

Anne Arundel County Public Schools



Bridge to Excellence



TABLE OF CONTENTS

	Page
Local Planning Team Members	5
Executive Summary	7
• Finance	13
Maryland’s Goals, Objectives and Strategies	25
• PARCC English Language Arts/Literacy, Grades 3-5	33
• PARCC English Language Arts/Literacy, Grades 6-8	39
• PARCC English Language Arts/Literacy, Grade 10	47
• PARCC Mathematics, Grades 3-5	53
• PARCC Mathematics, Secondary	59
• High School Assessment (HSA) Biology	67
• High School Assessment (HSA) US Government, Grade 10	73
Assessments Administered	79
Title I	89
Title II	203
Title III	289
Title IV	317
Fine Arts	487
Additional Federal and State Reporting Requirements	
• Victims of Violent Criminal Offenses in Schools Report	519

2017 Master Plan Annual Update

(Include this page as a cover to the submission indicated below.)

Master Plan Annual Update

Due: October 16, 2017

Local Education Agency Submitting this Report:

Anne Arundel County Public Schools

Address:

2644 Riva Road
Annapolis, MD 21401

Local Point of Contact: Sheila McEwan

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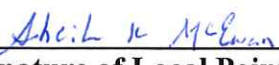
WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2017 Annual Update to our Bridge to Excellence Master Plan is correct and complete and adheres to the requirements of the Bridge to Excellence. We further certify that this Annual Update has been developed in consultation with members of the local education agency's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.



**Signature of Local Superintendent of Schools
or Chief Executive Officer**



Date



Signature of Local Point of Contact



Date

2017 Federal and State Grant Application and Other Reporting Requirements

(Please include this sheet as a cover to the submission indicated below)

Federal and State Grant Applications and Other Reporting Requirements

Local Education Agency Submitting This Report:

Anne Arundel County Public Schools

Address:

2644 Riva Road
Annapolis, MD 21401

Local Point of Contact: Sheila McEwan

Telephone: 410-222-5336

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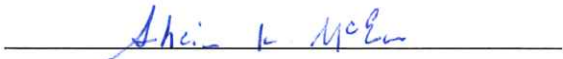
WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2017 Federal and State Grant Applications, and Other Reporting requirements are correct and complete. We further certify that these Federal and State Grant Applications, and other reporting requirements have been developed in consultation with members of the Local Education Agency's current Federal and State Grant Applications, and other reporting requirements Planning Team, and that each member has reviewed and approved the accuracy of the information.



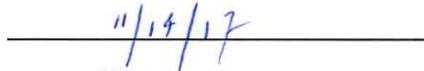
Signature (Local Superintendent of Schools)



Date



Signature (Local Point of Contact)



Date

Local School System: Anne Arundel County Public Schools

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Anne Arundel County Public Schools, cont.

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Executive Summary

Maryland's Reform Plan Bridge to Excellence in Public Schools

2017 Annual Update

Executive Summary

Anne Arundel County Public Schools (AACPS) provides a challenging and rewarding educational experience for all children. Our school system is the fourth largest in Maryland and the 42nd largest in the United States. More than 82,000 AACPS students in prekindergarten through twelfth grade are educated in 77 elementary schools, 19 middle schools, 12 high schools, six evening high school campuses, three special education centers, two centers for applied technology, two alternative education academies, two early education centers, two public charter schools, and two public contract schools. At the heart of everything we do, our goal is to ensure that every student meets or exceeds standards as achievement gaps are eliminated.

The vision for Anne Arundel County Public Schools (AACPS) is that every student will graduate from high school able to read critically, write coherently, think creatively, and solve complex mathematical problems. Students will be equipped to become contributing, compassionate citizens of the United States as it resides in an increasingly global community.

With an emphasis on access and equity, we provide an array of opportunities for public school choice through programs of rigor and relevance that we believe will allow students to reach their full potential and to be outstanding global citizens, difference makers, and fully engaged in the learning process.

Elevating All Students

The top priority across our system continues to be closing the achievement and opportunity gaps. Results from the 2016-2017 school year show that AACPS students surpassed state averages in all seven English/Language Arts (ELA) and six of the seven math PARCC assessments.

Last year, our Intentional Focus at the elementary level on ensuring that every student is able to read at or above grade level by the end of second grade, had tremendous results. Countywide, 950 students – 47 percent of second-graders – who tested below grade level in reading in the fall had reached or exceeded grade level by the spring, the data shows. Of the county's 77 elementary schools, 33 moved at least 50 percent of their second-graders from reading below grade level to reading at or above that mark. These efforts are further demonstrated through this year's PARCC results as county third-graders surpassed state averages by 16 percentage points.

At the middle school level, our Intentional Focus is to increase students' knowledge and skill in mathematics as indicated by their performance on PARCC tests. Historically, students have struggled with mathematics in middle school since the complexity of the content increases with each grade. Our new emphasis over the last two years has continued to yield small increases in students demonstrating success on PARCC, as sixth- and seventh-graders surpassed state averages by 9.4 and 7.4 points, respectively. This work also includes re-centering our middle school practices around the developmental needs of the middle level learner. We are renewing our Advisory period schedules and lessons, improving the Parent-Teacher conference procedure, and re-examining course taking habits.

At our high schools, we recognize the importance of making our ninth-graders successful as the first step to ensuring their eventual graduation from high school. Our trend data illustrates the importance of investing early in ninth-graders since it is singularly the most critical year to prevent retention and/or dropping out. Each high

school is targeting its students in the achievement and opportunity gaps with tiered strategies to enhance their students' successful completion of the ninth grade. Eight of our 13 high schools were able to promote greater than 95 percent of their students over the last two years.

With a myriad of program options, AACPS continues to provide innovative educational options to meet modern demands and unlock student potential. Such programming includes:

- Five magnet program tracks with eight different offerings at 18 schools where students get to rigorously explore their interests, talents, and abilities in a highly-specialized instructional setting.
- Twelve signature programs that bring students, educators and the local business community together through a workforce-relevant theme designed to excite, engage and prepare students for college and careers.
- The Triple E: Enhancing Elementary Excellence initiative, which offers project-based learning, exciting experiences, and the opportunity to increase achievement for some of our youngest learners. Each of the 32 Triple E schools focuses on one of four themes (International Primary Years Programme, STEM in Society, Arts & Humanities, or Global Studies).
- Two charter schools and two contract schools, providing a network of robust school choice options for students at all levels.

Money Matters

This Bridge to Excellence Annual Update contains information regarding how we are using our resources to work toward attaining our vision, information to show where we are succeeding and where we still face challenges, and our plans to build on our successes and address those challenges.

As we continue to emerge from tough economic times, AACPS struggles to balance the true needs of the school system with ongoing financial constraints that the State of Maryland and Anne Arundel County continue to experience. In light of this fact, we requested a modest 4.5 percent increase in funding that balanced employee and student programming needs. The approved operating budget for Fiscal Year 2018 is \$1.15 billion.

County funds approved to support the operating budget total \$678.6 million, an increase of \$35.4 million. This increase in county funds exceeds the minimum level mandated by state law, also known as Maintenance of Effort (MOE), by \$11.6 million. This is the third consecutive year that our school system has been funded over MOE after many years of flat-level MOE funding, and we are grateful for the efforts of the County Executive and County Council to recognize the ongoing needs of our school system.

With rightful attention given to our talented and committed workforce that is at the forefront of fulfilling our goals, the operating budget added \$15.6 million to fund full step increases for eligible employees. In addition, funding was added to provide ongoing financial support to stabilize the school system Health Care Fund.

One student programmatic enhancement was added this school year by way of \$6.8 million to open the new Monarch Academy Annapolis Public Contract School. The school helps to alleviate overcrowding at Annapolis-area schools while also diversifying academic options for students.

AACPS remains concerned about the revenue for FY2019 and beyond. Even with additional gambling revenue streams dedicated to supporting the Thornton educational funding formula, the full assumption of teacher pension obligation and other factors poses significant challenges.

While AACPS continues to experience enrollment growth (1.00%), county wealth is increasing and that may adversely impact relative available state funding in the future. The wealth increase has not translated to significant increases in County funding due to the property tax revenue cap in the County.

Furthermore, increases in LEP students (14.31%) and Special Education students (1.87%) have required AACPS to invest more resources to serve those populations. Still, there is no question that economic constraints must not deter us from our goals of achievement for all students. AACPS continuously seeks to provide additional resources to meet the needs of our increasing English Learner population, as the budget allows.

We are continuing to invest in professional development to assist educators to effectively utilize online resources, use data to drive instructional decision-making, and implement the College and Career Readiness State Standards.

To address growth and continue our efforts to set forth a clear and consistent approach to upgrading our educational facilities, AACPS in partnership with Anne Arundel County government commissioned the updated Strategic Facilities Utilization Master Plan, delivered to the Board of Education in August 2015. The plan replaced one created in 2006 and is designed to have a lifespan of 10 years. It provides our school system and our county with a clear and transparent plan. While addressing the renovation and replacement needs for existing schools, the plan also recommends options for new schools to address rising enrollments.

Assuming the continuation of planned funding, we will open our county's first new high school since 1982 in 2020.

With a laser-like focus on every student, in every class, in every school in our county, we are intent to be the best school system in the state of Maryland and one of the best in the nation. We are – and must remain – committed not just to reducing achievement and opportunity gaps, but to eliminating them.

Finance Section

Finance

Revenue and Expenditure Analysis:

- 1. Did actual FY 2017 revenue meet expectations as anticipated in the Master Plan Update for 2016? If not, identify the changes and the impact any changes had on the FY 2017 budget and on the system's progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.**

Final budget revenue increased \$14,849,100 over the approved budget for FY17.

The \$4.6 million increase in federal funding includes \$2.5 million for Title I, \$1.1 million in special education grants, and \$1 million in small miscellaneous grants.

The overall revenue from the state was down by approximately \$300K largely due to elimination of the Nonpublic Placements state grant.

The Local Appropriation from the county government increased by \$5M to be utilized for the Health Care Fund. The remaining \$5.4 million increase in local funding includes \$3 million for a larger than expected Liquidation of Encumbrances, \$1.2 million in Erate rebates and \$1.2 million in local miscellaneous revenue.

- 2. For each assurance area, please provide a narrative discussion of the changes in expenditures and the impact of these changes on the Master Plan goals.**

Section B/Reform Area 1 expenses were over budget by about \$500,000 largely due to increased curriculum writing initiatives.

Section C/Reform Area 2 expenses were over budget by about \$82,600 due to increased testing expenses.

Section D/Reform Area 3 expenses were under budget by about \$900,000 due to less than expected tuition reimbursement and vacancies.

Section E/Reform Area 4 expenses were over budget by about \$10.3 million due to a reclassification of the Title I expenses. These were previously reported in the Mandatory Cost of Doing Business section.

Mandatory Cost of Doing Business expenses were over budget by \$5.2 million. There were both increases and decreases that contributed to this total. The biggest decrease was Title I expenses of \$12.7 million that were reclassified to Section E. Increases include miscellaneous grants by \$1.7 million. Fixed Charges expenses were over budget by \$6 million, this was due to additional funding support from the county government for the Health Care fund. Technology budget increased by \$7.2 million for large one-time expenditures relating to servers, phone systems, and equipment. The transportation budget was over by \$1.5 million due to route expansions and enrollment growth. The \$34.1 million transfer relates to the use of Fund Balance on the revenue side to ensure that revenues and expenditures equal.

