator)	Program Specialists	Program specialists design and administer surveys; survey results will be reviewed and used to adjust future professional development offerings in order to meet the identified needs of participants.
Instructional coaches will demonstrate the ability to build teacher capacity to differentiate instruction for students through formal and informal observations by a Title I Program Specialist.	Observation tool (Narrative section is the same for all observations; collection chart is differentiated to match content of indicator)	Program Specialists	Program specialists will record evidence of the ability of instructional coaches to apply the professional development learning in their work with teachers in the narrative portion of the observation tool; program specialists will record evidence of the teachers' ability to differentiate instruction for students on the observation tool chart. A summary of the observation

Indicator	Data Collection Tool	Person Responsible	Collection and Analysis Methods
			tool documentation will be provided to the evaluation specialist by the program specialists.
Instructional coaches will report the ability to build teacher capacity to design opportunities for students to express their understanding through authentic writing assignments by completing participant surveys conducted immediately at the conclusion of each professional development offering and follow-up surveys administered three weeks and six weeks after each offering.	Participant surveys (format is similar on all professional development surveys; content is differentiated	Program Specialists	Program specialists design and administer surveys; survey results will be reviewed and used to adjust future professional development offerings in order to meet the identified needs of participants.
Instructional coaches will demonstrate the ability to build teacher capacity to design opportunities for students to express their understanding through authentic writing assignments through formal and informal observations by a Title I Program Specialist.	Observation tool (Narrative section is the same for all observations; collection chart is differentiated to match content of indicator)	Program Specialists	Program specialists will record evidence of the ability of instructional coaches to apply the professional development learning in their work with teachers in the narrative portion of the observation tool; program specialists will record evidence of the teachers' ability to design opportunities for students to express their understanding through authentic writing assignments on the observation tool chart. A summary of the observation tool documentation will be provided to the evaluation specialist by the program specialists.
All Title I schools will meet the AMAO in reading on MSA.	MSA (Reading)	Title I Evaluation Specialist	The evaluation specialist will analyze and report MSA data.
The percentage of students passing the reading benchmarks will increase in all Title I schools.	BCPS Reading Benchmarks (administered twice a year)	Title I Evaluation Specialist	The evaluation specialist will analyze and report student achievement on the two reading benchmarks. The 2009-2010 reading benchmarks will be compared to the 2008-2009 end-of-year reading benchmark.
All Title I students will raise their level of independent reading as measured by KidPace.	KidPace Independent Reading Level Monitoring Tool	Program Specialists, Title I Evaluation Specialist	The program specialists will work with the evaluation specialist to collect this data. The evaluation specialist will analyze the data to determine if the indicator has been met.

Section 6: Budget

Budget Category	Direct Costs	In-Kind Costs

I. Personnel

A. Staff

Executive Director, Special Programs PreK-12

Responsible for providing leadership and guidance to the Office of Title I in the implementation of the development and implementation of the professional development initiative. The Executive Director spends about 5.0% of her time devoted to this task.

Coordinator, Office of Title I

Responsible for ensuring the available resources and planning occurs to implement the above described professional development initiative. The coordinator spends about 10.0% of her time devoted to this task.

Program Specialists, Office of Title I

Responsible for the coordination of the year-long professional development plan of the instructional coaches. The specialists provide direct supervision of coaches. Specialists spend approximately 50.0% of their time on this initiative.

Evaluation Specialist, Office of Title I

Responsible for the formation of the professional development evaluation plan. The evaluation specialist collects data from the coaches and aggregates information for reporting to all appropriate stakeholders. The evaluation specialist spends 25.0% of her time on this task.

37 (2008-2009) and 38 (2009-2010) FTE Instructional Coaches

Responsible for providing site-based professional development services to all teachers participating in Title I schools to enhance capacity to meet the needs of students. Coaches spend 70.0% of their time on this task.

Cost of salaries attributed to this initiative is in direct alignment with the percentage of time devoted to the program.

II.	**Stipends/substitutes (for participants)**	**$**300,000
III.	**Travel**	
	A. Personnel Travel	N/A
	B. Consultant Travel	
IV.	**Facilities, Equipment, Materials**	**$**1,400,000 cost of materials
V.	**Communications**	
VI.	**Other Costs**	
	Total Costs	**$1,700,000**

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. Default Section

*

1. After today's professional development are you better able to build teacher capacity in identifying appropriate reading levels during independent reading.

☐ After today's professional development are you better able to build teacher capacity in identifying appropriate reading levels during independent reading. Yes

☐ No

☑ NA

*

2. Please rate yourself on your ability to build teacher capacity in identifying appropriate reading levels during independent reading.

	None	Low	Emerging	Moderate	High	Mastery
Ratings	☐ Please rate yourself on your ability to build teacher capacity in identifying appropriate reading levels during independent reading. Ratings None	☐ Low	☐ Emerging	☐ Moderate	☐ High	☐ Mastery

*

3. After today's professional development are you better able to build teacher capacity in providing differentiated

instruction to students based on their individual reading levels.

☐ After today's professional development are you better able to build teacher capacity in providing differentiated instruction to students based on their individual reading levels. Yes

☐ No

☐ NA

*

4. Please rate yourself on your ability to provide differentiated instruction to students based on their individual reading levels.

	None	Low	Emerging	Moderate	High	Mastery
Ratings	☐ Please rate yourself on your ability to provide differentiated instruction to students based on their individual reading levels. Ratings None	☐ Low	☐ Emerging	☐ Moderate	☐ High	☐ Mastery

*

5. After today's professional development are you better able to build teacher capacity in designing opportunities for students to express their understanding through authentic writing assignments

☐ After today's professional development are you better able to build teacher capacity in designing opportunities for students to express their understanding through authentic writing assignments Yes

☐ No

NA

*

6. Please rate yourself on your ability to design opportunities for students to express their understanding through authentic writing assignments

	None	Low	Emerging	Moderate	High	Mastery
Ratings	Please rate yourself on your ability to design opportunities for students to express their understanding through authentic writing assignments Ratings None	Low	Emerging	Moderate	High	Mastery

Formal Observation Feedback Form

Resource Teacher:_____
Observer: _____

Location of Observation: _____
Date of Observation: _____

Formal Observation _____
Area of Focus: _____

Narrative:

Observer's Comments:

_____
_____
_____
_____

Observation Results:

_____
_____
_____
_____
_____

Evidence of Building Teacher Capacity to Identify Student Reading Levels

Criteria:	Evident	Not Evident
1) Teacher is directing students to shop for books in the appropriate colored bins.		
2) Teacher is able to respond to students who are below target while students sustain at least 15 minutes of reading.		
3) Teacher uses conferencing to ensure that students are appropriately leveled		
4) Teacher effectively use the Independent Reading Level Assessment when conferencing with at least one student.		
5)Teacher directs students to update their Reading Log		

Instructional Coach Signature **Date**

Program Specialist Signature **Date**

Principal's Signature **Date**

September-08							
Date	**Audience**	**Time**	**Location**	**Topic**	**Presenters**	**Abstract**	**Outcomes**
18-Sep	Instructional Coaches	AM	PDC	Reading Research Labs Site Coordinator Training: KidPace Software	American Reading Company	Participants will receive training in the use of the KidPace software program to track students' reading progress. Training was also provided on the use of the leveling system to level classroom libraries.	By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to identify reading levels for students during independent reading
October-08							
Date	**Audience**	**Time**	**Location**	**Topic**	**Presenters**	**Abstract**	**Outcomes**
14-Oct	Instructional Coaches	PM	Loyola Graduate Center	Reading Research Labs Site Coordinator Training	American Reading Company	Instructional Coaches will work with representatives of the American Reading Company to review the components of Reading Research Labs. Instructional Coaches received extensive training on leveling students and identifying appropriate materials.	By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to identify reading levels for students during independent reading. By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to design opportunities for students to express their understanding through authentic writing assignments.
November-08							
Date	**Audience**	**Time**	**Location**	**Topic**	**Presenters**	**Abstract**	**Outcomes**
24-Nov	Instructional Coaches	AM or PM	PDC Distance Learning Lab	Verifying Student Levels Using MSA Data	Laura Mossa Nancy Bauman Office of Special Programs	Instructional Coaches worked with the Special Programs Resource Teachers to identify the accuracy of student levels in the KidPace program. Participants compared student levels to individual student MSA performance.	By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to identify reading levels for students during independent reading.
January-09							
Date	**Audience**	**Time**	**Location**	**Topic**	**Presenters**	**Abstract**	**Outcomes**

7-Jan	Instructional Coaches	PM	Loyola Graduate Center	Reading Research Lab Site Coordinator Training	American Reading Company	Representatives form the American Reading Company will work with Instructional Coaches to review the strategies and techniques used when conferencing with students.	By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to identify reading levels for students during independent reading.

March-09

Date	Audience	Time	Location	Topic	Presenters	Abstract	Outcomes
4-Mar	Instructional Coaches	PM	Loyola Graduate Center	Reading Research Labs Site Coordinator Training	American Reading Company	Continuing the examining of academic rigor and instructional differentiation, Instructional Coaches will receive training to effectively integrate technology in instruction.	By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to identify reading levels for students during independent reading.

May-09

Date	Audience	Time	Location	Topic	Presenters	Abstract	Outcomes
14-May	Instructional Coaches	PM	Crowne Plaza	Preparing for Year 2 of Reading Research Labs Site Coordinator Training	American Reading Company	Participants will begin developing ideas and sharing resources for implementing year 2 of the Reading Research Lab program.	By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to identify reading levels for students during independent reading. By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to differentiate instruction for students based on their individual reading levels. By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to design opportunities for students to express their understanding through authentic writing assignments.

September-09

Date	Audience	Time	Location	Topic	Presenters	Abstract	Outcomes
16-Sep	Instructional Coaches	PM	Loyola Graduate Center	Wide Reading Overview	Laura Mossa and Nancy Bauman, Resource Teachers, Office of Special Programs	IC's will review the implementation, management of, and instructional best practices associated with the ARC Take Home Libraries. Also, strategies will be shared about the management and upkeep of the Kid Pace database.	By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to identify reading levels for students during independent reading. By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to differentiate instruction for students based on their individual reading levels.
	Instructional Coaches A-H	AM					By June 2010, instructional coaches will report and demonstrate

23-Sep	Instructional Coaches L-W	PM	Loyola Graduate Center	Advanced Level Training: Reader's Workshop	Maggie Kennedy, Consultant, ARC Megan Maloney, Consultant, ARC	IC's will view various examples of in-school Reader's Workshop models, discuss strategies for establishing routines/procedures, review the integration of Houghton Mifflin with Wide Reading, and the usefulness of The Café Book in a Reader's Workshop Model.	the ability to build teacher capacity to identify reading levels for students during independent reading. By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to differentiate instruction for students based on their individual reading levels.

November-09							
Date	**Audience**	**Time**	**Location**	**Topic**	**Presenters**	**Abstract**	**Outcomes**
	Instructional Coaches A-H	AM	Loyola Graduate Center	Conferencing Notebooks	Maggie Kennedy, Consultant, ARC	IC's will receive professional development about effectiveness of using the conference notebook during Reader's Workshop.	By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to identify reading levels for students during independent reading. By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to differentiate instruction for students based on their individual reading levels.
	Instructional Coaches L-W	PM					
February-10							
Date	**Audience**	**Time**	**Location**	**Topic**	**Presenters**	**Abstract**	**Outcomes**
3-Feb	Instructional Coaches	PM	Loyola Graduate Center	American Reading Company Site **Coordinators Meeting #3**	TBD	IC's will participate in a session where they will share best practices and status update on Take Home Libraries, Readers & Writers Workshop, and Readers Research Lab.	By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to differentiate instruction for students based on their individual reading levels. By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to design opportunities for students to express their understanding through authentic writing assignments.
April-10							
Date	**Audience**	**Time**	**Location**	**Topic**	**Presenters**	**Abstract**	**Outcomes**
14-Apr	Instructional Coaches	PM	Loyola Graduate Center	American Reading Company Site **Coordinators Meeting #3**	TBD	IC's will participate in a session where they will share best practices and status update on Take Home Libraries, Readers & Writers Workshop, and Readers Research Lab.	By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to differentiate instruction for students based on their individual reading levels. By June 2010, instructional coaches will report and demonstrate the ability to build teacher capacity to design opportunities for students to express their understanding through authentic writing assignments.

I.D.vii
Schools that are Safe, Drug-free, and Conducive to Learning

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

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

NCLB requires states to identify persistently dangerous schools. In Maryland, a "persistently dangerous" school means a school in which each year for a period of three consecutive school years the total number of student suspensions for more than 10 days or expulsions equals two and one-half percent (2½%) or more of the total number of students enrolled in the school, for any of the following offenses: arson or fire; drugs; explosives; firearms; other guns; other weapons; physical attack on a student; physical attack on a school system employee or other adult; and sexual assault. Schools are placed into "persistently dangerous" status in a given school year based on their suspension data in the prior year. **Note:** Information associated with Safe Schools is also included in Part II, Additional Federal and State Reporting Requirements and Attachment 11: Title IV Part A, Safe and Drug-Free Schools and Communities.

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

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

  There have been no schools identified in Baltimore County Public Schools that are persistently dangerous.

Annually, local school systems are required to report incidents of bullying, harassment, or intimidation as mandated by the Safe Schools Reporting Act of 2005.[5]

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

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

   The number of incidents of bullying, harassment, and intimidation continues to decrease. In 2005-2006, 214 incidents were reported. In 2008-2009, the number of incidents reported was 119. Baltimore County Public Schools has initiated a number of

[5] Section 7-424 of the Education Article of the Annotated Code.

professional development opportunities for staff to address bullying, harassment, and intimidation in schools.

- Workshop sessions on the topic have been included at the Annual Safe Schools Conference, Character Education Conference, as well as at faculty meetings and systemwide professional development days.
- The Department of Student Support Services has provided staff training on restorative practices (i.e. Community Conferencing, Daily Rap, and Peace Circles) which assist staff to work with students who may be victims, offenders, or bystanders.
- Schools are provided the *How To Establish a Character Education Program in your School: A Handbook for School Administrators* and other resources to develop and implement a character building process as an integral component of the school improvement plan and extra-curricular programs.
- All middle schools have been given the booklet *Bullying in Schools*: *What you Need to Know,* which encourages discussion about bullying with students and adults. The Baltimore County Public Schools' Education Channel has produced two video scenarios on bullying utilizing students, which air around the clock on the cable channel as well as is a part of the health education curriculum.
- All middle schools and many elementary schools will be provided the *Second Step Program*, a violence prevention program with a bullying and harassment component.
- The *Positive Behavior Planning Guide* is a resource for staff. The first purpose of the *Positive Behavior Planning Guide* is to provide for school-based administrators and school stakeholders "how-to" steps needed to develop and implement effective positive behavior plans to ensure that student achievement will continue to improve in safe and orderly learning environments. The second purpose of the guide is to delineate resource information pertaining to relevant issues, programs, and strategies that can be used in the behavior planning and management process within the schools to address barriers to learning and enhance competent development. The third and final purpose for the guide is to consolidate information regarding positive behavior planning to provide easy access to all stakeholders.

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

Every student in Baltimore County Public Schools receives the Bullying, Harassment, or Intimidation Form, as well as the definitions of bullying, harassment, and intimidation. Forms are mailed to student homes prior to school opening. Students receive additional information as part of the *Student Handbook* presentation. Staff, parents/guardians, and students are also made aware of the availability of the form in schools, offices, and on the Web site through newsletters, announcements, meetings, and workshops.

The Department of Student Support Services provides face-to-face annual training on bullying, harassment, and intimidation for school staff, as well as training throughout the year on reduction strategies. Online training will be provided in the upcoming year.

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

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

2008-2009 Master Plan Goal 4: All students will be educated in school environments that are safe and conducive to learning.
Performance Indicator 4.1: All schools and school communities will maintain safe, orderly, nurturing environments.
Performance Indicator 4.2: All schools will have published expectations of student behavior and parental/guardian responsibilities and involvement.
Key Strategies:

a) Provide attractive, clean, caring, and secure learning environments.
b) Implement active character ethics education.
c) Utilize the Student Support Services Team to address the needs of students.
d) Provide integrated services for children and families with linkages to community wellness centers, health care, social services, child care services, recreational services, and law enforcement.
f) Provide a continuum of services through alternative education programs.
h) Continue the annual Safe Schools Conference.

Activities

- Implementing Positive Behavior Interventions and Supports (PBIS).
- Conducting an annual stakeholders' satisfaction survey. The results indicate that the vast majority of stakeholders responding to the survey perceive that BCPS has a strong academic program, expectations for students are high, and teachers are available for discussion. There has been a positive trend of increased satisfaction in all three areas.
- Training all administrators and school staff on the requirements for reporting and investigating incidences of bullying, harassment, and intimidation.
- Utilizing the Second Step Program to integrate social and emotional learning within the instructional program.

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

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

2008-2009 Master Plan Goal 4: All students will be educated in school environments that are safe and conducive to learning.
Performance Indicator 4.2: All schools will have published expectations of student behavior and parental/guardian responsibilities and involvement.

Key Strategies:

a) Provide attractive, clean, caring, and secure learning environments.
b) Implement active character ethics education.
c) Utilize the Student Support Services Team to address the needs of students.
d) Provide integrated services for children and families with linkages to community wellness centers, health care, social services, child care services, recreational services, and law enforcement.
i) Establish an action plan in the School Improvement Plan (SIP) for increasing parental/guardian awareness of their responsibilities and knowledge of behavior expectations identified in the *Student Handbook* and school code of conduct.
j) Communicate to all students and parents/guardians the behavioral expectations identified in the *Student Handbook* and school code of conduct.
k) Identify and train all staff in the implementation of effective student behavior management programs and the *Student Handbook* requirements.

Activities:

- Continuing to provide violence and substance abuse awareness and prevention strategies within health education programs.
- Continuing to inform students of behavior expectations by giving each student a copy of the annual *Student Handbook*, reviewing it with all students, expecting all students to review the *Student Handbook* with their parents/guardians, and expecting all parents/guardians to acknowledge receipt of the *Student Handbook* by signing and returning to schools copies of an acknowledgement form included in the *Student Handbook*.
- Continuing to provide training and support for school staff in the development and implementation of positive behavior planning.
- Continuing to provide training and support to schools implementing PBIS and other positive behavior strategies and programs.
- Continuing to provide training and support to all newly appointed school-based administrators on disciplinary procedures and discipline processes.
- Continuing to provide training and support to school staff on the implementation of character education.
- Continuing to provide training and support for Student Support and IEP teams in schools.
- Continuing to implement and monitor academic behavior interventions and supports to address student behavior and learning through the Student Support Team and Instructional Support Team.
- Continuing to monitor alternative programs to ensure that all students' needs are addressed.
- Continuing to provide psychological consultation, assessment, and intervention services to address student behavior and learning needs for at-risk students and students with intensive needs.
- Continuing to provide and evaluate the services of full-time school social workers in schools to assist students and families in accessing mental health care and other social services programs.

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

BCPS is actively moving forward with plans to enhance the continuum of alternative programs aligned with the 2009-2010 Master Plan.

2009-2010 Master Plan Goal 4: All students will be educated in school environments that are safe and conducive to learning.
Performance Indicator 4.1: All schools and school communities will maintain safe, orderly, nurturing environments.
Performance Indicator 4.2: All schools will have published expectations of student behavior and parental/guardian responsibilities and involvement.
Key Strategies:

a) Provide attractive, clean, caring, and secure learning environments.
b) Implement active character ethics education.
c) Utilize the Student Support Services Team to address the needs of students.
d) Provide integrated services for children and families with linkages to community wellness centers, health care, social services, child care services, recreational services, and law enforcement.
f) Provide a continuum of services through alternative education programs.
h) Continue the annual Safe Schools Conference.
i) Establish an action plan in the School Improvement Plan (SIP) for increasing parental/guardian awareness of their responsibilities and knowledge of behavior expectations identified in the *Student Handbook* and school code of conduct.
j) Communicate to all students and parents/guardians the behavioral expectations identified in the *Student Handbook* and school code of conduct.
k) Identify and train all staff in the implementation of effective student behavior management programs and the *Student Handbook* requirements.

Changes and adjustments:

- Schools identified as needing more support to improve student achievement and behavior will receive priority with resources and support.
- Support and training in Positive Behavior Intervention Supports will continue as an ongoing process for school-based administrators and school staffs.
- Transition plans will be developed, implemented, and monitored by itinerant teachers and student support staff for students returning to their home schools after being assigned to alternative programs.
- Inservice and graduate courses in positive behavior management, character education, and school safety will be offered to all staff through the Department of Professional Development.
- Planning will continue for additional full-year alternative programs to better meet the diverse needs of students.

- Providing psychological consultation, assessment, and intervention services to address student behavior and learning needs for at-risk students and students with intensive needs will continue.

The Code of Maryland Regulations (COMAR) requires that each local school system provide a coordinated program of pupil services for all students (13.A.05.05.01.A)[6, 7, 8] and the program of pupil services focus on the health, personal, interpersonal, academic, and career development of students (13A.05.05.01B).

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

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

- The Department of Student Support Services works closely with school staff and other support staff within the school system to coordinate and provide support services needed by students and their families to help students experience success in schools academically, socially, and behaviorally so that each student will be able to continually improve academic success in safe and orderly learning environments.
- Behavioral data is analyzed quarterly to determine which strategies, programs, and plans need to be implemented in schools to improve student behavior and to keep schools safe.
- BCPS staff members serve on inter-agency committees to ensure that schools are able to utilize the support and services available to them to help improve student behavior in schools.
- Partnering with the Baltimore County Police Department to implement the safety, drug awareness, and resistance programs, including gang awareness and prevention, in grades K-12.
- Continuing support of the Spring Grove Hospital Center to provide services to students who reside within Baltimore County.
- Continuing to provide school-based wellness centers in schools with identified need for enhanced health services in partnership with the Baltimore County Department of Health.
- Continuing to provide site-based mental health services in partnership with community mental health providers.

[6] COMAR 13A.05.05.03(A). The Pupil Personnel Program is a systematic approach to programs and services that uses the resources of the home, school, and community to enhance the social adjustment of students.
[7] COMAR 13A.05.05.13(E). Health services provided in school shall be coordinated with other health services within the community.
[8] COMAR 13A.05.05.06B(12). "Special health needs" means temporary or long-term health problems arising from physical, emotional, or social factors or any combination of these.

- Continuing to provide services and health screenings that prevent communicable diseases, including immunizations and targeted health screenings in partnership with the Baltimore County Department of Health.
- Continuing to work through the Baltimore County Multidisciplinary Team to ensure compliance with all Child Protective Services mandates.
- Continuing to provide integrated services for children and families with linkages to community wellness centers, health care, social services, child care services, recreational services, mental health services, and law enforcement.
- Continuing the operation of the Safety and Emergency Planning Steering Committee composed of BCPS and Baltimore County inter-agency partners.

Response to Clarifying Question:

Baltimore County Public Schools will take the following actions to lower the suspension rates for all students:

- Continue to provide teachers and staff with in-service courses, workshops, and trainings that provide strategies on positive behavior and classroom management that will include:
  - Crisis Prevention
  - Cooperative Discipline
  - Multiple Approaches to Behavioral Intervention
  - Classroom Management A-Z
  - Engaging and Rigorous Instruction.
- The Office of Psychological Services will continue to include additional schools with high numbers of African American students and females who have been suspended in the implementation of PBIS. BCPS will take steps to increase the proficiency of implementation at these same schools using the PBIS framework.
- Provide technical assistance and additional training as needed to schools suspending high numbers of females and African American students in how to manage challenging students, positive classroom management, and cooperative discipline strategies.
- Collaborate with the Department of Professional Development to provide classroom management strategies to all new teachers during new teacher sessions throughout the school year.
- Expand the G.R.E.A.T. Program (Gang Resistance Education and Training) to provide a school-based officer-instructor program that includes classroom instruction and various learning activities for schools with high suspensions of females and African American students.
- Continue to collaborate with the Division of Curriculum and Instruction to revise and update curriculum related to conflict resolution, anger management, and positive behavior.
- Provide training to administrators and staff on bullying, harassment, and intimidation.
- Provide training to administrators and staff on positive behavior discipline, Student Support Teams, and 504 Plans for schools with high numbers of students with multiple suspensions so the teaming process assists in the reduction of suspensions.
- Provide schools and parents/guardian with updated resources and trainings addressing positive behavior. Include strategies and interventions to teach discipline and address inappropriate behavior, such as bullying and harassment, insubordination, and gang-like behavior.

- Provide school administrators, selected teachers, school counselors, and school resource officers with strategies in prevention/intervention and safety related issues through media reports, trainings, and the Safe Schools Conference.

While individual schools continued to monitor in-school suspension data throughout the 2008-2009 school year, the increase in the overall system level count was not realized until the end of the 2008-2009 school year. During the 2009-2010 school year both in-school and out of school disaggregated suspension data will be monitored on an ongoing basis and proper adjustments will be made in a timely manner. While the data indicate an increase in the number of in-school suspensions due to the effort to use this instruction and behavior-oriented intervention instead of suspending students out of school, there is a need to continue to monitor and address all suspensions. If the increase in in-school suspensions and out of school suspensions does not reverse, additional root cause analysis will be conducted and current strategies will be evaluated to determine effectiveness. Refining, enhancing, adding, or forgoing specific strategies in response to data and root cause analysis is ongoing.

I.E
Addressing Specific Student Groups:
Career and Technology Education

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

The 2008 high school completion data showed that 21.3% of the graduating class met the Career and Technology requirements for graduation. The 2009 high school completion data showed that 26.7% of the graduating class met the Career and Technology requirements for graduation. The 2008 high school completion data showed that 14.3% of the graduating class met both the University of Maryland and Career & Technology requirements. The 2009 high school completion data resulted in an increase to 14.6% of the graduating class meeting both the University of Maryland and Career & Technology requirements.

Changes or adjustments to address concerns and ensure progress include:

- Continue to develop and implement new MSDE Programs of Study in all ten of the Maryland Career Clusters such as *Homeland Security* and *Diesel Mechanics, Project Lead the Way Pre-Engineering,* and *Project Lead the Way Biomedical,* which are currently being planned for implementation.
- Continue to participate in annual tech prep 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.
- Continue to convert all Career and Technology Education (CTE) programs (upgraded/revised) to meet MSDE Programs of Study standards in *Construction Trades, Dietician Assistant, Vocational Home Economics, Environmental, Agricultural and Natural Resources, Human Resource Services, Cisco Networking Academy, Automotive Mechanics,* and *Cooperative Education*.
- *Project Lead the Way* (PLTW) *Program of Study* will be implemented in five high schools within each area of the county. *Gateway to Technology* will be implemented in the feeder middle schools for the five high schools.
- *Career Research & Development Program of Study* will be implemented in high schools.
- Students who meet articulation standards will be identified so that they may apply for articulated credits and start post-secondary degree programs.
- Data will be analyzed to identify CTE programs with low enrollment and low numbers of concentrators and completers, and programs will be targeted for implementation of strategies to increase enrollment and low numbers of concentrators and completers.

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

2009-2010 Master Plan Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
Performance Indicator 1.1: All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra 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 (HSA).
Key Strategies:

c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.
f) Develop and implement instructional strategies that include multiculturalism and differentiation.
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.

2009-2010 Master Plan Goal 5: All students will graduate from high school.
Performance Indicator 5.1: All high schools will meet the graduation rate established by the state.
Key Strategy:

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.

Activities:

- Continue to develop competency profiles for students in technical programs with accommodations for students with special needs.
- Continue to update CTE programs and proposals to increase the rigor and relevance of all CTE courses including accommodations for special needs students.
- Conduct professional development to integrate academics and technical concepts with the approved Essential Curriculum for completer programs and to provide accommodations for students with special needs.
- Conduct staff development to improve teachers' abilities to develop lesson plans and instruct students using integration of completer content with related academic content, with emphasis on integrating reading, writing, science, and mathematics, to prepare students to enter and complete non-traditional programs.
- Provide countywide transportation for students with special needs to attend post-secondary field trips.
- Increase student achievement by correlating indicators in career completer programs and other CTE courses with the High School Assessments and the Accuplacer assessments and conducting teacher professional development in these areas.

- Increase student achievement through comprehensive career information initiatives and by increasing the opportunities for students and educators to participate in safe and structured work-based experiences.

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

- Converting CTE programs to new MSDE Programs of Study to increase the rigor and relevance of all CTE courses including accommodations for students with special needs.
- Continuing to develop competency profiles for students in technical programs with accommodations for students with special needs.
- Continuing to work with school counselors and the Office of School Counseling Services to provide updates on CTE Programs of Study so that access to these programs for students with special needs can be scheduled at the school level.
- Target CTE programs with low enrollment, and implement strategies to increase enrollment in these programs.

Early Learning

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

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

2009-2010 Master Plan Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
Performance Indicator 1.1: All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra 1 will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra 1 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 diagnostic assessments for reading and mathematics.
y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

Activities:

- Continue to provide countywide training on effective use of curricular materials that support student learning in the domains of language and literacy, scientific thinking, social studies, and the arts.
- Continue to provide resource support on utilizing instructional materials and implementing intervention strategies for preschool, prekindergarten, kindergarten teachers, and other school-based staff who work with young children.
- Continue to provide professional development to support preschool, prekindergarten, 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.
- Continue to provide a continuum of services to support the provision of services in the natural environment or in the least restrictive environment that includes typically developing peers.

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

   - Continue to provide comprehensive early care and educational 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.
   - Implement the newly developed (May 2009) Memorandum of Understanding between the 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 and their young children, birth to four years of age.
   - Continue to provide professional development for general and special education teachers on implementing the Maryland Model for School Readiness including the aggregation of readiness information of entering kindergarten students.
   - Continue to integrate scientific thinking and social studies into the prekindergarten and kindergarten curricula.
   - Continue to provide inclusive service options for three-, four-, and five-year old children in early childhood programs.
   - Continue using the Dynamic Indicators of Basic Early Literacy Skills as an early childhood screening and progress monitoring tool to adjust instruction and provide appropriate support and interventions in order to prevent early reading failure.
   - Continue implementation of the Early Childhood Special Education Accountability System to measure results for preschool, prekindergarten, and kindergarten children who have Individualized Education Plans; and utilize results to develop strategies for improving services and instruction to improve child outcomes.

B. Based on the examination of the 2008-2009 Public Prekindergarten Enrollment Data (Table 8.3)

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

   The public prekindergarten enrollment data for school year 2008-2009 provided on Table 8.3 are 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.6.02.**

   - Continue to have schools utilize the *Prekindergarten Screening Procedures* to assist in preparing for and conducting prekindergarten screenings and enrolling all eligible children into prekindergarten.
   - Continue tracking the number of open seats using the STARS system.

- Continue the practice of contacting the BCPS early childhood supervisor for assistance with placement of economically disadvantaged or homeless students if a prekindergarten space is not available in the student's home school or if a program does not exist in the school.
- Continue the practice of immediate enrollment of students identified as homeless.
- Continue to annually include updated *Prekindergarten Screening Procedures* in the Superintendent's Bulletin and provide all elementary schools with the procedures following posting in the Superintendent's Bulletin.
- Continue to provide a prekindergarten frequently asked questions document as a reference for school office staff.
- 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, and community publications, places of business, community centers, shelters, transitional housing programs, food pantries, public libraries, Department of Social Services, health clinics, and apartment complexes.
- Provide information about prekindergarten programs on the BCPS website.
- Provide a Prekindergarten Fact Sheet for Parents/Guardians to schools for distribution to parents/guardians.

Gifted and Talented Programs

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

2008-2009 Master Plan Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
Performance Indicator 1.1: All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).
Key Strategies:
c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.
f) Develop and implement instructional strategies that include multiculturalism and differentiation.
y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

2008-2009 Master Plan Goal 5: All students will graduate from high school.
Performance Indicator 5.1: All high schools will meet the graduation rate established by the state.
Key Strategy:
c) Increase participation in gifted and talented programs in all schools.

The progress in meeting the goal of increasing student participation in rigorous courses in all schools is supported by the five-year trend data for student identification and participation in Gifted and Talented courses in grades 3-12. At all grade bands, student participation has increased over the five-year period.

The following reveals the five-year trend in the percentage of students identified/enrolled in Gifted and Talented (GT) courses in grades 3-12:

- In grades 3-5, GT enrollment decreased from 21.7% in 2004-2005 to 17.0% in 2008-2009.
- In grades 6-8, GT course enrollment increased from 21.5% in 2004-2005 to 27.4% in 2008-2009.
- In grades 9-12, GT course enrollment increased from 24.5% in 2004-2005 to 31.3% in 2008-2009.

The following illustrates the five-year trend in the MSA results of GT-identified students in grades 3-8:

- In grades 3-5, the percentage of GT-identified students scoring proficient or advanced on the Mathematics MSA increased from 98.95% in 2004-2005 to 99.72% in 2008-2009, an increase of 0.77 percentage points over the five-year period.
- In grades 3-5, the percentage of GT-identified students scoring advanced on the Reading MSA increased from 99.34% in 2004-2005 to 99.60% in 2008-2009. The percentage of students scoring advanced increased by 0.26 percentage points over the five-year period.
- In grades 6-8, the percentage of GT-identified students scoring proficient or advanced on the Mathematics MSA increased from 94.87% in 2004-2005 to 96.63% in 2008-2009, an increase of 1.76 percentage points over the five-year period.
- In grades 6-8, the percentage of GT-identified students scoring proficient or advanced on the Reading MSA increased from 97.31% in 2004-2005 to 98.57% in 2008-2009. The percentage of students scoring proficient or advanced increased by 1.26 percentage points over the five-year period.

The following data represent school improvement plan preliminary data 2008-2009 for grades 10-12.

- In Grade 10, GT-identified diploma-bound students totaled 2,157. Of this total, 2,054 passed Algebra/Data Analysis (95.2%); 2,003 passed Biology, (92.9%); 2,007 passed English 2, (93.0%); 2,063 passed Government (95.6 %).

- In Grade 11, GT-identified diploma-bound students totaled 2,756. Of this total, 2,644 passed Algebra/Data Analysis (95.9%); 2,607 passed Biology (94.6%); 2,644 passed English 2 (95.9%); 2,578 passed Government (97.2%).

- In Grade 12, GT-identified diploma-bound students totaled 3,312. Of this total, 3,215 passed Algebra/Data Analysis (97.1%); 3,170 students passed Biology (95.7%); 3,187 students passed English 2 (96.2%); 3,281 passed Government (99.1%).

2. Identify the strategies, including resource allocations, that appear related to the progress. Include supporting data as needed.

2008-2009 Master Plan Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
Performance Indicator 1.1: All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).

Key Strategies:

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

f) Develop and implement instructional strategies that include multiculturalism and differentiation.

y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

2008-2009 Master Plan Goal 5: All students will graduate from high school.

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

Key Strategy:

c) Increase participation in gifted and talented programs in all schools.

Activities for Performance Indicators 1.1 and 5.1:

Activities and practices that appear to be related to the progress demonstrated in increasing the participation and achievement of students enrolled in Gifted and Talented courses include the following:

- The GT Office continued to serve as a resource for the GT CATALYST Teachers in Gifted and Talented Programs in 38 Title I elementary schools.
- The GT Office continued to implement and support GT program articulation between elementary and middle schools and between middle and high schools.
- The GT Office provided systemwide professional development to support the implementation of differentiation of the essential curriculum on a variety of topics for various audiences and stakeholders, K-12, including the effective use of the school referral and review process in order to improve the identification of GT students. A sampling of topics included:

PreK-2	How Do I Spot Talent? Primary Talent Development and the Effective use of the Developmental Continuum of Selected Behaviors; Taking It Higher: Challenging Our Youngest Learners in the Primary Language Arts Classroom
PreK-12	Experienced GT Facilitators Meetings; Orientation for New GT Facilitators (all content areas participated in this professional development); Tuning Protocol for New GT Teachers; Questioning Strategies for Critical, Creative Thinking; Truth Value – Challenging Readers Through the Critical Analysis of Literature
grades 3-5	GT Catalyst Professional Development: Understanding Poverty

grades 4-5	Differentiation of Gifted and Talented Science
grades 3-8	BCPS/Towson University Advanced Program in Gifted Education, Cohort 1
grades 3-12	Introduction to Differentiating Instruction for Students in Gifted and Talented Programs for all content areas at all grade levels; Orientation for Teachers New to Gifted and Talented Instruction (all content areas participated in this professional development).

Resource Allocations:
FY 09 Operating Budget included allocation for contracted services for teacher stipends, honoraria for consultants, and allocation for supplies, materials, and renting meeting locations.

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

We continue to strive to increase the participation of minority and FARMS-eligible students in gifted and talented courses. The following reveals the five-year trend in the percentages of minority and FARMS-eligible students identified/enrolled in gifted and talented courses in grades 3-12:

The following reveals the five-year trend in GT minority enrollment and percentages in grades 3-12.

- From 2004-2005 (15.05%) to 2005-2006 (16.87%), minority participation increased from 5,615 to 6,459 students, a change of 1.82 percentage points.
- From 2005-2006 (16.87%) to 2006-2007 (18.32%), minority participation increased from 6,459 to 7,112 students, a change of 1.45 percentage points.
- From 2006-2007 (18.32%) to 2007-2008 (19.41%), minority participation increased from 7,112 to 7,642 students, a change of 1.09 percentage points.
- From 2007-2008 (19.41%) to 2008-2009 (21.11%), minority participation increased from 7,642 to 8,391 students, a change of 1.7 percentage points.

The following reveals the five-year trend in GT FARMS enrollment and percentages in grades 3-12.

- From 2004-2005 to 2005-2006, GT FARMS enrollment increased from 2,498 to 3,082 students, a change of 2.14 percentage points.
- From 2005-2006 to 2006-2007, GT FARMS enrollment increased from 3,082 to 3,367 students, a change of 0.89 percentage points.
- From 2006-2007 to 2007-2008, GT FARMS enrollment increased from 3,367 to 3,728 students, a change of 1.17 percentage points.
- From 2007-2008 to 2008-2009, GT FARMS enrollment increased from 3,728 to 4,385 students, a change of 2.35 percentage points.

The 2008-2009 total GT FARMS enrollment percentage was 19.97%.

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

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern.

2009-2010 Master Plan Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
Performance Indicator 1.1: All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).
Key Strategies:
c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which includes differentiated curriculum for English language learners, special education, gifted and talented, and honors students.
f) Develop and implement instructional strategies that include multiculturalism and differentiation.
y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

2009-2010 Master Plan Goal 5: All students will graduate from high school.
Performance Indicator 5.1: All high schools will meet the graduation rate established by the state.
Key Strategy:
c) Increase participation in gifted and talented programs in all schools.

Activities for Performance Indicators 1.1 and 5.1:
The following activities have been included in the 2009-2010 Master Plan to increase participation of FARMS-eligible and minority subgroups eligible for GT identification.

- Provide ongoing, content-specific professional development in rigorous instruction for teachers who are new to gifted education. The year-long inservice course will provide the opportunity for modeling instruction, sharing best practices and instructional strategies, and will culminate in a classroom visitation. The professional development is provided by five staff members of the Office of Gifted and Talented Education as well as master teachers and department chairs.
- Continue to provide systemwide professional development to support the implementation of differentiation of the essential curriculum on a variety of topics for various audiences and stakeholders, K-12, including the effective use of the

school referral and review process in order to improve the identification of GT students. Provide additional staff development tailored to the needs of individual schools.

- Implement strategies obtained in the Paul Slocumb professional development opportunity provided in the spring of 2009.
- Support the GT CATALYST program in Title I elementary schools by collaborating with two specialists and a resource teacher in the Office of Title I and a specialist in the Department of Research, Accountability, and Assessment. This program is designed to support teachers in:
    - Identification of resources to increase participation of typically underrepresented populations.
    - Instructional strategies to compensate for gaps in learning.
    - Differentiation strategies to ensure rigor and student engagement.

Resource Allocations:

FY 10 Operating Budget includes allocation for contracted services for teacher stipends, honoraria for consultants, and allocation for supplies, materials, and renting meeting locations.

I.F
Cross-Cutting Themes
Educational Technology

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

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

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

1. **Describe the progress that was made in 2008-2009 toward meeting educational technology goals, including how the school system is addressing:**

   - **Student, teacher and school administrator technology literacy standards;**

o All technology integration workshops, inservice courses, and other professional development activities for both teachers and administrators that are developed and offered by the Office of Instructional Technology and the Office of Library Information Services are aligned with the *Maryland Teacher Technology Standards (MTTS)* and the *Maryland Technology Standards for School Administrators.* This helps raise awareness of the standards and an understanding that the professional development that they are receiving is aligned to the Maryland technology standards.

o The *Maryland Technology Literacy Standards for Students* are the basis for the standards, objectives, and knowledge and skill indicators being placed into the Articulated Instruction Module (AIM) that all teachers will use to identify the objectives that are being taught in all content areas. These objectives are not taught in isolation but are being integrated into the work of the four major content areas: mathematics, science, social studies, and language arts.

o The newly developed recommendation for scheduling in the elementary school suggests that technology integration teachers are to be available to work with teachers and students on a "needs" basis according to the curriculum that is being taught and not provide separate time for technology only as a "special" during the school day. This should greatly enhance the literacy of both students and teachers as they receive support as needed in the instructional process.

- **Results of student, teacher and school administrator technology literacy measurements;**

A committee, representing all stakeholders including students, teachers, administrators, central office staff, and parents/guardians, has been formed to develop a plan for reviewing the results of the measurements, determining where the gaps are in meeting the standards, and developing a comprehensive plan to address these gaps during the 2009–2010 school year. This committee will be an ongoing advisory committee as the measurements are given in the future.

- **Objectives of the *Maryland Educational Technology Plan for the New Millennium: 2007-2012.***

The objectives of the *Maryland Educational Technology Plan for the New Millennium: 2007-2012* have been adopted as the objectives of the BCPS Technology Plan: *A Framework for Technology Implementation, July 1, 2008-June 30, 2011*.

The 21st Century Workgroup, under the direction of the Chief Information Officer, was formed in 2008-2009 to review the objectives of the BCPS "Framework" and to develop a plan outlining the technology initiatives being addressed. This plan was presented to the Superintendent in May 2009. A new committee will be convened in the fall of 2009 to address the progress that is being made in meeting the objectives of the *Framework for Technology Implementation, July 1, 2008-June 30, 2011*.

During the 2008-2009 school year, much progress was made in fulfilling the BCPS *Blueprint for Progress* and the Master Plan strategies for Goal 1 and Goal 8 as they relate to educational technology. Technology continues to be infused increasingly into all aspects of teaching and learning in BCPS and evidence of this progress is reflected in student achievement and educational technology results.

2008-2009 Master Plan Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
Performance Indicator 1.1: All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).
Key Strategy:
j) Integrate technology in the teaching/learning process.