1.1A: Current Year Variance Table**Local School System: Anne Arundel**

Revenue Category			FY 18 Budget
Local Appropriation			\$ 678,639,500
Other Local Revenue			40,896,200
State Revenue			354,925,700
Federal Revenue	84.010	Title I - Improving Basic Programs	12,827,000
	84.027	IDEA, Part B - Grants to States-Passthrough	16,334,000
	84.173	IDEA, Part B - Preschool Grants	407,300
	84.181	IDEA, Part C - Infants and Families	1,069,000
Other Federal Funds			12,030,000
Other Resources/Transfers			-
Total			\$ 1,117,128,700

Instructions: Itemize expenditures by source (CFDA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

Reform Area 1: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.

Expenditures:	Source	Amount	FTE
Curriculum - Assessment Development	Unrestricted	484,905	-
Educational Research	Unrestricted	491,856	6.0
		\$ 976,761	6.0

Section C - Data Systems to support instruction

Reform Area 2: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.

Expenditures:	Source	Amount	FTE
Instructional Data	Unrestricted	507,854	2.0
Office of Student Data	Unrestricted	1,781,225	10.0
Special Education Technology	Unrestricted	273,298	2.0
Technology - Programming Services	Unrestricted	215,000	-
Testing & Evaluation	Unrestricted	2,167,480	9.0
		\$ 4,944,857	23.0

Section D: Great Teachers and Leaders

Reform Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.

Expenditures:	Source	Amount	FTE
Improving Teacher Quality -Title IIA 84.367	Restricted	916,100	-
Special Education - Medicaid	Restricted	35,000	-
Human Resources	Unrestricted	935,031	6.0
Instructional Technology & Online Learning	Unrestricted	1,414,022	7.0
Professional Growth & Development	Unrestricted	1,692,860	13.1
Right Start Advisors	Unrestricted	3,312,911	45.0
Tuition Allowances & NBC Stipends	Unrestricted	3,150,000	-
		\$ 11,455,924	71.1

Section E: Turning Around the Lowest Achieving Schools**Reform Area 4: Turning around our lowest-achieving schools**

Expenditures:	Source	Amount	FTE
Judy Center	Restricted	349,400	5.0
Title I	CFDA: 84.010	12,827,000	124.0
Academic Achievement for All	Unrestricted	4,897,177	66.2
AYP Performance & Assignment Stipends	Unrestricted	270,000	-
Behavior Supports & Interventions	Unrestricted	361,296	2.0
Elevating All Students	Unrestricted	358,000	-
Equity & Accelerated Student Achievement	Unrestricted	589,974	5.0
Summer Bridge Programs	Unrestricted	163,396	-
		\$ 19,816,243	202.2

Mandatory Cost of Doing Business: Please itemize mandatory costs not attributable to an assurance area in this category. Refer to the guidance for items considered mandatory costs.

Expenditures:	Source	Amount	FTE
Improving Teacher Quality -Title IIA 84.367	Restricted	1,071,900	11.0
Judy Center	Restricted	137,600	-
Perkins Technology	Restricted	609,000	-
Special Education - IDEA Part B Passthrough	CFDA: 84.027	16,334,000	238.2
Special Education - IDEA Part B Preschool	CFDA: 84.173	407,300	5.1
Special Education - Infants & Toddlers Part C	CFDA: 84.181	1,069,000	8.0
Special Education - Infants & Toddlers State	Restricted	1,088,000	10.9
Special Education - Medicaid	Restricted	4,888,000	26.2
Title III	Restricted	595,000	2.0
Advanced Studies & Programs	Unrestricted	18,608,759	129.1
Alternative Education	Unrestricted	386,964	3.6
Alternative Programs	Unrestricted	8,205,255	107.9
Basic Classroom Instructional Materials & Textbooks	Unrestricted	19,884,130	-
Business Operations	Unrestricted	9,944,702	82.0
Charter Schools	Unrestricted	14,675,400	-
Contract Schools	Unrestricted	16,757,101	-
Curriculum & Instruction	Unrestricted	14,318,584	95.2
English Language Acquisition	Unrestricted	9,044,146	124.5
Facilities, Planning & Construction	Unrestricted	3,468,000	38.0
Fixed Charges	Unrestricted	206,784,419	-
Fixed Charges - Non recurring	Restricted	21,300,000	-
Fixed Charges - Employee/Retiree Contributions to Health Care Fund	Restricted	26,181,200	-
Guidance	Unrestricted	19,589,603	259.7
Human Resources	Unrestricted	5,823,866	54.3
Maintenance	Unrestricted	17,874,563	143.0
Operations	Unrestricted	67,470,300	792.5
Professional Growth & Development	Unrestricted	330,550	-
School & Family Partnerships	Unrestricted	344,580	3.1
School Management	Unrestricted	428,892,315	6,682.4
School System Oversight	Unrestricted	2,481,016	17.0
Special Education	Unrestricted	49,549,625	179.6
Student Services	Unrestricted	16,567,802	128.0
Systemic Initiatives	Unrestricted	647,021	6.0

Technology	Unrestricted	24,922,658	138.5
Transportation	Unrestricted	50,782,556	139.0
		\$ 1,081,034,915	9,424.7
Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.			
Expenditures:	<u>Source</u>	<u>Amount</u>	<u>FTE</u>
Administrative Fees from Grants	Unrestricted	(1,100,000)	-
		\$ (1,100,000)	-
Total		\$ 1,117,128,700	9,727.04
Tables are not intended to be completed in accordance with GAAP. Add lines if necessary.			

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)
Local School System: Anne Arundel

			FY 2017 Original Budget	FY 2017 Final Budget		
Revenue			7/1/2016	6/30/2017	Change	% Change
Local Appropriation			\$ 643,224,500	\$ 648,224,500	5,000,000	1%
State Revenue			352,749,300	352,467,700	(281,600)	0%
Federal Revenue	84.010	Title I	10,630,000	13,133,490	2,503,490	24%
Federal Revenue	84.027	IDEA	15,700,000	16,950,140	1,250,140	8%
Federal Revenue	84.173	IDEA Part B - Preschool	407,300	420,070	12,770	3%
Federal Revenue	84.181	IDEA Part C - Infants and Families	1,205,000	1,120,990	(84,010)	-7%
Other Federal Funds			11,793,000	12,756,410	963,410	8%
Other Local Revenue			54,866,400	60,351,300	5,484,900	10%
Total			\$ 1,090,575,500	\$ 1,105,424,600	\$ 14,849,100	1%

Change in Expenditures - Instructions: Itemize FY 2017 actual expenditures and FTE by source (CFDA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

Assurance Area	Source	Expenditure Description	Planned Expenditure	Actual Expenditure	Planned FTE	Actual FTE
Section B - Standards and Assessments	Unrestricted	Curriculum - Assessment Development	20,000	580,620	-	-
Section B - Standards and Assessments	Unrestricted	Educational Research	542,705	476,309	6.0	6.0
			562,705	1,056,929	6.0	6.0
Section C: Data Systems to Support Instruction	Unrestricted	Instructional Data	524,234	361,922	2.0	2.0
Section C: Data Systems to Support Instruction	Unrestricted	Office of Student Data	1,687,404	1,665,883	11.0	9.0
Section C: Data Systems to Support Instruction	Unrestricted	Special Education Technology	268,099	282,736	2.0	3.0
Section C: Data Systems to Support Instruction	Unrestricted	Technology - Programming Services	269,600	267,760	-	-
Section C: Data Systems to Support Instruction	Unrestricted	Testing & Evaluation	1,707,697	1,961,302	8.0	9.0
			4,457,034	4,539,603	23.0	23.0
Section D: Great Teachers and Leaders	Restricted	Improving Teacher Quality -Title IIA 84.367	875,800	1,380,537	-	10.0
Section D: Great Teachers and Leaders	Restricted	Special Education - Medicaid	35,000	5,280	-	-

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)
Local School System: Anne Arundel

Section D: Great Teachers and Leaders	Unrestricted	Human Resources	956,145	736,354	1.0	6.0
Section D: Great Teachers and Leaders	Unrestricted	Instructional Technology & Online Learning	1,320,994	1,337,259	7.0	7.0
Section D: Great Teachers and Leaders	Unrestricted	Professional Growth & Development	1,656,586	1,384,877	13.1	11.5
Section D: Great Teachers and Leaders	Unrestricted	Right Start Advisors	3,379,402	3,176,716	45.8	45.0
Section D: Great Teachers and Leaders	Unrestricted	Tuition Allowances & NBC Stipends	3,259,280	2,549,030	-	-
			11,483,207	10,570,053	66.9	79.5
Section E: Turning Around Lowest Performing Schools	84.010	Title I	-	12,761,452	-	123.6
Section E: Turning Around Lowest Performing Schools	Restricted	Judy Center	487,000	348,634	4.8	5.0
Section E: Turning Around Lowest Performing Schools	Unrestricted	Academic Achievement for All	6,141,485	4,628,337	74.0	64.2
Section E: Turning Around Lowest Performing Schools	Unrestricted	Alternative Programs	55,968	-	1.0	-
Section E: Turning Around Lowest Performing Schools	Unrestricted	AYP Performance & Assignment Stipends	800,000	181,651	-	-
Section E: Turning Around Lowest Performing Schools	Unrestricted	Behavior Supports & Interventions	238,631	313,790	1.0	2.0
Section E: Turning Around Lowest Performing Schools	Unrestricted	Elevating All Students	322,200	256,279	-	-
Section E: Turning Around Lowest Performing Schools	Unrestricted	Equity & Accelerated Student Achievement	623,632	597,916	5.0	5.0
Section E: Turning Around Lowest Performing Schools	Unrestricted	Summer Bridge Programs	173,403	101,767	-	-
			8,842,319	19,189,826	85.8	199.8
Mandatory Cost of Doing Business	Restricted	Improving Teacher Quality -Title IIA 84.367	1,142,200	340,709	12.5	-
Mandatory Cost of Doing Business	Restricted	Non-Public Placements	500,000	-	-	-
Mandatory Cost of Doing Business	Restricted	Perkins Technology	574,000	630,341	-	-

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)
Local School System: Anne Arundel

Mandatory Cost of Doing Business	84.027	Special Education - IDEA Part B Passthrough	15,700,000	16,758,247	236.2	237.3
Mandatory Cost of Doing Business	84.173	Special Education - IDEA Part B Preschool	407,300	424,150	4.5	4.1
Mandatory Cost of Doing Business	84.181	Special Education - Infants & Toddlers Part C	1,205,000	713,150	8.8	5.8
Mandatory Cost of Doing Business	Restricted	Special Education - Infants & Toddlers State	1,103,000	1,088,920	10.7	10.9
Mandatory Cost of Doing Business	Restricted	Special Education - Medicaid	4,727,000	2,509,788	28.7	26.2
Mandatory Cost of Doing Business	84.010	Title I	10,630,000	-	119.1	-
Mandatory Cost of Doing Business	Restricted	Title III	589,000	852,465	1.4	2.0
Mandatory Cost of Doing Business	Restricted	STEM	-	599,778	-	1.3
Mandatory Cost of Doing Business	Restricted	Other grants	-	1,096,272	-	13.0
Mandatory Cost of Doing Business	Unrestricted	Advanced Studies & Programs	19,265,921	16,971,230	137.4	124.0
Mandatory Cost of Doing Business	Unrestricted	Alternative Education	383,523	377,947	3.6	3.6
Mandatory Cost of Doing Business	Unrestricted	Alternative Programs	9,258,398	7,899,147	123.1	111.4
Mandatory Cost of Doing Business	Unrestricted	Basic Classroom Instructional Materials & Textbooks	19,798,688	19,295,323	-	-
Mandatory Cost of Doing Business	Unrestricted	Business Operations	14,959,513	9,196,641	80.0	81.0
Mandatory Cost of Doing Business	Unrestricted	Charter Schools	14,449,900	14,236,570	-	-
Mandatory Cost of Doing Business	Unrestricted	Contract Schools	10,190,181	10,149,116	-	-
Mandatory Cost of Doing Business	Unrestricted	Curriculum & Instruction	20,952,202	13,897,859	88.2	100.7
Mandatory Cost of Doing Business	Unrestricted	English Language Acquisition	8,281,907	8,114,963	122.5	120.5
Mandatory Cost of Doing Business	Unrestricted	Facilities, Planning & Construction	3,496,900	3,413,059	38.0	37.0
Mandatory Cost of Doing Business	Unrestricted	Fixed Charges	189,336,769	195,368,461	-	-
Mandatory Cost of Doing Business	Restricted	Fixed Charges - Non recurring	10,000,000	10,000,000	-	-

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)
Local School System: Anne Arundel

Mandatory Cost of Doing Business	Unrestricted	Guidance	19,674,115	18,884,051	262.7	260.2
Mandatory Cost of Doing Business	Unrestricted	Human Resources	5,300,284	5,119,495	56.3	48.3
Mandatory Cost of Doing Business	Unrestricted	Maintenance	17,470,000	19,371,054	143.0	137.0
Mandatory Cost of Doing Business	Unrestricted	Operations	65,624,600	62,342,301	793.5	770.5
Mandatory Cost of Doing Business	Unrestricted	Professional Growth & Development	292,950	316,526	-	-
Mandatory Cost of Doing Business	Unrestricted	School & Family Partnerships	344,439	333,341	3.1	3.1
Mandatory Cost of Doing Business	Unrestricted	School Management	417,524,126	414,944,127	6,624.6	6,603.0
Mandatory Cost of Doing Business	Unrestricted	School System Oversight	2,446,241	2,395,112	17.0	17.0
Mandatory Cost of Doing Business	Unrestricted	Special Education	49,462,148	49,252,826	214.7	176.3
Mandatory Cost of Doing Business	Unrestricted	Student Services	15,943,927	15,763,353	124.5	128.0
Mandatory Cost of Doing Business	Unrestricted	Systemic Initiatives	608,359	583,655	6.0	6.0
Mandatory Cost of Doing Business	Unrestricted	Technology	24,381,513	31,621,404	138.0	135.5
Mandatory Cost of Doing Business	Unrestricted	Transportation	50,109,031	51,635,778	139.0	138.6
Mandatory Cost of Doing Business	84.010	Title I - Transfer		372,038		
Mandatory Cost of Doing Business	84.027	IDEA Grants to States - Passthrough - Transfer		191,893		
Mandatory Cost of Doing Business	84.173	IDEA Part B - Preschool - Transfer		(4,080)		
Mandatory Cost of Doing Business	84.181	IDEA Part C - Infants & Families - Transfer		407,840		
Mandatory Cost of Doing Business	Internal Service Fund ¹	Transfer	40,197,100	30,901,326	-	-
Mandatory Cost of Doing Business		General Transfer	-	33,196,683	-	-
			1,066,330,235	1,071,562,859	9537.1	9302.2
Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.						
Other	Unrestricted	Administrative Fees from Grants	(1,100,000)	(1,494,670)	-	

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)**Local School System: Anne Arundel**

			(1,100,000)	(1,494,670)	0.0	0.0
Total			\$ 1,090,575,500	\$ 1,105,424,600	9718.8	9610.6

¹ - Change in Budgeting Methodology per Maryland State Board of Education Opinion 14-16, which requires the Internal Service Fund (for Health Care) to budget within the Current Expense Fund all revenue and related expenses. However, it should be noted that there will never be any actual revenue and expense recorded in the Current Expense Fund against this source.

Maryland's Goals, Objectives and Strategies

Annual Update Assessment Administered by AACPS

PARCC Results - ELA Elementary						
Student Group	2016			2017		
	# Tested	# Level 4/5	% Level 4/5	# Tested	# Level 4/5	% Level 4/5
All Students	18484	9445	51.1	19000	9844	51.8
Hispanic/Latino of any race	2483	857	34.5	2767	967	34.9
American Indian or Alaska Native	52	25	48.1	64	32	50.0
Asian	660	432	65.5	661	441	66.7
Black or African American	3731	1175	31.5	3947	1368	34.7
Native Hawaiian or Other Pacific Islander	43	21	48.8	46	16	34.8
White	10312	6280	60.9	10309	6361	61.7
Two or more races	1203	658	54.7	1206	659	54.6
Special Education	1763	272	15.4	1772	257	14.5
Limited English Proficient (LEP)	1695	355	20.9	1780	377	21.2
Free/Reduced Meals (FARMS)	6596	1966	29.8	6657	1995	30.0
Male	9466	4212	44.5	9744	4463	45.8
Female	9018	5230	58.0	9256	5387	58.2

PARCC Results - ELA Middle						
Student Group	2016			2017		
	# Tested	# Level 4/5	% Level 4/5	# Tested	# Level 4/5	% Level 4/5
All Students	17401	7291	41.9	17539	7822	44.6
Hispanic/Latino of any race	1934	576	29.8	2178	662	30.4
American Indian or Alaska Native	47	12	25.5	30	8	26.7
Asian	629	393	62.5	650	404	62.2
Black or African American	3639	859	23.6	3702	911	24.6
Native Hawaiian or Other Pacific Islander	40	15	37.5	52	23	44.2
White	10096	5008	49.6	9857	5333	54.1
Two or more races	1016	433	42.6	1070	477	44.6
Special Education	1682	110	6.5	1601	105	6.6
Limited English Proficient (LEP)	579	30	5.2	579	42	7.2
Free/Reduced Meals (FARMS)	5584	1189	21.3	5321	2900	54.5
Male	8807	2906	33.0	8875	3133	35.3
Female	8594	4392	51.1	8664	4687	54.1

PARCC English 10 Results - ELA High

Student Group	2016			2017		
	# Tested	# Level 4/5	% Level 4/5	# Tested	# Level 4/5	% Level 4/5
All Students	5568	2533	45.5	5553	3137	56.5
Hispanic/Latino of any race	590	199	33.7	703	258	36.7
American Indian or Alaska Native	16	7	43.8	17	8	47.1
Asian	214	125	58.4	227	163	71.8
Black or African American	1210	344	28.4	1198	458	38.2
Native Hawaiian or Other Pacific Islander	13	3	23.1	13	4	30.8
White	3238	1729	53.4	3095	2064	66.7
Two or more races	287	126	43.9	300	183	61.0
Special Education	472	29	6.1	457	49	10.7
Limited English Proficient (LEP)	210	20	9.5	288	21	7.3
Free/Reduced Meals(FARMS)	1550	398	25.7	1620	492	30.4
Male	2835	1046	36.9	2775	1324	47.7
Female	2733	1487	54.4	2778	1814	65.3

PARCC Results - Math Elementary

Student Group	2016			2017		
	# Tested	# Level 4/5	% Level 4/5	# Tested	# Level 4/5	% Level 4/5
All Students	18497	8361	45.2	19116	7876	41.2
Hispanic/Latino of any race	2496	764	30.6	2844	742	26.1
American Indian or Alaska Native	52	18	34.6	64	25	39.1
Asian	664	433	65.2	680	414	60.9
Black or African American	3734	911	24.4	3960	840	21.2
Native Hawaiian or Other Pacific Islander	43	18	41.9	46	18	39.1
White	10306	5679	55.1	10315	5333	51.7
Two or more races	1202	545	45.3	1207	513	42.5
Special Education	1760	263	14.9	1778	238	13.4
Limited English Proficient (LEP)	1707	388	22.7	1895	321	16.9
Free/Reduced Meals (FARMS)	6591	1608	24.4	6743	1389	20.6
Male	9481	4210	44.4	9811	4081	41.6
Female	9016	4156	46.1	9305	3806	40.9

PARCC Results - Math Middle, excluding Algebra 1

Student Group	2016			2017		
	# Tested	# Level 4/5	% Level 4/5	# Tested	# Level 4/5	% Level 4/5
All Students	14776	4329	29.3	14969	4745	31.7
Hispanic/Latino of any race	1785	328	18.4	2060	346	16.8
American Indian or Alaska Native	42	7	16.7	23	4	17.4
Asian	459	217	47.3	508	249	49.0
Black or African American	3342	361	10.8	3373	412	12.2
Native Hawaiian or Other Pacific Islander	39	10	25.6	43	11	25.6
White	8249	3176	38.5	8052	3430	42.6
Two or more races	860	239	27.8	910	295	32.4
Special Education	1658	92	5.5	1577	111	7.0
Limited English Proficient (LEP)	597	22	3.7	685	35	5.1
Free/Reduced Meals (FARMS)	5203	645	12.4	5015	637	12.7
Male	7530	2146	28.5	7628	2342	30.7
Female	7246	2188	30.2	7341	2408	32.8

PARCC Results - Middle School Algebra 1

Student Group	2016			2017		
	# Tested	# Level 4/5	% Level 4/5	# Tested	# Level 4/5	% Level 4/5
All Students	2576	2014	78.2	2569	2035	79.2
Hispanic/Latino of any race	179	126	70.4	213	154	72.3
American Indian or Alaska Native	5	3	60.0	6	5	83.3
Asian	152	126	82.9	120	106	88.3
Black or African American	282	166	58.9	299	165	55.2
Native Hawaiian or Other Pacific Islander	2	2	100.0	10	7	70.0
White	1806	1477	81.8	1768	1483	83.9
Two or more races	150	113	75.3	153	114	74.5
Special Education	30	17	56.7	20	13	65.0
Limited English Proficient (LEP)	13	6	46.2	11	7	63.6
Free/Reduced Meals(FARMS)	395	249	63.0	369	235	63.7
Male	1257	970	77.2	1244	973	78.2
Female	1319	1045	79.2	1325	1061	80.1

PARCC Results - High School Algebra 1

Student Group	2016			2017		
	# Tested	# Level 4/5	% Level 4/5	# Tested	# Level 4/5	% Level 4/5
All Students	3650	737	20.2	3505	631	18.0
Hispanic/Latino of any race	570	57	10.0	563	54	9.6
American Indian or Alaska Native	8	1	12.5	21	5	23.8
Asian	101	43	42.6	83	25	30.1
Black or African American	984	110	11.2	997	77	7.7
Native Hawaiian or Other Pacific Islander	9	2	22.2	7	1	14.3
White	1790	490	27.4	1653	435	26.3
Two or more races	188	33	17.6	181	34	18.8
Special Education	547	33	6.0	520	34	6.5
Limited English Proficient (LEP)	311	20	6.4	242	12	5.0
Free/Reduced Meals(FARMS)	1458	157	10.8	1480	152	10.3
Male	1954	346	17.7	1806	316	17.5
Female	1696	392	23.1	1699	314	18.5

HSA Test Results - Biology First Time Test Takers

Student Group	2016			2017		
	# Tested	# Passed	% Passed	# Tested	# Passed	% Passed
All Students	5428	4494	82.8	5693	4682	82.2
Hispanic/Latino of any race	654	470	71.9	675	463	68.6
American Indian or Alaska Native	21	15	71.4	19	15	78.9
Asian	212	185	87.3	221	200	90.5
Black or African American	1165	811	69.6	1271	835	65.7
Native Hawaiian or Other Pacific Islander	15	10	66.7	6	5	83.3
White	3066	2762	90.1	3191	2896	90.8
Two or more races	295	241	81.7	310	268	86.5
Special Education	421	198	47.0	446	196	43.9
Limited English Proficient (LEP)	247	107	43.3	230	86	37.4
Free/Reduced Meals (FARMS)	1674	1125	67.2	1696	1117	65.9
Male	2640	2137	80.9	2832	2272	80.2
Female	2788	2357	84.5	2861	2410	84.2