PROGRESS:

- The percentage of elementary school students achieving proficient or advanced on the MSA in reading continues to increase. In 2008-2009, the All Students group exceeded the elementary school reading AMO by 12.1 percentage points.

- The percentage of middle school students achieving proficient or advanced on the MSA in reading also continues to increase. In 2008-2009, the All Students group exceeded the middle school reading AMO by 5.8 percentage points.
- The percentage of elementary school students achieving proficient or advanced on the MSA in mathematics continues to increase. In 2008-2009, the All Students group exceeded the elementary school mathematics AMO by 11.8 percentage points.
- The percentage of middle school students achieving proficient or advanced on the MSA in mathematics also continues to increase. In 2008-2009, the All Students group exceeded the middle school mathematics AMO by 6.5 percentage points.

2008-2009 Master Plan Goal 8: All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.
Performance Indicator 8.1: All students, teachers, and office staff will have access to technology to support student achievement, a highly qualified teaching staff, and stakeholder involvement in the educational process.
Performance Indicator 8.2: All schools and offices will have high-capacity computers at the ratio of: one computer per five students by 2005; one computer per school-based teacher, administrator, and clerical by 2006; and one computer per central office administrative/supervisory and clerical staff by 2007.
Key Strategies:
a) Provide teachers with professional development opportunities for using and integrating technology into curriculum and instruction.
b) Continue to have a standard platform for computer hardware and for the identification, purchase, and use of instructional software.
h) Provide opportunities for all students so they will acquire and apply information through the use of educational media, including technology and media centers.
i) Develop, modify, and monitor business operations to ensure efficient and effective resources.

PROGRESS:
- Provided the assessTrax application and scanners to 100% of schools. This technology allows teachers to implement assessments and access student test results within minutes of the tests being scanned.
- Implemented, systemwide, the TIE NET application that provides immediate access to students' Individualized Educational Plans and Section 504 information.
- Provided support and professional development to all of the Career and Technology Education (CTE) teachers who received new hardware as a result of the conversion of all high school CTE computer labs from Apple Macintosh to Dell Windows technology.
- Implemented a pilot of the Web-based STARS report card program for all elementary school teachers. This program gives teachers home access to electronic report cards.
- Provided to schools, as appropriate, online science MSA, HSA, Alt-MSA, and Mod-HSA. Professional development was also provided to all technical support personnel in the schools.
- Continued to expand the use of the Articulated Instruction Module (AIM) database and reporting tool and worked with curriculum offices to continue to input data.

- Created a 21st Century Learning Workgroup to provide leadership in the implementation of the BCPS Technology Plan: *A Framework for Technology Implementation, July 1, 2008 – June 30, 2011*, which was approved by the Maryland State Department of Education on June 30, 2008. The Workgroup created a model of a 21st century classroom which will be used to continue the discussion as the BCPS Technology Plan is implemented and revised.

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

Baltimore County Public Schools (BCPS) remains committed to the integration of technology into all aspects of the work of the school system. The BCPS *Blueprint for Progress* and the BCPS Master Plan include goals, indicators, and strategies related to the accomplishment of this commitment. Each strategy in the Master Plan is supported by activities designed to implement the strategy and achieve the Master Plan indicator. The strategies listed below appear related to the identified increases in student performance achieved on MSA and HSA. These goals and objectives also align with the objectives of the *Maryland Educational Technology Plan for the New Millennium: 2007-2012* and the BCPS Technology Plan: *A Framework for Technology Implementation, July 1, 2008-June 30, 2011.*

2008-2009 Master Plan Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
Performance Indicator 1.1: All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).
Key Strategy:
j) Integrate technology in the teaching/learning process.

2008-2009 Master Plan Goal 8: All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.
Performance Indicator 8.1: All students, teachers, and office staff will have access to technology to support student achievement, a highly qualified teaching staff, and stakeholder involvement in the educational process.
Performance Indicator 8.2: All schools and offices will have high-capacity computers at the ratio of: one computer per five students by 2005; one computer per school-based teacher, administrator, and clerical by 2006; and one computer per central office administrative/supervisory and clerical staff by 2007.

Key Strategies:
a) Provide teachers with professional development opportunities for using and integrating technology into curriculum and instruction.
b) Continue to have a standard platform for computer hardware and for the identification purchase and use of instructional software.

h) Provide opportunities for all students so they will acquire and apply information through the use of educational media, including technology and media centers.
i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.

Activities:

- Continued to implement assistive technology in schools to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Continued to offer differing levels of professional development at the system level to meet the basic, application, and integration skills of teachers in integrating technology into instruction to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Implemented a Governance Committee to review the implementation of the *A Framework for Technology Implementation, July 1, 2008-June 30, 2011,* and to meet the new guidelines in the *Maryland Educational Technology Plan for the New Millennium: 2007-2012*. The Governance Committee began its work by defining 21st century learning and examining the role that technology plays in providing schools and classrooms the resources, staff, and professional development needed for 21st century learners.
- Continued professional development on effective strategies to ensure differentiation of instruction and assessments and opportunities for acceleration for all students.
- Continued to integrate Web-based digital content resources (databases, evaluated Internet resources, Safari Montage videos, and Web 2.0 tools) into curriculum and instruction.
- Provided opportunities for students to demonstrate their acquisition and processing of knowledge through writing, products, and performance.
- Continued to conduct demonstration lessons and coaching for teachers to share research-based instructional practices and to enable teachers to provide differentiated instruction in reading, English, mathematics, science, and social studies.
- Designed, delivered, and managed a dynamic repository of rigorous digital curriculum that provides a "click away" access to multimedia, print, and interactive resources; best practices and demonstration lessons; research-based professional development; assessments; and a collaborative workspace for teacher feedback.
- Provided parents/guardians with 24/7 anytime/anywhere access to school library media collections and evaluated Web sites and digital content via the Destiny Library Manager public access catalog and the library information services digital content portal in order to promote independent reading and to support homework assignments.
- Applied research-based methodologies and interventions to meet the needs of diverse learners.
- Implemented the Web-based IEP format mandated by the Maryland State Department of Education.
- Maximized access to professional development opportunities by offering 24/7 anytime/anywhere access to Web-based learning modules, videos, distance learning, and online learning communities.
- Designed a process for integrating the Maryland Technology Literacy Standards for Students into the written curriculum.

- Implemented a plan for assessing administrator, teacher, and student technology literacy skills as required by the No Child Left Behind Act of 2001 to build a baseline information set to help determine future professional development for teachers and to inform curriculum writing.
- Provided professional development for teachers and administrators in the use of the *Maryland Technology Standards for Teachers* and the *Maryland Technology Standards for School Administrators* to assist them in understanding the standards and how they relate to their professional growth and contribute to increased student learning.
- Distributed software to elementary schools so they could implement the keyboarding program for students in Grade 4 in order to build motor patterns and efficiency in keyboarding and provided guidelines for the integration of keyboarding skills into the teaching of the curriculum at all elementary grade levels, PreK-5.
- Continued to implement the elementary science, technology, engineering, and mathematics (STEM) fair.
- Continued to design and implement problem-based learning units for grades PreK-5 that incorporate design and technology concepts and electronic data acquisition activities aligned with the Voluntary State Curriculum.
- Continued to produce model lessons demonstrating best practice in reading and language arts instruction for use on Safari Montage.
- Continued to monitor and support teachers in the use of electronic mathematics resources such as Video Safari Montage, Gizmos, Geometer Sketchpad, Fathom, etc.
- Continued to support the implementation of whiteboard/tablet technology in middle school science classrooms by creating exemplary science lessons for each middle school unit.
- Continued to support the attainment of skills and knowledge in algebra/data analysis through the use of e-Learning, including an online student course and an online professional development course.
- Continued to monitor COMAR 13A.04.05.01 to ensure quality instructional resources for diverse populations and learning preferences.
- Continued to provide an online database of technology integration activities as models of best practices in integrating technology into existing and new curriculum.
- Continued to provide and support school-based technology integration teachers in elementary and selected secondary schools to instruct students as well as support teachers in the development of effective strategies for integrating technology and digital content into teaching and learning.
- Continued to infuse and integrate the *Maryland Technology Standards for Students* in curriculum design, teaching, learning, and assessment.
- Continued to provide online advanced placement and general education courses for students as part of the e-Learning initiative as outlined in the *BCPS Guidelines and Procedures Manual for Online Courses.*
- Continued to support the use of e-Communities through Desire2Learn, Elluminate, and other online tools so that curriculum offices and schools have access to collaborative communication tools and electronic resources with access to an e-Learner system.

- Continued to facilitate the BCPS Instructional Software and Web-based Resources Evaluation Process to provide quality resources for improving both student achievement and instruction while providing equity and standardization of resources.
- Piloted and assessed supplemental technology programs that support mathematics instruction and academic preparation for local, state, and national assessments.
- Continued to add electronic data acquisition activities to all science units.
- Developed e-Curricula for chemistry and physics to expand the application of interactive, instructional technology to support the achievement of all students.
- Offered the practice SAT online for all students.
- Continued to assess and modify the role of the instructional technology resource teachers in providing support to administrators, liaisons, technology integration teachers, and other instructional staff as they continue to learn to integrate technology into teaching and learning based on the *Maryland Technology Standards for School Administrators*, the *Maryland Technology Standards for Teachers*, and the *Maryland Teacher Professional Development Standards.*
- Continued to provide regularly scheduled professional development and support at the school and system level for elementary technology integration teachers and technology liaisons and alternates so they can better serve the needs of their schools' staff and students.
- Continued to offer technology integration institutes for both elementary and secondary teachers, which focus on using technology to teach science and mathematics.
- Continued to offer using the online institute *Using Technology to Teach Reading and Writing Across the Curriculum* for elementary and secondary teachers to improve instruction and meet the needs of diverse learners.
- Continued to offer graduate-level cohort programs for teachers who are interested in becoming leaders in instructional technology and library media and planned an online graduate-level cohort program in instructional technology.
- Continued to offer a Graduate Certificate Program in School Leadership in Technology cohort, in collaboration with the Johns Hopkins University, for school-based teachers and administrators who work together to build capacity within a school for the effective use of technology.
- Continued to provide professional development and support to school-based technology liaisons in maintaining hardware and software inventories and in managing, maintaining, and troubleshooting hardware resources in schools.
- Continued to implement the BCPS Enterprise Student Information System.
- Implemented the plan to provide classroom projectors, laptops, and carts (three sets) to every elementary school.
- Provided staff development and quality control systems designed to ensure the accurate and expedient entry of data into the data warehouse.
- Continued to maintain Wide Area Network and Enterprise System availability.
- Provided increased bandwidth through fiber optic technology to 90.0% of BCPS sites by 2008.

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

There are several major challenges in making progress toward integrating technology into the teaching and learning process:

- The need to have curriculum that incorporates the effective use of technology into daily instruction for teachers. It must be emphasized that the use of technology to deliver the curriculum is only one component of technology use.
- Gathering and analyzing information is very important; however, students must move beyond information-gathering and develop the ability to produce ideas and share them using technology productivity tools. Students must be actively engaged in using technology to collect data, solve problems, make decisions, and produce products which show evidence of new learning. Technology use must be infused within each of these learning activities. Producing curriculum that infuses the use of technology will help ensure that technology will be used in teaching and assessing the curriculum and providing time for integration teachers to work with both teachers and students.
- School-based technology integration teachers have been assigned to all elementary schools; however, the system continues to work toward full implementation of instructional strategies needed for effective technology integration. School teams, including technology integration teachers, must work collaboratively to support the integration of technology into teaching and learning. These teams must include technology integration teachers, library media specialists, department chairpersons and/or other grade-level leaders, as well as administrative partners.
- Time for professional development continues to be a challenge. With many new initiatives, teachers are expected to learn new tools and resources; and even when stipends are available, staff members feel a time pressure to meet both professional and personal demands.
- A major challenge in the use of e-Learning initiatives with students is providing professional development for teachers who have been trained to mentor students taking online courses and the need to have teachers trained as online instructors.
- Another major challenge in implementing online courses for students is the need to have students understand the differences between face-to-face and online learning, which includes knowing the basic skills of online learning and knowing how to manage time. Providing curriculum offices and schools with access to the e-Learning system is needed for facilitators of e-Communities and online professional learning communities.

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

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern.

2009-2010 Master Plan Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
Performance Indicator 1.1: All diploma-bound students in grades 3-8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).
Key Strategy:
j) Integrate technology in the teaching/learning process.

2009-2010 Master Plan Goal 8: All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.
Performance Indicator 8.1: All students, teachers, and office staff will have access to technology to support student achievement, a highly qualified teaching staff, and stakeholder involvement in the educational process.
Performance Indicator 8.2: All schools and offices will have high-capacity computers at the ratio of: one computer per five students by 2005; one computer per school-based teacher, administrator, and clerical by 2006; and one computer per central office administrative/supervisory and clerical staff by 2007.
Key Strategies:
a) Provide teachers with professional development opportunities for using and integrating technology into curriculum and instruction.
b) Continue to have a standard platform for computer hardware and for the identification purchase and use of instructional software.
h) Provide opportunities for all students so they will acquire and apply information through the use of educational media, including technology and media centers.
i) Develop, modify, and monitor business operations to ensure efficient and effective use of resources.

Activities:
- Continue to collaboratively develop and pilot interactive, interdisciplinary curriculum that uses technology in a virtual learning environment.
- Continue to collaborate with local businesses and universities in the development and implementation of the virtual learning project at Chesapeake High School, which is a prototype for additional implementation in BCPS.
- Develop a scope and sequence of technology literacy skills aligned with the *Maryland Technology Literacy Standards for Students* so that curriculum writers, teachers, and administrators know where technology skills should be infused into the curriculum.
- Continue to provide collaboratively planned training for curriculum writers on integrating technology into the curriculum based upon universal design of learning.
- Continue to include the teaching of ethical and legal use of technology in all curriculum areas.
- Support the use of a professional development Web application that tracks and reports professional development activities for all school-based personnel and use the data

collected to inform future professional development.

- Continue to work collaboratively with the Office of Research, Accountability, and Assessment to support the training program for technical assistance for the online assessment program.
- Align student technology literacy standards with content standards for newly written curriculum.
- Complete a scope and sequence of technology integration skills for PreK–Grade 8. The *Maryland Technology Literacy Standards for Students* will serve as the basis for this new scope and sequence of technology skills.
- Expand the annual Black Saga program through partnerships with local museums and historic sites, such as the Reginald F. Lewis Museum of African American History and Culture and the Benjamin Banneker Historic Park, using technology to enhance the competition.
- Support the use of the online tutoring program, Apangea Learning, in Lansdowne Middle, Southwest Academy Middle, and Deep Creek Middle; and expand the program to other middle schools eligible for use of the State Improvement grant funds to support student achievement in mathematics.
- Provide support and professional development to Chesapeake STEM academy with the implementation of the Mathematics Pathway, STEM integration, and Virtual Learning integration into the mathematics program.
- Facilitate virtual field trips and collaboration with experts using Safari Live Web-conferencing to support teaching and learning.
- Provide training and support to all school testing coordinators on online and traditional aspects of the administration of the Alt-MSA.
- Develop and pilot an electronic learning community to support algebra teachers in the implementation of the curriculum.
- Pilot and assess supplemental technology programs that support mathematics instruction and academic preparation for local, state, and national assessments.
- Further explore the use of technology to facilitate additional means of communication with parents/guardians.
- Revise and continue to offer technology integration institutes for both elementary and secondary teachers which focus on using technology to teach science and mathematics.
- Revise and continue to offer the online institute, *Using Technology to Teach Reading and Writing Across the Curriculum,* for elementary and secondary teachers to improve instruction and meet the needs of diverse learners.
- Work collaboratively with the 21st Century Learning Work Group to develop, in alignment with the Voluntary State Curriculum, a process for the evaluation, selection, and implementation of Web 2.0 tools and other emerging technologies in the context of Internet filtering compliance, technology and information literacy standards, and the 21st Century Skills Framework.

Education That Is Multicultural

Discuss the progress toward meeting Education That Is Multicultural (ETM) goals as outlined in the Education That Is Multicultural regulation COMAR 12A.04.05 by responding to the following questions:

1. **Identify the major ETM goals that were addressed by the school system during the 2008-2009 academic year. Describe the progress that was made toward meeting these goals, and the programs, practices, strategies, or initiatives that were implemented related to the goals. In your response be sure to address the following areas:**

   - **Curriculum. Explain how your curriculum enables students to demonstrate an understanding of and an appreciation for cultural groups in the United States as an integral part of education for a culturally pluralistic society.**

   - **Instruction. Identify how you ensure that students are not denied access to equally rigorous academic instruction on the basis of cultural background.**

   - **Staff Development. Include descriptions of ETM course and workshop offerings and disaggregated enrollment data for these staff development programs.**

   - **Instructional Resources. Explain your process for reviewing materials that avoid stereotyping, discrimination, bias and prejudice, as well as materials that reflect the diverse experiences relating to cultural groups and individuals.**

   - **School Climate. Explain how your school climate reflects the diversity of your community and encourages respect for different cultures.**

   BCPS recognizes Education That Is Multicultural as an overarching theme; and, as such, it is addressed throughout the 2008-2009 Master Plan. ETM focuses on curriculum, instruction, staff development, instructional resources, and school climate and is based on a review of the document, *Maryland Local School System Protocols for Infusing Education That Is Multicultural and Achievement*. Further, BCPS is implementing the Articulated Instruction Module (AIM) in all schools to ensure equity in educational access for all students.

   2008-2009 Master Plan Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
   2008-2009 Master Plan Goal 2: By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.

2008-2009 Master Plan Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.
2008-2009 Master Plan Goal 4: All students will be educated in school environments that are safe and conducive to learning.
2008-2009 Master Plan Goal 5: All students will graduate from high school.
2008-2009 Master Plan Goal 6: Engage parents/guardians, business, and community members in the educational process.

All ETM strategies embedded in the original Master Plan are in the ongoing stage of full implementation. The ETM strategies are inherent in the school system's *Blueprint for Progress*, which stresses structuring a school environment that is conducive to learning for all students, and there are certain areas of the ETM regulation that have been and continue to be specifically enhanced in implementation. In addition to curriculum, instruction, and professional development, BCPS has intensively examined climate factors through the use of instruments like the School Diversity Inventory. The primary function of the Office of Equity and Assurance is to assist in oversight and monitoring of implementation of the Education That Is Multicultural regulation. Schools and offices are directed to infuse ETM routinely in their day-to-day operations. The work is ongoing; however, central office, school-based administrators, staff, and faculty members all participate in monitoring full implementation of the ETM regulation.

The ETM regulation mandates that school systems recognize students' various cultural background factors as well as ongoing needs of students from diverse backgrounds. To address these areas, BCPS continues to implement initiatives to address the needs of students as well as professional staff. Representative programmatic efforts are as follows:

- *Cultural Contexts for Learning* – A guide to addressing cultural aspects in students' education. Information includes differentiation of instruction, description of cultures, as well as instruments for evaluation of resources and materials based on multicultural content.
- *Crossroads* – A comprehensive guide for parents/guardians and professional staff who are new to Baltimore County. It is translated into various languages and provides information ranging from basic community services to cultural sites and activities.
- Learning Preferences in the Curriculum – All BCPS curriculum include alternative activities that address certain learning styles. These activities form a bridge between students' culture and cognition that is essential for learning and in alignment with state ETM regulation.
- Professional Development – The Office of Equity and Assurance and the Department of Professional Development continue to offer course work and workshops related to ETM, students with disabilities, gifted learners, ESOL students, and differentiation. Distribution of these courses has increased significantly by placing them online. Workshops for schools and offices, curriculum writers, and mentors are provided on an ongoing basis. BCPS currently has an ETM liaison in almost all of its schools. The liaisons are

responsible for disseminating information related to instruction, resources, climate, and other cogent ETM matters.

- Specialized workshops – Including offerings such as Learning Preferences, Diversity, as well as Matching Teaching Styles with Learning Styles.
- New Teacher Orientation – In a continuing effort to provide timely professional development to new teachers, all teachers who are new to BCPS receive training and resources in the tenets of ETM and the regulation as a key part of their induction.
- Learning Preferences Survey – The school system has implemented a learning preferences survey to assess how students from various backgrounds best intake, process, and retain knowledge.
- Articulated Instruction Module - The Articulated Instruction Module (AIM) provides teachers, parents/guardians, and students with specific indicators of student progress levels based on classroom instructor input.
- *Multicultural Connections Educational Resource Directory* – In an effort to provide resources to assist educators in identifying practices that help diverse groups of students develop attitudes and skills that will make them successful in their present and future, BCPS utilizes this directory.

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

No specific challenges beyond refining implementation have been identified.

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

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern.

2009-2010 Master Plan Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.
Performance Indicator 1.1: All diploma-bound students in grades 3–8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSA).
Key Strategies:

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

f) Develop and implement instructional strategies that include multiculturalism and differentiation.
g) Provide the opportunity for students to participate in music, art, athletic, and extra-curricular activities.
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.
q) Provide parents/guardians and community stakeholder groups with strategies that can be implemented with children to enhance student learning.
y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

2009-2010 Master Plan Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

Performance Indicator 3.1: All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts.

Key Strategies:

a) Ensure that all children have an opportunity to receive instruction from teachers with diverse cultural and experiential backgrounds.
b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers.

Activities:

- Continue to focus on developing a partnership between BCPS and the Community College of Baltimore County to assist immigrant parents/guardians and parents/guardians of English language learners in becoming familiar with the school system, American educational practices, and how to navigate offices and schools in order to obtain appropriate assistance.
- Expand the understanding of differentiation from the perspective of cultural background by implementing the Style to Content Learning Preferences Inventory to address differences based on cultural background.
- Enhance the implementation of AIM to enable educators to differentiate instruction based upon student performance in meeting curriculum objectives.
- Develop a comprehensive professional development plan, which provides central leadership and coordination of all professional development, including workshop and technical assistance on learning preferences, AIM, and practices for addressing diverse student populations.
- Continue to implement the learning preferences survey to assess how students from various backgrounds best intake, process, and retain knowledge.
- Continue to provide training for ETM liaisons and school-based and central office staff to explore related facets of ETM.
- Continue to investigate and identify at the international, national, and state levels research-based best practices designed to eliminate achievement gaps. Continue

to participate in establishing international partnerships to learn and share best practices.

- Establish professional development workshops with the Reginald F. Lewis Museum of African American History and Culture to support the achievement of all students including ethnic groups, special education, English language learners, FARMS, and gifted and talented.
- Provide resources that assist schools in addressing diverse students, professionals, and communities.
- Sponsor Future Educators Association chapters to provide students opportunities to enhance social skills and self-esteem.
- Provide a series of workshops for schools and office personnel that address issues relevant to diversity and multiculturalism.
- Continue national and international recruiting efforts to provide a diverse teaching staff.
- Continue to recruit and support high quality instructional staffs who meet recognized teaching and certification standards.
- Provide an annual update of the diversity of administrative leadership and instructional staff.

I.G
Local Goals and Indicators

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

GOAL 6

1. The following progress was made in 2008-2009 toward local goals:

2008-2009 Master Plan Goal 6: Engage parents/guardians, business, and community members in the educational process.

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

- One hundred percent of schools provided home-school communication to all parents/guardians.
- One hundred percent of schools have published expectations of student behavior and parental/guardian responsibilities and involvement.

Performance Indicator 6.2: Increase student, parent/guardian, and teacher conferences to 100% in all schools.

- One hundred percent of schools increased the number of student, parent/guardian, and teacher conferences.

Performance Indicator 6.3: Increase learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes.

- One hundred percent of schools increased learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes.

Performance Indicator 6.4: Increase parent/guardian attendance at school-based events and activities such as back-to-school nights and school improvement teams.

- One hundred percent of schools increased parent/guardian attendance at school-based events and activities such as back-to-school nights and school improvement teams.

Performance Indicator 6.5: Increase parent/guardian, school, business, and community partnerships.

- One hundred percent of schools increased parent/guardian, school, business, and community partnerships.

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

- One hundred percent of schools increased communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes.

2. The progress can be attributed to the following programs, practices, or strategies:

- Providing professional development opportunities to principals and school-based staff to assist in aligning parent/guardian and community involvement strategies with school improvement goals.
- Providing professional development and technical support to new and current teachers to conduct effective student-parent/guardian-teacher conferences.
- Using the six areas of parent/guardian involvement to structure and monitor parent/guardian involvement goals in individual school improvement plans (SIP) and enhance effective home-school partnerships to improve student achievement.
- Continuing to implement Board Policy and Superintendent's Rule 1270 which states that schools, parents/guardians, and families have a mutual responsibility to work together in order to increase student achievement.
- Collaborating with PTAs, advisory groups, and community to conduct countywide parent/guardian education meetings.
- Soliciting local business and community partnerships through participation in the Maryland Business Roundtable for Education, local chambers of commerce, rotary clubs, and other civic groups to support student achievement.
- Monitoring volunteer and tutor involvement and including this data in each SIP.
- Coordinating by geographic area and according to feeder schools within a cluster a schedule for back-to-school nights to optimize parent/guardian opportunities to attend.
- Providing workshops for staff to increase awareness of and sensitivity to the needs of stakeholders in order to increase parent/guardian and community participation at school events and programs.
- Providing opportunities for parents/guardians to celebrate student successes.
- Implementing parent/guardian support services in all communities and internally evaluating their effectiveness.

3. Challenges in making progress toward meeting local goals include:

Performance Indicator 6.2: Increase student, parent/guardian, and teacher conferences to 100% in all schools.

- All schools continue working toward the target of increasing the number of volunteers and tutors focused on improving student achievement.
- Collaboration with PTAs and other advisory groups is dependent on diverse stakeholder availability and involvement.
- The ability to recruit and retain volunteers to support the instructional program frequently fluctuates as children enter and leave the school.

- There is some inconsistency in how these data are collected by individual schools.

Performance Indicator 6.4: Increase parent/guardian attendance at school-based events and activities such as back-to-school nights and school improvement teams.

- Parents who have children in more than one school, who work in the evenings, or who have transportation issues have a difficult time attending back-to-school nights and other school events.

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

- Parent/guardian contact in homes where English is not the primary language spoken continues to be a challenge.
- Maintaining accurate contact information for families continues to be a challenge.

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

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern.

2009-2010 Master Plan Goal 6: Engage parents/guardians, business, and community members in the educational process.

Performance Indicator 6.2: Increase student, parent/guardian, and teacher conferences to 100% in all schools.

- Continuing to monitor student-parent/guardian-teacher conferences quarterly and including this data in each SIP.
- Providing administrators with information about multicultural infusion, diversity, and cultural sensitivity to promote positive relationships among students, parents/guardians, and professional staff in schools.

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

- Facilitating home-school communication by publishing key system documents in other languages.
- Implementing the Parental Outreach, Attendance Notification, and Emergency Communication System to deliver messages to parents/guardians through automatic telephone and e-mail communication.

GOAL 7

1. The following progress was made in 2008-2009 toward local goals:

2008-2009 Master Plan Goal 7: Involve principals, teachers, staff, stakeholders, and parents/guardians in the decision-making process.

Performance Indicator 7.1: All schools will develop a results review report that is aligned with the system's annual results report.

All key strategies under Performance Indicator 7.1 were fully implemented and did assist in increasing involvement of principals, teachers, staff, stakeholders and parent/guardians in the decision-making process. Schools and the community were able to use school-level data contained in the school improvement data sheets and local results report to determine progress toward meeting the established standards.

2. The progress can be attributed to the following programs, practices, or strategies:

- Continuing to train school leadership to help parents/guardians, teachers, and students serve as advocates for educational issues.
- Publishing an annual educational performance report designed to increase community-wide awareness and advocacy.
- Presenting the results report, which includes the alignment of the results in the school improvement plans, financial information, and student achievement, to the parents/guardians and community members of all schools.
- Reporting achievement results to the community by way of school newsletters, flyers, mailings, and/or at PTA/PTSA meetings.
- Publishing the *Maryland School Performance Program Report,* which includes state, local, and individual schools' information.
- Communicating individual school results of the *Maryland School Performance Program Report* to parents/guardians and stakeholders.
- Communicating the individual school results report to stakeholders based on the BCPS *Blueprint for Progress Report on Results.*
- Developing and implementing processes to expand stakeholder input into the school improvement plans, and communicating the school results reports.

3. Challenges in making progress toward meeting local goals include ensuring increased parent/guardian involvement from all communities. Schools will continue to work to ensure that parents/guardians and community members are aware of school results and school improvement issues.

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

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern. BCPS will continue to implement the established strategies and activities for Goal 7 as they have been effective. For the 2009-2010 school year, schools will continue to work to ensure that parents/guardians and community members are aware of school results and school improvement issues.

GOAL 8

1. The following progress was made in 2008-2009 toward local goals:

All Goal 8 Master Plan strategies were fully implemented in 2008-2009, and they resulted in the intended effects. The district will continue with the strategies and activities, as they have been successful. Highlights of the implementation of the strategies are provided below. For more detail, please access the BCPS website to view the *Report on Results* and Master Plan at www.bcps.org.

2008-2009 Master Plan Goal 8: All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.

Performance Indicator 8.5: The student enrollment projections will have a 99.0% accuracy rate.

- For the past five years, projected student enrollments have been consistently accurate within 1.0% of the actual enrollments.
- The accuracy for September 30, 2008, was 99.75%.

Performance Indicator 8.6: Ninety percent of buses will arrive each day within the established opening/closing window.

- Baltimore County Public Schools buses have consistently met this goal.
- During the 2008-2009 school year, 96.7% of buses arrived each day within the established opening/closing window.
- The full-day kindergarten initiative has been fully implemented with the necessary transportation services.

Performance Indicator 8.7: All students will have total ride times of less than three hours per day.

- During the 2008-2009 school year, 95.7% of student bus riders had daily total ride times of less than three hours per day.

Performance Indicator 8.8: Each school will provide meal service at optimal capacity.

- During the 2008-2009 school year, 40 secondary schools met the standard of service of 3.5 students per minute.

Performance Indicator 8:18: Reduce the number of schools in which full-time equivalent (FTE) enrollment exceeds seating capacity (state-rated capacity plus available relocatable seats).

- In 2008-2009, 16 elementary schools were over seating capacity, the same number as in 2007-2008.
- No middle schools were over capacity. This is a decrease of two schools from 2007-2008.
- Two high schools were over capacity in 2008-2009, a decrease of seven schools from the previous year.

2. The progress can be attributed to the following programs, practices, or strategies:

- Updating methodologies for student enrollment projections and demographic trends consistent with state and national standards.
- Developing, modifying, and monitoring business operations to ensure efficient and effective use of resources.
- Maintaining adequate staffing to allow for appropriate planning and oversight of transportation routes and schedules.
- Monitoring ride times and making adjustments to route schedules where practical.
- Establishing benchmarks for food service operations.
- Providing case management for those employees referred for frequent and excessive absences.
- Continuing to review print jobs that may be given to outside vendors.
- Continuing to promote effective and efficient use of instructional space in all schools.
- Reviewing annually relocatable classroom inventories and allocations.
- Conducting monthly meetings with the Baltimore County Department of Planning.

3. Challenges in making progress toward meeting local goals include:

- Bus driver turnover.
- Recruitment of bus drivers for all areas of the county.
- An expanding homeless population with little or no forecasting of numbers or locations.
- Making appropriate resource adjustments for additional equipment and positions to reduce the total ride time to less than three hours.
- Monitoring student meal schedules and meal service and working with school administrators to make appropriate adjustments.
- Continuing to upgrade printing equipment for increased production.

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

The BCPS *Blueprint for Progress* and Master Plan include performance goals and indicators that serve as the concrete measures by which student achievement is benchmarked and school system accountability for achievement is defined. While no Master Plan strategies have been added or revised, the implementation of the strategies will be refined through modifications at the activity level to address the identified areas of concern. BCPS will continue to implement the established strategies and activities for Goal 8 as they have been effective.

ATTACHMENT 4-A and B SCHOOL LEVEL BUDGET SUMMARY Fiscal Year 2010	Local School System: Baltimore County Public Schools

Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding.
Expand Table as needed.

SCHOOL NAME Rank Order All Schools by Percentage of Poverty – High to Low Poverty After School Name Indicate as appropriate: • (SW) for T-I Schoolwide Schools • (TAS) for Targeted Assistance T-I Schools • (CH) for Charter Schools	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquent and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title II-D Ed Tech Formula Grants	Title III-A English Language Acquisition	Title IV-A Safe and Drug Free Schools and Communities	Other	Other	Total ESEA Funding by School
Bridge Center (Centers not served in Title I)	0073	100%	0	0	0	0	0	0			0
Riverview Elementary (SW)	1308	88.0%	$390,000	0	0	0	0	0			$390,000
Deep Creek Elementary (SW)	1525	79.7%	$307,000	0	0	0	0	0			$307,000
Meadowood Educ. Center (Centers not served in Title I)	0070	75.0%	0	0	0	0	0	0			0
Mars Estates Elementary (SW)	1512	75.0%	$262,500	0	0	0	0	0			$262,500
Sandalwood Elementary (SW)	1527	75.0%	$337,500	0	0	0	0	0			$337,500
Baltimore Highlands Elementary (SW)	1307	74.4%	$359,500	0	0	0	0	0			$359,500
Glenmar Elementary (SW)	1518	74.1%	$240,500	0	0	0	0	0			$240,500

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Colgate Elementary (SW)	**1503**	**73.3%**	**$240,500**	**0**	**0**	**0**	**0**	**0**			**$240,500**
Halstead Academy (SW)	**0912**	**72.5%**	**$375,000**	**0**	**0**	**0**	**0**	**0**			**$375,000**
Sussex Elementary (SW)	**1513**	**72.2%**	**$244,000**	**0**	**0**	**0**	**0**	**0**			**$244,000**
Logan Elementary (SW)	**1217**	**71.9%**	**$348,500**	**0**	**0**	**0**	**0**	**0**			**$348,500**
Dundalk Elementary (SW)	**1202**	**71.7%**	**$447,000**	**0**	**0**	**0**	**0**	**0**			**$447,000**
Lansdowne Middle School (Middle schools not served in Title I)	**1351**	**71.5%**	**0**	**0**	**0**	**0**	**0**	**0**			**0**
White Oak School (Special schools not served in Title I)	**0923**	**70.5%**	**0**	**0**	**0**	**0**	**0**	**0**			**0**
Chadwick Elementary (SW)	**0113**	**69.6%**	**$249,750**	**0**	**0**	**0**	**0**	**0**			**$249,750**

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Woodmoor Elementary (SW)	**0205**	**69.0%**	**$295,538**	**0**	**0**	**0**	**0**	**0**			**$295,538**
Hawthorne Elementary (SW)	**1515**	**68.5%**	**$345,950**	**0**	**0**	**0**	**0**	**0**			**$345,950**
Dundalk Middle School (Middle schools not served in Title I)	**1251**	**68.0%**	**0**	**0**	**0**	**0**	**0**	**0**			**0**
McCormick Elementary (SW)	**1403**	**67.9%**	**$239,113**	**0**	**0**	**0**	**0**	**0**			**$239,113**
Crossroads Center (Centers not served in Title I)	**0075**	**67.8%**	**0**	**0**	**0**	**0**	**0**	**0**			**0**
Milbrook Elementary (SW)	**0307**	**67.8%**	**$214,600**	**0**	**0**	**0**	**0**	**0**			**$214,600**
Shady Spring Elementary (SW)	**1409**	**66.6%**	**$345,488**	**0**	**0**	**0**	**0**	**0**			**$345,488**
Edmondson Heights Elementary (SW)	**0104**	**66.3%**	**$300,625**	**0**	**0**	**0**	**0**	**0**			**$300,625**

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Deep Creek Middle School (Middle schools not served in Title I)	1557	66.0%	0	0	0	0	0	0			0
Woodlawn Middle School (Middle schools not served in Title I)	0253	65.9%	0	0	0	0	0	0			0
Lansdowne Elementary (SW)	1311	64.5%	$218,300	0	0	0	0	0			$218,300
Catonsville Center (Centers not served in Title I)	0069	64.5%	0	0	0	0	0	0			0
Rosedale Center (Centers not served in Title I)	0072	64.5%	0	0	0	0	0	0			0
Sandy Plains Elementary (SW)	1216	64.1%	$339,475	0	0	0	0	0			$339,475
Middlesex Elementary (SW)	1514	64.1%	$262,700	0	0	0	0	0			$262,700
Holabird Middle School (Middle schools not served in Title I)	1253	63.2%	0	0	0	0	0	0			0

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Dogwood Elementary (SW)	0112	63.2%	$261,775	0	0	0	0	0			$261,775
Johnnycake Elementary (SW)	0105	62.8%	$322,825	0	0	0	0	0			$322,825
Golden Ring Middle (Middle schools not served in Title I)	1451	62.3%	0	0	0	0	0	0			0
Victory Villa Elementary (SW)	1505	61.9%	$167,888	0	0	0	0	0			$167,888
Scotts Branch Elementary (SW)	0206	61.3%	$288,600	0	0	0	0	0			$288,600
Pleasant Plains Elementary (SW)	0909	60.0%	$242,250	0	0	0	0	0			$242,250
Featherbed Lane Elementary (SW)	0204	59.7%	$336,175	0	0	0	0	0			$336,175
Berkshire Elementary (SW)	1205	59.4%	$180,200	0	0	0	0	0			$180,200

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Bridge Center (Centers not served in Title I)	0073	100%	0	0	0	0	0	0			0
Riverview Elementary (SW)	1308	88.0%	$390,000	0	0	0	0	0			$390,000
Deep Creek Elementary (SW)	1525	79.7%	$307,000	0	0	0	0	0			$307,000
Meadowood Educ. Center (Centers not served in Title I)	0070	75.0%	0	0	0	0	0	0			0
Mars Estates Elementary (SW)	1512	75.0%	$262,500	0	0	0	0	0			$262,500
Sandalwood Elementary (SW)	1527	75.0%	$337,500	0	0	0	0	0			$337,500
Baltimore Highlands Elementary (SW)	1307	74.4%	$359,500	0	0	0	0	0			$359,500
Glenmar Elementary (SW)	1518	74.1%	$240,500	0	0	0	0	0			$240,500

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Colgate Elementary (SW)	**1503**	**73.3%**	**$240,500**	**0**	**0**	**0**	**0**	**0**			**$240,500**
Halstead Academy (SW)	**0912**	**72.5%**	**$375,000**	**0**	**0**	**0**	**0**	**0**			**$375,000**
Sussex Elementary (SW)	**1513**	**72.2%**	**$244,000**	**0**	**0**	**0**	**0**	**0**			**$244,000**
Logan Elementary (SW)	**1217**	**71.9%**	**$348,500**	**0**	**0**	**0**	**0**	**0**			**$348,500**
Dundalk Elementary (SW)	**1202**	**71.7%**	**$447,000**	**0**	**0**	**0**	**0**	**0**			**$447,000**
Lansdowne Middle School (Middle schools not served in Title I)	**1351**	**71.5%**	**0**	**0**	**0**	**0**	**0**	**0**			**0**
White Oak School (Special schools not served in Title I)	**0923**	**70.5%**	**0**	**0**	**0**	**0**	**0**	**0**			**0**
Chadwick Elementary (SW)	**0113**	**69.6%**	**$249,750**	**0**	**0**	**0**	**0**	**0**			**$249,750**

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Woodmoor Elementary (SW)	**0205**	**69.0%**	**$295,538**	**0**	**0**	**0**	**0**	**0**			**$295,538**
Hawthorne Elementary (SW)	**1515**	**68.5%**	**$345,950**	**0**	**0**	**0**	**0**	**0**			**$345,950**
Dundalk Middle School (Middle schools not served in Title I)	**1251**	**68.0%**	**0**	**0**	**0**	**0**	**0**	**0**			**0**
McCormick Elementary (SW)	**1403**	**67.9%**	**$239,113**	**0**	**0**	**0**	**0**	**0**			**$239,113**
Crossroads Center (Centers not served in Title I)	**0075**	**67.8%**	**0**	**0**	**0**	**0**	**0**	**0**			**0**
Milbrook Elementary (SW)	**0307**	**67.8%**	**$214,600**	**0**	**0**	**0**	**0**	**0**			**$214,600**
Shady Spring Elementary (SW)	**1409**	**66.6%**	**$345,488**	**0**	**0**	**0**	**0**	**0**			**$345,488**
Edmondson Heights Elementary (SW)	**0104**	**66.3%**	**$300,625**	**0**	**0**	**0**	**0**	**0**			**$300,625**

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Deep Creek Middle School (Middle schools not served in Title I)	1557	66.0%	0	0	0	0	0	0			0
Woodlawn Middle School (Middle schools not served in Title I)	0253	65.9%	0	0	0	0	0	0			0
Lansdowne Elementary (SW)	1311	64.5%	$218,300	0	0	0	0	0			$218,300
Catonsville Center (Centers not served in Title I)	0069	64.5%	0	0	0	0	0	0			0
Rosedale Center (Centers not served in Title I)	0072	64.5%	0	0	0	0	0	0			0
Sandy Plains Elementary (SW)	1216	64.1%	$339,475	0	0	0	0	0			$339,475
Middlesex Elementary (SW)	1514	64.1%	$262,700	0	0	0	0	0			$262,700
Holabird Middle School (Middle schools not served in Title I)	1253	63.2%	0	0	0	0	0	0			0

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Dogwood Elementary (SW)	0112	63.2%	$261,775	0	0	0	0	0			$261,775
Johnnycake Elementary (SW)	0105	62.8%	$322,825	0	0	0	0	0			$322,825
Golden Ring Middle (Middle schools not served in Title I)	1451	62.3%	0	0	0	0	0	0			0
Victory Villa Elementary (SW)	1505	61.9%	$167,888	0	0	0	0	0			$167,888
Scotts Branch Elementary (SW)	0206	61.3%	$288,600	0	0	0	0	0			$288,600
Pleasant Plains Elementary (SW)	0909	60.0%	$242,250	0	0	0	0	0			$242,250
Featherbed Lane Elementary (SW)	0204	59.7%	$336,175	0	0	0	0	0			$336,175
Berkshire Elementary (SW)	1205	59.4%	$180,200	0	0	0	0	0			$180,200

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Martin Boulevard Elementary (SW)	**1506**	**59.3%**	**$138,975**	**0**	**0**	**0**	**0**	**0**			**$138,975**
Elmwood Elementary (SW)	**1405**	**58.9%**	**$257,550**	**0**	**0**	**0**	**0**	**0**			**$257,550**
Southwest Academy (Middle schools not served in Title I)	**0155**	**58.8%**	**0**	**0**	**0**	**0**	**0**	**0**			**0**
Loch Raven Technical (Middle schools not served in Title I)	**0954**	**58.7%**	**0**	**0**	**0**	**0**	**0**	**0**			**0**
Norwood Elementary (SW)	**1207**	**58.6%**	**$280,075**	**0**	**0**	**0**	**0**	**0**			**$280,075**
Battle Monument (Special schools not served in Title I)	**1215**	**58.5%**	**0**	**0**	**0**	**0**	**0**	**0**			**0**
Bedford Elementary (SW)	**0303**	**58.2%**	**$189,125**	**0**	**0**	**0**	**0**	**0**			**$189,125**
Owings Mills Elementary (SW)	**0402**	**57.4%**	**$326,825**	**0**	**0**	**0**	**0**	**0**			**$326,825**

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Powhatan Elementary (SW)	**0210**	**56.8%**	**$155,975**	**0**	**0**	**0**	**0**	**0**			**$155,975**
Old Court Middle School (Middle schools not served in Title I)	**0252**	**56.8%**	**0**	**0**	**0**	**0**	**0**	**0**			**0**
Winfield Elementary (SW)	**0211**	**56.8%**	**$200,600**	**0**	**0**	**0**	**0**	**0**			**$200,600**
Hebbville Elementary (SW)	**0209**	**56.3%**	**$200,175**	**0**	**0**	**0**	**0**	**0**			**$200,175**
Dundalk High School (High schools not served in Title I)	**1273**	**55.9%**	**0**	**0**	**0**	**0**	**0**	**0**			**0**
Chase Elementary (SW)	**1507**	**55.7%**	**$143,650**	**0**	**0**	**0**	**0**	**0**			**$143,650**
Randallstown Elementary (TAS)	**0202**	**54.8%**	**$180,200**	**0**	**0**	**0**	**0**	**0**			**$180,200**
Battle Grove Elementary (TAS)	**1517**	**54.1%**	**$141,950**	**0**	**0**	**0**	**0**	**0**			**$141,950**

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Middle River Middle (Middle schools not served in Title I)	1556	53.9%	0	0	0	0	0	0			0
Charlesmont Elementary (SW)	1212	53.9%	$153,425	0	0	0	0	0			$153,425
Windsor Mill Middle (Middle schools not served in Title I)	0256	53.6%	0	0	0	0	0	0			0
Campfield Early Childhood Center (Centers not served in Title I)	0062	52.6%	0	0	0	0	0	0			0
Deer Park Elementary (TAS)	0216	52.4%	$187,000	0	0	0	0	0			$187,000
Bear Creek Elementary (TAS)	1206	51.7%	$189,125	0	0	0	0	0			$189,125
Church Lane Elementary (TAS)	0207	50.8%	$196,775	0	0	0	0	0			$196,775
Hernwood Elementary (TAS)	0214	50.6%	$180,200	0	0	0	0	0			$180,200

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Stemmers Run Middle (Middle schools not served in Title I)	1554	50.4%	0	0	0	0	0	0			0
General John Stricker Middle	1255	49.5%	0	0	0	0	0	0			0
Chesapeake High School	1574	49.3%	0	0	0	0	0	0			0
Seneca Elementary	1531	47.8%	0	0	0	0	0	0			0
Deer Park Middle Magnet	0254	47.7%	0	0	0	0	0	0			0
Woodlawn High School	0172	47.6%	0	0	0	0	0	0			0
Winand Elementary (SW)	0213	46.2%	0	0	0	0	0	0			0
Overlea High School	1473	45.0%	0	0	0	0	0	0			0

ATTACHMENT 4-A and B SCHOOL LEVEL BUDGET SUMMARY Fiscal Year 2010	Local School System: Baltimore County Public Schools

Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding.
Expand Table as needed.