HSA Test Results - Government First Time Test Takers						
Student Group	2016			2017		
	# Tested	# Passed	% Passed	# Tested	# Passed	% Passed
All Students	5335	4508	84.5	5364	4507	84.0
Hispanic/Latino of any race	543	400	73.7	608	430	70.7
American Indian or Alaska Native	16	15	93.8	17	16	94.1
Asian	208	183	88.0	227	207	91.2
Black or African American	1172	818	69.8	1137	805	70.8
Native Hawaiian or Other Pacific Islander	12	9	75.0	12	9	75.0
White	3108	2842	91.4	3081	2793	90.7
Two or more races	276	241	87.3	282	247	87.6
Special Education	383	164	42.8	420	197	46.9
Limited English Proficient (LEP)	164	71	43.3	238	88	37.0
Free/Reduced Meals (FARMS)	1539	1037	67.4	1508	1018	67.5
Male	2686	2233	83.1	2629	2164	82.3
Female	2649	2275	85.9	2735	2343	85.7

Annual Update Assessment Administered by AACPS

Assessment: PARCC English Language Arts for Grades 3-5

Content/Grade or Level: English Language Arts/Literacy/Grades 3-5

Students Requiring Special Education Services

Challenges

Analysis of the 2017 PARCC data shows 14.5% of Special Education students at Levels 4 and 5, which is similar to the 15.4% who scored at Levels 4 and 5 in 2016. Narrowing the achievement gap between students with disabilities and their non-disabled peers in the area of literacy is a continued challenge. Additionally, it is critical that we ensure all students have access to standard-based, high quality instruction that is engaging, rigorous and differentiated to meet individual students' needs. It is imperative that the special educator and the general educator communicate and collaborate in order to ensure students receive targeted and individualized instruction that is consistent with their needs as identified on their IEP and reinforced throughout their daily literacy instruction.

Access to General Education Curriculum

Every literacy-based curriculum document includes options for both Universal Design for Learning (UDL) and Differentiated Instruction (DI). The options provide opportunities for students with a variety of learning styles and abilities to engage in learning activities that are aligned to the English Language Arts standards and assessments.

Collaboration with General Educators

Learning Strategies Specialists (LSS) collaborate with the Teacher Specialists and Resource Teachers from the Office of Elementary Reading and Integrated Literacy to ensure the curricular documents include UDL and DI options. LSS help design and identify instructional activities and resources to meet the diverse needs of learners. Various assessment items are available to provide teachers with options to determine what students know and need to learn in the area of literacy. Additionally, the Office of Elementary Reading and Integrated Literacy collaborates with the Office of Special Education to provide professional development for general and special educators that supports best practices in analyzing data to provide differentiated and specialized instruction that directly aligns to the curriculum and instruction provided in the general education classroom.

Strategies used to Address the Achievement Gap

During the 2014-2015 school year, Anne Arundel County Public Schools implemented the Fountas and Pinnell (F&P) Benchmark System as the systemic progress monitoring tool for Grades K-2 and for below level readers in Grade 3. In the 2016-2017 school year, AACPS extended the implementation of the Assessment System through Grade 5. All teachers at the elementary level now use the Fountas and Pinnell Benchmark Assessment System to progress monitor students' growth as readers.

This new set of F&P data provides us with additional information about our students as readers, enabling teachers to take a diagnostic approach to reading instruction and tailor their instruction to meet the needs of each individual reader. Teachers are able to identify students' strengths and areas of growth as readers and provide specific and targeted feedback about their reading habits. For example, F&P data provides information about students' accuracy, fluency, self-correction ratio, reading rate, and ability to

comprehend within, about, and beyond the text. Data analysis suggests that many students could benefit tremendously from targeted classroom instruction. Such frequent progress monitoring provides teachers immediate feedback and allows them to tailor their remediation plans. Additionally, this data helps pinpoint students' strengths and areas of need, ensuring consistency in the focus of the individualized instruction between the General and Special Educators during Guided Reading and specialized instruction.

Districtwide and school-based professional development (PD) is provided to help general educators, classroom teachers and administrators understand and implement differentiated and specialized instruction that targets skill deficits and is aligned to students' IEPs as well as the English Language Arts standards. Central Office resource teachers and specialists support teachers during collaborative planning to analyze student data and develop specific strategies to increase achievement.

Interventions, Enrichments, and Supports

Students with disabilities have access to the same academic and behavioral interventions and supports that are available to all students. The Office of Elementary Reading and Integrated Literacy in collaboration with the Office of Special Education continues to support general and special educators as well as administrators with determining the proper interventions for students based on their individual needs. The two offices are offering a series of professional development sessions that support diverse audiences—ranging from reading teachers to interventionists to classroom teachers and administrators and more—in using data to ensure proper placement of students in Tier II and Tier III Interventions. During these sessions, participants use a variety of current and historical data points such as Fountas & Pinnell Benchmark Assessments, county Quarterly Assessment results, and intervention screening tools to place students in interventions and provide supports that meet their precise needs.

Additionally, many schools use Collaborative Decision Making (CDM) or a similar model to collaboratively make data-driven decisions about supports and interventions. Teachers have access to Reading Teachers and Specialists to help them identify research and evidence-based interventions that align to student strengths and skill deficits in the area of literacy.

Changes Or Strategies and the Rationale for Selecting the Strategies and/or Evidence-Based Practices That Will Be Implemented to Ensure Progress

Historical data shows students who do not read proficiently by third grade are four times more likely to leave high school without a diploma than proficient readers. The decision was made to rewrite the Second Grade curriculum to address the needs of the whole child and increase literacy rates of our young learners. The curriculum places a major focus on early literacy through a balanced approach and a strong emphasis on Guided Reading instruction. Furthermore, opportunities for students to engage with texts occur throughout other content blocks such as science and social studies.

In addition to the focus on Grade 2, changes have been made to the curriculum in Grades K-5 to ensure the needs of our wide variety of learners are met. In the 2016-2017 school year, teachers implemented Interactive Read Aloud and Guided Reading. The Interactive Read Aloud Block is unique in that it is the only Literacy Block that invites students to engage with standards and ideas presented in a text without requiring students to read the text independently. Through an interactive instructional sequence, teachers and students work together to process and comprehend complex texts. Teachers model accurate and fluent reading while thinking aloud as they read so students see how proficient readers think as we read texts. Teachers involve students in the process by posing standard-based questions to students that they

answer in purposefully paired partnerships. Reading Informational, Reading Literature and Speaking & Listening Standards are addressed during this block.

Implementation of Guided Reading is also part of the curriculum change to ensure progress. While teachers have historically pulled small groups of readers, during Guided Reading, teachers use results from the Fountas & Pinnell Benchmark Assessment to form small groups of readers that share similar strengths and needs. This precise grouping allows teachers to use their analysis of the assessment to drive their planning and instructional delivery to meet the unique needs of the students in each group.

The Office of Elementary Reading is committed to supporting instructional leaders and teachers with the implementation of new initiatives with fidelity. In response, four early dismissal days in the 2017-2018 school year are reserved for systemic professional development. In Grades 3-5, those days are dedicated toward Guided Reading professional development. Led by their school-based Reading Teachers through the trainer-of-trainer model, General and Special Educators will have an opportunity to analyze Fountas & Pinnell data, study the purpose and structure of Guided Reading, examine high-quality lesson plans, and create progress monitoring tools to assess student growth. In addition to the professional development offered in the area of Guided Reading, General and Special Educators will also receive a day and half of PD supporting the planning and implementation of Interactive Read Aloud.

Student Progress Measurement with Timeliness and Methods

Teachers use a combination of summative and formative assessments to monitor student progress throughout the year. A mix of informal and formal assessments provide teachers with diverse sets of data to analyze. Teachers are encouraged to use a variety of platforms to assess student growth in the areas of reading and writing. In addition to teachers assessing student growth, teachers are encouraged to equip students with rubrics and goal-setting techniques to monitor and assess their own growth.

Two assessments are administered to all students in Grades 3-5 in Anne Arundel County. The Fountas & Pinnell Benchmark Assessment System is administered two times throughout the school year; teachers assess students in the fall, winter and spring. In addition to the Fountas & Pinnell Benchmark Assessment System, students in Grades 3-5 also take three Quarterly Reading Assessments per year following a similar timeline - fall, winter and spring.

The data from these two unique assessments is available to General and Special Educators as well as administrators in a platform called Performance Matters. The data can be sorted and manipulated in ways that support teachers in determining students' strengths and needs with their reading accuracy and comprehension as well as their mastery of each English Language Arts standard.

Resource Allocations

This year, teachers of students in Grades 3-5 received a Benchmark Assessment System Kit at a 1 kit per 2 teacher ratio to support the implementation of the assessment in the intermediate grades. Teachers in Grade 2 each received a Units of Study for Writing Kit to support the implementation of the Writer's Workshop model. Every teacher in Grades 2-5 received their own set of 20-40 complex texts to use during the Interactive Read Aloud block. Finally, each of our 77 elementary schools received about 9,000 books to support Guided Reading instruction in grades K-5. In addition, Special Education grant funds support schools with PD, resources and materials to help teachers narrow the achievement gap to and ensure all students have access to high quality instruction that is targeted to meet their individual needs. See below for an approximate cost of each purchase:

Benchmark Assessment Kits, Grades 3-5	\$240,000
Units of Study for Writing, Grade 2	\$40,000
Interactive Read Aloud Texts, Grades 3-5	\$400,000
Guided Reading Books, Grades K-5	\$3,000,000

Students with Limited English Language Proficiency

Analysis of the 2017 PARCC data shows 21.2% of the Limited English Proficient students at Levels 4 and 5, which is an increase from the 20.9% in 2016. Collaboration with the Office of English Language Acquisition is imperative in continuing the trend and increasing the amount of ELL students scoring at Levels 4 and 5 on PARCC.

Progress for Indicator 1

Percentage of English learners who make at least .5 levels of growth in English proficiency.

Due to a change in the WIDA ACCESS Assessment during the 2016-17 academic year, this growth measure is not available. The data from the 2016-17 year will serve as a baseline for future growth measures.

Students develop English language proficiency both within the English language acquisition (ELA) classroom and in content area classrooms. All teachers of ELs are language teachers who use content as a platform to build language proficiency. Language development is supported within the literacy blocks, as teachers employ linguistically responsive strategies that support student growth in listening, reading, writing and speaking. Teachers provide differentiated instruction based on language proficiency, making appropriate accommodations and modifications to support ELs. Opportunities for authentic interaction and explicit activities to support oral language development are utilized.

English language acquisition (ELA) teachers partner with teachers of literacy to develop classroom practices that support progress toward English proficiency. Professional development at the school and district level support literacy teachers in building proficiency of ELs. Literacy curricula include specific strategies which teachers may use to create lessons that are accessible and meaningful for English learners. ELA curricula provide support in the development of academic language necessary for participation in literacy instruction.

Progress for Indicator 2

Percentage of English learners who exit the ESOL program.

Due to an adjustment in standards setting on the WIDA ACCESS Assessment during the 2016-17 academic year, ELs will need to demonstrate higher language skills in order to achieve the same proficiency scores as previous years. During the 2016-17 year, 9% of English learners met the criteria for English language proficiency required to exit the ELA program.

Students develop English language proficiency both within the English language acquisition (ELA) classroom and in homeroom classrooms. As students reach the upper levels of English proficiency, teachers support language development through a continuing effort to refine students' language skills, particularly in the areas of reading and writing. Explicit feedback in writing instruction within the Writer's Workshop learning block builds students' capacity to write fluently and accurately in English,

using styles and conventions appropriate for the particular genre of instruction. Teachers use strategies to develop reading comprehension in all genres. A focus on literacy in all content areas helps ELs who have achieved intermediate proficiency, but still require explicit instruction in order to master academic literacy.

ELA and literacy teachers collaborate to review student data, identifying students who are approaching English proficiency and developing lessons that support students in advancing toward full proficiency. Professional development offerings provide literacy teachers with a nuanced understanding of the phases of language development and the importance of providing continuous support to ELs with advanced proficiency.

Progress for Indicator 3

Percentage of ELs who score proficient on content area state assessments.

The percentage of ELs scoring Levels 4 and 5 increased from 20.9% in 2016 to 21.2% in 2017.

Strategies to Ensure ELs Meet Targets for Indicators 1-3, including Funding, Staffing, Materials, for Programs, Initiative, Activities

The Office of Elementary Reading and Integrated Literacy has partnered with the Office of English Language Acquisition (ELA) to offer a variety of professional development opportunities that support teachers with ways to modify instruction to support the needs of ELs. Additionally, the members of the Office of English Language Acquisition are critical partners in determining which block of the Language Arts curriculum to design and implement first. The inclusion of Interactive Read Aloud in daily instruction benefits all learners; however, the exposure to oral language, print awareness and vocabulary acquisition especially benefit ELs. Finally, the ELA Office plays an integral role in writing the Elementary Reading and Language Arts curriculum, directly embedding strategies for ELs such as the following:

- Ensuring opportunities for high interest, hands-on, real world interactive strategies;
- Modeling language expectations;
- Providing sentence frames, and differentiating for language will support English language development; and
- Analyzing to ensure a focus on oral language development and student to student interaction on a daily basis.

Students failing to meet, or failing to make progress toward meeting, State performance standards

(Any student group performing at lower achievement level than the student population as a whole)

Student Groups and Progress

There is minimal change in the Elementary Language Arts PARCC data from 2016 to 2017. The following student groups are all performing at a lower achievement level than the student population as a whole, of which 51.8% of students scored 4 or 5:

- American Indian or Alaskan Native (50%)

- Black or African American (34.7%)
- Hispanic/Latino of any race (34.9%)
- FARMS (30%)
- Males (45.8%)

Performance Goals, Objectives, Strategies for Student Groups

The Office of Elementary Reading and Integrated Literacy has partnered with Title I to determine best practices in supporting our FARMS students. Together, our Offices have created a professional development plan to support the growth of our teachers that specifically target FARMS students performing at a lower achievement level than the student population as a whole.

We revised the job description for the group of teachers that target the needs of FARMS students to best meet the needs of their students. Formerly named, “Interventionists”, these teachers are now called “Student Instructional Support Teachers”, allowing teachers to use data-driven instructional strategies rather than always deliver Tier II and Tier III interventions, despite what the data suggests.

Another critical step in addressing the needs of our FARMS students lies in the professional development plan. The Office of Elementary Reading in collaboration with the Title I Office is hosting a series of professional development sessions to support the growth of our Student Instructional Support Teachers. Throughout the PD session, Students Instructional Support Teachers will assess student growth, analyze data to determine proper placement in intervention and provide additional evidence and research-based strategies to use with our FARMS students.

Finally, we continue to redefine the role of the Reading Teacher in our Elementary Schools to facilitate collaborative planning, provide job-embedded professional development, and coach teachers to improve instructional practices and increase student performance. Reading Teachers will work side-by-side with General and Special Educators as well as EL teachers to support them with making data-driven, instructional decisions to support all student groups, specifically groups performing at a lower achievement level than the student population as a whole. This model will support teachers as they will have opportunities to access immediate and local support.

Annual Update Assessment Administered by AACPS

Assessment: PARCC English Language Arts for Grades 6-8

Content/Grade or Level: English Language Arts Grades 6-8

Students Requiring Special Education Services

Challenges

An analysis of the PARCC data from 2016-2017 indicates more than 90% of special education students at Levels 1, 2 and 3, with the males performing a little lower than the females. In order to move these students to Levels 3, 4, and 5, the following challenges need to be addressed:

- Narrowing the achievement gap between students with disabilities and their non-disabled peers;
- Ensuring all students have equal access to high quality instruction that is engaging, rigorous, aligned to standards and targeted to meet individual needs;
- Supporting students with challenging behaviors and keeping them engaged in learning;
- Incorporating a balanced literacy model including reading, writing, speaking, and listening into a fifty-five minute block, time which is significantly reduced from elementary to middle school;
- Providing ongoing, embedded professional development and support for teachers. The limits on the time in language arts and reading and the expectations of the College and Career Readiness State Standards in literacy, require greater and more specific effort by teachers in all content areas to develop students' reading and writing abilities;
- Providing age appropriate, leveled texts as materials of instruction for each grade;
- Determining if the data analysis of student performance is an indication of understanding of the standard or the inability to access the reading material used in the assessment;
- Using the data to inform instruction;
- Implementing reading interventions into the middle school model; and
- Staffing for reading interventions is also a challenge for many of our middle schools. (Staffing these sections creates a burden for several schools within their current staffing allocations.)

Access to General Education Curriculum

Curricular documents are now designed to include options for both Universal Design for Learning (UDL) and Differentiated Instruction (DI). The options provide opportunities for students with a variety of learning styles and abilities to engage in learning activities that are aligned to standards and assessments.

Collaboration with General Educators

Learning Strategies Specialists (LSS) work together with general education content writers to ensure the curricular documents include UDL and DI options. LSS help design and identify instructional activities and resources to meet the diverse needs of learners. Various assessment items are available to provide teachers with options to determine what students know.

Special educators meet with general educators during weekly collaborative planning to determine the best instruction for students.

Strategies Used to Address the Achievement Gap

Districtwide and school-based Professional Development (PD) is provided to help teachers and administrators understand, implement and assess Specialized Instruction (SI) that targets skill deficits and is aligned to IEPs and standards. Central Office resource teachers and specialists support teachers during collaborative planning to analyze student data and develop specific strategies to increase achievement. ALL special educators in AACPS are receiving professional development to make sure they have the knowledge and skills to: 1. Diagnostically assess students; 2. Develop standards-based IEPs; and 3. Provide Specialized Instruction. The training emphasizes the importance of careful alignment among the three components, so students with disabilities will receive the most appropriate supports and services to address targeted individual needs.

Interventions, Enrichments, and Supports

Students with disabilities have access to the same academic and behavioral interventions and supports that are available to all students. For students who may require more intensive supports- Tier II and III interventions are available to support specific academic and behavioral needs

The middle school office of reading language arts has six resource teachers. Each is assigned to a region and meets weekly with each of their schools for planning and professional development. In addition, eleven middle schools have school-based literacy coaches who work to help all content areas increase literacy in their content areas of instruction.

The resource teachers and literacy coaches are focusing on three areas to ensure successful implementation of major strategies and/or evidence-based practices to determine if they are implemented with fidelity to meet learners' needs, and are on track to achieve identified outcomes: collaborative planning, job-embedded professional development, and creating a culture of literacy.

The following changes and adjustments should help to ensure sufficient progress in middle school language arts:

- Guided Reading implementation in the sixth and seventh co-taught language arts classes;
- Continued professional learning for all resource teachers in guided reading;
- Professional development quarterly for all teachers implementing guided reading;
- Job-embedded professional development in guided reading and targeted differentiation provided by the resource team during the weekly collaborative planning sessions;
- Adoption of materials of instruction for the guided reading classes;
- Professional development for department chairs and grade level advisory teachers focused on standards-based instruction, writing workshop, differentiation, development and use of assessments, instructional practices, integrated language instruction, the College and Career Readiness State Standards, and improvement in instruction and fidelity in interventions;
- Professional development for teachers to encourage the consistent use of Monitored Reading to increase stamina and independence in reading;
- Podcasts and webinars linked to the curriculum document;
- Professional development seminars after school;
- Continued implementation of summer reading program to address the summer reading gap;
- Collaboration with resource teachers and literacy coaches across content areas to increase literacy in all contents; and
- Continued opportunities for professional development for resource teachers/teacher specialists to increase their knowledge and skills in differentiation, assessment, instructional practices, and the College and Career Readiness State Standards.

Additionally, the middle school language arts office will include and provide the following:

- Professional development quarterly for all guided reading teachers,
- Continued use of Monitored Reading to build stamina and apply strategies to self-selected text,
- Current classroom libraries,
- UDL options within the curricular document,
- Professional development for teachers,
- Resource teachers participating in collaborative planning and providing job-embedded professional development,
- School based literacy coaches in targeted schools to increase literacy in all contents,
- Professional development twice per year for all intervention teachers conducted by the program experts, and
- Coaching visits by the program experts to ensure fidelity of implementation for interventions.

Changes or Strategies and the Rationale for Selecting the Strategies and/or Evidence-Based Practices That Will Be Implemented to Ensure Progress

Many schools use Collaborative Decision Making (CDM) or a similar model to make decisions about supports and interventions for specific students. Teachers have access to reading teachers and specialists to help them identify research and evidence based interventions that align to student strengths and skill deficits. Special education teachers have access to resources and materials that can be shared with general educators to ensure that instruction is highly effective and purposeful (examples: Specialized Instruction Materials Toolkit and the online Interactive Specialized Instruction Resource Tool)

Continuation of guided reading in sixth and seventh grade co-taught classes. All middle schools are implementing the model this year. Additionally, most middle schools are also implementing guided reading in seventh grade co-taught classes.

Intensive training for the resource team and training for all co-teachers implementing guided reading occurred in the spring and summer for new guided reading teachers in grades six and seven. Quarterly professional development for all guided reading teachers is scheduled. This training will be differentiated for experienced and novice guided reading teachers. Resource teachers participating in collaborative planning provide job-embedded professional development in their weekly visits to schools

Teachers have access to reading teachers and specialists to help them identify research and evidence based interventions that align to student strengths and skill deficits.

Student Progress Measurement with Timeliness and Methods

Student data is available on Performance Matters for teachers and administrators. The data can be sorted and analyzed in ways that allow teachers to determine areas of student need related to standards so that they can design and employ appropriate instruction.

Middle School resource teachers meet with the teachers during collaborative planning to analyze the data to inform instruction.

Resource Allocations

Special Education grant funds support schools with PD, resources and materials to help teachers narrow the achievement gap and ensure all students have access to high quality instruction that is targeted to meet their individual needs.

The Office of Secondary Reading, English and Integrated Literacy for middle school allocated the following:

MS English Resource Allocations	
Training for teachers implementing guided reading • Spring and summer of 2017	\$20,000.00
Professional development (daily substitutes)	\$20,000.00
Professional development (stipends)	\$10,000.00
Materials of Instruction	\$40,000.00
Reading program to address the “summer reading gap”	\$20,000.00
Interventions	\$35,000.00
Curriculum and assessment writing/revision	\$20,000.00

Students with Limited English Language Proficiency

Analysis of the PARCC data for 2016 and 2017 shows that 5.2% and 7.2% of the Limited English Proficient students at Levels 4 and 5. Collaboration with the English Language Acquisition Office and the Middle School English Language Arts Office is essential for student growth.