SCHOOL NAME Rank Order All Schools by Percentage of Poverty – High to Low Poverty After School Name Indicate as appropriate: • (SW) for T-I Schoolwide Schools • (TAS) for Targeted Assistance T-I Schools • (CH) for Charter Schools	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquent and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title II-D Ed Tech Formula Grants	Title III-A English Language Acquisition	Title IV-A Safe and Drug Free Schools and Communities	Other	Other	Total ESEA Funding by School
Maiden Choice School	0111	44.8%	0	0	0	0	0	0			0
Red House Run Elementary (SW)	1406	44.3%	0	0	0	0	0	0			0
Milford Mill Academy	0271	42.6%	0	0	0	0	0	0			0
Eastwood Center	1218	42.0%	0	0	0	0	0	0			0
Oakleigh Elementary	0910	41.9%	0	0	0	0	0	0			0
Lansdowne High School	1371	41.6%	0	0	0	0	0	0			0
Essex Elementary	1508	41.3%	0	0	0	0	0	0			0
Halethorpe Elementary	1313	39.4%	0	0	0	0	0	0			0

ATTACHMENT 4-A and B SCHOOL LEVEL BUDGET SUMMARY Fiscal Year 2010	Local School System: Baltimore County Public Schools

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Imagine Discovery Public Charter School	0218	39.4%	0	0	0	0	0	0			0
Randallstown High School	0272	39.1%	0	0	0	0	0	0			0
Kenwood High School	1572	38.7%	0	0	0	0	0	0			0
Edgemere Elementary	1502	37.8%	0	0	0	0	0	0			0
Owings Mills High School	0452	37.7%	0	0	0	0	0	0			0
Westowne Elementary	0103	37.5%	0	0	0	0	0	0			0
Parkville High School	0972	37.0%	0	0	0	0	0	0			0
Harford Hills Elementary	0915	36.6%	0	0	0	0	0	0			0

ATTACHMENT 4-A and B SCHOOL LEVEL BUDGET SUMMARY Fiscal Year 2010	Local School System: Baltimore County Public Schools

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Pikesville Middle School	0352	36.3%	0	0	0	0	0	0			0
Arbutus Middle School	1356	36.0%	0	0	0	0	0	0			0
Patapsco High School	1272	36.0%	0	0	0	0	0	0			0
Orems Elementary	1519	36.0%	0	0	0	0	0	0			0
Grange Elementary	1210	35.7%	0	0	0	0	0	0			0
Glyndon Elementary	0407	35.7%	0	0	0	0	0	0			0
Sparrows Point Middle	1559	35.6%	0	0	0	0	0	0			0
Woodbridge Elementary	0116	35.1%	0	0	0	0	0	0			0

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Cedarmere Elementary	0408	34.4%	0	0	0	0	0	0			0
Vincent Farms Elementary	1533	34.4%	0	0	0	0	0	0			0
New Town High School	0473	34.2%	0	0	0	0	0	0			0
Reisterstown Elementary	0406	34.0%	0	0	0	0	0	0			0
Timber Grove Elementary	0405	33.9%	0	0	0	0	0	0			0
Chesapeake Terrace Elementary	1511	33.9%	0	0	0	0	0	0			0
Villa Cresta Elementary	0908	33.6%	0	0	0	0	0	0			0
Warren Elementary	0813	33.2%	0	0	0	0	0	0			0

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Arbutus Elementary	1302	33.1%	0	0	0	0	0	0			0
Woodholme Elementary	0311	32.3%	0	0	0	0	0	0			0
Parkville Middle School	1452	31.7%	0	0	0	0	0	0			0
Ridge Ruxton School	0922	30.4%	0	0	0	0	0	0			0
Middleborough Elementary	1520	29.8%	0	0	0	0	0	0			0
Padonia International Elementary	0810	29.7%	0	0	0	0	0	0			0
Relay Elementary	1310	28.6%	0	0	0	0	0	0			0
Wellwood International	0304	28.2%	0	0	0	0	0	0			0

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Carney Elementary	1106	27.8%	0	0	0	0	0	0			0
Franklin Middle School	0451	27.2%	0	0	0	0	0	0			0
Perry Hall Elementary	1105	26.6%	0	0	0	0	0	0			0
Pine Grove Middle School	0957	25.2%	0	0	0	0	0	0			0
Pot Spring Elementary	0808	24.6%	0	0	0	0	0	0			0
Sparrows Point High	1573	24.4%	0	0	0	0	0	0			0
Western School of Technology	0175	24.3%	0	0	0	0	0	0			0
Oliver Beach Elementary	1534	24.0%	0	0	0	0	0	0			0

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New Town Elementary	0217	22.9%	0	0	0	0	0	0			0
Sudbrook Middle Magnet	0353	22.4%	0	0	0	0	0	0			0
Catonsville Elementary	0101	22.3%	0	0	0	0	0	0			0
Fullerton Elementary	1404	22.1%	0	0	0	0	0	0			0
Pine Grove Elementary	0921	21.9%	0	0	0	0	0	0			0
Hillcrest Elementary	0115	21.1%	0	0	0	0	0	0			0
Catonsville Middle School	0151	21.0%	0	0	0	0	0	0			0
Cockeysville Middle School	0853	20.9%	0	0	0	0	0	0			0

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Pikesville High School	0371	20.2%	0	0	0	0	0	0			0
Eastern Technical High	1575	19.8%	0	0	0	0	0	0			0
Dumbarton Middle School	0953	19.6%	0	0	0	0	0	0			0
Joppa View Elementary	1109	19.3%	0	0	0	0	0	0			0
Catonsville High School	0174	19.3%	0	0	0	0	0	0			0
Franklin High School	0472	18.8%	0	0	0	0	0	0			0
Gunpowder Elementary	1111	18.7%	0	0	0	0	0	0			0
Loch Raven High School	0973	17.4%	0	0	0	0	0	0			0

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Perry Hall Middle School	1151	17.2%	0	0	0	0	0	0			0
Hampton Elementary	0911	17.1%	0	0	0	0	0	0			0
Chatsworth School	0404	16.7%	0	0	0	0	0	0			0
Westchester Elementary	0102	16.5%	0	0	0	0	0	0			0
Seven Oaks Elementary	1110	16.1%	0	0	0	0	0	0			0
Perry Hall High School	1171	14.4%	0	0	0	0	0	0			0
Franklin Elementary	0403	14.0%	0	0	0	0	0	0			0
Stoneleigh Elementary	0905	11.4%	0	0	0	0	0	0			0

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Towson High School	0971	11.1%	0	0	0	0	0	0			0
Carver Center	0975	11.0%	0	0	0	0	0	0			0
Fifth District Elementary	0501	10.8%	0	0	0	0	0	0			0
Timonium Elementary	0805	10.2%	0	0	0	0	0	0			0
Dulaney High School	0872	9.9%	0	0	0	0	0	0			0
Chapel Hill Elementary	1107	9.9%	0	0	0	0	0	0			0
Kingsville Elementary	1104	9.3%	0	0	0	0	0	0			0
Lutherville Laboratory	0803	9.3%	0	0	0	0	0	0			0

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Ridgley Middle School	0852	9.1%	0	0	0	0	0	0			0
Cromwell Valley Magnet	0916	8.6%	0	0	0	0	0	0			0
Summit Park Elementary	0310	8.4%	0	0	0	0	0	0			0
Sparks Elementary	0801	8.0%	0	0	0	0	0	0			0
Seventh District Elementary	0701	7.4%	0	0	0	0	0	0			0
Fort Garrison Elementary	0308	7.3%	0	0	0	0	0	0			0
Prettyboy Elementary	0601	6.6%	0	0	0	0	0	0			0
Rodgers Forge Elementary	0907	6.1%	0	0	0	0	0	0			0

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Arbutus Elementary	1302	33.1%	0	0	0	0	0	0			0
Woodholme Elementary	0311	32.3%	0	0	0	0	0	0			0
Parkville Middle School	1452	31.7%	0	0	0	0	0	0			0
Ridge Ruxton School	0922	30.4%	0	0	0	0	0	0			0
Middleborough Elementary	1520	29.8%	0	0	0	0	0	0			0
Padonia International Elementary	0810	29.7%	0	0	0	0	0	0			0
Relay Elementary	1310	28.6%	0	0	0	0	0	0			0
Wellwood International	0304	28.2%	0	0	0	0	0	0			0

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Carney Elementary	1106	27.8%	0	0	0	0	0	0			0
Franklin Middle School	0451	27.2%	0	0	0	0	0	0			0
Perry Hall Elementary	1105	26.6%	0	0	0	0	0	0			0
Pine Grove Middle School	0957	25.2%	0	0	0	0	0	0			0
Pot Spring Elementary	0808	24.6%	0	0	0	0	0	0			0
Sparrows Point High	1573	24.4%	0	0	0	0	0	0			0
Western School of Technology	0175	24.3%	0	0	0	0	0	0			0
Oliver Beach Elementary	1534	24.0%	0	0	0	0	0	0			0

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New Town Elementary	0217	22.9%	0	0	0	0	0	0			0
Sudbrook Middle Magnet	0353	22.4%	0	0	0	0	0	0			0
Catonsville Elementary	0101	22.3%	0	0	0	0	0	0			0
Fullerton Elementary	1404	22.1%	0	0	0	0	0	0			0
Pine Grove Elementary	0921	21.9%	0	0	0	0	0	0			0
Hillcrest Elementary	0115	21.1%	0	0	0	0	0	0			0
Catonsville Middle School	0151	21.0%	0	0	0	0	0	0			0
Cockeysville Middle School	0853	20.9%	0	0	0	0	0	0			0

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Pikesville High School	0371	20.2%	0	0	0	0	0	0			0
Eastern Technical High	1575	19.8%	0	0	0	0	0	0			0
Dumbarton Middle School	0953	19.6%	0	0	0	0	0	0			0
Joppa View Elementary	1109	19.3%	0	0	0	0	0	0			0
Catonsville High School	0174	19.3%	0	0	0	0	0	0			0
Franklin High School	0472	18.8%	0	0	0	0	0	0			0
Gunpowder Elementary	1111	18.7%	0	0	0	0	0	0			0
Loch Raven High School	0973	17.4%	0	0	0	0	0	0			0

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Perry Hall Middle School	1151	17.2%	0	0	0	0	0	0			0
Hampton Elementary	0911	17.1%	0	0	0	0	0	0			0
Chatsworth School	0404	16.7%	0	0	0	0	0	0			0
Westchester Elementary	0102	16.5%	0	0	0	0	0	0			0
Seven Oaks Elementary	1110	16.1%	0	0	0	0	0	0			0
Perry Hall High School	1171	14.4%	0	0	0	0	0	0			0
Franklin Elementary	0403	14.0%	0	0	0	0	0	0			0
Stoneleigh Elementary	0905	11.4%	0	0	0	0	0	0			0

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Towson High School	0971	11.1%	0	0	0	0	0	0			0
Carver Center	0975	11.0%	0	0	0	0	0	0			0
Fifth District Elementary	0501	10.8%	0	0	0	0	0	0			0
Timonium Elementary	0805	10.2%	0	0	0	0	0	0			0
Dulaney High School	0872	9.9%	0	0	0	0	0	0			0
Chapel Hill Elementary	1107	9.9%	0	0	0	0	0	0			0
Kingsville Elementary	1104	9.3%	0	0	0	0	0	0			0
Lutherville Laboratory	0803	9.3%	0	0	0	0	0	0			0

ATTACHMENT 4-A and B SCHOOL LEVEL BUDGET SUMMARY Fiscal Year 2010	Local School System: Baltimore County Public Schools

Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding. Expand Table as needed.

SCHOOL NAME Rank Order All Schools by Percentage of Poverty – High to Low Poverty After School Name Indicate as appropriate: • (SW) for T-I Schoolwide Schools • (TAS) for Targeted Assistance T-I Schools • (CH) for Charter Schools	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquent and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title II-D Ed Tech Formula Grants	Title III-A English Language Acquisition	Title IV-A Safe and Drug Free Schools and Communities	Other	Other	Total ESEA Funding by School
Ridgley Middle School	0852	9.1%	0	0	0	0	0	0			0
Cromwell Valley Magnet	0916	8.6%	0	0	0	0	0	0			0
Summit Park Elementary	0310	8.4%	0	0	0	0	0	0			0
Sparks Elementary	0801	8.0%	0	0	0	0	0	0			0
Seventh District Elementary	0701	7.4%	0	0	0	0	0	0			0
Fort Garrison Elementary	0308	7.3%	0	0	0	0	0	0			0
Prettyboy Elementary	0601	6.6%	0	0	0	0	0	0			0
Rodgers Forge Elementary	0907	6.1%	0	0	0	0	0	0			0

ATTACHMENT 4-A and B SCHOOL LEVEL BUDGET SUMMARY Fiscal Year 2010	Local School System: Baltimore County Public Schools

Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding. Expand Table as needed.

SCHOOL NAME Rank Order All Schools by Percentage of Poverty – High to Low Poverty After School Name Indicate as appropriate: • (SW) for T-I Schoolwide Schools • (TAS) for Targeted Assistance T-I Schools • (CH) for Charter Schools	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquent and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title II-D Ed Tech Formula Grants	Title III-A English Language Acquisition	Title IV-A Safe and Drug Free Schools and Communities	Other	Other	Total ESEA Funding by School
Hereford Middle School	0855	4.9%	0	0	0	0	0	0			0
Hereford High School	0772	4.5%	0	0	0	0	0	0			0
Pinewood Elementary	0811	3.8%	0	0	0	0	0	0			0
Riderwood Elementary	0809	3.5%	0	0	0	0	0	0			0
Carroll Manor Elementary	1001	3.5%	0	0	0	0	0	0			0
Jacksonville Elementary	1002	3.0%	0	0	0	0	0	0			0

ATTACHMENT 4-A and B SCHOOL LEVEL BUDGET SUMMARY Fiscal Year 2010	Local School System: Baltimore County Public Schools

Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding. Expand Table as needed.

	School ID	Percent Poverty based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquent and Youth At Risk of Dropping Out	Title II, Part A Teacher and principal Training and Recruiting Fund	Title II-D Ed Tech Formula Grants	Title III-A English Language Acquisition	Title IV-A Safe and Drug Free Schools and Communities	Other	Other	Total ESEA Funding by School
Total Public school allocations (For Title I, should add up to the total number from Title I Allocation Excel Worksheet Column I).			$11,284,875	0	0	0	0	0			0
School System Administration (For Title I, use # on Table 7-8 LINE 5)			$2,453,349	0	$249,021	$6,160	$25,269	$188,833			0
System-wide Programs and School System Support to Schools (For Title I, use # on Table 7-8 LINE 13)			$7,992,093	$86,000	$3,531,540	$141,083	$618,254	$185,494			0
Nonpublic Costs (Column J) (For Title I, use # on Table 7-10 LINE 5)			$315,939	0	$610,593	$39,542	$9,800	$19,500			0
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)			$22,046,256	0	$4,391,154	$186,785	$653,323	$393,827			0

ATTACHMENT 5-A TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)] Fiscal Year 2010	Local School System: Baltimore County Public Schools

Local school systems may transfer ESEA funds by completing this page as part of the Bridge to Excellence Master Plan Annual Update submission, or at a later date by completing and submitting a separate Attachment 5-A form. Receipt of this Attachment as part of the Annual Update will serve as the required 30 day notice to MSDE. A local school system may transfer up to 50 percent of the funds allocated to it by formula under four major ESEA programs to any one of the programs, or to Title I (Up to 30 percent if the school system is in school improvement)[1]. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

50% limitation for local school systems not identified for school improvement or corrective action. 30% limitation for districts identified for school improvement. A school system identified for corrective action may not use the fund transfer option.

Funds Available for Transfer	Total FY 2010 Allocation	$ Amount to be transferred out of each program		$ Amount to be transferred into each of the following programs			
				Title I-A	Title II-A	Title II-D	Title IV-A
Title II-A Teacher Quality	N/A	N/A		N/A	N/A	N/A	N/A
Title II-D Ed Tech	N/A	N/A		N/A	N/A	N/A	N/A
Title IV-D Safe and Drug Free Schools &Communities	N/A	N/A		N/A	N/A	N/A	N/A

[1] A school system that is in school improvement may only use funds for school improvement activities under sections 1003 and 1116 (c) of ESEA.

ATTACHMENT 5-B CONSOLIDATION OF ESEA FUNDS FOR LOCAL ADMINISTRATION [Section 9203] Fiscal Year 2010	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	$ N/A	$ N/A

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Al-Rahmah 6631 Johnnycake Road Baltimore, Maryland 21209	Private School	29	26	22	26	215	26	1	0
	Public School								
	Neutral Site								
Ascension School 4601 Maple Avenue Halethorpe, Maryland 21227	Private School	5	5	3	20	174	20	0	0
	Public School								
	Neutral Site								
Bais Hamedrash and Mesivta Of Baltimore 6823 Old Pimlico Road Baltimore, Maryland 21209	Private School		0	0	12	83	12	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Bais Yaakov School for Girls Elementary School 11111 Park Heights Avenue Baltimore, Maryland 21117	Private School		0	0	*	538	*	0	0
	Public School								
	Neutral Site								
Bais Yaakov Eva Winer High School 6302 Smith Avenue Baltimore, Maryland 21209	Private School		0	0	*	437	*	0	0
	Public School								
	Neutral Site								
Bais Yaakov School for Girls Middle School 6302 Smith Avenue Baltimore, Maryland 21209	Private School		0	0	*	230	*	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
The Day School at Baltimore Hebrew 7401 Park Heights Avenue Baltimore, MD 21208	Private School		0	0	35	85	35	0	0
	Public School								
	Neutral Site								
Calvert Hall College High School 8102 LaSalle Road Baltimore, MD 21286	Private School		0	0	98	1,259	98	0	0
	Public School								
	Neutral Site								
Colonial Christian Academy 9411 Liberty Road Randallstown, MD 21133	Private School		0	0	20	91	20	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
DIDASKO Christian Academy of Excellence 4507 Frederick Avenue Baltimore, MD 21229	Private School		0	0	*	0	*	0	0
	Public School								
	Neutral Site								
Free State Montessori School 12536 Harford Road Fork, MD 21051	Private School		0	0	8	77	8	0	0
	Public School								
	Neutral Site								
GLA Academy "School of Excellence" 6247 Kenwood Avenue Baltimore, MD 21237	Private School		0	0	*	35	*	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Good Shepherd Center 4100 Maple Avenue Baltimore, MD 21227	Private School		0	0	41	99	41	0	0
	Public School								
	Neutral Site								
The Good Shepherd School 1401 Carrollton Towson, MD 21204	Private School		0	0	25	15	25	0	0
	Public School								
	Neutral Site								
Harbour School of Baltimore 11251 Dolfield Blvd. Owings Mills, MD 21117	Private School		0	0	25**	76	25	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Havenwood Preschool Center 100 E. Ridgely Road Timonium, Maryland 21093	Private School		0	0	25	15	25	0	0
	Public School								
	Neutral Site								
Holy Family School 9535 Liberty Road Randallstown, MD 21113	Private School	14	12	10	13	142	13	0	0
	Public School								
	Neutral Site								
Immaculate Conception School 112 Ware Avenue Towson, MD 21204	Private School	4	4	2	50	485	50	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Immaculate Heart of Mary School 8501 Loch Raven Blvd Towson, MD 21286	Private School	14	13	11	32	496	32	0	0
	Public School								
	Neutral Site								
Jewish Community Center Nursery School 3506 Gwynnbrook Avenue Owings Mills, MD 21117	Private School		0	0	*	0	0	0	0
	Public School								
	Neutral Site								
John Paul Regional Catholic School 6946 Dogwood Road Baltimore, MD 21244	Private School	17	15	13	17	190	17	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Lamb of God School 1810 Fairview Avenue Halethorpe, MD 21227	Private School	6	5	4	21	0	0	0	0
	Public School								
	Neutral Site								
Liberty Christian School 11303 Liberty Road Owings Mills, MD 21117	Private School		0	0	34	332	34	0	0
	Public School								
	Neutral Site								
Maryvale Preparatory School 11300 Falls Road Brooklandville, MD 21022	Private School		0	0	53	395	53	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Mount de Sales Academy 700 Academy Road Catonsville, MD 21228	Private School		0	0	*	483	*	0	0
	Public School								
	Neutral Site								
Mount Pleasant Christian School 6000 Radecke Avenue Baltimore, MD 21206	Private School		0	0	16	118	16	0	0
	Public School								
	Neutral Site								
Notre Dame Preparatory School 815 Hampton Lane Towson, MD 21286	Private School		0	0	85	756	85	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Open Bible Christian Academy 13 Open Bible Way Kingsville, MD 21087	Private School		0	0	25**	223	25	0	0
	Public School								
	Neutral Site								
Our Lady of Grace School 18310 Middletown Road Parkton, MD 21120	Private School		0	0	18	175	18	0	0
	Public School								
	Neutral Site								
Our Lady of Hope/St. Luke's 8003 North Boundary Road Baltimore, MD 21222	Private School	32	29	17	26	246	26	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Our Lady of Mount Carmel Elementary School 1702 Old Eastern Avenue Essex, MD 21221	Private School	43	42	35	32	432	32	0	0
	Public School								
	Neutral Site								
Our Lady of Mount Carmel High School 1706 Old Eastern Avenue Essex, MD 21221	Private School		0	0	25	231	25	0	0
	Public School								
	Neutral Site								
Our Lady of Victory School 4416 Wilkens Avenue Baltimore, MD 21229	Private School	21	17	15	30	412	30	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Perry Hall Christian School 3919 Schroeder Avenue Perry Hall, MD 21128	Private School		0	0	32**	236	32	0	0
	Public School								
	Neutral Site								
Phoenix Resource Program 2605 Lord Baltimore Drive Suite A Baltimore, MD 21244	Private School		0	0	2**	10	2	0	0
	Public School								
	Neutral Site								
Redeemer Classical Christian School 6415 Mount Vista Road Kingsville, MD 21087	Private School		0	0	37	295	37	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Sacred Heart School (Glyndon) 63 Sacred Heart Lane Glyndon, MD 21071	Private School	10	9	5	65	722	65	0	0
	Public School								
	Neutral Site								
Saint Agnes School 603 St. Agnes Lane Baltimore, MD 21229	Private School	17	10	12	34	320	34	0	0
	Public School								
	Neutral Site								
Saint Clare School 716 Myrth Avenue Baltimore, MD 21221	Private School	12	12	9	24	186	24	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Saint Clement Mary Hofbauer School 1216 Chesaco Avenue Baltimore, MD 21237	Private School	10	10	2	40	302	40	0	0
	Public School								
	Neutral Site								
Saint John the Evangelist School 13311 Long Green Pike Hydes, MD 21082	Private School		0	0	31	235	31	0	0
	Public School								
	Neutral Site								
Saint Joseph (Cockeysville) 105 Church Lane Cockeysville, MD 21030	Private School		0	0	30	402	30	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Saint Joseph (Fullerton) 8416 Belair Road Baltimore, MD 21236	Private School	3	3	2	41	449	41	13	0
	Public School								
	Neutral Site								
Saint Mark's School 26 Melvin Avenue Catonsville, MD 21228	Private School	12	9	8	35	510	35	0	0
	Public School								
	Neutral Site								
Saint Michael the Archangel School 10 Willow Avenue Baltimore, MD 21206	Private School	22	21	18	28	326	28	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Saint Paul's Lutheran School (Kingsville) 12022 Jerusalem Road Kingsville, MD 21087	Private School		0	0	16	143	16	0	0
	Public School								
	Neutral Site								
Saint Paul Plus 11232 Falls Road Brooklandville, MD 21022	Private School		0	0	35	11	35	0	0
	Public School								
	Neutral Site								
Saint Paul's School 11152 Falls Road Brooklandville, MD 21022	Private School		0	0	125	851	125	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Saint Paul's School for Girls 11232 Falls Road Brooklandville, MD 21022	Private School		0	0	*	464	*	0	0
	Public School								
	Neutral Site								
Saint Peter's Christian Day School 7910 Belair Road Baltimore, MD 21236	Private School		0	0	12**	83	12	0	0
	Public School								
	Neutral Site								
Saint Pius X School 6432 York Road Baltimore, MD 21212	Private School	32	30	20	30	301	30	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Saint Stephen's Christian Academy 1527 Old Eastern Avenue Essex, MD 21221	Private School		0	0	2	18	2	0	0
	Public School								
	Neutral Site								
Saint Stephen School 8028 Bradshaw Road Kingsville, MD 21087	Private School		0	0	20	282	20	0	0
	Public School								
	Neutral Site								
Saint Ursula School 8900 Harford Road Baltimore, MD 21234	Private School	24	19	20	40	706	40	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Shelbourne Baptist Child Care Center 4808 Shelbourne Road Baltimore, MD 21227	Private School		0	0	6	1	6	0	0
	Public School								
	Neutral Site								
Sisters Academy of Baltimore 139 First Avenue Baltimore, MD 21227	Private School		0	0	14	64	14	0	0
	Public School								
	Neutral Site								
Talmudical Academy of Baltimore 4445 Old Court Road Baltimore, MD 21208	Private School		0	0	140	733	140	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
The Forbush School in Hunt Valley 11201 Pepper Road Hunt Valley, MD 21031	Private School		0	0	58**	0	0	0	0
	Public School								
	Neutral Site								
Tiny Bubbles Academy 9004 Yellow Brock Road Suite K Rosedale, MD 21237	Private School		0	0	14	0	0	0	0
	Public School								
	Neutral Site								
Tooney Town Early Learning Center 10989 Red Run Road Suite 100 Owings Mills, MD 21117	Private School		0	0	27**	0	0	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Torah Institute of Baltimore 35 Rosewood Lane Owings Mills, MD 21117	Private School		0	0	55	537	55	0	0
	Public School								
	Neutral Site								
Towson Catholic High School 114 Ware Avenue Towson, MD 21204	Private School		0	0	0	0	0	0	0
	Public School								
	Neutral Site								
Towson Presbyterian School 400 West Chesapeake Avenue Towson, MD 21204	Private School		0	0	*	0	0	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Trinity Church Day School 12400 Manor Road Glen Arm, MD 21057	Private School		0	0	*	0	*	0	0
	Public School								
	Neutral Site								
Union Bethel Christian School 8615 Church Lane Randallstown, MD 21133	Private School		0	0	4	0	0	0	0
	Public School								
	Neutral Site								
Villa Maria School 2600 Pot Spring Road Timonium, MD 21093	Private School		0	0	32	87	38	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Villa Maria School at St. Vincent's 2300 Dulaney Valley Road Timonium, MD 21093	Private School		0	0	18	43	18	0	0
	Public School								
	Neutral Site								
Wards Chapel Preschool 11023 Liberty Road Randallstown, MD 21133	Private School		0	0	16	0	0	0	0
	Public School								
	Neutral Site								
Youth in Transition School 7205 Rutherford Road Baltimore, MD 21244	Private School		0	0	80	106	80	0	0
	Public School								
	Neutral Site								

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	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-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Title I-A				Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Loyola Blakefield 500 Chestnut Avenue Towson, MD 21204	Private School		0	0	87	1,009	87	0	0
	Public School								
	Neutral Site								
Park School of Baltimore 2425 Old Court Road Baltimore, MD 21208	Private School		0	0	0	869	120	0	0
	Public School								
	Neutral Site								
	Public School								
	Neutral Site								

*The information has been requested but it has not been provided by the schools.
**These schools are participating for the first time in FY10 Title IIA funds.

ATTACHMENT 6-B **NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS** **Fiscal Year 2010**	**Local School System : Baltimore County Public Schools**

Enter the complete information for each participating nonpublic school, including mailing address.
Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)		
	Title IV-A		Comments (Optional)
	Students	Staff	
Al-Rahmah 6631 Johnnycake Road Baltimore, Maryland 21209	215	N/A	
Ascension 4601 Maple Avenue Halethorpe, Maryland 21227	174	N/A	
Bais Hamedrash and Mesivta of Baltimore 6823 Old Pimlico Road Baltimore, Maryland 21209	83	N/A	
Bais Yaakov School for Girls - Elementary 11111 Park Heights Avenue Baltimore, Maryland 21117	538	N/A	
Bais Yaakov Eva Winer High School 6302 Smith Avenue Baltimore, Maryland 21209	437	N/A	
Bais Yaakov School for Girls – Middle School 6302 Smith Avenue Baltimore, Maryland 21209	230	N/A	
The Day School at Baltimore Hebrew 7401 Park Heights Avenue Baltimore, Maryland 21208	85	N/A	

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)		
	Title IV-A		Comments (Optional)
	Students	Staff	
Calvert Hall College High School 8102 LaSalle Road Baltimore, Maryland 21286	1,259	N/A	
Christ the King Academy 515 Academy Avenue Owings Mills, Maryland 21117	7	N/A	
Colonial Christian Academy 9411 Liberty Road Randallstown, Maryland 21133	91	N/A	
DIDASKO Christian Academy of Excellence 4507 Frederick Avenue Baltimore, Maryland 21229	0	N/A	
The Forbush School 6501 North Charles Street Towson, Maryland 21204	143	N/A	
Free State Montessori School 12536 Harford Road Fork, Maryland 21051	77	N/A	
GLA Academy “School of Excellence” 6247 Kenwood Avenue Baltimore, Maryland 21237	35	N/A	
Good Shepherd Center 4100 Maple Avenue Baltimore, Maryland 21227	99	N/A	
The Good Shepherd School 1401 Carrollton Towson, Maryland 21204	0	N/A	

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)		
	Title IV-A		Comments (Optional)
	Students	Staff	
Harbour School of Baltimore 11251 Dolfield Boulevard Owings Mills, Maryland 21117	76	N/A	
Havenwood Preschool Center 100 E. Ridgely Road Timonium, Maryland 21093	0	N/A	
Holy Family School 9535 Liberty Road Randallstown, Maryland 21113	142	N/A	
Immaculate Conception School 112 Ware Avenue Towson, Maryland 21204	485	N/A	
Immaculate Heart of Mary School 8501 Loch Raven Blvd Towson, Maryland 21286	496	N/A	
Jewish Community Center Nursery School 3506 Gwynnbrook Avenue Owings Mills, Maryland 21117	0	N/A	
John Paul Regional Catholic School 6946 Dogwood Road Baltimore, Maryland 21244	190	N/A	
Lamb of God School 1810 Fairview Avenue Halethorpe, Maryland 21227	0	N/A	
Liberty Christian School 11303 Liberty Road Owings Mills, Maryland 21117	332	N/A	
Maryvale Preparatory School 11300 Falls Road Brooklandville, Maryland 21022	395	N/A	

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)		
	Title IV-A		Comments (Optional)
	Students	Staff	
Mount de Sales Academy 700 Academy Road Catonsville, Maryland 21228	483	N/A	
Mount Pleasant Christian School 6000 Radecke Avenue Baltimore, Maryland 21206	118	N/A	
Notre Dame Preparatory School 815 Hampton Lane Towson, Maryland 21286	756	N/A	
Open Bible Christian Academy 13 Open Bible Way Kingsville, Maryland 21087	223	N/A	
Our Lady of Grace School 18310 Middletown Road Parkton, Maryland 21120	175	N/A	
Our Lady of Hope/St. Luke's 8003 North Boundary Road Baltimore, Maryland 21222	248	N/A	
Our Lady of Mount Carmel Elementary School 1702 Old Eastern Avenue Essex, Maryland 21221	432	N/A	
Our Lady of Mount Carmel High School 1706 Old Eastern Avenue Essex, Maryland 21221	231	N/A	
Our Lady of Victory School 4416 Wilkens Avenue Baltimore, Maryland 21229	412	N/A	
Perry Hall Christian School 3919 Schroeder Avenue Perry Hall, Maryland 21128	236	N/A	

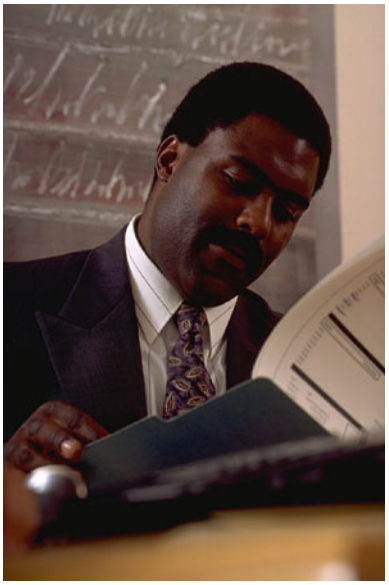
NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)		
	Title IV-A		Comments (Optional)
	Students	Staff	
Phoenix Resource Program 2605 Lord Baltimore Drive Suite A Baltimore, Maryland 21244	10	N/A	
Redeemer Classical Christian School 6415 Mount Vista Road Kingsville, Maryland 21087	295	N/A	
Sacred Heart School (Glyndon) 63 Sacred Heart Lane Glyndon, Maryland 21071	722	N/A	
Saint Agnes School 603 St. Agnes Lane Baltimore, Maryland 21229	320	N/A	
Saint Clare School 716 Myrth Avenue Baltimore, Maryland 21221	186	N/A	
Saint Clement Mary Hofbauer School 1216 Chesaco Avenue Baltimore, Maryland 21237	302	N/A	
Saint John the Evangelist School 13311 Long Green Pike Hydes, Maryland 21082	235	N/A	
Saint Joseph (Cockeysville) 105 Church Lane Cockeysville, Maryland 21030	402	N/A	
Saint Joseph (Fullerton) 8416 Belair Road Baltimore, Maryland 21236	449	N/A	
Saint Mark's School 26 Melvin Avenue Catonsville, Maryland 21228	510	N/A	

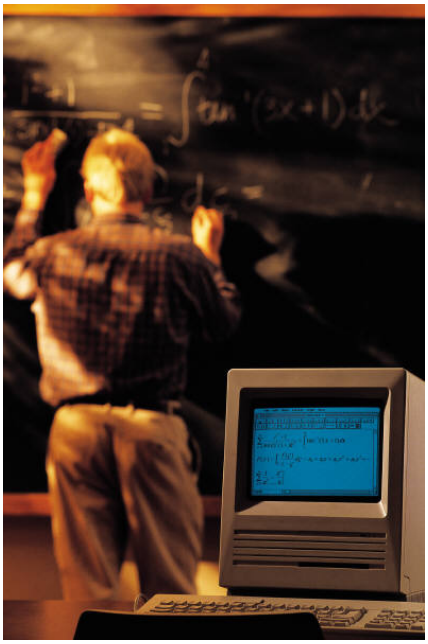
NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)		
	Title IV-A		Comments (Optional)
	Students	Staff	
Saint Michael the Archangel School 10 Willow Avenue Baltimore, Maryland 21206	326	N/A	
Saint Paul's Lutheran School (Kingsville) 12022 Jerusalem Road Kingsville, Maryland 21087	143	N/A	
Saint Paul Plus 11232 Falls Road Brooklandville, Maryland 21022	0	N/A	
Saint Paul's School 11152 Falls Road Brooklandville, Maryland 21022	851	N/A	
Saint Paul's School for Girls 11232 Falls Road Brooklandville, Maryland 21022	464	N/A	
Saint Peter's Christian Day School 7910 Belair Road Baltimore, Maryland 21236	0	N/A	
Saint Pius X School 6432 York Road Baltimore, Maryland 21212	301	N/A	
Saint Stephen's Christian Academy 1527 Old Eastern Avenue Essex, Maryland 21221	18	N/A	
Saint Stephen School 8028 Bradshaw Road Kingsville, Maryland 21087	282	N/A	
Saint Ursula School 8900 Harford Road Baltimore, Maryland 21234	706	N/A	

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)		
	Title IV-A		Comments (Optional)
	Students	Staff	
Shelbourne Baptist Child Care Center 4808 Shelbourne Road Baltimore, Maryland 21227	1	N/A	
Sisters Academy of Baltimore 139 First Avenue Baltimore, Maryland 21227	64	N/A	
Talmudical Academy of Baltimore 4445 Old Court Road Baltimore, Maryland 21208	733	N/A	
The Forbush School in Hunt Valley 11201 Pepper Road Hunt Valley, Maryland 21031	0	N/A	
Tiny Bubbles Academy 9004 Yellow Brock Road Suite K Rosedale, Maryland 21237	0	N/A	
Tooney Town Early Learning Center 10989 Red Run Road Suite 100 Owings Mills, Maryland 21117	0	N/A	
Torah Institute of Baltimore 35 Rosewood Lane Owings Mills, Maryland 21117	537	N/A	
Towson Catholic High School 114 Ware Avenue Towson, Maryland 21204	0	N/A	
Towson Presbyterian School 400 West Chesapeake Avenue Towson, Maryland 21204	0	N/A	

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)		
	Title IV-A		Comments (Optional)
	Students	Staff	
Trinity Church Day School 12400 Manor Road Glen Arm, Maryland 21057	0	N/A	
Union Bethel Christian School 8615 Church Lane Randallstown, Maryland 21133	0	N/A	
Villa Maria School 2600 Pot Spring Road Timonium, Maryland 21093	0	N/A	
Villa Maria School at St. Vincent's 2300 Dulaney Valley Road Timonium, Maryland 21093	43	N/A	
Wards Chapel Preschool 11023 Liberty Road Randallstown, Maryland 21133	0	N/A	
Youth in Transition School 7205 Rutherford Road Baltimore, Maryland 21244	106	N/A	
Loyola Blakefield 500 Chestnut Avenue Towson, Maryland 21204	1,009	N/A	
Park School of Baltimore 2425 Old Court Road Baltimore, Maryland 21208	869	N/A	

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 2010**

Title II-A Coordinator: Barbara Bisset, Executive Director

Telephone: 410-887-6400 **E-mail:** bbisset@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**
Performance Goal 3: 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 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
	3.2 The percentage of teachers receiving "high-quality professional development" [(as the term "professional development" is defined in section 9101(34)].	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
	3.3 The percentage of paraprofessionals who are qualified [See criteria in section 1119(c) and (d)].	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 2010**

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**	**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)].	• Financial Assistant To develop and maintain accounting system for Title II funding. Position is "reasonable," within the 5% administrative cap, and "necessary" as it will be used to monitor expenditures including nonpublic base. 7/09 – 6/10	$68,857	
1.2 Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [section 2123(a)(2)]. *Note: Because the purpose of Title II-A is to increase 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)].	• Minority Recruitment To implement a program for recruiting and hiring highly qualified teachers from populations underrepresented in the current teacher workforce. 7/09 – 6/10 Master Plan 3, 3.1; a, b • Relocation Stipends To provide relocation stipends for all new highly qualified teachers in critical shortage areas in high poverty middle and high schools. 7/09 – 6/10 Master Plan 3, 3.1; a	$52,238 $95,427	

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**	**Public School Costs**	**Nonpublic Costs**
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)].	• Resident Teacher Coaches To provide coaches in alternative certification program for teachers holding conditional certificates in mathematics, science, special education, English, and world languages. 7/09 – 6/10 Master Plan 3, 3.1; b	$174,200	

ATTACHMENT 8 TITLE II, PART A PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: Baltimore County Public Schools **Fiscal Year 2010**

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	**Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers**	**Public School Costs**	**Nonpublic Costs**
2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in: ***(a) Content knowledge***. Providing training in one or more of the core academic subjects that the teachers teach; ***(b) Classroom practices***. 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)].	• To plan and implement workshops, academies, and institutes for math and science teachers in content, effective instructional strategies, and preparation for national and state assessments. 7/09 – 6/10 Master Plan 1, 1.1; t, y	$283,306	
	• To develop and implement cohorts for general and special educators in order to ensure they achieve highly qualified status in mathematics and technology integration. 7/09 – 6/10 Master Plan 3, 3.1; e, f, h	$204,381	
	• To provide workshops and academies for PreK-12 general and special education teachers of English /language arts in order to implement core classroom curriculum, effective written language instruction, assessment, and adolescent literacy. 7/09 – 6/10 Master Plan 3, 3.1; x, y Master Plan 2, 2.1; e	$176,260	

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**	**Public School Costs**	**Nonpublic Costs**
	• 8.0 Science Resource Teachers (STEM-RT) To provide positions that will improve teacher effectiveness and student achievement in science in targeted high poverty schools. 7/09 – 6/10 Master Plan 1, 1.1; x, y	$669,221	
	• To provide paraeducators with professional development in core content subjects and best practices. 7/09 – 6/10 Master Plan 1, 1.1; y Master Plan 3, 3.1; f	$139,124	
	• To implement new teacher and administrator academies in English/language arts and mathematics. 7/09 – 6/10 Master Plan 1, 1.1; w, x, y Master Plan 3, 3.1; k	$199,707	
	• To provide secondary teachers with professional development in social studies with a focus on content standards, core learning goals, and state and national assessments. 7/09 – 6/10 Master Plan 1, 1.1; w, x, y	$17,529	
	• To implement a Praxis preparation program for general and special educators to provide new teachers with strategies and techniques to pass Praxis I and Praxis II certification exams and MS Praxis Math Certification. 7/09 – 6/10 Master Plan 3, 3.1; a, b	$19,602	

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**	**Public School Costs**	**Nonpublic Costs**
	• To provide activities for nonpublic school teachers and principals in content and pedagogy. 7/09 – 6/10 Master Plan 1, 1.1; w, x, y		$589,719
	• To provide systemwide department chair training and year-long workshops on leadership and coaching. 7/09 – 6/10 Master Plan 1, 1.1; w, x, y	$10,129	
	• To provide professional development training for teachers of Summer School/evening high school. 7/09 – 6/10 Master Plan 1, 1.1; w, x, y	$51,683	
	• To provide CTE teachers with strategies and techniques on effective lesson planning and delivery, classroom management, and implementation of CTE programs. 7/09 – 6/10 Master Plan 1, 1.1; x Master Plan 1, 1.20	$36,709	
	• To provide content-based training on writing curriculum and on implementing the newly written curriculum. 7/09 – 6/10 Master Plan 1, 1.1; c, k, m, o, w	$165,648	

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**	**Public School Costs**	**Nonpublic Costs**
	• To provide professional development for fine arts and physical education teachers to improve teaching practices. 7/09 – 6/10 Master Plan 1, 1.1; x, y	$161,711	
2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that – • Involve collaborative groups of teachers and administrators; • Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency; • Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs; • Provide training to enable teachers and principals to involve parents in their children's education, especially parents of limited English proficient and immigrant children; and • Provide training on how to use data and assessments to improve classroom practice and student learning [section 2123(a)(3)(B)].	• 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 in the core academic subjects. 7/09 – 6/10 Master Plan 1, 1.1; f Master Plan 1, 1.1; y Master Plan 2, 2.1; e Master Plan 5, 5.2	$92,833	
	• To provide essential training in effective instruction for students with autism spectrum disorders. 7/09 – 6/10 Master Plan 5, 5.1; a	$30,162	
	• To provide professional development for general and special education teachers and principals in positive behavior support and instructional interventions for at-risk students. 7/09 – 6/10 Master Plan 4, 4.1; k	$52,892	

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**	**Public School Costs**	**Nonpublic Costs**
	• To provide professional development for teachers of limited English proficient and immigrant children to improve classroom practices and student learning; provide principals with information concerning the ELL instructional models in place in BCPS; and provide support to content teachers with regard to differentiation for ELLs in mainstream classes. 7/09 – 6/10 Master Plan 1, 1.1; f Master Plan 1, 1.1; y Master Plan 2, 2.1; e Master Plan 5, 5.2	$27,612	
	• To provide professional development on aligning SAT data to instruction, AP course training for teachers, PSAT and SAT preparation, and training for updated AIM and AVID curriculum. 7/09 – 6/10 Master Plan 1, 1.1; w, x, y	$37,115	
	• To provide professional development for SpringBoard and Maryland Writing Project K-12 teachers. 7/09 – 6/10 Master Plan 1, 1.1; w, x, y	$152,514	

ATTACHMENT 8 TITLE II, PART A PREPARING, TRAINING AND RECRUITING HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: Baltimore County Public Schools **Fiscal Year 2010**

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	**Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers**	**Public School Costs**	**Nonpublic Costs**
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)].	• To develop and implement workshops and academies for principals and aspiring leaders with a focus on instructional leadership, observation/feedback and assessment/evaluation. 7/09 – 6/10 Master Plan 3, 3.1; k • To provide New Administrators' Orientation, a summer training for new administrators. 7/09 – 6/10 Master Plan 3, 3.1; k	$73,200 $10,000	

ATTACHMENT 8 TITLE II, PART A PREPARING, TRAINING AND RECRUITING HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: Baltimore County Public Schools **Fiscal Year 2010**

B. ALLOWABLE ACTIVITIES [Section 2123], Continued.

3. Strategies and Activities to Retain and Provide Support to 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**	**Public School Costs**	**Nonpublic Costs**
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)].	• To provide an intensive orientation and year-long induction and mentoring program for new teachers in curriculum, instruction, assessment, and management. 7/09 – 6/10 Master Plan 1, 1.1; c Master Plan 1, 1.1; x, y Master Plan 3, 3.1; k	$613,928	
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)].	• To provide teachers with professional development programs that focus on using technology to enhance instruction. 7/09 – 6/10 Master Plan 3, 3.1; b, e, g	$36,544	
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)].			
	TOTAL TITLE II-A FUNDING AMOUNTS	**$3,652,532**	**$589,719**

ATTACHMENT 8 TITLE II, PART A PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS AND PRINCIPALS

Local School System: Baltimore County Public Schools **Fiscal Year 2010**

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.**

   Since the first year of implementation of NCLB in 2003-2004, 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 95.76% in 2008-2009. Of the 16,759 core subject classes in Baltimore County Public Schools for the 2007-2008 school year, 14,862 or 88.7% are taught by highly qualified teachers.

   The Office of Personnel's staffing plan focuses on providing highly qualified teachers for all schools, especially for priority schools. Signing bonuses and relocation stipends are utilized to attract highly qualified teachers in core subjects who accept teaching positions in identified priority schools. Title II funds are also used to provide relocation stipends for teachers who accept teaching positions in critical shortage subjects at high poverty schools.

   The Office of Personnel recruits at 63 colleges and universities in 16 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 in critical core subjects, especially at Historically Black Colleges and Universities (HBCU), 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 mathematics, science, English, 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. Relocation stipends for teachers accepting positions in high poverty schools and alternative certification preparation programs have contributed to reducing this gap.

   The percentage of classes taught by highly qualified teachers in high poverty elementary schools for 2007-2008 is 97.4% compared to 94.9% in low poverty schools. The percentage of classes taught by highly qualified teachers in high poverty middle and high schools is 88.9% compared to 90.8% in low poverty schools.

D. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 9501]:

1. Participating Private Schools and Services: Complete information in Attachment 6 regarding the names of participating private schools and the number of private school staff that will benefit from the Title II-A services.

2. Describe the school system's process for providing equitable participation to students in private schools:

a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-A services. Also, if your nonpublic schools did not respond to your initial invitation, please describe your follow-up procedures;

All nonpublic schools in the BCPS service area were invited to a Federal Programs meeting February 4, 2009. If a nonpublic school did not respond to the invitation, it received a follow up letter and intent form to be filled out and mailed in.

Interested nonpublic schools receive a preliminary allotment figure based on a per-pupil allotment that is multiplied by the number of students enrolled. Each school then submits a preliminary proposal which includes a needs statement, proposed activities that improve teachers' and principals' knowledge in content and classroom practices, estimated costs, and an evaluation plan. The Department of Professional Development reviews the preliminary proposals ensuring the activities meet the provisions of the grant. Once BCPS receives the final award notice, the per-pupil figure is recalculated and a final allotment figure is given to each school along with feedback on the preliminary proposal. Simultaneously, all schools are invited to an articulation meeting to review the allowable activities and the process for accessing benefits and services from the grant. The nonpublic schools revise their proposals to incorporate the feedback and submit final proposals. The Department of Professional Development reviews and approves the final proposals and begins to process the requests for funding. The Department of Professional Development monitors the implementation, expenditures, and correspondence with the schools quarterly.

b) The basis for determining the professional development needs of private school teachers and other staff;

Interested private schools developed and submitted proposals regarding how they would use Title II, Part A funds to provide high quality professional development in order to meet the identified needs of their teachers. The proposal includes a needs statement with supporting data.

c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and

Title II, Part A funds are provided to nonpublic staff based on the identified professional development needs outlined in the approved proposal. Professional development activities must be reasonable and necessary.

d) The differences, if any, between the Title II-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title II-A services the district provides to the public school children. <u>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.)</u>

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.

2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 11-13 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use program funds to pay only reasonable and necessary direct administrative costs associated with the operation of the program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

F. ATTACHMENTS 4-A and B, 5-A and B, and 6-A and B

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Budget Narrative
Title II, Part A
Fiscal Year 2010

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Centralized Support Salaries & Wages	Financial Assistant **Activity 1.1**	Financial Assistant: 1.0 FTE @ $47,880	$47,880		$47,880
Fixed Charges	Financial Assistant **Fixed Charges Activity 1.1**	FICA @ 7.65% = $3,662.82 + W/C @ 0.79% = $378.25 + State Retirement @ 13.15% = $6,296.22 + Health, $10,640	$20,977		$20,977
				Subtotal	**$68,857**
				Total Activity 1.1	**$68,857**
Centralized Support Other Charges	Minority Recruitment Conference Fees **Activity 1.2**	Travel: 20 individuals @ $561.90	$11,238		$11,238
Centralized Support Contracted Services	Minority Recruitment **Contracted Services Activity 1.2**	Minority Recruiting Fairs: fees to various universities $14,000; local minority recruitment fair expenses $3,500 facilities fee + $8,500 equipment rental fees	$26,000		$26,000
Centralized Support Supplies	Minority Recruitment **Supplies Activity 1.2**	Recruiting Supplies: 20 x $750	$15,000		$15,000
				Subtotal	**$52,238**
Instructional Regular Programs Salaries & Wages	Relocation Stipends **Salaries Activity 1.2**	Relocation Stipends: 44 teachers @ $2,000	$88,000		$88,000
Fixed Charges	Relocation Stipends **Fixed Charges Activity 1.2**	FICA @ 7.65% = $6,732 + W/C @ 0.79% = $695.20	$7,427		$7,427
				Subtotal	**$95,427**
				Total Activity 1.2	**$147,665**

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Contracted Services	Resident Teacher Coaches in alternative certification programs **Contracted Services Activity 1.3**	**Towson University:** 12 x $1,250 x 2 semesters = $30,000 + 8 x $550 x 2 semesters = $8,800 for a total of $38,800; **Goucher Coach #1**: 12 x $1,250 x 2 semesters = $30,000 + 3 x $550 x 2 semesters = $3,300 for a total of $33,300; **Goucher Coach #2**: 12 x $1,250 x 2 semesters = $30,000 + 4 x $550 x 2 semesters = $4,400 for a total of $34,400; **College of Notre Dame English:** 12 x $1,250 x 2 semesters = $30,000 + $1 x $550 x 2 semesters = $1,100 for a total of $31,100; **College of Notre Dame World Languages:** 12 x $1,250 x 2 semesters = $30,000 + 6 x $550 x 2 semesters = $6,600 for a total of $36,600. **Total $174,200**	$174,200		$174,200
				Subtotal	**$174,200**
				Total Activity 1.3	**$174,200**
Instructional Staff Development Salaries & Wages	Workshops, academies, and institutes for math and science teachers **Salaries Activity 2.1**	Teacher Stipends: 8,123 hours x $27.30/hr = $221,757.90 + Presenter stipends: 247 hours x $32.76/hr = $8,091.72	$229,850		$229,850
Fixed Charges	Workshops, academies, and institutes for math and science teachers **Fixed Charges Activity 2.1**	FICA @ 7.65% = $17,583.49 + W/C @ 0.79% = $1,815.81	$19,399		$19,399
Instructional Staff Development Contracted Services	Workshops, academies, and institutes for math and science teachers **Contracted Services Activity 2.1**	Food: 380 lunches @ $12 = $4,560 + 1,320 Refreshments @ $6 = $7,920; Use of Facilities: 4 @ $515 = $2,060	$14,540		$14,540
Instructional Staff Development Supplies	Workshops, academies, and institutes for math and science teachers **Supplies Activity 2.1**	Training Materials: 1,700 @ $11 = $18,700 + Resource Packets: 10 @ $81.70 = $817	$19,517		$19,517
				Subtotal	**$283,306**

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Contracted Services	Develop and implement cohorts for general and special educators **Contracted Services Activity 2.1**	Cohort Tuition Fees: Secondary certification mathematics cohort with Loyola College (2 cohorts x 14 teachers each x 4 courses each cohort x $705 = **$78,960**); New special education cohort with Loyola College (20 teachers x 4 courses x $705 = **$56,400**; Certificate Program in School Leadership in Technology Integration Cohort with 26 teachers x 4 courses x $600/credit = **$62,400**	$197,760		$197,760
Instructional Staff Development Supplies	Develop and implement cohorts for general and special educators **Supplies Activity 2.1**	Course Materials: $194.74 x 34 participants	$6,621		$6,621
				Subtotal	**$204,381**
Instructional Staff Development Contracted Services	Provide workshops and academies for PreK-12 general and special ed. teachers of English/language arts **Contracted Services Activity 2.1**	Food: Breakfast 525 @ $6 = $3,150; Lunch 660 @ $12 = $7,920; Use of facilities: 4 x $532.50 = $2,130	$13,200		$13,200
Instructional Staff Development Supplies	Provide workshops and academies for PreK-12 general and special ed. teachers of English/language arts **Supplies Activity 2.1**	Training Materials: 205 books x $13.60 = $2,788; 260 x $33.73 = $8,769.80	$11,558		$11,558
Instructional Staff Development Salaries & Wages	Provide workshops and academies for PreK-12 general and special ed. teachers of English/language arts **Salaries Activity 2.1**	Teacher Stipends: 4,790 hrs. x $27.30/hr = $130,767 + Presenter Stipends: 273 hrs. x $32.76/hr = $8,943.48	$139,710		$139,710
Fixed Charges	Provide workshops and academies for PreK-12 general and special ed. teachers of English/language arts **Fixed Charges Activity 2.1**	FICA @ 7.65% = $10,687.85 + WC @ 0.79% = $1,103.70	$11,792		$11,792
				Subtotal	**$176,260**

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Regular Programs Salaries & Wages	8 Science Resource Teachers **Salaries** **Activity 2.1**	8 FTE's - Projected FY10 salaries: $69,126, $52,430, $50,637, $68,136, $63,165, $47,123, $73,424 & 1 unfilled estimated at $65,022	$489,063		$489,063
Fixed Charges	8 FTE's Science Resource Teachers **Fixed Charges** **Activity 2.1**	FICA @ 7.65% = $37,413 + W/C @ 0.79% = $3,864 + Retirement @ 13.15% = $64,312 + Health, $74,569, (7 x $10,640 + $89)	$180,158		$180,158
				Subtotal	**$669,221**
Instructional Staff Development Salaries & Wages	Content Training for Paraprofessionals **Salaries** **Activity 2.1**	Paraprofessional Stipends: 5 workshops x 27 paraprofessionals each workshops x 15 hours x $17/hr. = $34,425 x 3 terms (fall 2009, spring 2010, and summer 2010) = $103,275; Presenter Stipends: 30 hours @ $32.76/hr. = $982.80 x 5 instructors x 3 terms = $14,742	$118,017		$118,017
Fixed Charges	Content Training for Paraprofessionals **Fixed Charges** **Activity 2.1**	FICA @ 7.65% = $9,028 + W/C @ 0.79% = $932.33	$9,960		$9,960
Instructional Staff Development Contracted Services	Content Training for Paraprofessionals **Contracted Services** **Activity 2.1**	Facilities: $10/person x 405 paraprofessionals = $4,050; Refreshments: 405 paraprofessionals @ $6 = $2,430; Outside Presenters: 3 x $1,500 = $4,500; Equipment Rental 1 x $167	$11,147		$11,147
				Subtotal	**$139,124**
Instructional Staff Development Supplies	New teacher academies in Prek-6 English/language arts and PreK-6 Math **Supplies** **Activity 2.1**	Instructor's Training Materials: 8 x $432.88	$3,463		$3,463
Instructional Staff Development Contracted Services	New teacher academies in PreK-6 English/language arts and PreK-6 Math **Contracted Services** **Activity 2.1**	Catering (Language Arts) Food: 660 @ $6 = $3,960 + 660 @ $12 = $7,920; (Math) Food: 390 @ $6 = $2,340 + 390 @ $12 = $4,680	$18,900		$18,900

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	New teacher academies in PreK-6 English/language arts and PreK-6 Math **Salaries** **Activity 2.1**	Teacher Stipends (Language Arts): 220 teachers @ $ 88.73/half-day x 3 days= $58,561.80; Presenter Stipends: 20 presenters @ $212.94/day x 6 days = $25,552.80; Teacher Stipends (Math): 2,535 hrs. @ $27.30/hr = $69,205.50; Presenter Stipends: 312 hrs. @ $32.76/hr = $10,221.12	$163,541		$163,541
Fixed Charges	New teacher academies in PreK-6 English/language arts and PreK-6 Math **Fixed Charges** **Activity 2.1**	FICA @ 7.65% = $12,510.90 + W/C @ 0.79% = $1,291.97	$13,803		$13,803
				Subtotal	**$199,707**
Instructional Staff Development Salaries & Wages	Provide teachers with professional development in social studies **Salaries** **Activity 2.1**	Teacher Stipends: 380 hrs. @ $27.30/hr. = $10,374; Stipends for trainer: 15 hrs. @ $32.76/hr. = $491.40	$10,865		$10,865
Fixed Charges	Provide teachers with professional development in social studies **Fixed Charges** **Activity 2.1**	FICA @ 7.65% = $831.20 + W/C @ 0.79% = $85.83	$917		$917
Instructional Staff Development Contracted Services	To provide teachers with professional development in social studies **Contracted Services** **Activity 2.1**	Refreshments/Snacks: 20 teachers x $5/session x 5 sessions = $500 + 10 teachers @ $5/session x 4 sessions = $200.00; Tuition: 14 teachers at Goucher College AP Summer Institutes @ $300 per teacher = $4,200	$4,900		$4,900
Instructional Staff Development Supplies	To provide teachers with professional development in social studies **Supplies** **Activity 2.1**	Coursework Materials: 20 teachers x $30.90 = $618; 10 teachers x $22.90 = $229	$847		$847
				Subtotal	**$17,529**
Instructional Staff Development Salaries & Wages	Praxis preparation program for general and special educators **Salaries** **Activity 2.1**	Instructor Stipends: 350 hrs. @ $32.76/hr.	$11,466		$11,466

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Fixed Charges	Praxis preparation program for general and special educators **Fixed Charges** **Activity 2.1**	FICA @ 7.65% = $877.14 + W/C @ 0.79% = $90.58	$968		$968
Instructional Staff Development Contracted Services	Praxis preparation program for general and special educators **Contracted Services** **Activity 2.1**	Test Fee Reimbursements: 30 teachers @ $160	$4,800		$4,800
Instructional Staff Development Supplies	Praxis preparation program for general and special educators **Supplies** **Activity 2.1**	Training Materials: 30 teachers @ $78.92	$2,368		$2,368
				Subtotal	**$19,602**
Transfers	Nonpublic Schools - Provide activities for nonpublic school teachers, principals, and paraeducators in content and pedagogy **Transfers** **Activity 2.1**	FY10 projected allocation $4,391,154 - $669,221 (8 STEM resource teacher positions) - $68,857 (Fiscal Asst. position) - $148,903 (BCPS Indirect Fee) = $3,504,173 divided by 125,251 (the total of 21,084 projected nonpublic school students + 104,167 projected public school students for 2010) = $27.97 per pupil. $27.97 per pupil x 21,084 nonpublic school students = $589,719.48	$589,719		$589,719
				Subtotal	**$589,719**
Instructional Staff Development Salaries & Wages	Systemwide Department Chair Training **Salaries** **Activity 2.1**	Teacher Stipends: 55 hours @ $27.30/hr.	$1,502		$1,502
Fixed Charges	Systemwide Department Chair Training **Fixed Charges** **Activity 2.1**	FICA @ 7.65% = $114.86 + W/C @ 0.79% = $11.86	$127		$127
Instructional Staff Development Contracted Services	Systemwide Department Chair Training **Contracted Services** **Activity 2.1**	Use of Facilities: 4 x $500	$2,000		$2,000
Instructional Staff Development Supplies	Systemwide Department Chair Training **Supplies** **Activity 2.1**	Training Supplies: 130 @ $50	$6,500		$6,500
				Subtotal	**$10,129**

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	Training for Summer School & Evening School Teachers **Salaries** **Activity 2.1**	Teacher Stipends (Summer School): 1,500 hrs. @ $27.30/hr. = $40,950; (Evening School): 26 hrs. @ $27.30/hr. = $709.80	$41,660		$41,660
Fixed Charges	Training for Summer School & Evening School Teachers **Fixed Charges** **Activity 2.1**	FICA @ 7.65% = $3,186.97 & W/C @ 0.79% = $329.11	$3,516		$3,516
Instructional Staff Development Contracted Services	Training for Summer School & Evening School Teachers **Contracted Services** **Activity 2.1**	Catering: (Summer School training): 550 staff x $11.48 = $6,314; (Evening School training): breakfast 4 @ $6 = $24; lunch 4 @ $12 = $48	$6,386		$6,386
Instructional Staff Development Supplies	Training for Summer School & Evening School Teachers **Supplies** **Activity 2.1**	Training Supplies: 4 @ $30.25	$121		$121
				Subtotal	**$51,683**
Instructional Staff Development Salaries & Wages	**NEW** Training for CTE Teachers **Salaries** **Activity 2.1**	Teacher Stipends: 1,240 hrs. @ $27.30/hr.	$33,852		$33,852
Fixed Charges	Training for CTE Teachers **Fixed Charges** **Activity 2.1**	FICA @ 7.65% = $2,589.67 & W/C @ 0.79% = $267.43	$2,857		$2,857
				Subtotal	**$36,709**
Instructional Staff Development Salaries & Wages	Training for Curriculum Writing **Salaries** **Activity 2.1**	Teacher Stipends: 5,500 hrs. @ $27.30/hr.	$150,150		$150,150
Fixed Charges	Training for Curriculum Writing **Fixed Charges** **Activity 2.1**	FICA @ 7.65% = $11,486.47 & W/C @ 0.79% = $1,186.18	$12,673		$12,673
Instructional Staff Development Supplies	Training for Curriculum Writing **Supplies** **Activity 2.1**	Training Materials: 50 @ $56.50	$2,825		$2,825
				Subtotal	**$165,648**
Instructional Staff Development Salaries & Wages	**NEW** Training for Fine Arts/Physical Education **Salaries** **Activity 2.1**	Teacher Stipends: 3,728 hrs. @ $27.30/hr. = $101,774.40 + Presenter Stipends: 147.50 hrs. @ $32.76/hr. = $4,832.10	$106,607		$106,607

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Fixed Charges	Training for Fine Arts/Physical Education **Fixed Charges** **Activity 2.1**	FICA @ 7.65% = $8,155.39 & W/C @ 0.79% = $842.19	$8,998		$8,998
Instructional Staff Development Contracted Services	Training for Fine Arts/Physical Education **Contracted Services** **Activity 2.1**	Publisher Consultant: $2,040; Bigger, Faster, Stronger Certification Fee @ $299 x 25 participants = $7,475 + Consultant Fee: $1,000; Refreshments/Lunch: 480 @ $12 = $5,760; Equipment Rental $45	$16,320		$16,320
Instructional Staff Development Supplies	Training for Fine Arts/Physical Education **Supplies** **Activity 2.1**	Fitness for Life Training Packet for 50 teachers @ $179.40 = $8,970; Training Kits: 30 @ $360.53 = $10,815.90	$19,786		$19,786
Instructional Staff Development - Other	Training for Fine Arts/Physical Education **Other** **Activity 2.1**	Hotel: 5 nights x $244 = $1,220; Conference Fee: 1 @ $780 = $780 + 20 @ $150 = $3,000; Travel @ $500 x 5 teachers = $2,500 x 2 Conferences = $5,000	$10,000		$10,000
				Subtotal	**$161,711**
				Total Activity 2.1	**$2,724,729**
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 **Salaries** **Activity 2.2**	Teacher Stipends: 2,618 hrs. @ $27.30/hr. = $71,471.40 + Presenter Stipends: 102.5 hrs. @ $32.76/hr. = $3,357.90	$74,829		$74,829
Fixed Charges	Professional development in differentiating instruction, addressing the learning styles of students with special needs, and collaborative teaming for best inclusive practices **Fixed Charges** **Activity 2.2**	FICA @ 7.65% = $5,724.44 + W/C @ 0.79% = $591.15	$6,316		$6,316

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 **Supplies** **Activity 2.2**	Training Materials: 120 x $25 = $3,000; 30 @ $16.66 = $499.80; 232 @ $12.98 = $3,011.36	$6,511		$6,511
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 Contracted Services Activity 2.2	Refreshments/Snacks: 232 @ $6 = $1,392; Lunch: 232 @ $12 = $2,784; Equipment Rental $526	$4,702		$4,702
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 **Contracted Services** **Activity 2.2**	Conference Fee: 1 @ $475	$475		$475
				Subtotal	**$92,833**
Instructional Staff Development Salaries & Wages	Essential Training in Effective Instruction for Students with Autism Spectrum Disorders **Salaries** **Activity 2.2**	Teacher Stipends: 520 hrs. @ $27.30/hr. = $14,196 + Paraprofessional Stipends: 520 hrs. @ $17.50/hr. = $9,100	$23,296		$23,296
Fixed Charges	Essential Training in Effective Instruction for Students with Autism Spectrum Disorders **Fixed Charges** **Activity 2.2**	FICA @ 7.65% = $1,782.14 + W/C @ 0.79% = $184.03	$1,966		$1,966

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Contracted Services	Essential Training in Effective Instruction for Students with Autism Spectrum Disorders **Contracted Services Activity 2.2**	Outside Consultant Fees: 1 @ $1,000; Refreshments/Snacks: 320 @ $6.25 = $2,000	$3,000		$3,000
Instructional Staff Development Supplies	Essential Training in Effective Instruction for Students with Autism Spectrum Disorders **Supplies Activity 2.2**	Training Materials for teachers/paraprofessionals: 320 @ $5 = $1,600 + Instructor's Materials: $300	$1,900		$1,900
				Subtotal	**$30,162**
Instructional Staff Development Salaries & Wages	Professional development for general and special education teachers and principals in positive behavior support and early intervention strategies **Salaries Activity 2.2**	Teacher Stipends: 1,276 hrs. @ $27.30/hr. = $34,834.80 + Paraprofessional Stipends: 210 hrs. @ $17.50/hr. = $3,675 + Presenter Stipends: 24 hrs. @ $32.76/hr. = $786.24	$39,296		$39,296
Fixed Charges	Professional development for general and special education teachers and principals in positive behavior support and early intervention strategies **Fixed Charges Activity 2.2**	FICA @ 7.65% = $3,006.14 + W/C @ 0.79% = $310.43	$3,317		$3,317
Instructional Staff Development Contracted Services	Professional development for general and special education teachers and principals in positive behavior support, and early intervention strategies **Contracted Services Activity 2.2**	Refreshments/Snacks: 164 @ $6 = $984; Lunch 164 @ $12 = $1,968; Equipment Rental $328; Certification Fees for Teachers: 15 @ $100 = $1,500	$4,780		$4,780
Instructional Staff Development Supplies	Professional development for general and special education teachers and principals in positive behavior support and early intervention strategies **Supplies Activity 2.2**	Training Materials: 164 @ $33.53	$5,499		$5,499
				Subtotal	**$52,892**

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	Provide professional development for teachers of limited English proficient and immigrant children **Salaries** **Activity 2.2**	Teacher Stipends: 700 hrs. @ $27.30/hr. = $19,110 + Presenter Stipends: 54 hrs. @ $32.76/hr. = $1,769.04	$20,879		$20,879
Fixed Charges	Provide professional development for teachers of limited English proficient and immigrant children **Fixed Charges** **Activity 2.2**	FICA @ 7.65% = $1,597.24 + W/C @ 0.79% = $164.94	$1,762		$1,762
Instructional Staff Development Contracted Services	Provide professional development for teachers of limited English proficient and immigrant children **Contracted Services** **Activity 2.2**	Refreshments/Snacks: 200 @ $6 = $1,200; Equipment Rental: $460	$1,660		$1,660
Instructional Staff Development Supplies	Provide professional development for teachers of limited English proficient and immigrant children **Supplies** **Activity 2.2**	Training Materials: 200 @ $5 = $1,000; 1 resource packet @ $811	$1,811		$1,811
Instructional Staff Development - Other	Provide professional development for teachers of limited English proficient and immigrant children **Other** **Activity 2.2**	Inside printing @ Baltimore County Public Schools' Copy and Print Services	$1,500		$1,500
				Subtotal	**$27,612**
Instructional Staff Development Salaries & Wages	Provide professional development training on aligning SAT data to instruction, AP course training for teachers, PSAT/SAT prep, training for updated AIM AVID curriculum **Salaries** **Activity 2.2**	Teacher Stipends: 464 hrs. @ $27.30/hr.	$12,667		$12,667

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Fixed Charges	Provide professional development training on aligning SAT data to instruction, AP course training for teachers, PSAT/SAT prep, training for updated AIM AVID curriculum **Fixed Charges Activity 2.2**	FICA @ 7.65% = $969.04 + W/C @ 0.79% = $100.07	$1,069		$1,069
Instructional Staff Development Contracted Services	Provide professional development training on aligning SAT data to instruction, AP course training for teachers, PSAT/SAT prep, training for updated AIM AVID curriculum Contracted Services Activity 2.2	AP Course Fees: 11 @ $1,100 = $12,100; Refreshments/Snacks: 150 @ $6 = $900; Equipment Rental: $540	$13,540		$13,540
Instructional Staff Development Supplies	Provide professional development training on aligning SAT data to instruction, AP course training for teachers, PSAT/SAT prep, training for updated AIM AVID curriculum **Supplies Activity 2.2**	Training Materials: 26 @ $46.80 = $1,216.80; $20/guidebook x 10 guidebooks/building x 26 buildings = $5,200; $30/guidebook x 80 participants = $2,400; 80 @ $12.78 = $1,022.40	$9,839		$9,839
				Subtotal	**$37,115**
Instructional Staff Development Salaries & Wages	Provide professional development training for SpringBoard and Maryland Writing Project **Salaries Activity 2.2**	Teacher Stipends: 5,055 hrs. @ $27.30/hr. = $138,001.50 + Presenter Stipends: 36 hrs. @ $32.76/hr. = $1,179.36	$139,181		$139,181
Fixed Charges	Provide professional development training for SpringBoard and Maryland Writing Project **Fixed Charges Activity 2.2**	FICA @ 7.65% = $10,647.33 + W/C @ 0.79% = $1,099.52	$11,747		$11,747

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Supplies	Provide professional development training for SpringBoard and Maryland Writing Project **Supplies Activity 2.2**	Training Materials: 135 @ $8.74 = $1,179.90; 10 @ $40.60 = $406	$1,586		$1,586
				Subtotal	**$152,514**
				Total Activity 2.2	**$393,128**
Administrative & Supervisory Other	Develop and implement academies for principals and aspiring leaders with a focus on instructional leadership, observation/ feedback and assessment/ evaluation **Travel & Conference Fees Activity 2.3**	Conference Fees: 10 principals x $1,500 = $15,000 + Travel Fees: 10 principals x $1,650 = $16,500	$31,500		$31,500
Administrative & Supervisory Contracted Services	Develop and implement academies for principals and aspiring leaders with a focus on instructional leadership, observation/feedback and assessment/ evaluation. **Contracted Services Activity 2.3**	Speaker Fees for Principal/Teacher Leader Center: $7,500; Equipment Rental: $1,240; Catering: 20 x $10 x 20 sessions = $4,000; Use of Facilities 20 x $1,248 = $24,960	$37,700		$37,700
Administrative & Supervisory Supplies	Develop and implement academies for principals and aspiring leaders with a focus on instructional leadership, observation/feedback and assessment/ evaluation. **Supplies Activity 2.3**	Training Materials: 20 x $200	$4,000		$4,000
				Subtotal	**$73,200**

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Administrative & Supervisory Contracted Services	Administrators' Orientation - summer training **Contracted Services** **Activity 2.3**	Consultant's Fee: 1 @ $5,000; Presenters: 2 x $1,250 = $2,500, Use of Facilities: 10 x $250 = $2,500	$10,000		$10,000
				Subtotal	**$10,000**
				Total Activity 2.3	**$83,200**
Instructional Staff Development Salaries & Wages	Intensive induction and mentoring program for new teachers in curriculum, instruction, assessment and management **Salaries** **Activity 3.1**	Teacher Stipends: 17,062.5 hrs. (875 teachers x 6.5 hrs./day x 3 days) @ $27.30/hr. = $465,806.25; Year-long training for teachers: 2,500 hrs. @ $27.30/hr. = $68,250	$534,056		$534,056
Fixed Charges	Intensive induction and mentoring program for new teachers in curriculum, instruction, assessment and management. **Fixed Charges** **Activity 3.1**	FICA @ 7.65% = $40,855.30 + W/C @ 0.79% = $4,219.04	$45,074		$45,074
Instructional Staff Development Contracted Services	Intensive induction and mentoring program for new teachers in curriculum, instruction, assessment and management Contracted Services Activity 3.1	Monthly Mentor Meetings (Food): 70 mentors x 10 meetings x $6 breakfast = $4,200 + 70 mentors x 5 meetings x $12 lunch = $4,200; Facilities: 10 @ $750 = $7,500. New Teacher Monthly Training Meetings (Refreshments): 25 teachers x 10 months x 2 sessions x $5.25 = $2,625; Facilities: 10 months x 2 sessions x $750 = $15,000; Equipment Rental $1,273	$34,798		$34,798
				Subtotal	**$613,928**
				Total Activity 3.1	**$613,928**

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	Professional development programs that focus on using technology to enhance instruction **Salaries Activity 3.2**	Teacher Stipends: 960 hrs. @ $27.30/hr. = $26,208 + Presenter Stipends: 48 hrs. @ $32.76/hr. = $1,572.48	$27,780		$27,780
Fixed Charges	Professional development programs that focus on using technology to enhance instruction **Fixed Charges Activity 3.2**	FICA @ 7.65% = $2,125.20 + W/C @ 0.79% = $219.46	$2,345		$2,345
Instructional Staff Development Supplies	Professional development programs that focus on using technology to enhance instruction **Supplies Activity 3.2**	Training Materials: 10 teachers x $41.90	$419		$419
Administrative & Supervisory - Other	Professional development programs that focus on using technology to enhance instruction **Conference Fees Activity 3.2**	Conference Fees: 25 principals x $150	$3,750		$3,750
Instructional Staff Development - Other	Professional development programs that focus on using technology to enhance instruction **Conference Fees Activity 3.2**	Conference Fees: 15 teachers x $150	$2,250		$2,250
				Subtotal	**$36,544**
				Total Activity 3.2	**$36,544**
Business Support Transfers - Indirect Fee	**Indirect Fee**	BCPS Indirect Fee charged for grant administration (based on 3.51%) $4,391,154/1.0351= $4,242,250.99 x 0.0351 = $148,903			$148,903

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
				Total Grant (based on 4-2-09 Major Federal Aid Formula Programs FY10 Preliminary Allocation)	**$4,391,154**

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	$4,391,154	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	FY2010 Improving Teacher Quality, Title II, Part A	GRANT RECIPIENT NAME	Baltimore County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	3350-096-3032		
REVENUE SOURCE	Title II, Part A	RECIPIENT AGENCY NAME	Baltimore County Public Schools Department of Professional Development		
FUND SOURCE CODE		GRANT PERIOD	7/1/2009 FROM	6/30/2011 TO	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						148,903.00	148,903.00
Prog. 23 Centralized Support	47,880.00	26,000.00	15,000.00	11,238.00			100,118.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.		47,700.00	4,000.00	35,250.00			86,950.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	577,063.00						577,063.00
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							
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	1,879,204.00	526,633.00	101,171.00	14,225.00		589,719.00	3,110,952.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				367,168.00			367,168.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	2,504,147.00	600,333.00	120,171.00	427,881.00	0.00	738,622.00	4,391,154.00

	Name	Signature	Date	Telephone #
Finance Official Approval	Nancy Golub, CPA	Nancy Golub, CPA	7/14/09	410-887-4345 x 36
Supt./Agency Head Approval	Joe A. Hairston	Joe A. Hairston	8/10/09	410-887-4281
MSDE Grant Manager Approval				

FY 10 Grant Budget C-1-25 Rev: 01/20/07

ASSURANCES

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.

2. 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.

3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.

4. 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.

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. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

7. 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.

8. 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 extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.

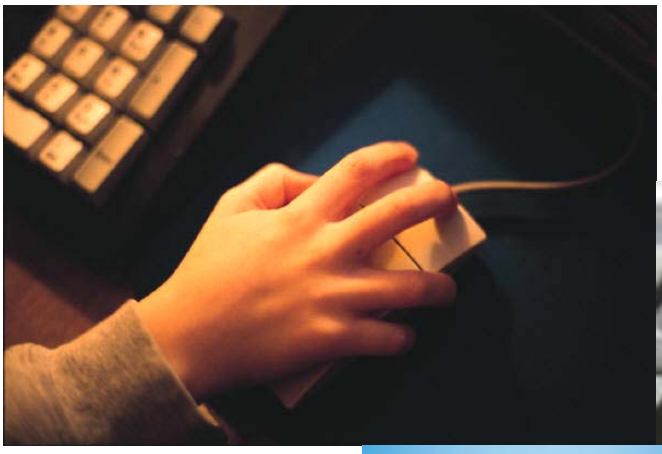
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.

11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. 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.

Joe A. Hairston	10/12/09
Superintendent of Schools/Head of Grantee Agency	Date

Attachment 9



Title II, Part D, Subpart 1
Formula Funding
Educational Technology States Grants Program (Ed Tech)

ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM

Local School System: Baltimore County Public Schools **Fiscal Year 2010**

Title II-D Technology Coordinator: Thea Jones

Telephone: 410-887-8918 **E-mail: tjones@bcps.org**

A. ALLOWABLE ACTIVITIES [Section 2416]. 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 or Update, and (d) the amount of funding for services to public and nonpublic students and teachers. ***Use separate pages as necessary for descriptions.***

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
1. Strategies and Activities to Provide Ongoing, Sustained, and Intensive High-Quality Professional Development. Note: Each Ed Tech recipient must use at least 25% of its funds to provide ongoing, sustained, and intensive high-quality professional development OR, through an Ed Flex waiver request to MSDE, satisfactorily demonstrate that it already provides, to all teachers in core academic subjects, such professional development, which is based on a review of relevant research.			
1.1 Providing professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology to: a) access data and resources to develop curricula and instructional materials, b) enable teachers to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators and to retrieve Internet-based learning resources, and c) lead to improvements in classroom instruction in the core academic subjects [section 2416(a)(1)].	Continue to implement a Graduate Certificate Program in School Leadership in Technology for school-based administrators and teachers who will become leaders in the effective use of educational technology in their schools. This program will provide high quality professional development aligned with the *Maryland Technology Standards for School-Based Administrators* and the *Maryland Teacher Technology Standards for Teachers.* The program is designed to assist school leaders in establishing the essential conditions for the effective use of technology within the context of systemic technology-based school improvement efforts. This program is also designed to build capacity for technology leadership within individual schools. Goal of the Program: To develop teams of highly skilled school leaders who can successfully model the art and science of exemplary leadership in the use of educational technology. Performance Objectives for the Program: These objectives incorporate the principles and standards of the *Maryland Instructional Leadership Framework* (MILF) and the Educational Leadership Council (ELCC) and guide the work of program participants.		