Progress for Indicator 1

Percentage of English learners who make at least .5 levels of growth in English proficiency.

Due to a change in the WIDA ACCESS Assessment during the 2016-17 academic year, this growth measure is not available. The data from the 2016-17 year will serve as a baseline for future growth measures.

Students develop English language proficiency both within the English language acquisition (ELA) classroom and in content area classrooms. All teachers of English Learners (ELs) are language teachers who use content as a platform to build language proficiency. Language development is supported within the content areas as teachers employ linguistically responsive strategies that support student growth in listening, reading, writing and speaking. Teachers provide differentiated instruction based on language proficiency, making appropriate accommodations and modifications to support ELs. Opportunities for authentic interaction and explicit activities to support oral language development are utilized across content areas.

ELA teachers partner with content area teachers to develop classroom practices that support progress toward English proficiency. Professional development at the school and district level support content area teachers in building proficiency of ELs. Content area curricula include specific strategies which teachers may use to create lessons that are accessible and meaningful for English learners. ELA curricula provide support in the development of academic language necessary for participation in content area instruction.

Some secondary schools provide sheltered content classes, utilizing the ELA teacher as a co-teacher who attends to language supports within the content classroom. Some elementary schools offer a push-in instructional model, which embeds the ELA teacher in the grade level classroom for reading, math, science or social studies instruction. The ELA teacher utilizes the ELA curriculum which facilitates academic language growth in the four core content areas.

Strategies for working with English Learners is incorporated in the lesson seeds in the curricular documents include suggestions such as:

- Modeling language expectations,
- Interactive strategies,
- Focus on oral language,
- Encouraging the use of academic language,
- Providing frames for writing and conversation, and
- Collaboration with the EL teacher within the school.

Progress for Indicator 2

Percentage of ELs who exit the ESOL program.

Students develop English language proficiency both within the ELA classroom and in content area classrooms. As students reach the upper levels of English proficiency, teachers support language development through a continuing effort to refine students' language skills, particularly in the areas of reading and writing. Explicit feedback in writing instruction within the content areas builds students' capacity to write fluently and accurately in English, using styles and conventions appropriate for the content area. Teachers use strategies to develop reading comprehension in all content areas. A focus on literacy in all content areas helps ELs who have achieved intermediate proficiency, but still require explicit instruction in order to master academic literacy.

ELA and content teachers collaborate to review student data, identifying students who are approaching English proficiency and developing lessons that support students in advancing toward full proficiency. Professional development offerings provide content teachers with a nuanced understanding of the phases of language development and the importance of providing continuous support to ELs with advanced proficiency.

Strategies for working with ELs is incorporated in the lesson seeds in the curricular documents include suggestions such as:

- Encouraging the use of academic language,
- Collaborating with the EL teacher in the school, and
- Providing opportunities for monitored reading and conferencing.

Progress for Indicator 3

Percentage of ELs who score proficient on content area state assessments.

Data tables below compare the performance of ELs with performance of all students. In order to improve EL student performance on assessments, instruction must be differentiated to support language development. Content assessments should be analyzed to identify constructs of language that may inhibit comprehension by ELs. Teachers can develop strategies to support students in comprehending the language of the assessments, to ensure that they are able to demonstrate content mastery. Teachers can also utilize language objectives in preparation for assessments to support students in written expression and response on the assessments.

Providing additional professional development for middle school language arts teachers about the complexity of texts for ELs is essential. This would include topics such as:

- Multiple meaning words,
- Idioms,
- Text structures, and

- Sentence complexity.

Strategies to Ensure ELs meet Targets for Indicators 1-3, including Funding, Staffing, Materials, for Programs, Initiative, Activities

The resource teachers and literacy coaches are focusing on three areas to ensure successful implementation of major strategies and/or evidence-based practices to determine if they are implemented with fidelity to meet learners' needs, and are on track to achieve identified outcomes: collaborative planning, job-embedded professional development, and creating a culture of literacy.

The following changes and adjustments should help to ensure sufficient progress:

- Guided Reading implementation in the sixth and seventh grade co-taught language arts classes;
- Training for all resource teachers in guided reading;
- Professional development quarterly for all teachers implementing guided reading;
- Job-embedded professional development in guided reading and targeted differentiation provided by the resource team during the weekly collaborative planning sessions;
- Adoption of materials of instruction for the guided reading classes;
- Professional development for department chairs and grade level advisory teachers focused on standards-based instruction, writing workshop, differentiation, development and use of assessments, instructional practices, integrated language instruction, the College and Career Readiness State Standards, and improvement in instruction and fidelity in interventions;
- Professional development for teachers to encourage the consistent use of Monitored Reading to increase stamina and independence in reading;
- Podcasts and webinars linked to the curriculum document;
- Professional development seminars after school;
- Continued implementation of summer reading program to address the summer reading gap;
- Collaboration with resource teachers and literacy coaches across content areas to increase literacy in all contents; and
- Continued opportunities for professional development for Resource Teachers/Teacher Specialists to increase their knowledge and skills in differentiation, assessment, instructional practices, and the College and Career Readiness State Standards.
- **Funding:** Through a combination of Title III grant funding and local funds, the ELA office provides supplemental support to provide professional development, instructional materials, extra-curricular and parent participation programs.
- **Staffing:** The ELA Office provides 98.5 staff members to support 4,839 active ELs.
- **Materials:** The ELA Office provides supplemental materials of instruction to support ELs across all instructional programs.
- **Programs/Activities:** The ELA Office provides support for after-school programs, parent involvement programs, and professional development programs. The Newcomer Program at Annapolis High School is a program in partnership with Evening High School to support over-age, under-accredited youth.
- **Initiatives:** The ELA Office supports the Early Literacy Initiative at several elementary schools. Through curriculum development, the ELA Office supports the integrated content initiative. Through professional develop, the ELA Office supports the District 203 initiative to support a culture of equity.

Students failing to meet, or failing to make progress toward meeting, State performance standards

(Any student group performing at lower achievement level than the student population as a whole)

Student Groups and Progress

The Middle School Language Arts PARCC data from 2016 to 2017 is very similar and shows minimal change. Achievement for Hispanic/Latino (42.7%), Black or African American (41.3%), FARMS (51.8%), indicates the students as level 1 or level 2. This is significantly lower than the White students where 24.5% scored at Levels 1 and 2. Progress, especially for males in those student groups, continues to be a challenge. Data from our 2016-2017 quarterly benchmark assessments showed similar trends for student groups. The amount of time allocated for middle school language arts and reading interventions also continues to pose challenges. The limits on the time in language arts and reading and the expectations of the College and Career Readiness State Standards in literacy, require greater and more specific effort by teachers in all content areas to develop students' reading and writing abilities. To meet these expectations and to specifically address the targeted student groups, reading/language arts teachers as well as teachers in other content areas need ongoing, embedded, professional development and support. Eleven of our nineteen middle schools have school-based literacy coaches to assist with this professional development.

Performance Goals, Objectives, Strategies for Student Groups

In order to provide opportunities for growth for the student groups, differentiated instruction targeting the specific needs of the students must be incorporated. Using Fountas and Pinnell levels provided by the elementary schools, middle school students in the sixth grade co-taught classes are grouped for targeted instruction in the language arts block. This guided reading model is designed to optimize instruction for struggling students.

Additionally, language arts instruction will include the following practices in all classes:

- Professional development quarterly for all guided reading teachers,
- Continued use of Monitored Reading to build stamina and apply strategies to self-selected text,
- Current classroom libraries,
- UDL options within the curricular document,
- Professional development for teachers,
- Resource teachers participating in collaborative planning and providing job-embedded professional development,
- School based literacy coaches in targeted schools to increase literacy in all contents, and
- Professional development twice per year for all intervention teachers.

Annual Update Assessment Administered by AACPS

Assessment: PARCC English Language Arts for Grade 10

Content/Grade or Level: English Language Arts Grades 10

Students Requiring Special Education Services

Challenges

The PARCC English 10 assessment, a more rigorous test than the Maryland HSA, is aligned with broad, comprehensive standards, and contains multifaceted questions requiring students to negotiate complex texts. Our special education and English Learners (ELs) meet with more challenges than any other student group when attempting to access grade-level texts, let alone the complex texts that appear on the PARCC test. Our reading intervention classes, where only students with reading challenges are placed, are comprised of more ELs and special education students than students of any other student group.

- ***Decoding problems***, where students lack the ability to decipher words out of groups of letters. The skills that are required to decode, which are taught and usually mastered in early elementary school, pertain to phonemic awareness and student ability to identify words. Unfortunately, students continue to advance through grade levels lacking these basic skills.
- ***Low lexile levels***. A student's reading ability level is measured by lexiles. While the average 10th grade student's lexile level should range between 900 and 1200, we have 10th grade ELs and special education students with lexile levels as low as 400.
- ***Comprehension skill discrepancies***. Reading comprehension is the ability to read text, process it, and understand its meaning. A student's ability to comprehend text is influenced by his or her reading skills, one of which is the ability to make inferences. Many students, even in the 10th grade, remain literal readers, unable to interpret text meaning beyond that of the exact words on a page.
- ***Stamina deficits***. Reading stamina refers to a student's ability to read independently and remain focused on only the text he or she is reading without becoming distracted. It is extremely challenging for students to remain focused on texts written at significantly higher lexile levels than their own.
- ***Limited vocabulary knowledge***. According to the Counsel for Learning Disabilities, vocabulary knowledge is the single most important factor contributing to reading comprehension, an essential skill that students need to improve reading performance.
- ***Inability/unwillingness to apply reading strategies***. When students lack the strategies or fail to recognize the need to apply the appropriate reading strategies needed to confront a text, they relinquish the opportunity to effectively comprehend the meaning of the text.

Access to General Education Curriculum

All curricular documents have been designed to include options for both Universal Design for Learning (UDL) and Differentiated Instruction (DI). Such options provide opportunities for students with a variety of learning styles and abilities to engage in learning activities that are aligned to standards and assessments. In addition, the English curriculum has been further refined to align with content-specific anthologies, which are also aligned to the CCR standards, ensuring access for all students to one common curriculum.

Collaboration with General Educators

During the curriculum writing process, Learning Strategies Specialists (LSS) collaborated with general education content writers to ensure that all curricular documents included UDL and DI options easily accessible by the classroom teacher. LSS helped design and identify instructional activities and resources to meet the diverse needs of individual learners. The integration of formative assessments within the curriculum provides teachers with multiple options to determine student knowledge and understanding.

Strategies Used to Address the Achievement Gap

Districtwide and school based professional development (PD) is provided to help teachers and administrators understand and implement specialized instruction that targets skill deficits and is aligned to IEPs and standards. Central Office resource teachers and specialists support teachers during collaborative planning to analyze student data and develop specific strategies to increase achievement.

Interventions, Enrichments, and Supports

Read180

AACPS continues to implement the *Read180* reading intervention program at 9 of the 12 high schools. The classes are composed of regular education, special education, and ELs students. The instructors are either English or Special Education teachers who are trained on the *Read180* software and program implementation every year. There are also 3 self-contained *Read180* EL classes, designed specifically to meet the reading needs of English language learners. *READ 180* was designed to help students acquire and activate the background and content knowledge that is essential to reading comprehension. When managed effectively, “it provides each student with unique learning opportunities that encourage them to make meaning through critical thinking, to view and articulate important issues from multiple perspectives, to accelerate language development and critical comprehension skills.” (Houghton Mifflin Harcourt, <http://www.hmhco.com/products/read-180/content.php>) Since *Read180* is a research-based program, which has been proven to improve student comprehension when implemented with fidelity, a specialist from the High School English office now oversees the program and coaches the teachers in an effort to maintain program success resulting in student growth.