	1) Use a variety of strategies and models to implement practices that encourage the development of attitudes and skills for high expectations that govern effective leadership for technology integration. 2) Use technology to maximize the use of data to improve student achievement. 3) Understand patterns in the data that can be used to predict educational outcomes in order to improve student achievement and school leadership. Based on the above objectives, participants will: ▪ Work with peers to explore how leadership can strengthen and support the School Improvement Plan. ▪ Implement and lead school-based technology integration models that support differentiated instruction. ▪ Develop a personal leadership plan to create and support technological change. ▪ Integrate effective hands-on practices for building technology capacity. ▪ Engage in active data-driven decision making. ▪ Develop projects that use technology within the curriculum to enhance teaching and learning. ▪ Use technology to maximize knowledge sharing about administrative and leadership functions. ▪ As a team, identify a school need and propose solutions to implement a comprehensive solution through an internship experience. The allocated funds will be used to enroll school teams comprised of at least one administrator and four team members, who will be selected by the administrator, in the Graduate Certificate Program in School Leadership in Technology which has been developed in collaboration with the Johns Hopkins University. Schools within a given cluster will be given priority in the registration process. Funding will provide tuition costs beyond the BCPS reimbursable amount. Two cohorts will be established with one beginning in the spring of 2010 and one beginning in the summer of 2010. Each	$69,750	

	cohort will have 15 members who will take five courses each x 2 cohorts x $465 tuition. MICCA Conference Registration: 50 registrations (for integration teachers, liaisons and/or administrators) x $150 each NECC Conference Registration: 10 registrations (for teachers, liaisons, and/or administrators) x $250 each Provide technology integration teachers, technology liaisons, and school-based technology leaders an "Instructional Technology Day" which emphasizes best practices in the use of technology and brings a nationally known instructional technology leader to Baltimore County as the keynote speaker for the program. Cost of rental space and refreshments: Speaker: $18,968 Rental space: $1,200 Provide stipends for teachers to attend workshops that promote the use of instructional technology in teaching and learning. Forty-six two hour workshops will be funded as follows: 21 technology workshops on using Web. 2.0 tools; 25 technology integration workshops. Instructor: 4 hours, including two prep hours x $32.76 = $131.04 x 46 workshops = $6,028 Participants: 2 hours x $27.30 per hour = $54.60 x 16 participants = $873.60 x 46 workshops = $40,186 Fixed charges for instructors: $509 (see budget narrative) Fixed charges for teachers: $3,393 (see budget narrative) Alignment to Master Plan: 1.1 j, pages 6 and 26 Alignment to Local Tech Plan: page 36	$7,500 $2,500 $18,968 $1,200 $6,028 $40,186 $509 $3,392	
2. Strategies and Activities to Integrate Technology into the Educational Process			
2.1 Developing and adapting or expanding applications of technology to enable teachers to increase student academic achievement, including technology literacy, through teaching practices that are based on the review of relevant research and through use of innovative distance learning strategies [section 2416(b)(2)].	Provide incentives to schools to plan and implement innovative, interactive, and collaborative projects which promote global outreach and cultural exchanges via distance learning and/or Web 2.0 technologies. Funds will be allocated to schools based upon an application process and all levels will be encouraged to participate.	$10,000	

	20 schools x $500 Alignment to Master Plan: 1.1 j, pages 6 and 26 Alignment to Local Tech Plan: page 36		
2.2 Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging state academic content and student achievement standards [section 2416(b)(3)].	Alignment to Master Plan: 1.1 j, page 26 Alignment to Local Tech Plan: page 27		
2.3 Utilizing technology to develop or expand efforts to connect schools and teachers with parents and students to promote meaningful parental involvement, to foster increased communication about curricula, assignments, and assessments between students, parents, and teachers, and to assist parents to understand the technology being applied in their child's education, so that parents are able to reinforce at home the instruction their child receives at school [section 2416(b)(4)].	Alignment to Master Plan: 1.1 j, page 26		
2.4 Preparing one or more teachers in schools as technology leaders who will assist other teachers, and providing bonus payments to the technology leaders [section 2416(b)(5)].	Alignment to Master Plan: 8.1 a, page 96 Alignment to Local Tech Plan: page 35		
3. Strategies and Activities to Improve Access to Technology			
3.1 Establishing or expanding initiatives, particularly initiatives involving public-private partnerships, designed to increase awareness to technology for students and teachers, with special emphasis on the access of high-need schools to technology [section 2416(b)(1)].	Allocation to nonpublic schools: $200,500 - $6,799 (indirect cost) = $193,701/131,597 = 1.47 per pupil allocation x 18,846 students = $27,704		$27,704
3.2 Acquiring, adapting, expanding, implementing, repairing, and maintaining existing and new applications of technology to support the school reform effort and to improve student academic achievement, including technology literacy [section 2416(b)(6)].	Alignment to Master Plan: 8.2, page 100 Alignment to Local Tech Plan: pages 21-25		
3.3 Acquiring connectivity linkages, resources, and services (including the acquisition of hardware and software and other electronically delivered learning materials) for use by teachers, students, academic counselors, and school library media centers, in order to improve student academic achievement [section 2416(b)(7))].	Alignment to Master Plan: 1.1 j, page 6 Alignment to Local Tech Plan: page 26		
3.4 Developing, enhancing, or implementing information technology courses [section 2416(b)(10)].	Alignment to Master Plan: 1.20, page 58 Alignment to Local Tech Plan: page 26		

ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM

Local School System: Baltimore County Public Schools **Fiscal Year 2010**

A. ALLOWABLE ACTIVITIES [Section 2416], Continued.

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
4. Strategies and Activities to Assess/Evaluate Effectiveness of Technology (At least 3 percent of Ed tech funds must be used to assess/evaluate effectiveness of technology)			
4.1 Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts [section 2416(b)(8)].	Alignment to Master Plan: 1.1 u, page 1 Alignment to Local Tech Plan: page 29		
4.2 Implementing performance measurement systems to determine the effectiveness of education technology programs funded under Title II-D Ed Tech, particularly in determining the extent to which Ed Tech activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards [section 2416(b)(9)].	$200,500 x 3.0% = $6,015 Alignment to Master Plan: 1.1 a, page 1 Alignment to Local Tech Plan: page 36	$6,015	
TOTAL TITLE II-D ED TECH FUNDING AMOUNTS (does not include business services)		**$172,847**	**$27,704**

ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM

Local School System: Baltimore County Public Schools	Fiscal Year 2010

B. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501].

PARTICIPATING PRIVATE SCHOOLS AND SERVICES – PLEASE ADDRESS EACH OF THE ITEMS BELOW:

1. **Complete information in Attachment 6-A on page 30 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title II-D Ed Tech services.**

2. **Describe the school system's process for providing equitable participation to students in private schools (or reference the page numbers if this information has been included elsewhere in the Master Plan Update:**

   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-D Ed Tech services;**

   All nonpublic schools in the BCPS service area were invited to two Federal Programs Meetings during the 2008-2009 school year. These meetings were organized and advertised by Angela Euculano-Leigh, BCPS Grants Specialist. The Office of Instructional Technology provided technical assistance regarding Title II-D funding and nonpublic schools offered suggestions and made comments. The allocations were also distributed with extensive directions for spending the funds with processes to expedite this.

   b) **The basis for determining the needs of private school children and teachers;**

   BCPS staff discusses with interested nonpublics, including the representatives of the Baltimore Archdiocese and the Baltimore Jewish Schools, the interest and needs of nonpublic school staff and students.

   c) **How services, location of services, and grade levels or areas of services were decided and agreed upon; the amount budgeted for nonpublic schools was determined by using the following formula:**
   Amount of grant minus indirect costs divided by total number of K-12 public and private students equals per pupil allocation. The per pupil allocation times the number of K – 12 non-public school students equals the total amount of nonpublic school funds allocated.

   Allocation to nonpublic schools:
   $200,500 - $6,799 (indirect cost) = $193,701/131,597 (public and nonpublic school enrollment) = $1.47 per pupil allocation x 18,846 nonpublic school students = $27,704 allocation for nonpublic schools.

d) The differences, if any, between the Title II-D Ed Tech 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-D Ed Tech 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-D Ed Tech services provided to public school children.)

Services, locations of services, and grade levels or areas of services are determined and driven by specific needs in the nonpublic schools. Any differences in services between public and nonpublic school services are based upon the individual identified needs of teachers in those schools.

C. ACCESSIBILITY COMPLIANCE

On December 4, 2001 the Maryland State Board of Education approved a regulation (COMAR 13A.05.02.13H) concerning accessible technology-based instructional products. This regulation requires that accessibility standards be incorporated into the evaluation, selection, and purchasing policies and procedures of public agencies. Subsequently, Education Article § 7-910: Equivalent Access for Students with Disabilities was passed during the 2002 General Assembly session and further requires that all teacher-made instructional materials be accessible also. MSDE is charged with monitoring local school systems' compliance with the regulation and the law. For more information on the regulation and the law, visit the following web site: http://cte.jhu.edu/accessibility/Regulations.cfm.

ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM

Local School System: Baltimore County Public Schools	Fiscal Year 2010

Please review the information submitted with the October 2008 Annual Update and use the chart on the following page to address additional progress on or changes to the items below related to accessibility compliance. If you choose to use last year's chart with this Update, please bold or underline any changes.

1. Process:

   a) Describe your policy and/or procedures for addressing the requirement that invitations to bids, requests for proposals, procurement contracts, grants, or modifications to contracts or grants shall include the notice of equivalent access requirements consistent with Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended.

   b) Describe your policy and/or procedures for addressing the requirement that the equivalent access standards (Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended) are included in guidelines for design specifications and guidelines for the selection and evaluation of technology-based instructional products.

   c) Describe how you are addressing the requirement that any teacher-developed materials (web sites, etc.) are accessible.

2. Implementation:

   a) Describe how you are ensuring that all educators are being provided information and training about Education Article 7-910 of the Public Schools - Technology for Education Act (Equivalent Access for Students with Disabilities). Include who, to date, has received information and/or training (e.g. all teachers, teachers at select schools, special education teachers only, building level administrators, etc.) and any future plans for full compliance.

3. Monitoring:

   a) Describe how you are monitoring the results of the evaluation and selection of technology-based instructional products set forth in COMAR 13A.05.02.13.H, including a description of the accessible and non-accessible features and possible applicable alternative methods of instruction correlated with the non-accessible features.

   b) Describe how you are ensuring that teachers and administrators have a full understanding of the regulation and law and how you are monitoring their adherence to the process and/or procedures governing accessibility.

ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM

Local School System: Baltimore County Public Schools **Fiscal Year 2010**

PROCESS	IMPLEMENTATION	MONITORING
1. a) A procedure is in place whereby all bids, request for proposals, procurement contracts, grants, or modifications to contracts or grants, are carefully examined to ensure that the access requirements consistent with Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended are addressed. In addition, the Purchase Requisition process is being modified to ensure that all software purchases have addressed the requirements. 1. b) This requirement is addressed in the guidelines for the selection and evaluation of instructional software that was approved by the Superintendent's Executive Leadership Team. The *Instructional Materials Selection and Evaluation Guidelines* are under revision at the present time. The *BCPS Instructional Software and Web-based Resources Evaluation Process* has been revised to include accessibility criteria in all software and Web-based resource evaluations. 1. c) All development tools that are purchased for teachers must be 508B compliant. For example, new software for all teachers to create Web sites which was purchased in the summer of 2003 was purchased with the requirement that it is 508B compliant and all software that is purchased with major textbook implementations is evaluated to determine accessibility compliance. The Office of Technology in Special Education (Assistive Technology) schedules teacher workshops on a regular basis to help teachers learn to create materials that take advantage of accessibility features. State funding through the Supporting Reading Through Assistive Technology	2. BCPS formed a committee to receive information from MSDE regarding Accessibility Compliance. The committee was charged with the dissemination of information regarding COMAR 13A.05.02.13H to BCPS employees. The committee work is ongoing and includes presenting information to and working with: ▪ All BCPS teachers and other staff members who serve as school-based technology liaisons. ▪ Curriculum office coordinators and staff members. ▪ Special education teachers and related services personnel. ▪ The Director of the Department of Purchasing to discuss accessibility issues. ▪ Vendors to discuss accessibility requirements. Major projects of the 2008-2009 school year include: ▪ Working with special education staff to develop technology supports for Alt-MSA supports. ▪ Implementing and disseminating information regarding the *BCPS Instructional Software and Web-based Resources Evaluation Process* which includes criteria to meet accessibility laws. ▪ Introducing the use of whiteboard technology in special education classrooms. The Offices of Instructional Technology, Library Information Services, and the Office of Technology in Special Education (Assistive Technology) continue to provide a variety of technology-based professional development activities to schools and offices which provide training on the effective uses of technology to differentiate instruction and meet the needs of all students.	3. a) Training designed for all BCPS instructional staff includes a description of the accessible and non-accessible features that could be included for compliance with 508B. Also, possible alternative methods correlated with the non-accessible features are described in this training. In addition, BCPS instructional staff has received, and continues to receive, information regarding Universal Design for Learning and the differentiation of instruction to meet the needs of all students. This includes using technology for differentiation. These results are monitored through the observation process and through the continuous assessment of student progress as determined by instructional staff. In addition, information regarding accessibility guidelines and alternatives is available and updated regularly at the following Web sites: http://www/bcps.org/offices/assistech/default.html http://www.bcps.org/offices/oit 3. b) Several processes are in place for ensuring that BCPS staff has an understanding of the regulation and the law (see "Implementation" column on this chart). Monitoring adherence to this process is done in several ways: ▪ Through compliance with the BCPS *Instructional Materials Selection and Evaluation Guidelines* and the *BCPS Instructional Software and Web-based Resources Evaluation Process* when materials are purchased. All hardware and software purchases are monitored by the Office of Purchasing, the Department of Technology, the Office of Technology in Special

grant has provided a Kurzweil 3000 Text Reader to every BCPS school to provide access to digitally created materials.	The Office of Technology in Special Education (Assistive Technology) continues to support the implementation of the Kurzweil 3000 Text Reader through extensive training offerings and the transfer of books into digital format.	Education (Assistive Technology), and the Office of Instructional Technology. ▪ Curriculum offices work with the Office of Instructional Technology and Office of Technology in Special Education (Assistive Technology) to ensure that software that is purchased meets the 508B technical requirements. The Office of Technology in Special Education (Assistive Technology) works with special education teachers to ensure that they complying with the 508B requirements. In 2003, BCPS formed an Accessibility Committee that is charged with overseeing the implementation of the 508B requirements. This committee meets regularly and continues to address BCPS compliance with 508B requirements.

ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM

Local School System: Baltimore County Public Schools	Fiscal Year 2010

Section 1.01 D. Children's Internet Protection Act (CIPA) Certification Form

NOTE: Complete only if there have been changes to your last certification submitted to MSDE.

X **Check here if there are no changes to your CIPA certification status.**

Any Local Education Agency seeking Ed Tech funds must certify to its State Education Agency that schools have adopted and are enforcing Internet safety policies. It is the intent of the legislation that any school (or district) using federal money (ESEA or E-rate) to pay for computers that access the Internet or to pay for Internet access directly should be in compliance with CIPA and should certify to that compliance EITHER through E-rate or the Ed Tech program. Please check one of the following:

X **Our local school system is certified compliant, through the E-rate program, with the Children's Internet Protection Act requirements.**

☐ **Every school in our local school system benefiting from Ed Tech funds has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA.**

☐ **The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet.**

☐ **Not all schools have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA. However, our local school system has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.**

School System	Authorizing Signature	Date

ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM

Local School System: Baltimore County Public Schools	Fiscal Year 2010

F. 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. (see accompanying documents)

2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 11-13 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use program funds to pay only reasonable and necessary direct administrative costs associated with the operation of the program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective. (see accompanying documents)

G. 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

Budget Narrative
Title II, Part D, Subpart 1
Fiscal Year 2010

Category/Object	Line Item	Calculation	Amount	Nonpublic	Total
Instructional Staff Development Contracted Services	Professional Development for Teams of School-based Instructional Technology Leaders in the Johns Hopkins University Leadership Cohort to Develop Building Level Capacity for the Use of Technology **Activity 1.1**	15 participants x $465 per course = $6,975 x 5 courses = $34,875 x 2 cohorts = $69,750	$69,750		$69,750
Instructional Staff Development Salaries & Wages	To provide stipends for teachers to attend workshops which promote the use of instructional technology in teaching and learning 21 Workshops on Using Web 2.0 tools 25 technology integration workshops **Activity 1.1**	Teacher Stipends: 16 teachers x 92 hrs. @ $27.30/hr. = $40,186 Instructor Stipends: 184 hrs. @ $32.76/hr. = $6,028	$40,186 $6,028		$40,186 $6,028
Fixed Charges	Fixed charges for Instructors and Teachers for Workshops **Activity 1.1**	Fixed Charges for Teachers: FICA @ 7.65% = $3,074.22 + W/C @ 0.79% = $317.46 Fixed Charges for Instructors: FICA @ 7.65% = $461.14 + W/C @ 0.79% = $47.62	$3,392 $509		$3,392 $509
Instructional Staff Development Conference Registration (Other)	MICCA and NECC Conference Registration Fees for Integration Teachers, Cohort Members and/or Administrators **Activity 1.1**	MICCA: 50 registrations x $150 = $7,500 NECC: 10 registrations x $250 = $2,500	$7,500 $2,500		$7,500 $2,500

Category/Object	Line Item	Calculation	Amount	Nonpublic	Total
Instructional Staff Development Contracted Services	Professional Development for Technology Integration Teachers, Liaisons, and Administrators **Activity 1.1**	Speakers: $18,968 Rental Space: $1,200	$18,968 $1,200		$18,968 $1,200
Total Activity 1.1			**$149,982**		**$149,982**
Instructional Staff Development Supplies & Materials	Funds for incentives to schools to plan and implement innovative, interactive, collaborative projects which promote cultural exchanges via distance learning and/or Web 2.0 technologies **Activity 2.1**	20 schools x $500 = $10,000	$10,000		$10,000
Total Activity 2.1			**$10,000**		**$10,000**
	Funds in Transfer Column for Nonpublic Schools	$200,500 (total amount of grant) - $6,799 (indirect) $193,701/131,597 (number of K-12 public and private students) = $1.47 (per pupil allocation) $1.47 x 18,846 (number of K-12 private school students) = $27,704		$27,704	$27,704
Total Activity 3.3				**$27,704**	**$27,704**
Midlevel Instructional Administration and Supervision Contracted Services	Outside Grant Evaluator Required at 3.0% of Award **Activity 4.2**	$200,500 x .03 = $6,015	$6,015		$6,015
Total Activity 4.2			**$6,015**		**$6015**
Administration Business Support Services	**Indirect Costs**	$200,500 x .0351/1.0351 = $6,799	$6,799		$6,799
GRAND TOTAL			**$172,847**	**$27,704**	**$200,551**

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	200,551	AMENDED BUDGET #	REQUEST DATE: 11/04/09
GRANT NAME	Ehancing Education Through Technology	GRANT RECIPIENT NAME	Baltimore County Public Schools
MSDE GRANT #		RECIPIENT GRANT #	
REVENUE SOURCE	Title II D	RECIPIENT AGENCY NAME	
FUND SOURCE CODE		GRANT PERIOD	FROM: 7/1/2009 TO: 6/30/2011

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						6,799.00	6,799.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.		6,015.00					6,015.00
203-205 Instruction Categories							
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						27,704.00	27,704.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	46,214.00	89,918.00	10,000.00	10,000.00			156,132.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				3,901			3,901.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	46,214.00	95,933.00	10,000.00	13,901.00	0.00	34,503.00	200,551.00

	Name	Signature	Date	Telephone #
Finance Official Approval	James M. Trageser	James M. Trageser	11/4/09	410-887-4345 ext 384
Supt./Agency Head Approval		Joe A. Hamilton	11/20/09	410-887-4281
MSDE Grant Manager Approval				

ASSURANCES

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.

2. 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.

3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.

4. 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.

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. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

7. 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.

8. 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 extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution 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.

11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. 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	10/12/09 Date

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 2010**

A. REQUIRED ACTIVITIES [Section 3115 (c)]: For all required activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, (d) the amount of funding for services to public and nonpublic students and teachers, and e) any revision to the plan as part of this annual update (including page numbers). ***Use separate pages as necessary for descriptions.***

1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115 (c)(1)]			
Authorized Activities	**Descriptions** **a) brief description of the services** **b) timelines or target dates** **c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan** **d) services to non public schools** **e) any revision to the plan as part of this annual update (including page numbers).**	**Public School Costs**	**Nonpublic Costs**
1.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].	N/A		
1.2 Improving the instruction program for ELL children by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].	a) To prepare secondary students with limited math skills due to interrupted or substandard education for the HSA Algebra I, purchase supplemental math intervention materials developed for ELLs to support secondary students enrolled in mainstream math courses. b) 7/09-6/10 c) Continue to develop and revise curricula for secondary English language learners with a focus on English/writing, reading, mathematics, and American Government. d) Upon consultation with nonpublic schools, instructional materials for ELLs will be purchased.	$39,600	$9,800
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)].	a) To improve the academic achievement of ELL children, provide after-school intervention programs in the secondary ESOL centers. b) 7/09-6/10 c) Provide ESOL services for all English language learners not meeting English proficiency levels.	$1,800	

ATTACHMENT 10 **TITLE III, PART A**
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Baltimore County Public Schools **Fiscal Year 2010**

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 **Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. Also, high quality professional development shall not 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)]	**Descriptions** **a) brief description of the services** **b) timelines or target dates** **c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan** **d) services to non public schools** **e) any revision to the plan as part of this annual update (including page numbers).**	**Public School Costs**	**Nonpublic Costs**
2.1 Providing for professional development designed to improve the instruction and assessment of ELL children [section 3115(c)(2)(A)].	a) Provide ongoing scientifically-based high quality professional development to increase the knowledge and teaching skills of ESOL personnel. The professional development will provide instructional strategies to teachers for enhancing the achievement of ELL students in the mainstream classroom. Participants will include: content area teachers, principals, administrators, and other school or community-based personnel. b) 7/09 – 6/10 c) Continue to provide professional development for ESOL teachers in collaboration with resource personnel from English, language arts, science, mathematics, and social studies to align ESOL instruction with best practices to support the achievement of English language learners on MSA and HSA. Continue to provide professional development for administrators and teachers, speech language pathologists, school-based clericals, and paraeducators on second language acquisition and cross-cultural and differentiation strategies.	$23,972	

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)].	N/A		
2.3 Providing for professional development to substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers [section 3115(c)(2)(C)].	a) Two central office personnel will attend a professional development conference that will lead toward improved services for newcomers. In addition, ten teachers and two central office personnel will attend the International Teachers of English to Speakers of Other Languages (TESOL) Conference in Boston, Mass. Attendees will share information from the conferences with ESOL teachers, classroom teachers, and school-based administrators during countywide and local school meetings. Application of this new information will be monitored through field observations by the Office of World Languages. b) 10/09 and 3/10 c) Continue to provide professional development for administrators and teachers on second language acquisition and cross-cultural and differentiation strategies.	$17,832	

ATTACHMENT 10 TITLE III, PART A ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Baltimore County Public Schools **Fiscal Year 2010**

B. ALLOWABLE ACTIVITIES [Section 3115(d)]: An eligible entity receiving funds under section 3114 (a) may use the funds to achieve one or more of the following activities:

3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)]

Authorized Activities	Descriptions **a) brief description of the services** **b) timelines or target dates** **c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan** **d) services to non public schools** **e) any revision to the plan as part of this annual update (including page numbers).**	Public School Costs	Nonpublic Costs
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d)(6)(A)].	a) Fund one ELL support liaison (1.0 FTE) to provide services targeted for ELL students who need additional vocational educational support and assistance in the development of a post-secondary plan for transitioning from school to career. Develop and provide mentoring, academic, or career counseling service to ELL students and families. Fund a part-time bilingual speech language pathologist (0.5 FTE) trained in distinguishing between developmental problems and the language acquisition process to provide services to families of ELLs and the schools. b) 7/09-6/10 c) Continue to provide services for newcomer families at intake conferences in ESOL intake centers, including evening hours and regional locations; facilitate access to appropriate educational and community resources for immigrant families.	$126,716	
3.2 Providing programs to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].	a) Continue to develop a support program for ESOL students/families to enhance and expand ESOL advocacy services by providing 3.8 FTE bilingual ESOL family/school liaisons and 1.0 FTE ESOL traveling teacher. The ESOL family/school liaisons will provide academic support and will facilitate a home/school connection for ESOL students identified as gifted & talented, at risk, and/or with special needs. ESOL traveling teachers will provide high quality supplemental language instruction to students identified as	$440,702	

	gifted & talented, at risk, in specialized magnet programs, and/or with special needs. Fund additional interpreter services for ESOL parents and students; and a secretary (0.2 FTE) to work the equivalent of one day per week in support of the Stemmers Run Satellite Office to provide services for families who may not have access to transportation in order to obtain ESOL services offered by the system at the main office. b) 7/09 – 6/10 c) Facilitate access to appropriate educational and community resources for immigrant families; provide professional development opportunities on cross-cultural and differentiated strategies for all staff; provide parent orientations on how to access services from the school system; facilitate interpretation and translation services for parents and families who speak a language other than English to strengthen communication among homes, schools, and the community.		
4**. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(2)(3)]**			
4.1 Providing tutorials and academic and vocational education for ELL children [section 3115(d) (3) (A)].	a) Develop and provide supplemental tutorial services for an after-school program targeting academically at risk ELL students needing support in areas such as English, mathematics, and science. b) 7/09 – 6/10 c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas, which include differentiated curriculum for English language learners, honors students, and students enrolled in special education and gifted and talented programs.	$6,766	
4.2 Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].	a) Increase rigor and incorporate technology into elementary ESOL instruction delivered by itinerant elementary ESOL teachers by providing the teachers with laptop computers. b) 8/09-6/10 c) Provide uniform access to instructional enhancements, including electronic networks, curricula-embedded technology, and other programming to support ESOL instruction on the elementary level for low incidence ELL population elementary schools.	$9,474	
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		

ATTACHMENT 10 TITLE III, PART A ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Baltimore County Public Schools **Fiscal Year 2010**

C. OTHER ACTIVITIES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may not use more than 2% for the cost of administering this subpart.

5. To carry out other activities that are consistent with the purpose of Title III, Part A, *No Child Left Behind*. (Specify and describe below.) [section 3115(b)]:

Other Activities	Descriptions **a) brief description of the services** **b) timelines or target dates** **c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan** **d) services to non public schools** **e) any revision to the plan as part of this annual update (including page numbers).**	Public School Costs	Nonpublic Costs
5.1 Administrative expenses may not use more than 2% for the cost of administering this subpart [section 3115(b)].	Allowable administrative costs	$13,533	
TOTAL ELL TITLE III-A (FUNDING) AMOUNT		$680,395	$9,800

ATTACHMENT 10 TITLE III, PART A ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Baltimore County Public Schools **Fiscal Year 2010**

D. IMMIGRANT ACTIVITIES [section 3115(e)]: Activities by agencies experiencing substantial increases in immigrant children and youth

1. An eligible entity receiving funds under section 3114 (d) (1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth. [section (e)(1)]			
Authorized Activities	**Descriptions** **a) brief description of the services** **b) timelines or target dates** **c) specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan** **d) services to non public schools** **e) any revision to the plan as part of this annual update (including page numbers).**	**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)].	N/A		
1.2 Supporting personnel including teacher aides who have been specifically trained or are being trained to provide services to immigrant children and youth [section 3115(e) (1) (B)].	N/A		
1.3 Providing tutorials mentoring and academic or career counseling for immigrant children and youth [section 3115(e) (1) (C)].	N/A		
1.4 Identifying and acquiring curricular materials, educational software, and technologies to be used carried out with these funds [section 3115(e) (1) (D)].	N/A		
1.5 Providing basic instructional services that are directly attributable to the presence in the school district of immigrant children and youth, including the payment of costs of providing additional classroom supplies, cost of transportation or such other costs [section 3115(e) (1) (E)].	N/A		
1.6 Providing other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the USA, such as	N/A		

programs of introduction to the educational system and civics education [section 3115(e) (1) (F)].			
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		
1.8 Other activities (that provide enhanced instructional opportunities for immigrant children and youth).	N/A		
1.9 Administrative expenses may not use more than 2% for the cost of administering this subpart [section 3115(b)].	N/A		
TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT			

B. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]:

1. **Participating Private Schools and Services: Complete information in Attachment 6-A on page 9 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title III-A services.**

2. **Describe the school system's process for providing equitable participation to students in private schools:**

   a) **The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title III-A services;**

   All nonpublic schools in the BCPS service area were invited to a Federal Programs meeting held on February 4, 2009, to review the allowable activities and the process for accessing benefits and services from the grant. If a nonpublic school did not respond to the invitation, a follow-up letter and intent form were mailed requesting their completion and return.

   b) **The basis for determining the needs of private school children and teachers;**

   Interested schools contacted the Office of World Languages in order to have students tested with the state mandated LAS Links placement test for English language proficiency. Based on the number of eligible students, schools received a preliminary allotment of $199 per student. Students are tested annually in order to determine eligibility.

   c) **How services, location of services, and grade levels or areas of services were decided and agreed upon; and**

   Students who were tested and met the same eligibility requirements as BCPS students were designated as English language learners. Funding per student was based on the calculation used to determine per pupil expenditure for BCPS English language learners. A designated representative from the nonpublic school consulted with the Office of World Languages to determine how the needs of the students and teachers would be addressed. Services included materials, professional development, and the opportunity for students to receive direct ESOL services at their BCPS home school. All BCPS students in grades K-12 who are eligible for ESOL may receive services; the same applies to K-12 eligible students in nonpublic schools.

   d) **The differences, if any, between the Title III-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title III-A services the district provides to the public school children.)**

   Any differences in services would be based on the preferences of the nonpublic schools.

2. ATTACH WRITTEN AFFIRMATION (meeting dates, agenda, sign-in sheets, letters/ forms,) for the school year 2008-2009 signed by officials at each participating nonpublic school and/or their designee that **consultation regarding Title III services has occurred**. DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 10.

ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Baltimore County Public Schools **Fiscal Year 2010**

B. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the MSDE Proposed Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in the Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at www.marylandpublicschools.org.

2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 11-13 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use program funds to pay only reasonable and necessary direct administrative costs associated with the operation of the program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

C. ATTACHMENTS 4-A & B, 5-A &B, and 6-A & B

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Attachment 7: Affirmation of Consultation (with nonpublic schools) documentation

Baltimore County Public Schools'
Federal/State Programs Intent to Participate Form
2009 – 2010 School Year

School Name	Administrator's Name (Please Print)
Street Address	City, State, Zip
Email Address	Signature Date

_____ **Please indicate the number of instructional staff (teachers & paraprofessionals/instructional assistants) in your building for the 2008-2009 school year.**

Directions: Please place a check next to all programs in which your school is interested in participating during the 2009 – 2010 school year.

	Title I, Part A – Improving the Academic Achievement of the Disadvantaged Supplemental program for academically low-achieving students who reside in participating Title I schools attendance areas. Please note: this information was collected for the 2009 – 20010 school year during the Fall of 2008. If your school did not return the Income Survey and Intent form, please contact Carol Ann Ruth at 410-887-3487.
	Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals
	Title II, Part D – Enhancing Education through Technology
	Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students
	Title IV, Part A – Safe and Drug Free Schools and Communities
	Please check here if you are interested in being contacted when Baltimore County Public Schools applies for other grants that require involvement of private schools.

Please return by March 13, 2009
BCPS - Office of Accounting
c/o Angela Euculano-Leigh
1940-G Greenspring Drive
Timonium, MD 21093
Fax: 410-252-6079

December 15, 2008

Dear Head Administrator or Principal:

Baltimore County Public Schools will hold its annual federal and state grant program meeting for private schools on Wednesday, February 4, 2009 from 9:00 am to 12:00 pm. The meeting will be held in Room 114 of the ESS building on the BCPS Greenwood Campus at 6901 N. Charles Street, Towson.

At this meeting, you will learn more about the various BCPS federal and state grant programs that serve private institutions. This information will allow you to provide feedback on the needs of your school and determine if you wish to participate in any of the programs offered.

If winter weather causes BCPS schools to operate on a *delayed* schedule, the meeting will be held as scheduled. However if weather causes schools to *close*, the meeting will be held at the same time and place on Wednesday, February 11, 2009.

If you cannot attend the meeting, please feel free to send a representative on your behalf. The enclosed form has been provided for you to register your attendance.

If you have any questions, please contact the Accounting and Financial Reporting Office at 410-887-4345 ext. 382 or at aeuculano@bcps.org.

Sincerely,

Angela Euculano-Leigh
Grants Specialist

Enclosure

Registration for Baltimore County Public Schools
State and Federal Grant Programs
For Private Schools Meeting

Please complete the information below and return the form to Angela Euculano-Leigh at:

Baltimore County Public Schools
Office of Accounting and Financial Reporting
c/o Angela Euculano-Leigh
1940-G Greenspring Drive
Timonium, MD 21093

Or fax to:
410-252-6079

_____ Either I or a representative will attend the state and federal grant programs meeting. The total number of attendees from my school will be _____.

_____ I am unable to attend the state and federal grant programs meeting. However, my school plans to participate in the following programs during the 2009-2010 school year:

- _____ Title I, Part A – Supplemental program for academically low-achieving students in schools with high concentrations of low-income students.
- _____ Title II, Part A - Preparing, Training, and Recruiting High Quality Teachers and Principals
- _____ Title II, Part D – Enhancing Education through Technology
- _____ Title III, Part A – English Language Acquisition
- _____ Title IV, Part A – Safe and Drug Free Schools and Communities
- _____ Title V, Part A – Innovative Programs
- _____ Tobacco Prevention Program
- _____ MD K-12 Digital Libraries
- _____ Other grants that BCPS may apply for during the course of the school year.

_____ My school declines participation in all state and federal grant programs for the 2009-2010 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 and State Grant Programs for Private Schools

February 4, 2009
9:00am – 12:00pm

9:00 – 9:30	Continental Breakfast	
9:30 – 10:00	Welcome and Overview	Angela Euculano-Leigh
10:00 – 10:15	Title I, Part A	Mary Dagen Carol Ann Ruth
10:15 – 10:30	Title II, Part A	Jeanne Imbriale Debi Wilson
10:30 – 10:45	Title II, Part D	Thea Jones Nadine Noon
10:45 – 11:00	Title III, Part A	Judy Opfer
11:00 – 11:15	Title IV, Part A	Glenda Myrick
11:15 – 11:30	Q&A	Angela Euculano-Leigh
11:30 – 11:45	Intent to Participate & Evaluation	
12:00	Adjournment	

Federal and State Grant Programs Meeting for Private Schools

February 4, 2009
9:00am-12:00pm

Last Name	First Name	Title	Name of School	Signature
Frank	Rick	Principal	Villa Maria	[illegible]
McLaughlin	R.	Acct.	Cantor Hall's Office	[illegible]
Steinberg	S.	principal	Talmudical Academy	
Saverini	Mia	principal	Talmudical Academy	[illegible]
Golub	Nancy	Acct	Grants-Tim-BCPS	[illegible]
Evaluano-Leigh	Angela	Accounting	BCPS	[illegible]
Wolman	Ruthy		Center for Jewish Education	[illegible]
RUCKER	VERNICA	ADMINISTRATOR	DIDASKO ACADEMY	Vernica Rucker
Khan	Donna	Admin	Al-Rahmah Sch	[illegible]
Abdur Rahman	Laura	Principal	"	Laura Abdur-Rahman
Karko	Phyllis	Principal	St Joseph Fullerton	
REBBERT	ANGIE	PRINCIPAL	Holy Family	Angie Rebbert
RAND	GARY	PRINCIPAL	St Clement School	[illegible]
CLARK	LARRAINE	BUS. MGR	MOUNT DE SALES ACADEMY	Larraine T. Clark
Ricketts	Byrdie	Principal	Our Lady of Grace	Byrdie Ricketts

Federal and State Grant Programs Meeting for Private Schools

February 4, 2009
9:00am-12:00pm

Last Name	First Name	Title	Name of School	Signature
Sheely	Kathleen	Grant Acct	BCPS	Kathleen Sheely
Johnson	Peggy	OWL - Coord	BCPS	Peggy Johnson
Opfer	Judy	Specialist World Lang	BCPS	Judy Opfer
Dates	Maggie	Principal	Sacred Heart	Maggie Dates
Heinke	Gary	School Administrator	Perry Hall Christian School	Gary D Heinke
Dagen	Mary	Supervisor	BCPS-Title I	Mary Dagen
THARPE	JAMES	GRANT ACCT	BCPS	James Tharpe
Callanan	Sandra	Media Specialist	St Joseph-Cockeysville	Sandra Callanan
Myrick	Glenda	Title IV	SDFS	Glenda Myrick
Schlicht	Laura	School Board Chair	PHCS	Laura Schlicht
Vickers	Heather	operations coordinator	SPHS Faibrush	Heather Vickers
Fatzinger	Arlene	Title IV	Safe & Drug Free Sch	Arlene Fatzinger
Volz	Penny	Tutor-Title II	Mt. Carmel	Penny Joseph Volz
Calabrese	Ronald	Teacher	Children's Home Diagnostic	

Federal and State Grant Programs Meeting for Private Schools

February 4, 2009
9:00am-12:00pm

Last Name	First Name	Title	Name of School	Signature
BERGER	CARL	ASST PRINCIPAL	ST MARK SCHOOL	Carl Berger
Ruth	Carol Ann	Resource Teacher	Title I	Carol Ann Ruth
JONES	EUGENE	HEAD OF SCHOOL	REDEEMER CLASSICAL CHRISTIAN SCHOOL	John N. Eugene
Mary	Patrick	St Stephen Principal	St Stephen	Mary Patrick
Gicking	Monica	Asst. Principal	Liberty Christian School	Monica Gicking
MORRISON	GERI	Principal	St. Pius X School	Geri Morrison
Kelly	Pat	Principal	St. Michael the Archangel	Pat Kelly
Van Dervort	Bruce	Grants Write	The Children's Home	B A V
Litz	SANDRA	DEV. DIRECTOR	GOOD SHEPHERD	Sandra Litz
Gray	Candace	Admin.	St. Stephens Christian Acad	Candace Gray
BANKS	Susan	Principal	St. Agnes School	Susan Banks
Hagan	Renée	Teacher	Our Lady of Victory	Renée M Hagan
Duff	Carole	Curr Tech	Notre Dame Prep.	Carol Duff
Imbriale	Jeanne	Coord.	DPD	

Federal and State Grant Programs Meeting for Private Schools

February 4, 2009
9:00am-12:00pm

Last Name	First Name	Title	Name of School	Signature
Osbourn	William	Principal/Teacher	St. Paul's Lutheran-Kingsville	William C. Osbourn, Sr.
Baker	Ginger	Principal	Ascension School	Virginia P. Baker
Sperling	Donna	Educational Coordinator	Phoenix Resource Program	Donna Sperling
Matthews	Gregory	Assoc. Director of Education	Villa Maria School	Greg. Matthews
Murray	Antoinette	Principal	Colonial Christian Academy	Antoinette M
Stallman	Barb	Specialist - OIT	BCPS	B Stallman
Phillips	Veronica	Tech Dct	Calvert Hall	V Phillips
Belz	Amy	Principal	Immaculate Heart of Mary	A Belz
Rosenberg	Judy	Grant Administrator	Bais Yaakov	Judith Rosenberg
NOON	NADINE	OIT	OIT	Nadine Noon
Kennedy	Sharon	Grant Admin	Immaculate Conception & Towson Catholic High	Sharon Kennedy

February 16, 2009

Dear Head Administrator or Principal:

A representative from your school was not able to attend the Baltimore County Public Schools' Federal and State Grant Programs Meeting for Private Schools on February 4, 2009. We are interested in knowing whether your school has an interest in participating in any available federal or state grant programs.

Enclosed, please find an "Intent to Participate" form, and indicate which programs your school may want to participate in during the 2009-2010 school year (for Title I-A, participation would be for the 10-11 school year). Additionally, for your reference, I have included contact information for the various individuals who manage our federal and state grant programs.

Please complete the form and send back by **March 13, 2008.**

Please mail or fax to:
BCPS – Office of Accounting
c/o Angela Euculano-Leigh
1940-G Greenspring Drive
Timonium, MD 21093
Fax: 410-252-6079

If you need additional information or have any questions, please contact me at (410) 887-4345 ext.382, or email aeuculano@bcps.org.

Thank you,

Angela Euculano-Leigh
Grants Specialist

Enclosure

Budget Narrative
Title III, Part A
Fiscal Year 2010

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instruction/Special Programs Transfers	Nonpublic	50 students X $196 per student	$9,800		$9,800
	Activity 1.2				
Instruction/Special Programs Supplies & Materials	Math Intervention Materials	9 centers X $4,400 per center	$39,600		$39,600
	Activity 1.2				
Total Activity 1.2			**$49,400**		**$49,400**
Instruction/Special Programs Supplies & Materials	After-School Intervention Programs	9 centers X $200 per center	$1,800		$1,800
	Activity 1.4				
Total Activity 1.4			**$1,800**		**$1,800**
Instructional Staff Development Supplies & Materials	Professional development instructional materials, books, and supplies	50 Strategies for Teaching English Language Learners by Hernell & Jordan 130 books @ $40 ea. (plus shipping)	$5,640		$5,640
	Activity 2.1				
Instructional Staff Development Salaries & Wages	60 elementary teachers for a professional development workshop	60 teachers x $27.30 per hour x 3 hours	$4,914		$4,914
	Activity 2.1				
Fixed Charges	FICA	7.65% x $4,914	$376		$376
	Activity 2.1				
Fixed Charges	W/C	0.79% x $4,914	$39		$39
	Activity 2.1				
Instructional Staff Development Contractual Services	location and meals	60 teachers x $15 x 3 meetings	$2,700		$2,700
	Activity 2.1				
Instructional Staff Development Salaries & Wages	40 secondary teachers for a professional development workshop	40 teachers x $27.30 per hour x 3 hours	$3,276		$3,276
	Activity 2.1				
Fixed Charges	FICA	7.65% x $3,276	$251		$251
	Activity 2.1				
Fixed Charges	W/C	0.79% x $3276	$26		$26
	Activity 2.1				
Instructional Staff Development Contractual Services	location and meals	40 teachers x $25 + $500 location	$1,500		$1,500
	Activity 2.1				
Instructional Staff Development Contractual Services	Guest Speaker + travel and accommodations	$4,000 fee + $1,000 travel +$250 accommodations	$5,250		$5,250
Total Activity 2.1			**$23,972**		**$23,972**
Admin/Central Supp Other Charges	2 central office staff attending TESOL conference - registration	$450 registration (per person) x 2	$900		$900

Budget Narrative
Title III, Part A
Fiscal Year 2010

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
	Activity 2.3				
Admin/Central Supp Other Charges	2 central office staff attending TESOL conference - lodging	$250 per night x 2 rooms x 4 nights	$2,000		$2,000
	Activity 2.3				
Admin/Central Supp Other Charges	2 central office staff attend TESOL conference - per diem	$64 x 2 people x 4 days	$512		$512
	Activity 2.3				
Admin/Central Supp Other Charges	2 central office staff attending TESOL conference - travel	$250 per flight x 2 people	$500		$500
	Activity 2.3				
Instructional Staff Development Other Charges	10 teachers attend TESOL conference - registration	$450 registration (per person) x 10	$4,500		$4,500
	Activity 2.3				
Instructional Staff Development Other Charges	10 teachers attending TESOL conference - lodging	$250 per night x 5 rooms x 4 nights	$5,000		$5,000
	Activity 2.3				
Instructional Staff Development Other Charges	10 teachers attend TESOL conference - per diem	$64 x 10 people x 3 days	$1,920		$1,920
	Activity 2.3				
Instructional Staff Development Other Charges	10 teachers attending TESOL conference - travel	$250 per flight x 10 people	$2,500		$2,500
	Activity 2.3				
Total Activity 2.3			**$17,832**		**$17,832**
Instruction/Special Programs Salaries & Wages	1.0 ELL Support Liaison	1.0 FTE	$56,143		$56,143
	Activity 3.1				
Fixed Charges	FICA	7.65% x $56,143	$4,295		$4,295
	Activity 3.1				
Fixed Charges	W/C	0.79% x $56,143	$444		$444
	Activity 3.1				
Fixed Charges	Retirement	13.15% x $56,143	$7,383		$7,383
	Activity 3.1				
Fixed Charges	Health	1.0 FTE	$10,640		$10,640
	Activity 3.1				
Instruction/Special Programs Salaries & Wages	0.5 Bilingual Speech Language Pathologist	0.5 FTE	$34,034		$34,034
	Activity 3.1				
Fixed Charges	FICA	7.65% x $34,034	$2,604		$2,604
	Activity 3.1				
Fixed Charges	W/C	0.79% x $34,034	$269		$269
	Activity 3.1				

Budget Narrative
Title III, Part A
Fiscal Year 2010

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Fixed Charges	Retirement	13.15% x $34,034	$4,475		$4,475
	Activity 3.1				
Fixed Charges	Health	0.5 FTE x $10,640	$5,320		$5,320
	Activity 3.1				
Instruction/Special Programs Salaries & Wages	Extended Year Employment	3 days @ $369.72	$1,109		$1,109
	Activity 3.1				
Total Activity 3.1			**$126,716**		**$126,716**
Instruction/Special Programs Salaries & Wages	3.8 ESOL Family/ School Liaisons	3.8 FTE	$224,404		$224,404
	Activity 3.2				
Fixed Charges	FICA	7.65% x $224,404	$17,167		$17,167
	Activity 3.2				
Fixed Charges	W/C	0.79% x $224,404	$1,773		$1,773
	Activity 3.2				
Fixed Charges	Retirement	13.15% x $224,404	$29,509		$29,509
	Activity 3.2				
Fixed Charges	Health	3.8 FTE x $10,640	$40,432		$40,432
	Activity 3.2				
Instruction/Special Programs Salaries & Wages	Extended Year Employment	25 days x daily rate	$7,822		$7,822
	Activity 3.2				
Instruction/Special Programs Salaries & Wages	1.0 Itinerant ESOL teacher for special populations	1.0 FTE	$54,753		$54,753
	Activity 3.2				
Fixed Charges	FICA	7.65% x $54,753	$4,189		$4,189
	Activity 3.2				
Fixed Charges	W/C	0.79% x $54,753	$433		$433
	Activity 3.2				
Fixed Charges	Retirement	13.15% x $54,753	$7,200		$7,200
	Activity 3.2				
Fixed Charges	Health	1.0 FTE	$10,640		$10,640
	Activity 3.2				
Mid-level/Inst. Admin & Sup Salaries & Wages	0.2 Secretary	0.2 FTE	$5,919		$5,919
	Activity 3.2				
Fixed Charges	FICA	7.65% x $5,919	$453		$453
	Activity 3.2				
Fixed Charges	W/C	0.79% x $5,919	$47		$47
	Activity 3.2				
Fixed Charges	Health	0.2 x $10,640	$2,128		$2,128
	Activity 3.2				
Instruction/Special Programs Salaries & Wages	Interpreters	$31.20 per hour x 1,000 hours	$31,200		$31,200
	Activity 3.2				
Fixed Charges	FICA	7.65% x $31,200	$2,387		$2,387
	Activity 3.2				
Fixed Charges	W/C	0.79% x $31,200	$246		$246
	Activity 3.2				

Budget Narrative
Title III, Part A
Fiscal Year 2010

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Total Activity 3.2			**$440,702**		**$440,702**
Instruction/Special Programs Salaries & Wages	ESOL tutors	$31.20 per hour x 200 hours	$6,240		$6,240
	Activity 4.1				
Fixed Charges	FICA	7.65% x $6,240	$477		$477
	Activity 4.1				
Fixed Charges	W/C	0.79% x $6,240	$49		$49
	Activity 4.1				
Total Activity 4.1			**$6,766**		**$6,766**
Instruction/Special Programs Supplies & Materials	Computers	23 x $400 each + shipping	$9,474		$9,474
	Activity 4.2				
Total Activity 4.2			**$9,474**		**$9,474**
Administration Business Support Transfers	Indirect Costs		$13,533		$13,533
	Activity 5.1				
Total Activity 5.1			**$13,533**		**$13,533**
TOTAL			**$690,195**		**$690,195**

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	$690,195	AMENDED BUDGET #	REQUEST DATE
GRANT NAME	English Language Acquisition	GRANT RECIPIENT NAME	Baltimore County Public Schools
MSDE GRANT #		RECIPIENT GRANT #	3350-054-XXXX
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	
FUND SOURCE CODE	6949	GRANT PERIOD	7/1/2009 FROM — 6/30/2011 TO

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						13,533.00	13,533.00
Prog. 23 Centralized Support				3,912.00			3,912.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	5,919.00						5,919.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	415,705.00		50,873.00				466,578.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						9,800.00	9,800.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	8,190.00	9,450.00	5,640.00	13,920.00			37,200.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				153253			153,253.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	429,814.00	9,450.00	56,513.00	171,085.00	0.00	23,333.00	690,195.00

	Name	Signature	Date	Telephone #
Finance Official Approval	Kathleen Courtney	Kathleen Courtney	8/6/09	410-887-4345 x340
Supt./Agency Head Approval	Joe A. Hairston	Joe A. Hairston	8/10/09	410-887-4281
MSDE Grant Manager Approval				

ASSURANCES

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.