One AACPS high school is piloting a semester-long daily *Read180* class that has been renamed, *Access to English 9*, to emphasize that grade-level reading skills must be achieved if students are going to meet with success on assessments and in their other classes. Students will move from their *Access* class to a semester-long Daily English 9 class where they will continue receiving the reading support that they need to access the English curriculum.

Daily English 9 and 10

The HS English Office, in collaboration with classroom English teachers and learning support specialists (LSS) from the Special Education Office redesigned the Daily English 9 and 10 curricula for 2017-18. The goal for the course is to improve student reading ability as measured in lexile levels, through the instruction of a modified English curriculum, by teaching and modeling reading strategies and helping students to access grade-level texts. In an effort to reinforce good reading habits and meet the needs of the struggling readers in these classes, the curriculum is scaffolded and requires all students to engage in multi-draft readings of every text. In addition to the Pearson Anthology that is used in English 9 and 10, the HS English Office purchased the *Daybook of Critical Reading and Writing* (grade level 7 was purchased for Daily 9 students and grade level 8 was purchased for Daily 10 students). The *Daybook* texts are shorter excerpts than those found in the typical English 9 and 10 anthology and they are chunked for accessibility and to allow for readers response tasks to be completed. In the Daily English 9 and 10 classes, students also

participate in daily sustained silent reading of high-interest, appropriate lexile level novels that they have self-selected from their classroom library. The Daily classes are co-taught by English and special education teachers to support the specific learning needs of the students with IEPs.

Daily teachers and co-teachers participated in professional development sessions where they were guided through the new curriculum, and they will participate in professional learning sessions during the school year to provide an opportunity to dive deeper in the curriculum, clarify the instructional sequence and methodology for the course, and work with their peers from the other high schools. In addition, a cohort of Daily English teachers participate in a monthly after-school class where they learn the skills required to be teachers of reading.

Changes or Strategies and the Rationale for Selecting the Strategies and/or Evidence-Based Practices That Will Be Implemented to Ensure Progress

Students develop English language proficiency both within the English language acquisition (ELA) classroom and the English and reading intervention classrooms. All AACPS teachers of English Learners (ELs) are language teachers who use content as a platform to build language proficiency. Language development is supported within the English and reading intervention classes as teachers employ linguistically responsive strategies that support student growth in listening, reading, writing and speaking. Teachers provide differentiated instruction based on language proficiency, making appropriate accommodations and modifications to support ELs. Opportunities for authentic interaction and explicit activities to support oral language development are utilized in both English and reading classes.

ELA teachers partner with English teachers to develop classroom practices that support progress toward English proficiency. Professional development opportunities at the school and district level support content area teachers in building proficiency of ELs. Content area curricula include specific strategies that teachers may use to create lessons that are accessible and meaningful for English learners. ELA curricula provide support in the development of academic language necessary for participation in English and reading instruction.

Some secondary schools provide sheltered content classes, utilizing the ELA teacher as a co-teacher who attends to language supports within the English/reading classroom. Some elementary schools offer a push-in instructional model, which includes the ELA teacher in English and reading classrooms. The ELA teacher utilizes the ELA curriculum, which facilitates academic language growth in the English and reading classes.

As students reach the upper levels of English proficiency, teachers support language development through a continuing effort to refine students' language skills, particularly in the areas of reading and writing. Explicit feedback in writing instruction from their English teacher builds students' capacity to write fluently and accurately in English, using grade-level appropriate styles and conventions.

Student Progress Measurement with Timeliness and Methods

Student data is available on Performance Matters (PM) and now Unify, for teachers and administrators. The data can be sorted and analyzed in ways that allow teachers to determine areas of student need related to standards.

While student data from the quarterly assessments is available through Performance Matters, the English Office staff continues to compile the data both by school and by teacher to review and analyze data by grade level and work cooperatively with the teachers in identifying skill deficits and areas of student need. Curriculum was re-examined and aligned to the assessments and was strengthened where needed.

The alignment efforts between the CCR standards and the curriculum and quarterly assessments have been successful as demonstrated by the improved AACPS 2017 PARCC scores which have increased by 11% for all students earning a level 4 and 5.

Resource Allocations

Through a combination of Title III grant funding and local funds, the ELA office provides supplemental support to provide professional development, instructional materials, extra-curricular and parent participation programs. The ELA Office provides supplemental materials of instruction to support ELs across all instructional programs, including English and reading. The ELA Office provides support for after-school programs, parent involvement programs, and professional development programs. The Newcomer Program at Annapolis High School is a program in partnership with Evening High School to support over-age, under-accredited youth.

HS English Office Funding Allocations	
Daily Classroom Library Books	\$9211.00
<i>Daybooks of Critical Reading and Writing</i>	\$12,360.00
Reading Strategies Instructional Kits (for Daily classes)	\$250.00
Rbooks for Read180	\$16,744.00
System 44 books for decoding support in Read180	\$500.00
LBooks for ELL support in Read180	\$3500.00
Stipend pay for Daily Teachers in Cohort	\$3350.00

Students with Limited English Language Proficiency

Analysis of the PARCC data for 2017 shows that 7.3% of the Limited English Proficient students at Levels 4 and 5. Collaboration with the English Language Acquisition Office and the High School English Language Arts Office is essential for student growth.

Progress for Indicator 1

Due to a change in the WIDA ACCESS Assessment during the 2016-17 academic year, this growth measure is not available. The data from the 2016-17 year will serve as a baseline for future growth measures.

When examining the scores of the student population as a whole, the 2017 data reveals an 11% (45.5 % in 2016 to 56.5% in 2017) increase, from 2016, in students scoring a 4 or 5 on the English 10 PARCC test. While white and Asian students showed the most marked improvement with an increase of over 13 percentage points, African American students, fell just 1 percentage below the average of the student population as a whole, with a 10% increase from 2016. Male students improved by almost 11 percentage points and females by almost 12. Special Education students, as a group, did not improve their scores as significantly, but they did advance by over 4 percentage points from 2016. Although Hispanic students' scores improved by 3 percentage points from 2016, students with limited English proficiency (LEP), as a whole, were the most challenged by PARCC English 10 of all student groups, with their scores *decreasing* by over 2 percentage points from 2016.

Progress for Indicator 2

Having determined that reading deficits represent the fundamental challenge to English learners (EL) and special education students attempting to access the texts used in the curriculum and on the PARCC test, AACPS program changes have been made to specifically address students' reading needs. While teachers use strategies to advance reading comprehension in all English classes, a focus on literacy in all content areas was needed to improve all students' reading skills and to help ELs who have achieved intermediate proficiency but still require explicit instruction in order to master academic literacy.

Progress for Indicator 3

The data reveal that ELs' scores have decreased on PARCC English 10 in 2017. Therefore, English teachers must continue refining their skills with differentiating presentation, process, product, and assessment for language. Assessments should be examined to determine content knowledge from language. Teachers should collaborate to establish language objectives that support expression of knowledge of the content and provide language models for how content knowledge is expressed.

Strategies to Ensure ELs meet Targets for Indicators 1-3, including Funding, Staffing, Materials, for Programs, Initiative, Activities

The resource teachers and literacy coaches are focusing on three areas to ensure successful implementation of major strategies and/or evidence-based practices to determine if they are implemented with fidelity to meet learners' needs, and are on track to achieve identified outcomes: collaborative planning, job-embedded professional development, and creating a culture of literacy.

The following changes and adjustments should help to ensure sufficient progress:

- Guided Reading implementation in the sixth and seventh grade co-taught language arts classes;
- Training for all resource teachers in guided reading;
- Professional development quarterly for all teachers implementing guided reading;
- Job-embedded professional development in guided reading and targeted differentiation provided by the resource team during the weekly collaborative planning sessions;
- Adoption of materials of instruction for the guided reading classes;
- Professional development for department chairs and grade level advisory teachers focused on standards-based instruction, writing workshop, differentiation, development and use of assessments, instructional practices, integrated language instruction, the College and Career Readiness State Standards, and improvement in instruction and fidelity in interventions;
- Professional development for teachers to encourage the consistent use of Monitored Reading to increase stamina and independence in reading;
- Podcasts and webinars linked to the curriculum document;
- Professional development seminars after school;
- Continued implementation of summer reading program to address the summer reading gap;
- Collaboration with resource teachers and literacy coaches across content areas to increase literacy in all contents; and
- Continued opportunities for professional development for Resource Teachers/Teacher Specialists to increase their knowledge and skills in differentiation, assessment, instructional practices, and the College and Career Readiness State Standards.
- **Funding:** Through a combination of Title III grant funding and local funds, the ELA Office provides supplemental support to provide professional development, instructional materials, extra-curricular and parent participation programs.

- **Staffing:** The ELA Office provides 98.5 staff members to support 4,839 active English learners.
- **Materials:** The ELA Office provides supplemental materials of instruction to support ELs across all instructional programs.
- **Programs/Activities:** The ELA Office provides support for after-school programs, parent involvement programs, and professional development programs. The Newcomer Program at Annapolis High School is a program in partnership with Evening High School to support over-age, under-accredited youth. The ELA Office supports the socio-development of ELS in partnership with student services.
- **Initiatives:** The ELA Office supports the Early Literacy Initiative at several elementary schools. Through curriculum development, the ELA Office supports the integrated content initiative. Through professional develop, the ELA Office supports the District 203 initiative to support a culture of equity.

Students failing to meet, or failing to make progress toward meeting, State performance standards

(Any student group performing at lower achievement level than the student population as a whole)

Student Groups and Progress

2017 PARCC data reveal that African American and FARMS student groups have demonstrated significant improvement on PARCC in terms of the percentages of students achieving a level 4 and 5. While PARCC scores for special education students have improved, Limited English Proficient students' scores have declined. Therefore, our efforts must remain focused on ensuring that all students, but specifically ELs, have equal access to high quality instruction that is engaging, rigorous, aligned to the CCR standards and are targeted to meet the individual needs of this specific subgroup of students.

Performance Goals, Objectives, Strategies for Student Groups

In an effort to promote gap reduction between students with disabilities and their non-disabled peers, the high school English office purposefully revised and refined the curriculum to reflect a more scaffolded approach to instructional in high school English courses. All curricular documents have been designed to include options for both, Universal Design for Learning (UDL) and Differentiated Instruction (DI). Such options provide opportunities for students with a variety of learning styles and abilities to engage in learning activities that are aligned to standards and assessments. In addition, the English curriculum has been further refined to align with content-specific anthologies, which are also aligned to the CCR standards, ensuring access for all students to one common curriculum.

These strategies have been purposefully designed and are implemented to meet the needs of students from multiple groups who had not yet reached appropriate achievement levels on high stakes assessments as well as within day-to-day performance.

Several high schools offer targeted reading intervention courses for students who read significantly below grade level. This intervention course was designed to provide students with the instruction that they need to improve their fundamental reading skills. Students are simultaneously enrolled in both the reading intervention course and the appropriate English course, which could be the Daily English course.