2. 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.

3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.

4. 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.

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. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

7. 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.

8. 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 extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution 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.

11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. 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.

Joe A. Hairston	10/12/09
Superintendent of Schools/Head of Grantee Agency	Date

Attachment 11

TITLE IV, PART A
Safe and Drug Free Schools and Communities

ATTACHMENT 11
TITLE IV, PART A, SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: Baltimore County Public Schools

Title IV, Part A, SDFSC Coordinator: Glenda Myrick

Telephone: 410-887-6439 **Email: gmyrick@bcps.org**

A PERFORMANCE GOAL, INDICATORS, and TARGETS. At a minimum, each local school system (LSS) must adopt the performance goal, indicators, and targets outlined in Table A-1.

Performance Goal	Performance Indicators	Performance Targets
Performance Goal 4: All schools will be safe, drug-free, and conducive to learning.	4.1 The level of substance abuse in middle and high schools as measured by the Maryland Adolescent Survey.	By the end of SY 2009-2010, reduce "cigarettes," "any form of alcohol," and "any drug other than alcohol or tobacco" use (Last 30 Days) in grades 6, 8, 10, and 12 by **10%.**
	4.2 The percentage of out-of-school suspensions and expulsions by offense.	By the end of SY 2009-2010, reduce suspensions and expulsions for classroom disruptions, insubordination, and refusal to obey school policies/regulations by **10%.** **NOTE: SY 2002-03 is the baseline year.**

ATTACHMENT 11 - TITLE IV, PART A, SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: Baltimore County Public Schools **Fiscal Year 2010**

A. PROGRESS TOWARD PERFORMANCE TARGETS:

Table A-1	Baseline (2002 MAS) & SY 2009-2010 Performance Targets	Actual Performance (2004 MAS)	Actual Performance (2007 MAS)
Performance Indicator 4.1 **The level of substance abuse in middle and high schools as measured by the Maryland Adolescent Survey (Last 30 Days).**	**By the end of SY 2009-2010:** **Reduce cigarette use in:** 6th grade (from 1.7% to 1.5%) 8th grade (from 7.0% to 6.3%) 10th grade (from 14.6% to 13.1%) 12th grade (from 20.1% to 18.0%) **Reduce any form of alcohol use in:** 6th grade (from 7.6% to 6.8%) 8th grade (from 18.3% to 16.5%) 10th grade (from 40.4% to 36.4%) 12th grade (from 52.7% to 47.5%) **Reduce any drug other than alcohol or tobacco use in:** 6th grade (from 4.2% to 3.7%) 8th grade (from 11.5% to 10.4%) 10th grade (from 25.6% to 23.1%) 12th grade (from 28.9% to 26.1%)	**Cigarette use in:** 6th grade: 2.4% 8th grade: 6.2% 10th grade: 12.9% 12th grade: 23.0% **Any form of alcohol use in:** 6th grade: 7.3% 8th grade: 16.8% 10th grade: 38.8% 12th grade: 48.6% **Any drug other than alcohol or tobacco use in:** 6th grade: 3.9% 8th grade: 12.2% 10th grade: 23.6% 12th grade: 29.3%	**Cigarette use in:** 6th grade: 1.8% 8th grade: 4.9% 10th grade: 11.1% 12th grade: 18.1% **Any form of alcohol use in:** 6th grade: 3.8% 8th grade: 11.8% 10th grade: 30.4% 12th grade: 46.3% **Any drug other than alcohol or tobacco use in:** 6th grade: 2.3% 8th grade: 10.1% 10th grade: 15.9% 12th grade: 26.1%

Provide an analysis of the LSS's progress toward meeting each substance abuse Performance Target and identify the actions that will be taken if progress is not being made. (Use additional space as needed).

Cigarette Use: N/A

Alcohol Use: N/A

Any Drug Other than Alcohol or Tobacco Use: N/A

Table A-2	Baseline (SY 2002-2003) & SY 2009-2010 Performance Targets	SY 2006-2007 Performance (%)	SY 2007-2808 Performance (%)	SY 2008-2009 Performance (%)
Performance Indicator 4.2 **The percentage of out-of-school school suspensions and expulsions by offense.**	**Reduce the percentage of suspensions and expulsions for:** **Classroom disruptions (from 6.7% to 6.2%)** **Insubordination (from 0.09% to 0.08%)** Refusal to obey school policies/regulations **(from 1.6% to 1.5%)**	**Actual Performance:** 6.9% **Actual Performance:** 0.01% **Actual Performance:** 1.8%	**Actual Performance:** 6.0% **Actual Performance:** 0.01% **Actual Performance:** 1.8%	**Actual Performance: ___*___%** *Data not available at this time. **Actual Performance: ___*___%** *Data not available at this time. **Actual Performance: ___*__%** *Data not available at this time.

Provide an analysis of the LSS's progress toward meeting each suspension Performance Target and identify the actions that will be taken if adequate progress is not being made. (Use additional space as needed).

Classroom Disruptions:

- Continue to provide inservice courses, workshops, and trainings to teachers and staff that demonstrate strategies on positive behavior and classroom management that will include Crisis Prevention, Cooperative Discipline, Multiple Approaches to Behavioral Intervention, and Classroom Management A-Z.
- Collaborate with the Office of Psychological Services to continue to include additional schools in the implementation of PBIS.
- Provide technical assistance and additional training to schools as needed in how to manage difficult students, positive classroom management, and cooperative discipline strategies.
- Collaborate with the Department of Professional Development to provide classroom management strategies to all new teachers during the new teacher professional development sessions held throughout the school year.

Insubordination:

* A change in tracking insubordination as a separate category beginning in the 2007-2008 school year will affect totals in future years.

Refusal to Obey School Policies/Regulations:

- Continue to provide inservice courses, workshops, and trainings to teachers and staff that demonstrate strategies on positive behavior and classroom management that will include Crisis Prevention, Cooperative Discipline, Multiple Approaches to Behavioral Intervention, and Classroom Management A-Z.
- Collaborate with the Office of Psychological Services to continue to include additional schools in the implementation of PBIS.
- Provide technical assistance and additional training to schools as needed in how to manage difficult students, positive classroom management, and cooperative discipline strategies.
- Expand the G.R.E.A.T. (Gang Resistance Education and Training) Program to provide a school-based, officer-instructed program which includes classroom instruction and various learning activities.
- Continue to ensure that students and parents/guardians read and understand appropriate student behavior, rights, and responsibilities as outlined in the *"Student Handbook."*
- Continue to collaborate with the Division of Curriculum and Instruction to revise and update curriculum related to conflict resolution, anger management, and positive behavior.
- Provide training to administrators and staff on bullying, harassment, and intimidation.
- Provide training to administrators and staff on positive behavior discipline, Student Support Teams, and 504 Plans.
- Provide schools and parents/guardians with updated resources and trainings that address positive behavior. Include strategies and interventions to teach discipline and address inappropriate behavior, such as bullying and harassment, insubordination, and gang-like behavior.
- Provide school administrators, selected teachers, school counselors, and school resource officers with strategies in prevention/intervention and safety-related issues through media reports, trainings, and the Safe Schools Conference.

ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: Baltimore County Public Schools **Fiscal Year 2010**

B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)]

B-1 Programs and Activities to Promote Drug and Violence Prevention

Allowable Activities	Provide a brief description of the specific services, how services will be targeted to schools and students with the greatest need, timelines, and measurable outcomes.	Public School Cost	Nonpublic School Cost
1.1 Age appropriate and developmentally based **activities** that – • Address the consequences of violence and the illegal use of drugs, as appropriate; • Promote a sense of individual responsibility; • Teach students that most people do not illegally use drugs; • Teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use; • Teach students about the dangers of emerging drugs; • Engage students in the learning process; and • Incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools [section 4115(b)(2)(A)].	**Program/Activity**: Continue to provide the Gang Resistance Education and Training (GREAT) Program to Grade 6 students in three middle schools. The GREAT Program is a school-based, law enforcement officer-instructed classroom curriculum which incorporates elements of self esteem, violence prevention, and conflict resolution in order to decrease delinquency, youth violence, and gang membership. **Targeting:** The 2009 Harassment and Bullying Report indicates the greatest number of incidents were perpetrated by 12 year olds, and the greatest number of victims are 12 years old. **Timeline:** September 2009 to June 2010 **Outcomes:** This program/activity supports MSDE Performance Indicator 4.2. **Program/Activity:** Provide field trip opportunities that focus on drug and violence prevention to enhance and increase knowledge of protective factors for risky behaviors in order to support positive behavior and violence prevention programs in PBIS, Life Skills, and Second Step schools. **Targeting:** The 2007 Maryland Adolescent Survey (MAS) shows that within the last 30 days, 1.8% of Grade 6 students, 4.9% of Grade 8 students, 11.1% of Grade 10 students, and 18.1 % of Grade 12 students used cigarettes. The 2007 MAS shows that 3.8% of Grade 6 students and 46.3% of Grade 8 students used alcohol. **Timeline:** August 2009 to June 2010 **Outcomes**: This program/activity supports MSDE Performance Indicator 4.1.	$1,500 $3,000	

	Program/Activity: Purchase instructional and training materials to support the Second Step Program and Life Skills Program in elementary and middle schools. The Second Step Program is a research-based violence prevention program that integrates social and emotional learning with academics. The Life Skills Program is a research-based substance abuse prevention program for elementary, middle, and high school students proven to help students develop essential skills found to significantly reduce tobacco, alcohol, drug abuse, and violence. **Targeting:** The 2007-2008 Suspension and Expulsion Report indicates 6.0% of students were suspended for classroom disruption, 0.01% of students were suspended for insubordination, and 1.8% of students were suspended for refusal to obey school policies/regulations. The 2008-2009 Suspension and Expulsion Report is not available at this time. The 2007 Maryland Adolescent Survey (MAS) shows that within the last 30 days, 1.8% of Grade 6 students, 4.9% of Grade 8 students, 11.1% of Grade 10 students, and 18.1% of Grade 12 students used cigarettes. The 2007 MAS shows that 3.8% of Grade 6 students and 46.3% of Grade 8 students used alcohol. **Timeline:** August 2009 to June 2010 **Outcomes:** This program/activity supports MSDE Performance Indicators 4.1 and 4.2. **Program/Activity:** Program support for selected evidenced-based programs for participating nonpublic schools. **Timeline:** August 2009 to June 2010 **Outcomes:** This program/activity supports MSDE Performance Indicators 4.1 and 4.2.	$17,264	$19,500
1.2 Activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs [section 4115(b)(2)(B)].	**Program/Activity:** Provide parent/guardian programs, family nights-out, and other school activities involving the participation of parents/guardians to address violence and drug abuse prevention. **Targeting:** The 2007-2008 Suspension and Expulsion Report indicates 6.0% of students were suspended for classroom disruption, 0.01% of students were suspended for insubordination, and 1.8% of students were suspended for refusal to obey school policies/regulations. The 2008-2009 Suspension and Expulsion Report is not available at this time. The 2007 Maryland Adolescent Survey (MAS) shows that within the last 30 days, 1.8% of Grade 6 students, 4.9% of Grade 8 students, 11.1% of Grade 10	$2,500	

	students, and 18.1% of Grade 12 students used cigarettes. The 2007 MAS shows that 3.8% of Grade 6 students and 46.3% of Grade 8 students used alcohol. **Timeline:** July 2009 to June 2010 **Outcomes:** This program/activity supports MSDE Performance Indicators 4.1 and 4.2.		
1.3 Disseminating information about drug and violence prevention to schools and the community [section 4115(b)(2)(C)].	**Program/Activity**: Provide age-appropriate and relevant incentives, assemblies, informational brochures, books, and other drug and violence prevention information through school and community fairs, classroom presentations, and training workshops. **Targeting:** The comprehensive health education survey indicates an increase in knowledge gains after educational intervention(s). **Timeline:** August 2009 to June 2010 **Outcomes**: This program/activity supports MSDE Performance Indicators 4.1 and 4.2.	$13,000	
1.4 Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention [Section 4115(b)(2)(E)(i)].	**Program/Activity:** Provide the *"Parent Handbook on Gangs"* to parents/guardians in order for them to be able to identify the signs and symbols of early gang activity. **Targeting:** The 2007-2008 Suspension and Expulsion Report indicates 6.0% of students were suspended for classroom disruption, 0.01% of students were suspended for insubordination, and 1.8% of students were suspended for refusal to obey school policies/regulations. The 2008-2009 Suspension and Expulsion Report is not available at this time. **Timeline:** July 2009 to July 2010 **Outcomes:** This program/activity supports MSDE Performance Indicators 4.1 and 4.2.	$2,500	

ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: Baltimore County Public Schools **Fiscal Year 2010**

B-1 Programs and Activities to Promote Drug and Violence Prevention

Allowable Activities	Provide a brief description of the specific services, How services will be targeted to schools and students with the greatest need, timelines, and measurable outcomes.	Public School Costs	Nonpublic School Costs
1.5 Providing professional development and training for, and involvement of, school personnel, pupil services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention [section 4115(b)(2)(D)].	**Program/Activity:** Provide Crisis Prevention Institute (CPI) professional development to all new teachers and teachers in need. This training includes strategies to teach discipline, develop positive relationships with students, prevent disruptive or violent behavior in classrooms, and maintain a safe and orderly learning environment. **Targeting:** The 2007-2008 Suspension and Expulsion Report indicates 6.0% of students were suspended for classroom disruption, 0.01% of students were suspended for insubordination, and 1.8% of students were suspended for refusal to obey school policies/regulations. The 2008-2009 Suspension and Expulsion Report is not available at this time. **Timeline:** August 2009 to June 2010 **Outcomes**: This program/activity supports MSDE Performance Indicator 4.2.	$2,050	
	Program/Activity: Provide training for the Safe and Drug-Free Schools' coordinator, specialist, and consultant that includes updates and best practices in school safety, bullying prevention, positive behavior, and other evidenced-based programs. **Targeting:** The 2007-2008 Suspension and Expulsion Report indicates 6.0% of students were suspended for classroom disruption, 0.01% of students were suspended for insubordination, and 1.8% of students were suspended for refusal to obey school policies/regulations. The 2008-2009 Suspension and Expulsion Report is not available at this time. The 2007 Maryland Adolescent Survey (MAS) shows that within the last 30 days, 1.8% of Grade 6 students, 4.9% of Grade 8 students, 11.1% of Grade 10 students, and 18.1% of Grade 12 students used cigarettes. The 2007 MAS shows that 3.8% of Grade 6 students and 46.3% of Grade 8	$5,597	

	students used alcohol. **Timeline:** June 2010 **Outcomes:** This program/activity supports MSDE Performance Indicators 4.1 and 4.2.		
	Program/Activity: Provide the annual Safe Schools/SRO conference for all school-based administrators, selected teachers, school counselors, school resource officers, and other student support services staff from all schools. **Timeline**: September 2009 to October 2009 **Outcomes** This program/activity supports MSDE Performance Indicator 4.2.	$14,400	
	Program/Activity: Provide Second Step training to teachers, school social workers, and school counselors in order for them to teach the curriculum to students and strengthen social skills teaching techniques. **Targeting:** The 2007-2008 Suspension and Expulsion Report indicates 6.0% of students were suspended for classroom disruption, 0.01% of students were suspended for insubordination, and 1.8% of students were suspended for refusal to obey school policies/regulations. The 2008-2009 Suspension and Expulsion Report is not available at this time. **Timeline:** July 2009 to August 2010 **Outcomes:** This program/activity supports MSDE Performance Indicator 4.2.	$19,105	
	Program/Activity: Provide Life Skills training to teachers and other school staff to help students develop skills to reduce tobacco, alcohol, drug abuse, and violence. **Targeting:** The 2007-2008 Suspension and Expulsion Report indicates 6.0% of students were suspended for classroom disruption, 0.01% of students were suspended for insubordination, and 1.8% of students were suspended for refusal to obey school policies/regulations. The 2008-2009 Suspension and Expulsion Report is not available at this time. **Timeline:** July 2009 to August 2010 **Outcomes:** This program/activity supports MSDE Performance Indicator 4.2.	$15,988	

	Program/Activity: Provide Restorative Methods training to administrators, school social workers, pupil personnel workers, school counselors, and other school staff to supplement or organize classroom management approaches, to prevent and address bullying, and to provide effective alternatives to suspensions. **Targeting:** The 2007-2008 Suspension and Expulsion Report indicates 6.0% of students were suspended for classroom disruption, 0.01% of students were suspended for insubordination, and 1.8% of students were suspended for refusal to obey school policies/regulations. The 2008-2009 Suspension and Expulsion Report is not available at this time. **Timeline:** July 2009 to August 2010 **Outcomes:** This program/activity supports MSDE Performance Indicator 4.2. **Program/Activity:** Provide bullying, harassment, and intimidation prevention training to all school staff. **Targeting:** The 2009 Harassment and Bullying Report indicates the greatest number of incidents were perpetrated by 12 year olds, and the greatest number of victims are 12 years old. **Timeline:** July 2009 to August 2010 **Outcomes:** This program/activity supports MSDE Performance Indicator 4.2.	$14,868 $5,000	
1.6 Evaluating any of the allowable activities and collecting objective data to assess program needs, program implementation, or program success in achieving program goals and objectives [section 4115(b)(2)(F)].	**Program/Activity:** Collect and analyze objective data in all secondary schools to determine the effectiveness of the School Resource Officer (SRO) Program. **Targeting:** Fifty-four schools in which the SRO Program is being implemented. **Timeline:** September 2009 to June 2010 **Outcomes:** This activity supports MSDE Performance Indicators 4.1 and 4.2.	$1,000	
1.7 Expanded and improved school-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment, and direct or group counseling services provided to students, parents, families, and school personnel by qualified school-based mental health service providers [section 4115(b)(2)(E)(vii)].			

1.8 Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities [section 4115(b)(2)(E)(viii)].	**Program/Activity**: Provide support and training to students involved in the Students Against Destructive Decisions and the All Stars peer programs. **Targeting:** The 2007-2008 Suspension and Expulsion Report indicates 6.0% of students were suspended for classroom disruption, 0.01% of students were suspended for insubordination, and 1.8% of students were suspended for refusal to obey school policies/regulations. The 2008-2009 Suspension and Expulsion Report is not available at this time. The 2007 Maryland Adolescent Survey (MAS) shows that within the last 30 days, 1.8% of Grade 6 students, 4.9% of Grade 8 students, 11.1% of Grade 10 students, and 18.1% of Grade 12 students used cigarettes. The 2007 MAS shows that 3.8% of Grade 6 students and 46.3% of Grade 8 students used alcohol. **Timeline**: September 2009 to June 2010 **Outcomes**: This program/activity Supports MSDE Performance Indicators 4.1 and 4.2.	$3,000	
1.9 Alternative education programs or services for violent or drug abusing students that reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from the regular educational settings, including programs or services to assist students to make continued progress toward meeting the State academic achievement standards and to reenter the regular education setting [section 4115(b)(2)(E)(ix)].			
1.10 Drug and violence prevention **activities** designed to reduce truancy [section 4115(b)(2)(E)(xii)].			

ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: Baltimore County Public Schools **Fiscal Year 2010**

B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

B-1 Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	**Provide a brief description of the specific services, How services will be targeted to schools and students with the greatest need, timelines, and measurable outcomes.**	**Public School Costs**	**Nonpublic School Costs**
1.11 Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use [section 4115(b)(2)(E)(xi)].			
1.12 Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs [section 4115(b)(2)(E)(x)].	**Program/Activity**: Provide counseling by qualified mental health providers to secondary school students at risk of violent behavior and drug use. **Targeting**: The 2007-2008 Suspension and Expulsion Report indicates 6.0% of students were suspended for classroom disruption, 0.01% of students were suspended for insubordination, and 1.8% of students were suspended for refusal to obey school policies/regulations. The 2008-2009 Suspension and Expulsion Report is not available at this time. The 2007 Maryland Adolescent Survey (MAS) shows that within the last 30 days, 1.8% of Grade 6 students, 4.9% of Grade 8 students, 11.1% of Grade 10 students, and 18.1% of Grade 12 students used cigarettes. The 2007 MAS shows that 3.8% of Grade 6 students and 46.3% of Grade 8 students used alcohol. **Timeline**: July 2009 to June 2010 **Outcomes**: This program/activity supports MSDE Performance Indicators 4.1 and 4.2. **Program/Activity**: Provide training for staff at the National Drug and Violence Prevention Conference. **Targeting**: The 2007-2008 Suspension and Expulsion Report indicates 6.0% of students were suspended for classroom disruption, 0.01% of students were suspended for insubordination, and 1.8% of students were suspended for refusal to obey school policies/regulations. The 2008-2009 Suspension and Expulsion Report is not available at this time. The 2007 Maryland Adolescent Survey (MAS) shows that within the last 30 days, 1.8% of Grade 6 students,	$69,000 $3,000	

	4.9% of Grade 8 students, 11.1% of Grade 10 students, and 18.1% of Grade 12 students used cigarettes. The 2007 MAS shows that 3.8% of Grade 6 students and 46.3% of Grade 8 students used alcohol. **Timeline**: April 2010 to May 2010 **Outcomes**: This program/activity supports MSDE Performance Indicators 4.1 and 4.2. **Program/Activity**: The Safe Schools consultant will act as liaison between the school system and mental health counseling centers. **Targeting**: The 2007-2008 Suspension and Expulsion Report indicates 6.0% of students were suspended for classroom disruption, 0.01% of students were suspended for insubordination, and 1.8% of students were suspended for refusal to obey school policies/regulations. The 2008-2009 Suspension and Expulsion Report is not available at this time. The 2007 Maryland Adolescent Survey (MAS) shows that within the last 30 days, 1.8% of Grade 6 students, 4.9% of Grade 8 students, 11.1% of Grade 10 students, and 18.1% of Grade 12 students used cigarettes. The 2007 MAS shows that 3.8% of Grade 6 students and 46.3% of Grade 8 students used alcohol. **Timeline**: August 2009 to June 2010 **Outcomes**: This program/activity supports MSDE Performance Indicators 4.1 and 4.2.	$8,328	
1.13 Age-appropriate, developmentally-based violence prevention and education programs that address victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence [section 4115(b)(2)(E)(xiii)].			
1.14 Emergency intervention services following traumatic crisis events, such as a shooting, major accident, or a drug-related incident that have disrupted the learning environment [section 4115(b)(2)(E)(xv)].			
1.15 Establishing or implementing a system for transferring suspension and expulsion records, consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g), by a local school system to any public or private elementary school or secondary school [section 4115(b)(2)(E)(xvi)].			

1.16 Community service, including community service performed by expelled students, and service-learning projects [section 4115(b)(2)(E)(xix].			
1.17 Developing and implementing character education programs, as a component of drug and violence prevention programs, that consider the views of students and parents of the students for whom the program is intended, e.g., a program described in subpart 3 of part D of Title V [section 4115(b)(2)(E)(xvii)].	**Program/Activity:** Provide training and support to all schools in the development and implementation of Community of Caring, Positive Action, or KC3 character education programs. **Targeting**: The 2007-2008 Suspension and Expulsion Report indicates 6.0% of students were suspended for classroom disruption, 0.01% of students were suspended for insubordination, and 1.8% of students were suspended for refusal to obey school policies/regulations. The 2008-2009 Suspension and Expulsion Report is not available at this time. The 2007 Maryland Adolescent Survey (MAS) shows that within the last 30 days, 1.8% of Grade 6 students, 4.9% of Grade 8 students, 11.1% of Grade 10 students, and 18.1% of Grade 12 students used cigarettes. The 2007 MAS shows that 3.8% of Grade 6 students and 46.3% of Grade 8 students used alcohol. **Timeline**: July 2009 to June 2010 **Outcomes**: This program/activity supports MSDE Performance Indicators 4.1 and 4.2.	$10,000	
1.18 Conducting a nationwide background check of each local school system employee regardless of when hired, and prospective employees for the purpose of determining whether the employee or prospective employee has been convicted of a crime that bears upon the employee's fitness [section 4115(b)(2)(E)(xx)].			
1.19 Programs to train school personnel to identify warning signs of youth suicide and to create an action plan to help youth at risk of suicide [section 4115(b)(2)(E)(xxi)].			
1.20 Programs to meet the needs of students faced with domestic violence or child abuse [section 4115(b)(2)(E)(xxii)].			
1.21 Consistent with the fourth amendment to the Constitution of the United States, the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia, including at the request of or with the consent of a parent or legal guardian of the students, if the local school system elects to test or inspect [section 4115(b)(2)(E)(xiv)].			
1.22 Establishing and maintaining a school safety hotline [section 4115(b)(2)(E)(xviii)].			

AMOUNT FOR PROGRAMS AND ACTIVITIES:	**$211,100**	**$19,500**

ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: Baltimore County Public Schools **Fiscal Year 2010**

B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

B-2 Specific Programs to Promote and Implement Security Measures. Note: No more than 40% of the Title IV, Part A funds may be used to carry out activities identified with an asterisk (*). Of this 40%, not more than 50% (i.e., no more than 20% of the total Title IV-A distribution) may be used for security measures or activities identified with a plus (+), only if funding for these activities is not received from other federal agencies.

Allowable Activities	Provide a brief description of the specific services, how services will be targeted to schools and students with the greatest need, timelines, and measurable outcomes.	Public School Costs	Nonpublic School Costs
2.1 *+Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies. [section 4115(b)(2)(E)(ii)].			
2.2 *+Reporting criminal offences committed on school property [section 4115(b)(2)(E)(iii)].			
2.3 *+Developing and implementing comprehensive school security plans or obtaining technical assistance concerning such plans, which may include obtaining a security assessment or assistance from the School Security and Technology Resource Center at the Sandia National Laboratory located in Albuquerque, New Mexico [section 4115(b)(2)(E)(iv)].			
2.4 *+Supporting safe zones of passage activities that ensure that students travel safely to and from school, which may include bicycle and pedestrian safety programs [section 4115(b)(2)(E)(v)].			
2.5 *The hiring and mandatory training, based on scientific research, of school security personnel (including school resource officers) who interact with students in support of youth drug and violence prevention activities under this part that are implemented in the school [section 4115(b)(2)(E)(vi)].	**Program/Activity**: Provide training for safe schools liaisons that includes updates and best practices in safety and security, GREAT Program, Critical Incident Planning, antibullying, internet safety, school law, and other evidence-based programs. **Targeting:** The increase in the number of police calls for service at secondary schools. **Timeline:** June 2010 **Outcomes:** This activity supports MSDE Performance Indicators 4.1 and 4.2.	$5,000	
AMOUNT FOR SECURITY MEASURES:		**$5,000**	

ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: Baltimore County Public Schools **Fiscal Year 2010**

C. DRUG AND VIOLENCE PREVENTION PROGRAMS AND ACTIVITIES: Provide the following information for the drug & violence prevention programs and activities that will be used during SY 2009-10. Complete Table D-1 to request a waiver for programs/activities funded by Title IV, Part A that do not meet the scientifically based research criteria.

TABLE C-1	Drug & Violence Prevention Programs, Activities, and Curricula		
Grade	**Programs/Activities/Curricula** (i.e., *Life Skills, Here's Looking At You, Second Step, PBIS,* etc.)	**Scientifically Based Researched (Yes/No)**	**SDFSCA Funds Used (Yes/No)**
K	Curriculum has health component	Yes	No
1	Making Connections with Your Health	Yes	No
	Second Step Program	Yes	Yes
2	Making Connections with Your Health	Yes	No
	Second Step Program	Yes	Yes
3	Making Connections with Your Health	Yes	No
	Second Step Program	Yes	Yes
4	Making Connections with Your Health	Yes	No
	Second Step Program	Yes	Yes
5	Making Connections with Your Health	Yes	No
	Second Step Program	Yes	Yes
6	Grade 6 Comprehensive Health Education	Yes	No
	DARE (Drug Abuse Resistance Education)	No	No
	GREAT (Gang Resistance Education and Training)	Yes	Yes
	Life Skills	Yes	Yes
	Second Step	Yes	Yes
7	Grade 7 Comprehensive Health Education	Yes	No
	Life Skills	Yes	Yes
	Second Step Program	Yes	Yes

TABLE C-1	Drug & Violence Prevention Programs, Activities, and Curricula		
Grade	**Programs/Activities/Curricula** (i.e., *Life Skills*, *Here's Looking At You*, *Second Step*, *PBIS*, etc.)	**Scientifically Based Researched (Yes/No)**	**SDFSCA Funds Used (Yes/No)**
8	High School Health	Yes	No
	Life Skills	Yes	Yes
	Second Step Program	Yes	Yes
9	High School Health	Yes	No
10	High School Health	Yes	No
11	High School Health	Yes	No
12	High School Health	Yes	No

ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: Baltimore County Public Schools **Fiscal Year 2010**

D. PROGRAM ACTIVITY WAIVER REQUEST FORM [Section 4115(a)(3)]

Table D-1	PROGRAM/ACTIVITY WAIVER REQUEST FORM

Background: Section 4115 of Title IV-A indicates that all programs or activities must comply with the Principles of Effectiveness. Principle three requires that all programs or activities developed or implemented using Title IV-A funds must be based on scientifically based research that provides evidence that the program or activity will reduce violence and/or illegal drug use.

In accordance with section 4115(a)(3), this scientifically based research requirement may be waived by MSDE in those instances where a local school system implements innovative programs and/or activities that demonstrate substantial likelihood of success but do not meet the scientifically based definition.

Directions to Request a Waiver: Provide supporting information in the space below to justify why a waiver should be granted by MSDE. Describe the program or activity that the local school system would like to implement and how this program or activity demonstrates a substantial likelihood of success.

Name of program/activity:

N/A

Brief description of the program/activity:

Describe how this program/activity demonstrates a substantial likelihood of success (i.e., measurable outcomes achieved from the use of this program/activity):

Signature–Title IV, Part A SDFSCA Project Director _____ Date _____

ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: Baltimore County Public Schools **Fiscal Year 2010**

E. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 9501].

1. Participating Private Schools and Services: Complete Attachment 6-B to show the names of participating private schools and the number of private school students and/or staff who will benefit from Title IV-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 IV-A services;

All nonpublic schools in the BCPS service area were invited to a Federal Programs meeting conducted by the Office of Accounting/Grants Compliance on February 4, 2009.

b) The basis for determining the needs of private school children and teachers;

Baltimore County Public Schools' staff discusses with each nonpublic school the needs of its staff and students.

c**) How services, location of services, and grade levels or areas of services were decided and agreed upon; and**

Baltimore County Public Schools' staff meet/consult several times during the school year with staff from the nonpublic schools to get input as to the design of the Title IV-A services.

d) The differences, if any, between the Title IV-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 IV-A services the district provides to the public school children. <u>The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title IV-A services provided to public school children.)</u>

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.

F. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the MSDE Proposed Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in the Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at www.marylandpublicschools.org.

2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 11-13 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use program funds to pay only reasonable and necessary direct administrative costs associated with the operation of the program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

G. ATTACHMENTS 4-A & B, 5-A and B, and 6-A and B

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level "Spreadsheet" Budget Summary.

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Budget Narrative
Title IV, Part A
Fiscal Year 2010

CENTRAL OFFICE					
Category/Object	**Line Item**	**Calculation**	**Amount**	**In-Kind**	**Total**
Administration Centralized Support Salaries & Wages	SDFSC Program Coordinator SDFSC Specialist SDFSC Administrative Secretary I SDFSC Secretary II	0.5 FTE @ $55,692* 1.0 FTE @ $91,701* 1.0 FTE @ $47,118* 1.0 FTE @ $30,831* *Partial payment of salaries will be paid from FY09 grant.	$103,682*	$0.00	$103,682*
Fixed Charges (FICA)	SDFSC Program Coordinator SDFSC Specialist SDFSC Administrative Secretary I SDFSC Secretary II	0.5 FTE @ $4,260** 1.0 FTE @ $7,015** 1.0 FTE @ $2,359** 1.0 FTE @ $3,605** **Partial payment of FICA will be paid from FY09 grant.	$7,932**	$0.00	$7,932**
Fixed Charges	Workman's Comp Retirement Benefits	$1,780*** $26,365*** $47,240*** ***Partial payment of listed Fixed Charges will be paid from FY09 grant.	$31,057***	$0.00	$31,057***
Admin Cost (2.0%)		$386,105 x .002 = $7,722	$7,722	$0.00	$7,722
Administration Centralized Support Supplies & Materials	Office Supplies	12 months x $259 2 computers @ $1,419	$5,946	$0.00	$5,946
Administration Centralized Support Other Charges	Mileage	3,433 miles per year @ $0.55 per mile	$1,888	$0.00	$1,888

ALLOWABLE ACTIVITY 1.1					
Category/Object	**Line Item**	**Calculation**	**Amount**	**In-Kind**	**Total**
Instruction Staff Development Other Charges	Gang Resistance Education and Training (G.R.E.A.T.) airfare & per diem	3 officers @ $500	$1,500	$0.00	$1,500
Student Transportation Contract Services	PBIS and Second Step field trips	15 bus trips @ $200	$3,000	$0.00	$3,000
Instruction Regular Programs Supplies & Materials	Life Skills instructional materials	20 manuals @ $75 = $1,500 140 packs student guides @ $50 = $7,000	$8,500	$0.00	$8,500
Instruction Regular Programs Supplies & Materials	Second Step instructional materials	10 Second Step training bundles @ $876.40	$8,764	$0.00	$8,764
Instruction Regular Programs Transfers	Selected evidenced-based drug & violence prevention programs for nonpublic schools	19,000 students @ $1.02 +/- per student	$19,500	$0.00	$19,500
ALLOWABLE ACTIVITY 1.2					
Instruction Regular Programs Other Charges	Refreshments for participants in parent workshops	10 workshops @ $125	$1,250	$0.00	$1,250
Instruction Regular Programs Supplies & Materials	Materials for parent workshops	10 workshops @ $125	$1,250	$0.00	$1,250
ALLOWABLE ACTIVITY 1.3					
Instruction Regular Programs Other Charges	Drug & violence prevention incentives associated with PBIS	40 schools @ $50	$2,000	$0.00	$2,000
Instruction Regular Programs Contract Services	Drug & violence prevention field trips/assemblies associated with evidenced-based programs	40 trips &/or assemblies @ $100	$4,000	$0.00	$4,000
Student Transportation Contract Services	Drug & violence prevention field trips to support selected evidenced-based programs	20 trips @ $100	$2,000	$0.00	$2,000
Instruction Regular Programs Supplies & Materials	Drug & violence prevention materials	100 schools @ $50	$5,000	$0.00	$5,000
ALLOWABLE ACTIVITY 1.4					
Instruction Regular Programs Contract Services	Printing "*Parent Handbook on Gangs"*	500 books @ $5	$2,500	$0.00	$2,500

ALLOWABLE ACTIVITY 1.5					
Category/Object	**Line Item**	**Calculation**	**Amount**	**In-Kind**	**Total**
Instruction Staff Development Salaries & Wages	Classroom management & positive behavior instructor salaries	4 courses @ $472.50	$1,890	$0.00	$1,890
Fixed Charges	FICA & WC	$1,890 x 8.44%	$160	$0.00	$160
Instruction Staff Development Other Charges	4th Annual National Girl Bullying and Relational Aggression Conference – registration, hotel, airfare, and per diem	3 people @ $1,865.50 +/-	$5,597	$0.00	$5,597
Instruction Staff Development Other Charges	Refreshments for school resource officers' meetings	4 meetings @ $100	$400	$0.00	$400
Instruction Staff Development Contract Services	Annual Safe Schools Conference & SRO training - facility rental and conference costs	4 days x $3,500 (800 @ $17.50 = $14,000)	$14,000	$0.00	$14,000
Instruction Staff Development Contract Services	Consultant - Second Step training	2 days @ $4,000	$8,000	$0.00	$8,000
Instruction Staff Development Contract Services	Second Step training - facility rental and conference costs	2 days @ $2,000	$4,000	$0.00	$4,000
Instruction Staff Development Salaries & Wages	Stipends for Second Step training	40 staff x $27.30/hr. x 6 hrs = $6,552	$6,552	$0.00	$6,552
Fixed Charges	FICA & WC	$6,552 x 8.44%	$553	$0.00	$553
Instruction Staff Development Salaries & Wages	Stipends for Life Skills training	40 staff x $27.30/hr. x 6 hrs = $6,552	$6,552	$0.00	$6,552
Fixed Charges	FICA & WC	$6,552 x 8.44%	$553	$0.00	$553
Administration Centralized Support Salaries & Wages	Consultant - Life Skills training and support	$32/hr x 8 hrs/wk x 32 wks	$8,192	$0.00	$8,192
Fixed Charges	FICA & WC	$8,192 x 8.44%	$691	$0.00	$691
Instruction Staff Development Contract Services	Consultant - Restorative Practices training	2 days @ $2,000	$4,000	$0.00	$4,000
Instruction Staff Development Contract Services	Restorative Practices training - facility rental and conference costs	2 days @ $2,000	$4,000	$0.00	$4,000

Instructional Staff Development Salaries & Wages	Stipends for Restorative Practices training	20 staff x $27.30/hr. x 4 hrs = $2,184	$2,184	$0.00	$2,184
Fixed Charges	FICA & WC	$2,184 x 8.44%	$184	$0.00	$184
Instruction Staff Development Supplies & Materials	Restorative Practices training materials	80 packets x $56.25 = $4,500	$4,500	$0.00	$4,500
Instruction Staff Development Supplies & Materials	Bullying & Harassment training books	150 *"Bully Free Classroom"* books @ $25	$3,750	$0.00	$3,750
Instruction Staff Development Supplies & Materials	Bullying & Harassment training materials	150 packets @ $8.33+/- = $1,249.50	$1,250	$0.00	$1,250
ALLOWABLE ACTIVITY 1.6					
Administration Centralized Support Contract Services	School Resource Officer survey	Set up for online survey process @ $1,000	$1,000	$0.00	$1,000
ALLOWABLE ACTIVITY 1.8					
Instruction Regular Programs Other Charges	Training materials and incentives for Students Against Destructive Decisions and/or All Stars peer leader student training	Training materials and incentives for 40 schools @ $75	$3,000	$0.00	$3,000
ALLOWABLE ACTIVITY 1.12					
Administration Centralized Support Other Charges	National Drug & Violence Prevention Conference – Administration	2 people @ $1,500	$3,000	$0.00	$3,000
Administration Centralized Support Salaries & Wages	Safe Schools Consultant	30 wks x 8 hrs/wk x $32	$7,680	$0.00	$7,680
Fixed Charges	FICA & WC	$7,680 x 8.44%	$648	$0.00	$648
Instruction Regular Programs Contract Services	Epoch & First Step mental health counseling for drug & violence prevention	23 schools x 4 hr/wk x 30 wks @ $25	$69,000	$0.00	$69,000
ALLOWABLE ACTIVITY 1.17					
Instruction Regular Programs Supplies & Materials	Community of caring, Positive Action, or KC3 character education materials	100 schools @ $100	$10,000	$0.00	$10,000
ALLOWABLE ACTIVITY 2.5					
Instruction Staff Development Other Charges	National Association of SRO Conference & Advanced Training – registration, hotel, airfare, and per diem	2 corporate staff @ $2,500	$5,000	$0.00	$5,000

ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: Baltimore County Public Schools **Fiscal Year 2010**

TRANSFER OF TITLE IV, PART A ESEA FUNDS [Section 6123(b)]

A local school system (LSS) may transfer up to 50 percent of the funds allocated to it by formula under four major ESEA programs to any one of the programs, or to Title I (Up to 30 percent if the LSS is in school improvement). The LSS must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the LSS 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.

Total FY 2009 Allocation	Amount ($) transferred from Title IV, Part A		Amount ($) transferred into each of the following programs			
			Title I-A	Title II-A	Title II-D	
$393,827.00	$ 0.00		$ N/A	$ N/A	$ N/A	

Briefly describe how the transfer of funds most effectively addresses the unique needs of the LSS.

_____
_____
_____
_____

NOTE: 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.

ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: Baltimore County Public Schools **Fiscal Year 2010**

FY 2010 Budget Summary

	PUBLIC	PRIVATE	TOTAL
Programs and Activities	**$183,095**	**$19,500**	**$202,595**
SECURITY MEASURES	**$5,000**	**$ 0**	**$5,000**
SALARIES (FOR FULL AND PART-TIME SDFSCA STAFF – INCLUDE ALL BENEFITS)			**$178,510**
2% ADMINISTRATIVE COST			**$7,722**
Carryover to FY 2011 (See NOTE 1 below)			**-$98,457**
Transfers under Section 6123(b)			**$0**
Total FY 2010 Expenditures			**$295,370**

NOTE 1: 75% of the FY 2010 allocation must be spent by June 30, 2010. A LSS may not carryover more than 25% of its allocation into the next fiscal year unless it can demonstrate, to the satisfaction of the SEA, that it has "good cause" for such a carryover. [Section 4114(a)(3) of the SDFSCA].

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	$393,827	AMENDED BUDGET #	REQUEST DATE
GRANT NAME	Title IV, Part A, Safe and Drug-Free Schools and Communities	GRANT RECIPIENT NAME	Baltimore County Public Schools
MSDE GRANT #		RECIPIENT GRANT #	3350-407-xxxx
REVENUE SOURCE		RECIPIENT AGENCY NAME	
FUND SOURCE CODE	Federal	GRANT PERIOD	7/1/2009 FROM — 6/30/2011 TO

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						7,722.00	7,722.00
Prog. 23 Centralized Support	119,554.00	1,000.00	5,946.00	4,888.00			131,388.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.		75,500.00	33,514.00	6,250.00			115,264.00
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						19,500.00	19,500.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	17,178.00	34,000.00	9,500.00	12,497.00			73,175.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation		5,000.00					5,000.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				41,778.00			41,778.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	136,732.00	115,500.00	48,960.00	65,413.00	0.00	27,222.00	393,827.00

	Name	Signature	Date	Telephone #
Finance Official Approval	Kathleen Courtney	Kathleen Courtney	8/31/09	410-887-4345
Supt./Agency Head Approval	Joe A. Hairston	Joe A. Hairston	10/2/09	410-887-4281
MSDE Grant Manager Approval				

ASSURANCES

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.

2. 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.

3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.

4. 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.

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. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

7. 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.

8. 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 extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution 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.

11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. 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.

Joe A. Hairston	10/12/09
Superintendent of Schools/Head of Grantee Agency	Date

Attachment 12

Title I, Part D
Prevention and Intervention Programs for Children And Youth Who Are Neglected, Delinquent, or At-Risk

ATTACHMENT 12 TITLE I, PART D

PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK

Local School System: Baltimore County Public Schools **Fiscal Year 2010**

TITLE I-D COORDINATOR: Andrew Pariser

Telephone: 410-887-2373 **E-mail:** apariser@bcps.org

A. ALLOWABLE ACTIVITIES [Section 1424]: For all allowable activities that will be implemented under Title I-D, (a) provide a brief description of services, (b) how the services will be coordinated with local institutions for neglected and delinquent youth and/or correctional institutions, and (c) timelines or target dates. Provide the amount of funding for the Title I-D services. ***Use separate pages as necessary for descriptions.***

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs
1.1 Programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education [section 1424(1)].	The dropout prevention teacher provides supplemental instruction in the classroom. This teacher works with the content area teacher of record to use test results and observations to plan instruction and improve students' academic achievement leading to the accumulation of high school credits or obtaining a GED. The transition facilitator acts as a liaison between Baltimore County Public Schools and the Baltimore County Detention Center, local schools, and community colleges, etc., where students will be returning. The clerk collects and enters data for use by the teacher and facilitator. 7/09 – 9/10 Master Plan 5, 5.1; a, e, f	$85,196
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 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)].	Based on test results and classroom observations, the dropout prevention teacher and the transition facilitator make referrals to appropriate agencies for counseling, drug/alcohol treatment, and/or education. They also work with Baltimore County personnel to make interagency referrals for services, including health care, nutrition, parenting, HIV/AIDS, risk assessment and counseling, substance abuse issues, and childcare. 7/09 – 9/10 Master Plan 4, 4.1; c, d, f	
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)].	The clerk collects and enters data to facilitate the dropout prevention teacher and transition facilitator in working with personnel from other offices to coordinate services related to career counseling, technology education, job searches, skill building, resumes, and tutoring. If appropriate, this teacher gathers data on IEPs and also works with students to set goals and instructional management plans. The Aztec software program and STAR pre- and post-testing are used to track progress and provide other instructional options to students. The evaluator uses this data to determine the overall efficacy of the program. 7/09 – 9/10 Master Plan 4, 4.1; c Master Plan 5, 5.1; a, e, f	
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: Baltimore County Public Schools **Fiscal Year 2010**

B. LOCAL AGENCY PROGRAMS

1. **Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities, and an accounting of these individuals. Also include the number of individuals returning to the system. Describe what services are provided.**

   In addition to classroom instruction, the students housed at the Baltimore County Detention Center have needs such as counseling, drug/alcohol/substance abuse; health, including HIV/AIDS; nutrition; career counseling; learning disabilities; and academic needs. The dropout prevention teacher and/or transition facilitator make referrals for services provided by the Detention Center, such as substance abuse treatment, anger management therapy groups, life skills instructional classes, and medical and psychiatric treatment. Incarcerated youth receive assistance in accessing linkages to community programs when students are released. Additionally, students receive case management and transition services upon their return to the community. This occurs through using resources at the school, community, and detention center; including specialized programs, counseling, life skill enhancement, and health service referral.

   There is a comprehensive program at the detention center to serve at-risk, incarcerated students and case management/referral for students when they return to the community. When students who are released from the detention center are eligible for alternative schools, GEDs, or community colleges, the transition facilitator makes these referrals. Since many of the students released from the detention center are studying for the GED, they are referred to one of the GED sites supported by Baltimore County Public Schools (BCPS) and the Maryland State Department of Education. A GED recruiter receives lists of students being released and attempts to contact them at their residence and enroll them in a community program. If the student is still enrolled in high school and has worked on the regular curriculum, they are referred back to a pupil personnel worker and the home school for placement. Students referred to alternative high schools receive innovative curriculum, counseling, and social skills. Staff from the detention center, BCPS Office of Alternative Education, and Baltimore County Department of Social Services (DSS) work collaboratively to ensure students return to regular public schools, alternative schools, or participate in GED programs and receive appropriate assistance in order to be successful. During the 2008-2009 school year, 25 students received GEDs, 12 students returned to BCPS, 2 received job training, and 14 students went on to find full-time employment.

2. **Provide a description of how the programs will involve the parents in efforts to improve the education achievement of their children.**

   Pupil personnel workers, the liaisons between the home, school, and community, collaborate with school administrators, teachers, agencies, human services providers, and other BCPS Student Support Services personnel to coordinate services for families in order that students may achieve. As a site-based service, school social workers provide professional mental health services to the students and families through individual, family, and group counseling. Regular and intensive interventions are provided to parents and families. Reports of student progress from the computer integrated program, STARS, will be sent to schools and parents, as appropriate.

3. **Provide a description of how the Neglected or Delinquent Program will be coordinated with other federal, state, and local programs.**

   Title I, Part D provides funding for a part-time classroom teacher and hourly transition facilitator to identify, assess, and instruct delinquent and at-risk youth incarcerated at the Baltimore County Detention Center (BCDC). BCPS provides a 1.0 FTE teacher and a recruiter. The AGE grant supports an hourly teacher. Furthermore, the BCPS Office of Title I provides hardware including desktop computers and printers for students. In addition to recurring instruction while detained, students receive case management and transition services upon return to the community. The detention center staff members work with the BCPS Office of Alternative Education to place students in GED programs or at the community college for job readiness/retention skills. Students who return to Baltimore County schools where Maryland's Tomorrow programs are housed receive assistance in study skills, individualized help in subject areas, and career planning. Transition coordinators in these programs aid students in the transition between school to work or higher education. At the alternative high school level, a school counselor provides educational, personal, and vocational counseling. Staff from BCDC, the BCPS Office of Alternative Education, and DSS work collaboratively to ensure that students are appropriately placed in either a regular public school or alternative program.

4. **Provide a description of the steps the local school system will take to find alternative placement for children and youth interested in continuing their education, but unable to participate in the regular public school program.**

   Since many of the students released from the Baltimore County Detention Center are studying for the GED, they are referred to one of the programs in the alternative schools or the evening high schools. If the student has worked on the regular curriculum, they are referred back to the pupil personnel worker and the home school for alternative placement.

5. **Report by charting the last three years the progress the local school system is making in dropout prevention. [Section 1426]**

   Since Title I, Part D funds are used to support the educational program at the Baltimore County Detention Center, a locally operated correctional facility for delinquent children in which more than 30 percent of its youth reside outside the boundaries of Baltimore County upon leaving the facility, BCPS is not required to operate a dropout prevention program within its schools and uses all of its Subpart 2 funds for programs at the Detention Center.

6. **Provide annually the number served during the period of the grant. The "period" is described as the school year or period of funding from July 1 to September 30 the following year. [Section 1412 – Eligibility]**

   During the FY09 period of the grant, 276 students were served at the Detention Center with Title I, Part D funds.

ATTACHMENT 12 TITLE I, PART D

PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK

Local School System: Baltimore County Public Schools	Fiscal Year 2010

C. EVALUATION OF TITLE I-D PROGRAM ACTIVITIES: The local school system must evaluate the program at least once every three years, disaggregating data on participation by gender, race, ethnicity, and age to determine the program's impact on the ability of participants —

- To maintain and improve educational achievement;
- To accrue school credits that meet State requirements for grade promotion and secondary school graduation;
- To make the transition to a regular program or other education program operated by the school system;
- To complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
- As appropriate, to participate in postsecondary education and job training programs.

At a minimum, the evaluation must include information and data on the use of funds, the types of services provided, and the students served by the programs. However, the evaluation should contain sufficient information for the services that were provided and the effect on academic achievement.

In conducting each evaluation, the school system must use multiple and appropriate measures of student progress. Because the new requirements under No Child Left Behind began in 2002, the first evaluation was due to MSDE on October 17, 2005, as part of the annual Bridge to Excellence update, and a new evaluation will be due this October as part of the annual update. The school system will use the results of the evaluation to plan and improve subsequent programs for participating children and youth.

D. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the MSDE Proposed Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in the Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at www.marylandpublicschools.org.

2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 11-13 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use program funds to pay only reasonable and necessary direct administrative costs associated with the operation of the program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

E. ATTACHMENTS 4-A and B, 5-A and B, and 6-A and B

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

Budget Narrative
Title I, Part D
Fiscal Year 2010

Item	Requested	In-Kind	Total
1. Personnel			
Salary for part-time teacher 25 hrs. per wk., 48 wks @ $27.30/hr.	$32,760		$32,760
Transition facilitator 23 hrs. per wk., 48 wks @ $27.30/hr.	$30,139		$30,139
Salary for part-time clerical 10 hrs. per week, 48 wks. @ $13.31/hr.	$6,389		$6,389
Total Personnel	**$69,288**		**$69,288**
2. Fringe Benefits			
FICA .0765 x $69,288	$5,301		$5,301
WC .0079 x $69,288	$547		$547
Total Fringe Benefits	**$5,848**		**$5,848**
3. Travel			
Total Travel	**$0**		**$0**
4. Equipment			
Total Equipment	**$0**		**$0**
5. Supplies			
Materials and supplies to address specific needs of students, textbooks, printers, technical supplies, etc.	$7,060		$7,060
Total Supplies	**$7,060**		**$7,060**
6. Contractual			
Program Evaluator	$3,000		$3,000
Total Contractual	**$3,000**		**$3,000**
7. Construction			
Total Construction	$0		$0
8. Other			
Total Other	$0		$0
9. Total Direct Costs	**$85,196**		**$85,196**
10. Indirect Costs (Please use the indirect cost rate approved for your LEA.) $85,196 x .0351	$2,990		$2,990
Total Indirect Costs	**$2,990**		**$2,990**
11. Total Costs	**$88,186**		**$88,186**

'ARYLAND STATE DEPARTMENT OF EDUCATI'
GRANT BUDGET

ORIGINAL GRANT BUDGET	88,186	AMENDED BUDGET #		REQUEST DATE	July 16, 2009
GRANT NAME	Title I, Part D Neglected or Delinquent '10	GRANT RECIPIENT NAME	Baltimore County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	3350-011-3041		
REVENUE SOURCE	ESEA, Title I Part D	SCHOOL NAME	Office of Alternative Education		
FUND SOURCE CODE		GRANT PERIOD	July 1, 2009 through September 30, 2010		

CATEGORY/PROGRAM			BUDGET OBJECT						
			01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration									0.00
Prog.	21	General Support							0.00
Prog.	22	Business Support						2,990.00	2,990.00
Prog.	23	Centralized Support							0.00
202 Mid-Level Administration									
Prog.	15	Office of the Principal	6,389.00						6,389.00
Prog.	16	Inst. Admin. & Supv.							0.00
203-205 Instruction Categories									
Prog.	01	Regular Prog.	62,899.00	3,000.00	7,060.00				72,959.00
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
206 Special Education									
Prog.	04	Public Sch Instr. Prog.							0.00
Prog.	09	Instruction Staff Dev.							0.00
Prog.	15	Office of the Principal							0.00
Prog.	16	Inst. Admin & Superv.							0.00
207 Student Personnal Serv.									0.00
208 Student Health Services									0.00
209 Student Transportation									0.00
210 Plant Operation									
Prog.	30	Warehousing & Distr.							0.00
Prog.	31	Operating Services							0.00
211 Plant Maintenance									0.00
212 Fixed Charges						5,848.00			5,848.00
214 Community Services									0.00
215 Capital Outlay									
Prog.	34	Land & Improvements							0.00
Prog.	35	Buildings & Additions							0.00
Prog.	36	Remodeling							0.00
Total Expenditures By Object			69,288.00	3,000.00	7,060.00	5,848.00	0.00	2,990.00	88,186.00

	Name	Signature	Date	Telephone #
Finance Official Approval	Nancy Golub, CPA	Nancy Golub, CPA	7/16/09	410-887-4345 x368
Supt./Agency Head Approval	Dr. Joe A. Hairston, Superintendent	Joe A. Hairston		410-887-4281
MSDE Grant Manager Approval				

ASSURANCES

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.

2. 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.

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9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution 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.

11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. 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.

	10/12/09
Superintendent of Schools/Head of Grantee Agency	Date

The Bridge to Excellence in Public Schools Act
Fine Arts Responses

1. Describe the **progress** that was made in 2008-2009 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

- A curriculum development project in collaboration with the Office of Magnet Programs continues to address the need for a written curriculum in the high school magnet programs. The 2008-2009 year focused on George Washington Carver Center for Arts and Technology's Modern I – IV courses and Patapsco High School and Center for the Arts' Level II-IV courses.
- Articulated Instructional Module (AIM) activities were created for all high school elective courses, all middle school magnet, and all middle school elective courses.
- The high school magnet curriculum will be written in the summer of 2009 for George Washington Carver Center for Arts and Technology's Ballet I – IV courses. The Patapsco High School and Center for the Arts' curriculum project will continue in the summer of 2009.
- The comprehensive high school curriculum will be updated with lessons (related to Outcome III – Performance and Production) including a newly purchased technology program for dance composition, Bedford Interactive. Professional development in direct relationship to this technology software was conducted in February 2009.

Fine Arts Strategic Plan Strategy II
Performance-based Assessments

- The Dance III Exam was completed in the summer of 2008 and disseminated to all appropriate teachers at the August professional study day. Ongoing professional development included break-out sessions for the high school teachers involved in implementing the exam.
- The Dance I, II, and III Exams were given during the 2008-2009 school year. Item analyses and exemplars will be collected for the summer 2009 review and revisions of the Dance II & III Exams. Cut scores will be determined for the Dance I Exam.
- The middle school magnet performance-based assessments were written in the summer of 2009, piloted during the school year, and will be reviewed during summer curriculum workshop.

Fine Arts Strategic Plan Strategy III
Professional Development

- Professional development for 2008-2009 focused on Outcome III, Performance and Production. Dance teachers learned how to use the new flip camcorders for video capture, editing, and feedback for students. Additional sessions on dance for the camera were conducted by guest teachers from local colleges and universities.
- Dance teachers received professional development in music for dance composition, the student teacher/teacher mentor relationship, partner yoga, swing dance, Bedford Interactive software, and the Brain Dance.
- Through a Dana grant in partnership with Clancyworks Dance Company, the Dance Educator's Training Institute (DETI) was held at George Washington Carver Center for Arts and Technology. Baltimore County dance teachers and teachers from the United States as well as England attended the one- week intensive workshop.

Fine Arts Strategic Plan Strategy IV
Facilities, Equipment, Materials, Supplies

- Books, videos, and other support materials were purchased to support the delivery of curriculum and instruction. Specifically, a new resource, *The History of Dance,* was purchased and piloted in 2008-2009. Resources were identified during curriculum workshops in 2008 and purchased to support magnet and high school dance courses.
- A flip-camcorder was purchased for each fine arts dance program.
- Costumes and awards were purchased for the All County Honors Ensemble.

Fine Arts Strategic Plan Strategy V
Enhance Existing Programs and Develop New Models

- All fine arts dance programs participated in the countywide dance festival on March 28, 2009, at Dulaney High School. Each school submitted one piece for professional adjudication.
- Five fine arts dance programs participated in the countywide Student Choreography Showcase. Each student's piece was professionally adjudicated.
- Each fine arts dance program received a residency program of their choice.
- The third year of the All County Honors Ensemble included an audition and several performances culminating in an evening concert for the public.
- The Student Choreography Showcase was held at Patapsco High School and Center for the Arts in collaboration with Clancyworks Dance Company.
- A Leadership Cadre meeting was held to assist the Office of Dance with review of all evaluations from professional development and countywide events, as well as to begin planning for the 2009-2010 school year.
- Bus transportation reimbursements were provided for students to attend field trips, festivals, and showcases.

Fine Arts Strategic Plan Strategy VI
Provide Fine Arts Staff, Supervisors, and Support Staff

- All positions in fine arts dance were maintained for the 2008-2009 school year. A 0.5 position was added to one middle elective program. There are 15 highly qualified dance teachers in the county.
- A dance resource teacher supports fine arts dance programs at the secondary level and the K-12 physical education dance and rhythms units.

Music

Fine Arts Strategic Plan Strategy I
Curriculum Alignment

- The revision of *World Music Grade 6* began in the summer of 2007 and continued during the 2008-2009 school year. Revisions were needed in order to maintain alignment of the guide with the Grade 6 social studies world cultures curriculum and to include the addition of the study of music from China.
- *Foundations of Music Technology* was completed. Students will be able to earn one fine arts credit by taking this course.
- Final exams for Levels I and II Winds and Percussion and Levels I and II Strings were revised. Final exams for Levels III and IV Winds and Percussion and Levels III and IV Strings were developed. All exams are linked to the *Effective Instrumental Music Instruction; Grades 9-12* curriculum.
- Articulated Instructional Module (AIM) objectives and activities were developed for the K-12 music program.

Fine Arts Strategic Plan Strategy II
Performance-based Assessments

- Middle and high school performance ensembles were assessed at adjudications in March 2009.
- Teachers served as assistants to participate in the high school performance assessment process in order to gain a better understanding of ensemble adjudications and best practices for improved student achievement.
- Office staff provided support to schools not meeting standards. Support included formal and informal observations, modeling of best practices, providing feedback and provision of appropriate materials and resources.

Fine Arts Strategic Plan Strategy III
Professional Development

- Professional development to introduce teachers to curriculum revisions, reinforce curriculum expectations and review the components of AIM was provided to over 300 music teachers in August 2008. Curricula sessions were facilitated by

teachers. Guest presenters provided sessions on pedagogy and best practices. Office staff introduced the components of AIM.

- Professional development with high school department chairmen and middle school team leaders was held to review adjudication procedures and current trends in systemic goals and curricula expectations. Be In Tune, an e-Community developed by the Office of Music, was introduced.
- Newly hired first and second year teachers participated in a seven week in-service course designed to address the content issues and specialized needs of music teachers in the elementary, middle, and high schools.
- Secondary choral music teachers were provided professional development based on the MSDE course and text, *Teaching Music through Performance in Choir*. The guest presenter and instructor for the course is the Instructional Coordinator for Fine Arts in Cecil County.
- College Board provided training, ongoing support, and mentoring to teachers of Advanced Placement (AP) Music Theory. The professional development consisted of three AP Mentoring Cadre sessions, one AP Free Response Training, and the opportunity to attend a two-day AP Workshop.

Fine Arts Strategic Plan Strategy IV
Facilities, Equipment, Materials, and Supplies

- Fine arts programs were included in the Capital Improvement Plans and new school building plans.
- Textbooks, music supplies, other support materials were purchased to support the delivery of curriculum and instruction.
- Instrument repair and replacement continued, and the instrument inventory was maintained.

Fine Arts Strategic Plan Strategy V
Enhance and Develop Programs

- Partnership with the Baltimore Symphony Orchestra provided an experience for high school instrumentalists in a side-by-side concert; High School Honors Concert in November for chorus, band, and orchestra; and free concerts for targeted elementary schools.
- The Baltimore Opera Company provided free dress rehearsal tickets and in-school opera performances to students.
- The 2009 High School Jazz Honors Concert was held at the Walters Art Gallery.
- The 2009 Marching Band Showcase was held at Towson University.

Theatre

Fine Arts Strategic Plan Strategy I
Curriculum Alignment

- Articulated Instructional Module (AIM) objectives were created for all theatre programs.

- A scope and sequence for all theatre curricula was created.

Fine Arts Strategic Plan Strategy II
Performance-based Assessments

Theatre Arts II-IV curricula and assessments were created by master teachers.

Fine Arts Strategic Plan Strategy III
Professional Development

- A theatre lead teacher was assigned to middle and high schools to act as a consultant on an as-needed basis.
- A technical theatre consultant to elementary, middle, and high schools was used on an as-needed basis.

Fine Arts Strategic Plan Strategy IV
Facilities, Equipment, Materials, and Supplies

- Theatre arts books and videos were purchased for select schools.
- Busses were provided to students in order to attend off-site theatre performances.

Fine Arts Strategic Plan Strategy V
Enhance and Develop Programs

- Guest presenters completed workshops with students in select schools to develop theatrical techniques and enhance the theatre learning experience.
- Students from select schools attended theatrical presentations in local theatres and universities.

Visual Arts

Fine Arts Strategic Plan Strategy I
Curriculum Alignment

Articulated Instructional Module (AIM) objectives were developed for the K-12 visual arts program.

Fine Arts Strategic Plan Strategy II
Performance-based Assessments

- Activities for the August 2008 professional development day were planned to introduce teachers to curriculum revisions, the K-12 Scope and Sequence, and components of AIM.
- Twenty-seven cameras were purchased for middle school teachers to assist in developing digital portfolios and program review.

Fine Arts Strategic Plan Strategy III
Professional Development

- Over 250 art teachers attended the August 2008 professional development sessions on curriculum revision, kiln safety, and curricula best practices.
- Elementary representatives, middle school team leaders, and high school department chairmen attended three liaison meetings to be informed of current trends in systemic goals and curricula expectations.

Fine Arts Strategic Plan Strategy IV
Facilities, Equipment, Materials, and Supplies

- Kilns were repaired and vented.
- A new kiln was purchased and installed at Featherbed Lane Elementary School.

Fine Arts Strategic Plan Strategy V
Enhance and Develop Programs

- The museum liaison continued to implement Developing Language and Literacy in the Arts (DLLA) working with the Baltimore Museum of Art (BMA) and the Walters Art Museum.
- A liaison was hired to work with the Walters Art Museum to promote and implement DLLA III.
- Postcards and programs for the BMA, the Walters Art Museum, and the annual high school exhibit were printed to archive and celebrate student achievement.

2. Identify the programs, practices, or strategies and related resource allocations that are related to the progress in prompt #1.

   Implementation of Fine Arts Strategic Plan activities are aligned with the 2008-2009 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 provided the funds to pay teachers to write additional lessons for Outcome III.
   - The Office of Magnet Programs provided the funds to pay teachers to write the Ballet I-IV (George Washington Carver Center for Arts and Technology) and the Dance I – IV (Patapsco High School and Center for the Arts) curriculum.

- The dance resource teacher is paid through BCPS operating budget to write AIM objectives, activities, and other related assignments. Additional funding was provided by the operating budget to pay for teachers to assist in writing activities appropriate for specific grade levels.

Fine Arts Strategic Plan Strategy II
Performance-based Assessments

- The Fine Arts Initiative provided the funds to pay teachers to review and revise exams.
- The Office of Magnet Programs provided the funds to pay teachers to write the middle school magnet performance-based assessments.
- The Fine Arts Initiative provided the funds to pay adjudicators for the BCPS Dance Festival adjudication.
- The operating budget provided the funds to pay adjudicators for the Student Choreography Showcase.

Fine Arts Strategic Plan Strategy III
Professional Development

- The Fine Arts Initiative provided the funds for substitutes in order for teachers to attend professional development.
- The Fine Arts Initiative provided funds for catering at professional development.
- The Fine Arts Initiative provided stipend funds for a Leadership Cadre meeting.
- The Fine Arts Initiative provided funds for the dance resource teacher to attend a national conference.
- The Fine Arts Initiative provided funds for master classes for professional development for teachers.
- The Dana Grant, through partnership with Clancyworks Dance Company, provided funds for the Dance Educators Training Institute. (Open to all dance teachers and teaching artists in the US and England.)

Fine Arts Strategic Plan Strategy IV
Facilities, Equipment, Materials, and Supplies

- The Fine Arts Initiative provided funds to purchase 11 flip camcorders for programs.
- The Fine Arts Initiative provided funds to purchase video and text resources for programs.
- The Fine Arts Initiative provided funds to purchase awards for the Honors Ensemble.
- The Fine Arts Initiative provided funds to purchase costumes for the Honors Ensemble.

Fine Arts Strategic Plan Strategy V
Enhance Existing Programs and Develop New Models

- The Fine Arts Initiative provided funds to hire an artistic director for the Honors Ensemble.
- The Fine Arts Initiative provided funds to hire guest artists to provide either a residency or guest choreography for each fine arts dance program.
- The Fine Arts Initiative provided funds to hire technical assistance, custodians, adjudicators, guest teachers, and catering for the Student Choreography Showcase, and the Dance Festival.

Music

Fine Arts Strategic Plan Strategy
Curriculum Alignment

- The Fine Arts Initiative and the general fund financially supported teacher salaries for the writing of the middle school general music and music technology course curricula.
- The general fund supported revision and development of final exams for Levels I-IV Winds and Percussion and Levels I-IV Strings.
- The general fund supported teacher salaries for the writing of activities in AIM for all music courses K-12.

Fine Arts Strategic Plan Strategy II
Performance-based Assessments

- The middle and high school adjudication process was financially supported by the Fine Arts Initiative and the general fund. Six panels of four judges were contracted to assess middle and high school performance ensembles. Busses were provided for schools to attend.
- *Performance Assessment Report 2009 for Secondary Music Ensembles* was published and distributed to central office staff, principals, and teachers to provide school administrators and music teachers with valid program assessment and feedback in order to assist in process planning.
- The cost for providing teachers as assistants in the high school performance assessment process was funded by the Fine Arts Initiative.
- The general fund supports all staff positions in the Office of Music. The positions of music supervisor and music specialist provide support to schools, especially as it relates to assistance for those not meeting standards as measured by the adjudication process. The enrichment specialist position provides support in the planning and implementation of countywide enrichment activities.

Fine Arts Strategic Plan Strategy III
Professional Development

- Professional development which was provided at the August 2008 countywide professional development day for over 300 music teachers was financially supported by the Fine Arts Initiative and the general fund.
- The Continuing Professional Development (CPD) course for new teachers and the meetings with department chairmen and team leaders were supported by the general fund.

Fine Arts Strategic Plan Strategy IV
Facilities, Equipment, Materials, and Supplies

The general fund supports instrument repair and replacement, purchase of textbooks, music supplies, and other support materials for the delivery of the music curriculum.

Fine Arts Strategic Plan Strategy V
Enhance and Develop Programs

- The general fund supported use of the Meyerhoff Symphony Hall for the High School Honors Concert.
- The side-by-side concert with the Baltimore Symphony Orchestra was provided through the Fine Arts Initiative and the general fund.
- Free tickets provided by the Baltimore Opera Company and the Baltimore Symphony Orchestra were made available through grants and private donors.
- Revenue funds supported the use of the Walters Art Museum for the 2008 High School Jazz Honors Concert and Towson University for the 2008 Marching Band Showcase.

Theatre

Fine Arts Strategic Plan Strategy III
Professional Development

- The cost of providing a technical theatre consultant to go into schools to give guidance in the areas of staging, lighting, and costuming was provided by the Fine Arts Initiative.
- The cost of providing a lead theatre teacher to go into schools to give guidance in the area of instruction was provided by the Fine Arts Initiative.

Fine Arts Strategic Plan Strategy IV
Facilities, Equipment, Materials, and Supplies

- The general fund provided for the purchase of text books, videos, and other supplies.
- The Fine Arts Initiative funded supplemental text books and videos to select schools.

Fine Arts Strategic Plan Strategy V
Enhance and Develop Programs

- The Fine Arts Initiative enabled provision of professional theatre groups to perform for students and to conduct workshops in select schools.
- The Fine Arts Initiative enabled students to attend theatrical performances at local theatres and universities.
- A portion of the salary of the secondary English supervisor is supported by the general fund for overseeing the implementation of the theatre curriculum and the theatre portion of the Fine Arts Initiative.

Visual Arts

Fine Arts Strategic Plan Strategy I
Curriculum Alignment

The general fund supported teacher salaries for the writing of objectives and activities in AIM for K-12 visual arts courses.

Fine Arts Strategic Plan Strategy II
Performance-based Assessments

Digital cameras are being supplied to schools for recording visual exemplars and sharing student successes with teachers, parents, and the community. They will assist in the planned development of portfolios for more meaningful assessment of student work.

Fine Arts Strategic Plan Strategy III
Professional Development

- Monthly teacher to teacher sessions are voluntary and held to share, discuss, and refine best practices.
- The Fine Arts Initiative provided support in funding substitutes for teachers to attend an in-service course. Additional in-service courses are being planned and submitted for state approval to keep teachers current with new teaching strategies.

Fine Arts Strategic Plan Strategy IV
Facilities, Equipment, Materials, and Supplies

- The purchase of digital cameras is supported by the Fine Arts Initiative.
- The Fine Arts Initiative and the general fund financially support implementation of routines and plans for kiln maintenance, replacement, and safety.

Fine Arts Strategic Plan Strategy V
Enhance and Develop Programs

Funded by the Fine Arts Initiative, the partnerships with the Baltimore Museum of Art and the Walters Art Museum continue, and more schools are being encouraged to take part in the Developing Language and Literacy in the Arts program.

3. Describe which goals, objectives, and strategies included in the BTE Master Plan were not attained and where **challenges** in making progress toward meeting Programs in Fine Arts goals and objectives are evident.

   Baltimore County Public Schools continues to identify strategies and activities for effective implementation of job-embedded professional development focused on ensuring consistent delivery of curriculum. Specific activities relative to increased professional development for teachers, namely at the middle and high school level, to address the articulation of the written, taught, and assessed curriculum will continue to be an area of focus.

   Dance

   - 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.
   - Curriculum development at the high school magnet level continues to be a challenge based on limited teachers/writers for eighteen courses. We are continuing to work with the Office of Magnet Programs to follow a reasonable timeline for curriculum development.

   Music

   Training of teachers continues to be partially implemented on one designated professional development day. Creating additional opportunities for teachers to participate in professional development activities continues to be a challenge.

   Theatre

   Training of theatre teachers continues to be partially implemented on one designated professional development day. Creating additional opportunities for teachers to participate in professional development activities continues to be a challenge.

   Visual Arts

   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.

4. Describe the goals, objectives, and strategies that will be implemented during 2009-2010 and plans for addressing challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.

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

Master Plan Indicator 1.11: All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards.

Master Plan Strategies:
d) Provide an array of courses aligned with the 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 extra curricular 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 between 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

- Continue to work in collaboration with the Office of Magnet Programs to address the need for curriculum in all of the high school magnet courses for dance. The 2009-2010 year will continue to focus on Ballet I-IV at George Washington Carver Center for Arts and Technology. The Office of Magnet Programs funds the development of magnet curriculum and assessments. We are continuing to work with the Office of Magnet Programs to follow a reasonable timeline for curriculum development.

- Continue to work in collaboration with outside studios, companies, and businesses and seek additional funding to create more dance opportunities for students.
  1. In partnership with the Royal Academy of Performing Arts in Dundalk, MD, middle school students have been offered scholarships to study privately in order to prepare them for magnet school auditions.

2. In collaboration with the Peabody Institute, boys ages 9-15 have been able to audition for scholarships to study with professional dancers/teachers for the 2009-2010 year.
3. In partnership with Clancyworks Dance Company, the third year of the DETI has been offered free of charge to Baltimore County dance teachers in order to best serve their professional development needs during the summer to avoid pulling them from their classrooms during the school year.
4. Pending grant approval from the Maryland Association for Health, Physical Education, Recreation, and Dance, a ballroom project for grades 5, 8, and 9 utilizing a master teacher from New York City, as well as the resource teacher, will expand in 2009-2010.

Music

- Revise *Creative Musical Theatre* during summer 2009.
- Continue to work collaboratively with targeted schools to support and guide teachers in establishing, maintaining, and implementing best practices for increased student achievement in music.
- Continue to provide professional development focused on providing teachers additional support in making connections between the written, taught, and assessed music curriculum.
- Continue to provide professional development for newly hired teachers and assistance to middle and high schools not meeting standards on countywide performance assessments.
- Work with the Office of Magnet Programs to address curriculum needs for magnet school programs, particularly at Sudbrook Magnet Middle School, Patapsco High School and Center for the Arts, and George Washington Carver Center for Arts and Technology. Funding to be provided by the Office of Magnet Programs.

Theatre

- Continue to monitor the implementation of the revised Theatre II, III, and IV curriculum.
- Revise *Theatre Arts I* during summer 2009.
- Continue to provide support to theatre teachers through the use of a lead theatre teacher and an outside consultant.
- Continue to provide opportunities to students to view and/or participate in theatre performances in local theatres and universities.

Visual Arts

Implement the revised guides and model units with resources.

Fine Arts Initiative Summary Schedule
Fiscal Year 2010

Category/Object	Line Item	Amount	In-Kind	Total
DANCE				
Strategy 1		$4,041	$6,735	$10,776
Strategy 2		$0	$4,311	$4,311
Strategy 3		$3,328	$5,519	$8,847
Strategy 4		$1,295	$1,100	$2,395
Strategy 5		$7,668	$10,555	$18,223
Strategy 6		$0	$1,180,878	$1,180,878
Administrative Business Support Services - Transfers	Indirect Costs	$327	$0	$327
Dance TOTAL		**$16,659**	**$1,209,098**	**$1,225,757**
MUSIC				
Strategy 1		$10,777	$0	$10,777
Strategy 2		$14,242	$79,000	$93,242
Strategy 3		$0	$4,000	$4,000
Strategy 4		$123	$200,000	$200,123
Strategy 5		$0	$24,800	$24,800
Strategy 6		$0	$28,052,869	$28,052,869
Administrative Business Support Services - Transfers	Indirect Costs	$503	$0	$503
Music TOTAL		**$25,645**	**$28,360,669**	**$28,386,314**
THEATRE				
Strategy 1		$5,388	$0	$5,388
Strategy 2		$1,617	$0	$1,617
Strategy 3		$142	$0	$142
Strategy 4		$2,727	$0	$2,727
Strategy 5		$2,600	$0	$2,600
Strategy 6		$3,853	$2,085,944	$2,089,797
Administrative Business Support Services - Transfers	Indirect Costs	$326	$0	$326
Theatre TOTAL		**$16,653**	**$2,085,944**	**$2,102,597**
VISUAL ARTS				
Strategy 1		$0	$0	$0
Strategy 2		$0	$0	$0
Strategy 3		$8,992	$0	$8,992
Strategy 4		$8,000	$7,000	$15,000
Strategy 5		$1,500	$900	$2,400
Strategy 6		$6,375	$15,457,936	$15,464,311
Administrative Business Support Services - Transfers	Indirect Costs	$497	$0	$497
Visual Arts TOTAL		**$25,364**	**$15,465,836**	**$15,491,200**
GRAND TOTAL		**$84,321**	**$47,121,547**	**$47,205,868**

Budget Narrative
Fine Arts
Fiscal Year 2010

Strategy 1: Align existing and developing curriculum with the Maryland Essential Learner Outcomes
Master Plan Goal 1, Performance Indicator 1.11
All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards.
Key Strategies:
d) Provide an array of courses aligned with the Maryland Content Standards for students to meet their fine arts credit requirement.
f) Develop and implement instructional strategies that include multiculturalism and differentiation.
j) Integrate technology in the teaching/learning process.
o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Dance					
Regular Programs Salaries & Wages	Curriculum Writers - HS Magnets	3 teachers x 5 days x $248.44		$3,727	$3,727
Fixed Charges	FICA & W/C	.0765 x $3,727 = $285 .0079 x $3,727 = $29		$314	$314
Regular Programs Salaries & Wages	Curriculum Writers - MS Magnets	2 teachers x 5 days x $248.44		$2,484	$2,484
Fixed Charges	FICA & W/C	.0765 x $2,484 = $190 .0079 x $2,484 = $20		$210	$210
Regular Programs Salaries & Wages	Curriculum Writers - HS Comprehensive	3 teachers x 5 days x $248.44	$3,727		$3,727
Fixed Charges	FICA & W/C	.0765 x $3,727 = $285 .0079 x $3,727 = $29	$314		$314
Total Dance			**$4,041**	**$6,735**	**$10,776**
Music					-
Regular Programs Salaries & Wages	Revise Guitar Curriculum	4 teachers x 10 days x $248.44	$9,938		$9,938
Fixed Charges	FICA & W/C	.0765 x $9,938 = $760 .0079 x $9,938 = $79	$839		$839
Total Music			**$10,777**	**$0**	**$10,777**
Theatre					$0
Regular Programs Salaries & Wages	Curriculum Writers--Revision of Theatre Arts II Curriculum	4 teachers x 5 days x $248.43	$4,969		$4,969
Fixed Charges	FICA & W/C	.0765 X $4,969 = $380 .0079 x $4,969 = $39	$419		$419
Total Theatre			**$5,388**	**$0**	**$5,388**
Visual Arts					
Total Visual Arts			**$0**	**$0**	**$0**
Total Strategy 1			**$20,206**	**$6,735**	**$26,941**

Strategy 2: Include performance-based assessments developed from Essential Curriculun
Master Plan Goal 1, Performance Indicator 1.11
All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards.
Key Strategies:
d) Provide an array of courses aligned with the Maryland Content Standards for students to meet their fine arts credit requirement.
f) Develop and implement instructional strategies that include multiculturalism and differentiation.
j) Integrate technology in the teaching/learning process.
o) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Dance					
Regular Programs Salaries & Wages	Exam Review and Revision HS Comprehensive	3 teachers x 2 days x $248.44		$1,491	$1,491
Fixed Charges	FICA & W/C	.0765 x $1,491 = $114 .0079 x $1,491 = $12		$126	$126
Regular Programs Salaries & Wages	Middle School Cognitive Assessment Review and Revision - Magnet	2 teachers x 5 days x $248.44		$2,484	$2,484
Fixed Charges	FICA & W/C	.0765 x $2,484 = $190 .0079 x $2,484 = $20		$210	$210
Total Dance			**$0**	**$4,311**	**$4,311**
Music					
Regular Programs Contract Services	Assess secondary music performance ensembles using performance-based assessments	4 assessors @ $200/day for 3 days	$2,400		$2,400
Regular Programs Contract Services	Assess solo and ensemble performances using performance-based assessments	10 assessors @ $100 each		$1,000	$1,000
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 high school band and choral program development using performance-based assessments	20 teachers @ $27.30/hr. x 5 hours x 4 days	$10,920		$10,920
Fixed Charges	FICA & W/C	.0765 x $10,920 = $835.38 .0079 x $10,920 = $86.27	$922		$922
Total Music			**$14,242**	**$79,000**	**$93,242**
Theatre					
Regular Programs Salaries & Wages	Curriculum Writers - revision of existing Theatre Art II assessment	2 teachers x 3 days x $248.43	$1,491		$1,491
Fixed Charges	FICA & W/C	.0765 X $1,491 = $114 .0079 x $1,491 = $12	$126		$126
Total Theatre			**$1,617**	**$0**	**$1,617**
Visual Arts					
Total Visual Arts			**$0**	**$0**	**$0**
Total Strategy 2			**$15,859**	**$83,311**	**$99,170**

Strategy 3: Train fine arts teachers in the effective use of standards-based curriculum

Master Plan Goal 1, Performance Indicator 1.11

All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards.

Key Strategies:

i) Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.

j) Integrate technology in the teaching/learning process.

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

y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

Master Plan Goal 3, Performance Indicator 3.2

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

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Dance					
Instructional Staff Development Contract Services	Guest Artists - master classes for teachers' professional development	6 classes x $150	$450	$450	$900
Instructional Staff Development Contract Services	Catering for professional development days	16 teachers x $10 x 2 days		$320	$320
Instructional Staff Development Out of State Travel	National Conference - flight	2 teachers x $500		$1,000	$1,000
Instructional Staff Development Salaries & Wages	High School Dept. meetings	5 teachers x 4 hours x $27.30/hr.		$546	$546
Fixed Charges	FICA & W/C	.0765 x $546 = $42 .0079 x $546 = $4		$46	$46
Instructional Staff Development Other	Conference Fees	2 teachers x $500		$1,000	$1,000
Instructional Staff Development Other	Room fees	2 rooms x $486 = $972		$972	$972
Instructional Staff Development Substitute Pay	Substitutes for professional development days	2 days x 16 subs x $82.92	$2,654		$2,654
Fixed Charges	FICA & W/C	.0765 x $2,654 = $203 .0079 x $2,654 = $21	$224		$224
Instructional Staff Development Salaries & Wages	Leadership Cadre	2 meetings x 2 hours x 10 teachers x $27.30/hr.		$1,092	$1,092
Fixed Charges	FICA & W/C	.0765 x $1,092 = $84 .0079 x $1,092 = $9		$93	$93
Total Dance			**$3,328**	**$5,519**	**$8,847**
Music					
Mid-Level Administration and Supervision Other Charges	Instructional Professional Development Day - Out of State Travel - National Convention - travel, hotel, registration	3 supervisory staff x $1,000		$3,000	$3,000
Mid-Level Administration and Supervision Other Charges	Instructional Professional Development Day - Out of State Travel - National Convention - travel, hotel, registration	1 supervisory staff x $1,000		$1,000	$1,000
Total Music			**$0**	**$4,000**	**$4,000**

(Strategy 3 Continued)					
Category/Object	**Line Item**	**Calculation**	**Amount**	**In-Kind**	**Total**
Theatre					
Instructional Staff Development Salaries & Wages	Provide professional staff development workshop and meetings-presenter stipend	$32.76/hr. x 2 presenters x 2 hours	$131		$131
Fixed Charges	FICA & W/C	.0765 x $131 = $10 .0079 x $131 = $1	$11		$11
Total Theatre			**$142**	**$0**	**$142**
Category/Object	**Line Item**	**Calculation**	**Amount**	**In-Kind**	**Total**
Visual Arts					
Instructional Staff Development Salaries & Wages	Substitutes for teacher leadership meetings	100 teachers x $82.92	$8,292		$8,292
Fixed Charges	FICA & W/C	.0765 x $8,292 = $634 .0079 x $8,292 = $66	$700		$700
Total Visual Arts			**$8,992**	**$0**	**$8,992**
Total Strategy 3			**$12,462**	**$9,519**	**$21,981**

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 extra-curricular activities.
i) Utilize best practices in providing oral and written feedback to students on the quality of their work in order to improve student achievement.
j) Integrate technology in the teaching/learning process.
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Dance					
Regular Programs Supplies & Materials	Books, videos, resource materials for programs	11 schools x $200	$1,100	$1,100	$2,200
Regular Programs Supplies & Materials	Honors Ensemble awards	10 students x $19.5	$195		$195
Total Dance			**$1,295**	**$1,100**	**$2,395**
Music					
Regular Programs Contract Services	Repair instrument inventory	1,000 instruments x $50		$50,000	$50,000
Regular Programs Supplies & Materials	Replace instruments	200 instruments x $750		$150,000	$150,000
Instructional Staff Development Instructional Materials	Provide materials for professional development activities		$123		$123
Total Music			**$123**	**$200,000**	**$200,123**
Theatre					
Regular Programs Supplies & Materials	Purchase texts and instructional videos to support the theatre program as needed per school	$68.82 x 28 schools	$1,927		$1,927
Regular Programs Transportation	Provide busses to students to attend theatrical presentations	2 busses X $400	$800		$800
Total Theatre			**$2,727**	**$0**	**$2,727**
Visual Arts					
Regular Programs Supplies & Materials	1 New Kiln, Ventilation, and Electrical		$7,000	$5,000	$12,000
Regular Programs Contract Services	Kiln Maintenance and repair	Contract Service-Kiln Doctor	$1,000	$2,000	$3,000
Total Visual Arts			**$8,000**	**$7,000**	**$15,000**
Total Strategy 4			**$12,145**	**$208,100**	**$220,245**

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 extra-curricular activities.
j) Integrate technology in the teaching/learning process.
k) Identify and consistently implement a common core of research-based instructional practices resulting in more purposeful and engaging work for students.

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Dance					
Regular Programs Contract Services	Guest artists and residencies for fine arts dance programs	10schools x $473	$4,730		$4,730
Regular Programs Contract Services	Guest artists for Dance & Rhythms units	8 schools x $500		$4,000	$4,000
Instructional Staff Development Salaries & Wages	Instructor(s) for continuing professional development course	2 credit course = $945		$945	$945
Regular Programs Salaries & Wages	Honors Ensemble Artistic Director	$2,710 extra duty compensation	$2,710		$2,710
Fixed Charges	FICA & W/C	.0765 x $2,710 = $207 .0079 x $2,710 = $21	$228		$228
Regular Programs Contract Services	Adjudicators for BCPS Dance Festival & All-County Honors Ensemble	$100 x 7 = $700		$700	$700
Regular Programs Transportation	Busses for BCPS Dance Festival	$100 x 4 = $400		$400	$400
Regular Programs Contract Services	Guest Artists for BCPS Dance Festival	$150 x 6 = $900		$900	$900
Regular Programs Supplies & Materials	Costumes for Honors Ensemble	16 students x $50		$800	$800
Regular Programs Contract Services	Videographer & DVD copies	$11 x 10 schools = $110 + $350 fee		$460	$460
Regular Programs Contract Services	Tech crew & director for festival and showcase	$400 x 2 events		$800	$800
Regular Programs Salaries & Wages	Custodians for BCPS Dance Festival	$33.35/hr. x 12 hours		$400	$400
Mid-Level Admin. and Supervision Supplies & Materials	Dell laptop for presentations & meetings	BCPS equipment catalog: $1,150		$1,150	$1,150
Total Dance			**$7,668**	**$10,555**	**$18,223**
Music					
Regular Programs Contract Services	Provide guest conductors for High School Honors ensembles	5 conductors x $1,500		$7,500	$7,500
Regular Programs Contract Services	Provide guest conductors for Middle School Honors ensembles	3 conductors x $600		$1,800	$1,800
Regular Programs Supplies & Materials	Provide supplies and materials for enrichment activities and secondary festivals	155 schools x $100		$15,500	$15,500
Total Music			**$0**	**$24,800**	**$24,800**

(Strategy 5 Continued)					
Theatre					
Regular Programs Contract Services	Provide guest enrichment programs as needed for targeted schools		$2,600		$2,600
Total Theatre			**$2,600**	**$0**	**$2,600**
Visual Arts					
Regular Programs Contract Services	Exhibit Materials: postcards, programs	2 exhibits x $500	$1,000	$700	$1,700
Regular Programs Contract Services	Exhibit Receptions: Catering	2 receptions x $250	$500	$200	$700
Total Visual Arts			**$1,500**	**$900**	**$2,400**
Total Strategy 5			**$11,768**	**$36,255**	**$48,023**

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 extra-curricular activities.

y) Provide professional development opportunities to teachers, paraprofessionals, and principals in content areas.

Master Plan Goal 3, Performance Indicator 3.1

b) Develop a plan for recruitment and support of teachers in schools that have more than twice the school system average of non-tenured or provisionally certified teachers.

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Dance					
Regular Programs Salaries & Wages	dance resource teacher	$78,884		$78,884	$78,884
Fixed Charges	FICA & W/C	.0765 x $78,884 = $6,035 .0079 x $78,884 = $623		$6,658	$6,658
Regular Programs Salaries & Wages		13.0 FTE teachers x $60,120		$781,560	$781,560
Fixed Charges	FICA & W/C	.0765 x $781,560 = $59,789 .0079 x $781,560 = $6,174		$65,963	$65,963
Fixed Charges	Retirement	13.15% x $781,560		$102,775	$102,775
Fixed Charges	Health	13.0 FTE teachers x $10,640		$138,320	$138,320
Regular Programs Salaries & Wages	curriculum workshop coordinator- EYE days	$78,884 divided by 191 = $413.01 x 15 days		$6,195	$6,195
Fixed Charges	FICA & W/C	.0765 x $6,195 = $474 .0079 x $6,195 = $49		$523	$523
Total Dance			**$0**	**$1,180,878**	**$1,180,878**
Music					
Mid-Level Administration and Supervision Salaries & Wages	335 teachers to deliver program of instruction	335 teachers x $60,120		$20,140,200	$20,140,200
Fixed Charges	FICA, W/C, Retirement & Benefits	.0765 x $20,140,200 = $1,540,725 .0079 x $20,140,200 = $159.108 13.15% x $20,140,200 = $2,648,436 335 teachers x $10,640 = $3,564,400		$7,912,669	$7,912,669
Total Music			**$0**	**$28,052,869**	**$28,052,869**

(Strategy 6 Continued)					
Theatre					
Regular Programs Salaries & Wages	lead teacher to work with teachers on an as needed basis	$32.76/hr. x 100 hours	$3,276		$3,276
Fixed Charges	FICA & W/C	.0765 x $3,276 = $251 .0079 x $3,276 = $26	$277		$277
Regular Programs Other Costs	Mileage		$300		$300
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 .0079 x $1,560,615 = $12,329		$131,716	$131,716
Fixed Charges	Health	$10,640 x 35 teachers		$372,400	$372,400
Regular Programs Salaries & Wages	Supervisor of English to supervise theatre program in 35 schools	0.20 x $88,000		$17,600	$17,600
Fixed Charges	FICA & W/C	.0765 x $17,600 = $1,346 .0079 x $17,600 = $139		$1,485	$1,485
Fixed Charges	Health	0.20 x $10,640		$2,128	$2,128
Total Theatre			**$3,853**	**$2,085,944**	**$2,089,797**
Visual Arts					
Regular Programs Salaries & Wages	Exhibit Installation and D-install	10 days x 2 supervisors x $302		$6,040	$6,040
Fixed Charges	FICA & W/C	.0765 X $6,040 = $462 .0079 x $6,040 = $48		$510	$510
Regular Programs Contract Services	Guest artist for Orems Elementary's 50th Anniversary/Share cost with school		$800	$1,000	$1,800
Regular Programs Salaries & Wages	Art Museum Liaisons BMA $3,000 WAM $2,000		$5,000		$5,000
Fixed Charges	FICA & W/C	.0765 x $5,000 = $383 .0079 x $5,000 = $40	$423		$423
Instructional Staff Development Instructional Material	Materials for Professional Development Activities		$152		$152
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 .0079 x $10,536,776 = $83,241 13.15% x $10,536,776 = $1,385,586 248 x $10,640 = $2,638,720		$4,913,610	$4,913,610
Total Visual Arts			**$6,375**	**$15,457,936**	**$15,464,311**
Total Strategy 6			**$10,228**	**$46,777,627**	**$46,787,855**
Administrative Business Support Services Transfers	Indirect costs	$84,321 x .02/1.02	$1,653		$1,653
Total Grant			**$84,321**	**$47,121,547**	**$47,205,868**

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	84,321	AMENDED BUDGET #	REQUEST DATE
GRANT NAME	Fine Arts Initiative	GRANT RECIPIENT NAME	Baltimore County Public Schools
MSDE GRANT #		RECIPIENT GRANT #	
REVENUE SOURCE	Fine Arts Initiative	RECIPIENT AGENCY NAME	
FUND SOURCE CODE	1299	GRANT PERIOD	7/1/2009 FROM — 6/30/2011 TO

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						1,653.00	1,653.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	42,031.00	13,030.00	10,222.00	300.00			65,583.00
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.	11,077.00	450.00	275.00				11,802.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation		800.00					800.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				4,483			4,483.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	53,108.00	14,280.00	10,497.00	4,783.00	0.00	1,653.00	84,321.00

	Name	Signature	Date	Telephone #
Finance Official Approval	James M. Trageser	James M. Trageser	9/18/09	410-887-4345 ext 384
Supt./Agency Head Approval	Joe A. Hairston	Joe A. Hairston	9/24/09	
MSDE Grant Manager Approval				

ASSURANCES

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.

2. 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.

3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.

4. 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.

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. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

7. 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.

8. 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 extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution 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.

11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. 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.

Joe A. Hairston	10/12/09
Superintendent of Schools/Head of Grantee Agency	Date

Victims of Violent Criminal Offenses in Schools (VVCO) SY 2008-09
August 25, 2008 – December 31, 2008

Local School System: Baltimore County Public Schools

Local Point of Contact: Patsy J. Holmes, Director, Department of Student Support Services

Telephone: 410-887-0238 **E-mail:** pholmes@bcps.org

Violent Criminal Offenses	Number of VVCOs	Number of Victims Requesting Transfers	Transfers Granted Prior to Final Case Disposition
Abduction & attempted abduction	0	0	0
Arson & attempted arson in the first degree	0	0	0
Kidnapping & attempted kidnapping	0	0	0
Manslaughter & attempted manslaughter, except involuntary manslaughter	0	0	0
Mayhem & attempted mayhem	0	0	0
Murder & attempted murder	0	0	0
Rape & attempted rape	0	0	0
Robbery & attempted robbery	22	0	0
Carjacking & attempted carjacking	0	0	0
Armed carjacking & attempted armed carjacking	0	0	0
Sexual offense & attempted sexual offense in the first degree	0	0	0
Sexual offense & attempted sexual offense in the second degree	0	0	0
Use of a handgun in the commission or attempted commission of a felony or other crime of violence	4	0	0
Assault in the first degree	37	0	0
Assault with intent to murder	2	0	0
Assault with intent to rape	0	0	0
Assault with intent to rob	3	0	0
Assault with intent to commit a sexual offense in the first degree	0	0	0
Assault with intent to commit a sexual offense in the second degree	0	0	0
TOTAL	68	0	0

Gun-Free Schools Act Report
School Year 2008-09

Local School System (LSS): Baltimore County Public Schools **Point of Contact:** Patsy J. Holmes, Director Student Support Services

Telephone: 410-887-0238 **FAX:** 410-391-9122 **Email:** pholmes@bcps.org

Full Name of School (Include elementary, middle, or high school)	Student ID	Grade	Date of Incident	Type of Firearm (Be specific)	Was the student receiving services under IDEA? (Yes/No)	Was the student expelled for a minimum of one calendar year? (Yes/No)	Was the expulsion modified? (Yes/No)	Were services provided in an alternative education setting? (Yes/No)	Was the student referred to the criminal justice or juvenile delinquency system? (Yes/No)
Stemmers Run Middle School	218470188	07	06/10/09	32 Caliber Handgun	No	Yes	No	Yes	Yes
Essex Elementary	219512425	05	06/11/09	32 Caliber Handgun	No	Yes	No	Yes	Yes

I certify that the LSS is in compliance with the Gun-Free Schools Act of 2001 and Code of Maryland Regulations 13A.08.01.12-1 and that the LSS has a policy that:

- **Requires the expulsion from school, for a period of not less than one calendar year, of any student who brought/possessed a firearm onto/on school property or to/at a school-sponsored activity;**
- **Requires referral to the criminal justice or juvenile delinquency system of any student who brought/possessed a firearm onto/on school property or to/at a school-sponsored activity; and**
- **Permits the local superintendent to modify the one year expulsion on a case-by-case basis and requires the LSS to maintain a written record of all such modifications.**

Joe A. Hairston

Signature - Local Superintendent of Schools

7/29/09

Date

Facilities to Support Master Plan Strategies

The purpose of this section is to a.) identify any major changes to the school system's overall plan for facilities in support of Bridge to Excellence Master Plan strategies and b.) monitor the implementation of mandated prekindergarten (PK) and full-day kindergarten (FDK) programs. All school systems reported implementing mandatory Full-day Kindergarten programs for all children by school year 2007-8 as required. Submission of the previously required table of school names and program locations is not required. Detailed capital improvement project descriptions and schedules are not required.

A. Overall Facilities Plan:

1. Provide a brief narrative description of any major facilities needs, processes, participants, and/or timelines identified in the last update that have changed substantially due to actual State and local government capital budget allocations or other factors.

   See response to number 2 below.

2. List any changes to board of education goals, objectives, and implementation strategies that will impact facility needs.

   No state or local capital allocations were required to meet the facility needs of mandated prekindergarten or full-day kindergarten. These needs were accommodated through a reallocation of space within schools and/or the placement of relocatable classrooms where necessary.

B. Full-day Kindergarten for All Students and Full or Half-Day Prekindergarten Programs:

Please address the following statements related to mandatory early childhood programs:

1. Provide a brief narrative description of any <u>continuing issues</u> related to providing facilities for full day kindergarten and mandated prekindergarten programs.

   N/A

2. Provide a list of schools by name where new prekindergarten programs will be added for school year 2009-2010. Please identify if the new programs will be full day or half day.

   N/A

Transfer of School Records for Children in State-Supervised Care
Annual Certification Statement

Local School System: Baltimore County Public Schools

Point of Contact: Sharon Ochs, Coordinator, Pupil Personnel Services

Address: 9610 Pulaski Park Drive, Suite 219

Baltimore, Maryland 21220

Telephone: 410-887-0404 **FAX:** 410-918-9329

Email: sochs@bcps.org

I certify that the local school system is implementing the requirements for the transfer of educational records for children in State-supervised care in compliance with §8-501 - 8-506 of the Education Article, Annotated Code of Maryland, and Code of Maryland Regulations (COMAR) 13A.08.07.

Joe A. Hairston 7/20/09

Signature - Local Superintendent of Schools/Chief Executive Officer **Date**

Please complete this certification statement and submit as part of your 2009 Master Plan Annual update. If you have questions, please contact:

John McGinnis
Pupil Personnel Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

Phone: (410) 767-0295 **Fax:** (410) 333-8148 **Email:** jmcginnis@msde.state.md.us

STUDENT RECORDS REVIEW AND UPDATE VERIFICATION
Certification Statement

Local School System: Baltimore County Public Schools

As of August 17, 2009, I certify that the requirements of the Student Records regulation outlined in COMAR 13A.08.02.07:

☑ **Are being implemented by evidence of local school and school system procedures that address 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

(Please attach documentation as requested in cover letter)

☑ Are not being implemented. **(Please attach an explanation.)**

Local Superintendent of Schools

8/3/09
Date

Please complete this certification statement and submit as part of your 2009 Master Plan Annual update. If you have questions, please contact:

John McGinnis
Pupil Personnel Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

Phone: (410) 767-0295 **Fax:** (410) 333-8148 **Email:** jmcginnis@msde.state.md.us

Student Records Review and Update Verification Certification Statement

Area Superintendent: Mr. William Lawrence

I certify that by June 18th 2009, the Student Records regulation outlined in COMAR 13.A.08.02.07:

A. To ensure that student records maintained under this title are relevant and accurate, a local school system and educational institution regulated by the State Board of Education shall provide for review and updating of student records.
B. Changes in identifying information, results of individual and group standardized tests and health data shall be made within reasonable time after these changes occur during the school year.
C. Review of student records shall occur at least under the following conditions:
    1. When a student transfers to the next higher organizational unit, such as from elementary to middle school level;
    2. When a student graduates from high school; and
    3. When a student withdraws for any reason.

☑ The following schools in my area have reported they have fully implemented.

Northwest Area Elementary Schools

Bedford	**Glyndon**	**Summit Park**
Campfield	**Hernwood**	**Timber Grove**
Cedarmere	**Milbrook**	**Wellwood**
Chatsworth	**New Town**	**Winand**
Church Lane	**Owings Mills**	**Woodholme**
Deer Park	**Randallstown**	
Fort Garrison	**Reisterstown**	
Franklin	**Scotts Branch**	

Northwest Area Middle Schools

Deer Park
Franklin
Old Court
Pikesville
Sudbrook

Northwest Area High Schools

Franklin
Milford Mill
New Town
Owings Mills
Pikesville
Randallstown

☐ The following schools in my area have reported that they have not fully implemented. (Please attach an explanation.)

Area Assistant Superintendent's Signature — July 14, 2009 Date

Please return this certification statement to the Superintendent by July 15, 2009.

Student Records Review and Update Verification Certification Statement

Area Superintendent: Mr. Lyle R. Patzkowsky

I certify that by June 18th 2009, the Student Records regulation outlined in COMAR 13.A.08.02.07:

A. To ensure that student records maintained under this title are relevant and accurate, a local school system and educational institution regulated by the State Board of Education shall provide for review and updating of student records.
B. Changes in identifying information, results of individual and group standardized tests and health data shall be made within reasonable time after these changes occur during the school year.
C. Review of student records shall occur at least under the following conditions:
    1. When a student transfers to the next higher organizational unit, such as from elementary to middle school level;
    2. When a student graduates from high school; and
    3. When a student withdraws for any reason.

☑ The following schools in my area have reported they have fully implemented.

Central Area Elementary Schools

Carroll Manor	Pinewood	Timonium
Cromwell Valley	Pleasant Plains	Villa Cresta
Fifth District	Pot Spring	Warren
Halstead Academy	Prettyboy	
Hampton	Riderwood	
Jacksonville	Rodgers Forge	
Lutherville Lab	Seventh District	
Oakleigh	Sparks	
Padonia	Stoneleigh	

Central Area Middle Schools

Cockeysville
Dumbarton
Hereford
Loch Raven Academy
Ridgely

Central Area High Schools

Carver Center for Arts and Technology
Dulaney
Hereford
Loch Raven
Towson High School

☐ The following schools in my area have reported that they have not fully implemented. (Please attach an explanation.)

Lyle Patzkowsky — July 14, 2009

Area Assistant Superintendent's Signature — Date

Please return this certification statement to the Superintendent by July 15, 2009.

(Attach copy of each principal's certification)

Student Records Review and Update Verification Certification Statement

Area Superintendent: . Lyle Patzkowsky, Southeast Area

I certify that by June 15th 2009, the Student Records regulation outlined in COMAR 13.A.08.02.07:

A. To ensure that student records maintained under this title are relevant and accurate, a local school system and educational institution regulated by the State Board of Education shall provide for review and updating of student records.
B. Changes in identifying information, results of individual and group standardized tests and health data shall be made within reasonable time after these changes occur during the school year.
C. Review of student records shall occur at least under the following conditions:
    1. When a student transfers to the next higher organizational unit, such as from elementary to middle school level;
    2. When a student graduates from high school; and
    3. When a student withdraws for any reason.

☒ The following schools in my area have reported they have fully implemented.

Battle Monument	Battle Grove El	Bear Creek El
Charlesmont El	Chase El	Deep Creek El
Chesapeake Terrace El	Colgate El	Edgemere El
Dundalk El	Eastwood El	Logan
Grange El	Hawthorne El	Norwood El
Mars Estates El	Middleborough El	Sandy Plains El
Oliver Beach El	Sandalwood El	Deep Creek MS
Dundalk HS	Patapsco HS	Holabird MS
Seneca El	Sussex El	Sparrows Pt. HS
Dundalk MS	Gen. John Stricker MS	Berkshire El
Sparrows Pt. MS	Chesapeake HS	

☐ The following schools in my area have reported that they have not fully implemented. (Please attach an explanation.)

Area Assistant Superintendent's Signature

7/10/09
Date

Please return this certification statement to the Superintendent by July 15, 2009.

(Attach copy of each principal's certification)

Student Records Review and Update Verification Certification Statement

Area Superintendent: Verletta White

I certify that by June 15th 2009, the Student Records regulation outlined in COMAR 13.A.08.02.07:

A. To ensure that student records maintained under this title are relevant and accurate, a local school system and educational institution regulated by the State Board of Education shall provide for review and updating of student records.
B. Changes in identifying information, results of individual and group standardized tests, and health data shall be made within reasonable time after these changes occur during the school year.
C. Review of student records shall occur at least under the following conditions:
    1. When a student transfers to the next higher organizational unit, such as from elementary to middle school level;
    2. When a student graduates from high school; and
    3. When a student withdraws for any reason.

x The following schools in my area have reported they have fully implemented.

Carney El.	McCormick El.	Golden Ring Middle
Chapel Hill El.	Middlesex El.	Middle River Middle
Elmwood El.	Orems El.	Parkville Middle
Essex El	Perry Hall El.	Perry Hall Middle
Fullerton El.	Pine Grove El.	Pine Grove Middle
Glenmar El.	Red House Run El.	Stemmers Run Middle
Gunpowder El.	Seven Oaks El.	Eastern Tech. High
Harford Hills El.	Shady Spring El.	Kenwood High
Joppa View El.	Victory Villa El.	Overlea High
Kingsville El.	Vincent Farm El.	Parkville High
Martin Blvd. El.	Crossroads Center	Perry Hall High

☐ The following schools in my area have reported that they have not fully implemented. (Please attach an explanation.)

Verletta White
Area Assistant Superintendent's Signature

7/1/09
Date

Please return this certification statement to the Superintendent by July 15, 2009.

(Attach copy of each principal's certification)

Student Records Review and Update Verification Certification Statement

Area Superintendent: Dr. Manuel Rodriguez

I certify that by June 18th 2009, the Student Records regulation outlined in COMAR 13.A.08.02.07:

A. To ensure that student records maintained under this title are relevant and accurate, a local school system and educational institution regulated by the State Board of Education shall provide for review and updating of student records.
B. Changes in identifying information, results of individual and group standardized tests and health data shall be made within reasonable time after these changes occur during the school year.
C. Review of student records shall occur at least under the following conditions:
    1. When a student transfers to the next higher organizational unit, such as from elementary to middle school level;
    2. When a student graduates from high school; and
    3. When a student withdraws for any reason.

☐ The following schools in my area have reported they have fully implemented.

Southwest Area Elementary Schools

Arbutus	**Hillcrest**	**Winfield**
Baltimore Highlands	**Johnnycake**	**Woodbridge**
Catonsville	**Lansdowne**	**Woodmoor**
Dogwood	**Powhatan**	
Edmondson Heights	**Relay**	
Featherbed Lane	**Riverview**	
Halethorpe	**Westchester**	
Hebbville	**Westowne**	

Southwest Area Middle Schools

Arbutus
Catonsville
Lansdowne
Southwest Academy
Windsor Mill
Woodlawn

Southwest Area High Schools

Catonsville
Lansdowne
Western
Woodlawn

The following schools in my area have reported that they have not fully implemented. (Please attach an explanation.)

Chadwick ES

Area Assistant Superintendent's Signature

July 14, 2009
Date

Please return this certification statement to the Superintendent by July 15, 2009.

(Attach copy of each principal's certification)

Student Records Review and Update Verification Certification Statement

Name of School: Chadwick Elementary

I certify that by June 18, 2009, the Student Records Regulation outlined in COMAR 13.A.08.02.07:

A. To ensure that student records maintained under this title are relevant and accurate, a local school system and educational institution regulated by the State Board of Education shall provide for review and updating of student records.
B. Changes in identifying information, results of individual and group standardized tests, and health data shall be made within reasonable time after these changes occur during the school year.
C. Review of student records shall occur at least under the following conditions:
    1. When a student transfers to the next higher organizational unit, such as from elementary to middle school level.
    2. When a student graduates from high school.
    3. When a student withdraws for any reason.

Check one:

☐ Has been fully implemented.

☑ Has not been fully implemented. (Please attach an explanation.)

Principal's Signature — 6/25/09 Date

Please return this certification statement to your area assistant superintendent by June 30, 2009.

7/13/09

(See reverse for additional information)

Chadwick Elementary School

1918 Winder Road Baltimore, MD 21244

August 17, 2009

To whom it may concern,

Of our 414 student records, 409 are in compliance. We are working with the other 5 parents to obtain needed documentation. Letters and phone calls have been sent out requesting the information needed.

We will refer those parents that do not comply to our PPW for possible withdrawal.

Sincerely,

Bernetta Hess

Part III: American Recovery and Reinvestment Act

(ARRA) Supplement

Executive Summary

Planned Use of ARRA Funds

Instructions: Local school systems are asked to summarize the planned use of ARRA funds to address the master plan priorities, including the four reform priorities, by responding to the following prompts:

1. **How has having State Fiscal Stabilization (SFS) funds available influenced the school system's decisions regarding the master plan priorities for the year? How are specific ARRA grants (Title I ARRA Funds, IDEA ARRA Funds, National School Lunch Equipment Assistance, Homeless, other) being used to support the priorities?**

   IDEA: State Fiscal Stabilization (SFS) funds have enhanced the Master Plan's priorities through the retention and recruitment of highly qualified teachers and the purchase of technology for students with disabilities. IDEA ARRA funds have provided the opportunity for even greater alignment between academic and behavior strategies to promote student achievement and assist in preventing the over identification of students with disabilities. Additionally, the technology purchases for students educated in self-contained classrooms allow for greater access to the curriculum and serve as a tool to enhance communication for students with communicative disorders.

   Title I: BCPS will use Title I ARRA funds to augment support to existing Title I schools. ARRA funds will provide participating Title I schools opportunities to significantly enhance teaching and learning thereby promoting school reform for the most economically needy students in the Baltimore County Public Schools. All ARRA initiatives are aligned with Goal 1, Indicator 1.1 in the BCPS Blueprint for Progress that states: *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).*

2. **As part of the school system's integrated response, please explain how the ARRA funding streams are being coordinated to support the law's reform priorities, with an emphasis on the those reforms that are strongly focused at the district level:**

   - ***Increasing teacher effectiveness and addressing inequities in the distribution of highly qualified teachers (Recruiting, developing, and retaining effective teachers and principals); and***

   IDEA: ARRA funds have been used to hire highly qualified teachers for special education students in self-contained classrooms in order for them to access the general curriculum and receive an education from highly qualified teachers.

Title I: Specific Title I initiatives supported with ARRA funds directly address increasing teacher capacity in the areas of reading and math. Because BCPS has experienced success with the Reading Research Lab Project, stimulus dollars are being used to enhance this project by supporting the purchase of a take-home component of the program and corresponding professional development to build sustainability. Guided by the belief that teacher effectiveness is the single most important factor for raising student achievement, and that teachers grow and excel when supported by actively interested and knowledgeable administrators, onsite mathematics professional development will focus on building teacher content knowledge and strategies that support communication, problem solving, and helping students make connections. Additional Title I programs that improve principal effectiveness are being provided through ARRA.

- ***Providing targeted, intensive support and effective interventions to turn around schools identified for corrective action and restructuring (Turning around the lowest performing schools*).**

IDEA: ARRA funds have targeted priority schools to receive professional development from academic behavior facilitators. Highly qualified teachers have also been assigned to ensure access to the general curriculum in self-contained classrooms.

3. **How has the potential "funding cliff" impacted current discussions and subsequent decisions regarding the most effective us of ARRA funds?**

Title I: Through a concentration on professional development, materials, and technology purchases, BCPS expects minimal cliff effect. Full-time equivalent employees (FTEs) hired using ARRA will be provided contracts for the two-year period of the funding. Since there are few instances identified for hiring of such employees, the Office of Title I may have resources to support such persons through the regular Title I allocation (as necessary) at the end of the ARRA grant period.

1.1.A: ARRA Funds Financial Reporting Table
Local School System: Baltimore County Public Schools

($ in Thousands) CFDA	Grant Name	Current FY 09 Budget	Current FY 10 Budget	Total ARRA Funds
10.579	National School Lunch - Equipment Assistance	$ 82,079	$ -	$ 82,079
84.387	Homeless Children and Youth	0	0	0
84.389	Title I - Grants to LEAs, Neglected and Delinquent	0	$ 16,419,290.00	$ 16,419,290.00
84.391	IDEA Part B - Grants to States-Pass-Through	$ 12,620,188	$ 12,620,188	$ 25,240,376
	IDEA Part B - Grants to States-Discretionary	$ -	$ -	$ -
84.392	IDEA Part B - Preschool Grants	$ 519,252	$ 519,252	$ 1,038,504
84.393	IDEA Part C - Infants and Families	0	$ 2,776,326	$ 2,776,326
84.394	State Fiscal Stabilization Fund Education Program	0	0	0
	Other*	0	0	0
Total		**$ 13,221,519**	**$ 32,335,056**	**$ 45,556,575**

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

Assurance 1: Increase teacher effectiveness and address inequities in the distribution of highly qualified teachers (recruiting, developing, and retaining effective teachers and principals).

Expenditures:	Source	Amount	FTE
Reading Research Labs	84.389	$ 1,740,100.00	1.0
Math Solutions	84.389	$ 1,602,386.00	1.0
ASCD Title I Principals' Leadership Academy	84.389	$ 539,968.00	
School-Level Expenditures on Professional Development	84.389	$ 415,102.00	
Hired and retained highly qualified general education teachers to co-teach in self contained classrooms	84.391	$ 1,920,000	16.0
Retention of highly qualified special education staff	84.391	$ 13,621,248	171.0
Hired Academic Behavior Facilitators (ABF)	84.391	$ 3,786,056	19.0

Assurance 2: Establish and use a pre-K through college and career data system to track progress and foster continuous improvement (building data systems that measure student success and inform teachers and principals how they can improve their practices).

Expenditures:	Source	Amount	FTE
N/A			

Assurance 3: Make progress towards rigorous college and career-ready standards and high quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities (adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace).

Expenditures:	Source	Amount	FTE
N/A			

Assurance 4: Provide targeted, intensive support and effective interventions to turn around schools identified for corrective action and restructuring (turning around lowest performing schools).

Expenditures:	Source	Amount	FTE
N/A			

Other: Please itemize other uses of ARRA funds in this category.

Expenditures:	Source	Amount	FTE
Food Service Equipment: Ovens and Installation @ 11 schools	10.579	$ 82,078.75	
Extended Day/Year Program	84.389	$ 2,000,000.00	
Parent Involvement	84.389	$ 164,584.00	
Administration	84.389	$ 825,173.00	2.0
Transfer Option	84.389	$ 584,739.00	
Services to Neglected Students	84.389	$ 137,500.00	
Services to Homeless Students	84.389	$ 10,500.00	
Equitable Services to Private Schools	84.389	$ 267,591.00	
School Allocations - Instructional Resources	84.389	$ 8,131,648.00	
Purchase of Assistive Technology to enhance current related services to support academic progress	84.391	$ 1,005,774.00	
Contractual related service personnel to improve compliance and achievement data for preschool and prekindergarten children	84.391	$ 53,272.00	
Purchase of Promethean Boards	84.391	$ 380,000.00	
Funding for increase in local share of nonpublic placement costs	84.391	$ 4,327,150.00	
Fiscal assistance (including fixed costs) to monitor and report fiscal and programmatic functions	84.391	$ 146,876.00	
Stipends (including fixed costs) for teachers and support staff for implementing coordinated early intervening services during before- and after-school programs	84.392	$ 155,776.00	
Two part-time early childhood parent coordinators to provide support and family education to families of preschool and prekindergarten children (includes fixed costs)	84.392	$ 122,052.00	

Consultant to facilitate professional development activities for preschool and prekindergarten teachers, related service providers, and instructional assistants	84.392	$ 110,000.00	
Part-time administrative support to assist with data entry and managing contractual providers (includes fixed costs)	84.392	$ 27,110.00	
Additional service personnel to improve compliance and performance indicators for services for children birth to three and their families by addressing service shortages	84.392	$ 25,000.00	
Contractual related service personnel to improve compliance and achievement data for preschool and prekindergarten children	84.392	$ 510,079.00	
Indirect Costs for fiscal and internal services necessary for LEA operations	84.392	$ 35,216.00	
Contractual related service personnel to improve compliance and achievement data for preschool and prekindergarten children	84.392	$ 53,272.00	
Contractual related services providers and teachers to provide services to children when service needs exceed staffing resources and to implement the Extended IFSP option	84.393	$ 451,415.00	
Professional development opportunities to enhance utilization of evidence-based practices in group and individual services to children and their families for current services and to implement the Extended IFSP Option. Funds may be utilized for speakers, consultants, room rental, etc.	84.393	$ 106,259.00	
Ensure all BCITP sites are equipped with appropriate equipment to utilize technology for family support and educational activities and provide computers for new staff members	84.393	$ 42,805.00	
Fringe	84.393	$ 67,667.00	
Technology facilitator to oversee and manage BCITP data system and to support early learning activities and e-Community	84.393	$ 70,570.00	1.0
Additional centralized professional development facilitator to ensure quality support to providers and other direct service staff by establishing a mentoring program for new staff members and developing online modules to support web-based professional development for new and veteran employees. Position has been reduced from a full-time contractual hourly position to a part-time contractual hourly position	84.393	$ 80,776.00	1.0
Hourly service coordinators to support families receiving services through the Extended IFSP option	84.393	$ 247,764.00	8.0

Hire hourly resource support facilitators to support administrative functions associated with the implementation of the Extended IFSP Option	84.393	$	91,090.00	2.0
Infants and Toddlers team leader to support supervision and oversight of the contractual and hourly providers implementing the Extended IFSP Option	84.393	$	100,556.00	1.0
Contractual hourly early childhood parent coordinator to support families as they transition from Part C services once their child reaches age 3. Position was originally designed as part-time, but is actually full-time	84.393	$	34,742.00	0.6
Materials and supports for services targeting children with significant needs. Request includes money for office supplies, instructional supplies, etc.	84.393	$	117,890.00	
Indirect	84.393	$	45,894.00	

It is expected that BCITP will utilize approximately $1,318,898 of funding to support activities and services associated with Part C services in FY 11.

Table 3.a 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.

Citation	Description	Rationale
Descriptor (a)(1)	The systems used to evaluate the performance of teachers	Teacher evaluation systems typically reflect a holistic view of teacher performance, and as such are an important information source for assessing the distribution of effective teachers.

Directions: **Please describe the systems used to evaluate the performance of teachers in your school system.**

Four documents govern the performance evaluation of teachers in BCPS: the Education Article of the Annotated Code of Maryland; the BCPS Manual for the Appraisal of Teachers; the BCPS Evaluation of Teacher Progress; and the collective bargaining agreement between the Board of Education of Baltimore County (Board) and the Teachers Association of Baltimore County (TABCO). Teachers are evaluated in four major areas of competency: professional, human relations, management, and overall. Within each of these major areas, teachers are rated as "meets standards" or "does not meet standards" on criteria such as knowledge of subject matter, program implementation, assessment of student learning, contributions to the total school, and management of student behavior. The rating for Overall Effectiveness of Teaching is a composite of the items included in the evaluation. The recommended process for evaluating teachers begins with a review of the written criteria on which the evaluation is based; a goals conference with each teacher and the appraisal team; a minimum of two observations with appropriate pre- and post-conferences with teachers; and the final evaluation once every two years.

Indicator (a)(2)	Whether the systems used to evaluate the performance of teachers include student achievement outcomes as an evaluation criterion	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

Directions: **Please mark either a "yes" or "no" response.**

_____ Yes, the systems used to evaluate the performance of teachers include student achievement outcomes as an evaluation criterion.

_____XX_____ No, the systems used to evaluate the performance of teachers do not include student achievement outcomes as an evaluation criterion.

Table 3.a Achieving Equity in Teacher Distribution

Citation	Description	Rationale
Indicator (a)(3)	If the district's teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level	Ratings from teacher evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective teachers across districts.

Directions: **Please answer the questions below.**

How many teachers receive performance ratings?

In FY09, 1,381 teachers received a mid-year evaluation, and 4,087 teachers received an end-of-year evaluation.

Describe who is included in your count.

Included in this count are all are all non-tenured teachers; tenured teachers who received an UNSATISFACTORY rating on the previous evaluation; and tenured teachers for whom FY 09 was an evaluation year. The term teacher refers to all certified professional personnel, except for administrative and supervisory personnel (classroom teachers, special area teachers, guidance counselors, nurses, psychologists, social workers).

Please complete the table below by listing each of the rating or performance levels in the district's performance evaluation systems, and the number and percentage of teachers rated at each performance rating or level.

Performance Rating or Level	Number of Teachers	Percentage of Teachers
Satisfactory - mid-yr. eval.(FY09)	**1277**	**92.5**
Unsat. - mid-yr. eval.(FY09)	**104**	**7.5**
Satisfactory - final eval.(FY09)	**4059**	**99.3**
Unsat. - final eval.(FY09)	**38**	**< 1.0**

Indicator (a)(4)	If the district's teachers receive performance ratings or levels through an evaluation system, whether the number and percentage of teachers rated at each performance rating or level is available for each school in the district in a manner easily accessible and a format easily understandable by the public	To the extent information on the distribution of teacher performance ratings is readily accessible by school, State officials, parents and other key stakeholders can identify and address inequities in the distribution of effective teachers on an ongoing basis.

Directions: **Please mark either a "yes" or "no" response.**

___**XX**_____ Yes, the number and percentage of teachers rated at each performance rating or level is available for each school in the district. (Please go to Part A.)
_____ No, the number and percentage of teachers rated at each performance rating or level is not available for each school in the district. (Please go to Part B.)

Part A. If you answered "yes" to Indicator (a) (4), please state whether this information is easily accessible. (Y/N) ____**N**_____ Please also state whether it is in a format that is easily understandable by the pubic. (Y/N) _____**N**_____

Table 3.a Achieving Equity in Teacher Distribution

Citation	Description	Rationale
Indicator (a)(4)	**Continued**	

Directions: **Part B. If you answered "no" to Indicator (a) (4), please state when this information may be available.** _____

Please also identify any obstacles that you are facing to making this information accessible and in a format that is easily understandable to the public.

The results of teacher appraisals are available to school administrators and other central office staff, as appropriate, but not to the public at this time, as personnel information is not released to the public.

Descriptor (a)(2)	The systems used to evaluate the performance of principals	Principal evaluation systems typically provide a holistic view of principal performance, and as such are an important information source for assessing the distribution of effective principals.

Directions: **Please describe the systems used to evaluate the performance of principals in your school system.**

Principals are evaluated holistically in four major categories: Instructional Leadership; Administrative Leadership; School Climate; and, Overall Effectiveness. The overall rating may be "satisfactory" or "unsatisfactory."

Indicator (a)(5)	Whether the systems used to evaluate the performance of principals include student achievement outcomes as an evaluation criterion	Evaluation systems that include student achievement outcomes yield reliable assessments of principal performance. Knowing if an evaluation system includes these outcomes informs the value of principal performance ratings.

Directions: **Please mark either a "yes" or "no" response.**

_____ Yes, the systems used to evaluate the performance of principals include student achievement outcomes as an evaluation criterion.

____**XX**_____ No, the systems used to evaluate the performance of principals do not include student achievement outcomes as an evaluation criterion.

Table 3.a Achieving Equity in Teacher Distribution

Citation	Description	Rationale
Indicator (a)(6)	If the district's principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level	Ratings from principal evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective principals across districts.

Directions: **Please answer the questions below.**

How many principals receive performance ratings?

For FY09, 161 principals were evaluated and found to be "satisfactory".

Please complete the table below by listing each of the rating or performance levels in the official principal evaluation systems, and then the number and percentage of principals rated at each performance rating or level.

Performance Rating or Level	Number of Principals	Percentage of Principals
Satisfactory - FY09	**161**	**100**