Annual Update Assessment Administered by AACPS

Assessment: PARCC 2017

Content/Grade or Level: Elementary Mathematics Grades 3-5

Students Requiring Special Education Services

Challenges

The major challenge for students requiring Special Education Services continues to be increasing their scores to reduce the achievement gap that exists between their scores and those of their non-disabled peers. The district, however, has made progress in this area over the past few years. The 2017 PARCC data shows a slight decrease to 13% whereas 14% of the special education students achieved a Level 4/5 in 2016. Another area of concern is ensuring that all students have access to high quality instruction that utilizes best practices such as scaffolding and the Concrete-Representational-Abstract model (CRA). Schools continue to be supported in providing instruction that is engaging and rigorous while meeting the individual needs of the students.

Access to General Education Curriculum

The elementary mathematics curriculum offers a variety of strategies in order to support student learning styles and needs. Specifically, each lesson includes Universal Design for Learning (UDL) options as well as suggestions for Differentiated Instruction (DI). Suggestions are included within the curricular document for problem based learning and arts integration which allow multiple means of entry into the tasks. Various formative assessment opportunities are available for teachers to use when assessing students with diverse needs.

Collaboration with General Educators

Learning Strategy Specialists (LSS) worked with general educators and content office specialists in order to create Universal Design for Learning (UDL) and differentiated options that were embedded in the curriculum. LSS collaboratively plan with general educators ensure that utilization of the UDL options and the differentiated strategies are included in daily instruction. In addition, LSS contact central office mathematics specialists to assist with helping special education teachers with learning mathematics content when needed.

Strategies used to Address the Achievement Gap

Focused attention on the instructional strategies necessary to foster the acquisition of mathematics skills and vocabulary are occurring through the continued implementation of the Maryland College and Career Ready Standards for Mathematics in all grade levels. Strategies for best practices are embedded within the e-curriculum and provided through professional development opportunities (both face-to-face and online), for classroom teachers, Title I math teachers, and other instructional leaders. Emphasis will be placed on teaching the skills for mastery through the Concrete-Representational-Abstract (CRA) model; making connections among the standards; and using rich mathematical tasks that promote productive struggle, number sense routines, and consistent implementation of the Standards for Mathematical Practice. The curriculum for all elementary grades includes specification of instructional resources and strategies to support Universal Design for Learning (UDL) and differentiated instruction (DI) for learners across the continuum of mathematics proficiency. Emphasis on understanding the mathematical content will continue to be a focal point during professional development sessions with teachers through

quarterly trainings for all grade levels. In addition, central office resource teachers and specialists support teachers during collaborative planning sessions to analyze student data in order to target specific strategies which address student needs. During the 2017-2018 school year, the district is using early release days to focus on pedagogy of the elementary classrooms to ensure all students can and will succeed in mathematics.

Interventions, enrichments, and supports - Students receiving special education services have access to math interventions that include but are not limited to:

- Do the Math,
- Fastt Math online program,
- Dreambox (Title I schools), and
- Curricular Universal Design for Learning options and differentiated instruction available per lesson.

Changes or Strategies and the Rationale for Selecting the Strategies and/or Evidence-Based Practices That Will Be Implemented to Ensure Progress

The Office Elementary Mathematics will continue efforts to collaborate with schools and teachers to promote achievement gap reduction by:

- Providing high quality professional development for Title I math teachers and mathematics lead teachers. (A total of seventeen professional development sessions are planned for 2017-2018 for these two groups. A needs assessment for Title I math teachers will determine the current degree of content related knowledge to enhance student achievement. PD will include a book study on mathematical pedagogy and training for resource teachers on effective school-based coaching and leadership. Plans for classroom-based lead teachers include, but are not limited to, a deeper look at the mathematics progressions for a vertical understanding of the content, number sense routines, choosing tasks that promote productive struggle.);
- Increasing motivation for fluency with research based programs;
- Implementing curriculum with fidelity by providing quarterly content trainings (at least 12 sessions);
- Focusing on early numeracy in kindergarten through Grade 2 within the new integrated curriculum as well as conceptual, fluency and application lessons in grades 3, 4 and 5 new curricular documents; and
- Promoting attendance at the Anne Arundel Community College partnership courses for Grades 3, 4 and 5.

Student Progress Measurement with Timelines and Methods

Teachers may access Performance Matters/Unify in order to analyze student data and make appropriate instructional decisions. The curriculum offers several ways to formatively assess students as well. When PARCC data is available, teachers may analyze the data for Task Type 2 and 3 in order to determine their students' strengths and weaknesses with reasoning and modeling in mathematics. The elementary math team will also work with AACPS IDD office to identify district wide strengths and weaknesses according to evidence statements. This work will help inform school improvement efforts and professional development opportunities.

Resource Allocations

The elementary mathematics budget is composed of unrestricted funds. The \$87,600 portion is allocated for Materials of Instruction. The computer software funds are for *Fastt Math* and *First in Math* programs available in all schools. *Ready Common Core* was funded outside the elementary mathematics budget.

Elementary Math Office Funding Allocations	
Materials of Instruction	\$ 87,600.00
Software	\$108,200.00
Teacher stipends to support professional learning	\$ 17,250.00
Substitute funds	\$ 28,800.00
Professional Development (for office team)	\$ 10,000.00
Total	\$251.850.00

Students with Limited English Language Proficiency

Progress for Indicator 1

Percentage of English learners who make at least .5 levels of growth in English proficiency.

Due to a change in the WIDA ACCESS Assessment during the 2016-17 academic year, this growth measure is not available. The data from the 2016-17 year will serve as a baseline for future growth measures.

Academic language is required in mathematics classes and the curricular documents give specific strategies for language development within the math classroom. Precise use of vocabulary is essential for mathematics achievement and opportunities for authentic interaction in the use of the language is essential for success. Word walls with vocabulary displayed visually is encouraged in all classrooms. Sentence frames and scaffolding for problem solving is included in the curriculum document for teacher use. Teachers are encouraged to consistently use the CRA model which provides visual models to encourage discourse. In addition, it is suggested that teachers use the “act out” strategy for problem solving so students may make sense of the problem.

Progress for Indicator 2

Percentage of English Learners (ELs) who exit the ELA (English Language Acquisition) program.

The mathematics curriculum, which was written in collaboration with an ELA specialist, offers suggestions and supports in every lesson for the continuation of learning the English language. Teachers may access these strategies daily for ongoing support of their exited ELA students. During the 2016-2017 year, 9% of ELs met the criteria for English language proficiency required to exit the ELA program compared to 16% who exited the previous year.

Progress for Indicator 3

Percentage of ELs who score proficient on content area state assessments.

The mathematics office has taken great care to write district assessments that are readable for students to help ensure that the content knowledge is not impacted by the language. The curricular document provides guidance to teachers for differentiation of presentation, process, or product as needed. An

intentional focus on using the CRA model assists all students in accessing math tasks at several entry points. PARCC data shows a decrease in student achievement from 2016 to 2017. In 2016, 1,707 EL students were tested and 22.7% achieved a Level 4/5 while in 2017, 1,895 EL students were tested and only 16.9% achieved a Level 4/5.

Strategies to Ensure ELs Meet Targets for Indicators 1-3, Including Funding, Staffing, Materials, for Programs, Initiative, Activities

The elementary mathematics budget is composed of unrestricted funds. The \$87,600 portion is allocated for Materials of Instruction. The computer software funds are for *Fastt Math* and *First in Math* programs available in all schools. *Ready Common Core* was funded outside the elementary mathematics budget.

The elementary mathematics office provides materials of instruction to support the curriculum. These resources provide ideas/strategies for differentiating the curriculum in order to support LEP students. For example, *Ready Common Core* offers specific ideas per lesson and *Learn Zillion* shows visual representations as well as read the words as they are presented on the screen. Ongoing curriculum writing will have an English Language Acquisition teacher specialist working collaboratively with the mathematics team in order to support teachers when instructing English Learners.

Students failing to meet, or failing to make progress toward meeting, State performance standards

(Any student group performing at lower achievement level than the student population as a whole)

Student Groups and Progress

According to PARCC data, numerous student groups in Anne Arundel County fell short of the county average. In 2017, 41.2% of all students scored at the 4/5 Level. Several student groups failed to meet the district average.

Hispanic/Latino – 26.1% of students scored at the 4/5 Level,

American Indian/ Alaska Native – 39.1% of students scored at the 4/5 Level,

Black or African American – 21.2% of students scored at the 4/5 Level, and

Native Hawaiian/ Pacific Islander – 39.1% of students scored at the 4/5 Level.

Factors that may have contributed to this are:

- Lack of English language proficiency which may influence the understanding of math concepts,
- Living in poverty,
- Gaps in learning math concepts if students attended multiple elementary schools, and
- Proficiency with math facts but not understanding the problem solving process to be successful on Task Types 2 and 3 (reasoning and modeling)

Performance Goals, Objectives, Strategies for student groups.

The curricular document offers UDL and differentiated options for re-teaching as well as extension activities. It may be that the above named students need more extension in order to improve applying their math knowledge to solving problems. The math office will continue to work with schools in order

to better support these students by analyzing data and collaboratively planning with teachers as well as seeking to find additional answers for this gap.

Annual Update Assessment Administered by AACPS

Assessment: PARCC

Content/Grade or Level: Secondary Mathematics

Students Requiring Special Education Services

Challenges

Our focus remains to eliminate all gaps in achievement. Our efforts are aligned to providing support for the student groups who have scored the lowest on the PARCC assessment. Work in the instructional strategy Concrete-Representational-Abstract and Universal Design for Learning, among other efforts will serve us as we aim to increase achievement for these and all students. As indicated below, students in some groups have made gains from 2016; however, gaps still exist. Students receiving special education services and students who are identified with limited English proficiency performed far worse. When looking at the PARCC aggregate data; middle school students with disabilities had 24% fewer students pass the assessment. In Algebra I, this same disaggregate group had 14% fewer students pass, thus demonstrating an achievement gap. Data from our 2016-2017 quarterly assessments, which were aligned with the Maryland College and Career Ready Standards (MCCRS), showed some similar trends for student groups. Overall, student scores showed a lack of proficiency with the MCCRS. Contributing factors include teachers' inexperience with the new standards, insufficient content-specific professional development targeting the instruction of the standards, subgroups of students with gaps in content and conceptual understanding, and the increased rigor of the standards in comparison to the former MD Core Learning Goals.

Middle School Mathematics

- The performance level of all student groups was 31.7%, which is an increase of 2.4% from 2016. Although performance levels increased from 2016 for the total student population, achievement gaps still exist.
 - Special Education: 7.0% (+1.5% from 2016)

Algebra 1:

- The performance level of all student groups was 43.9%, which is a nominal decrease of 0.3% from 2016. Although performance levels slightly decreased from 2016 for the total student population, achievement gaps for special education remained constant. Approximately 40 percent of students take Algebra I prior to 9th grade.
 - Special Education: 8.7% (+0.0% from 2016)

Access to General Education Curriculum

Curricular documents are now designed to include options for both Universal Design for Learning (UDL) and Differentiated Instruction (DI). Curriculum documents for 6th grade and Algebra I were revised and curriculum documents for 7th and 8th grade were rewritten during summer 2017. Curriculum writers examined system data alongside PARCC evidence statement data and adjusted instructional activities to improve student participation and achievement. The options provide opportunities for students with a variety of learning styles and abilities to engage in learning activities that are aligned to the rigor of the Maryland College and Career Ready (MCCR) standards and assessments.

Collaboration with General Educators

Learning Strategies Specialists (LSS) work together with general education content writers to ensure the curricular documents include UDL and DI options. With the assistance of LSS, UDL strategies have been embedded in all of the mathematics curricular documents in an effort to meet the differentiated needs of all learners. The UDL suggestions include options for extending and scaffolding skill development. Formative assessment options and re-teaching opportunities are built into the units/lessons as well as strategies for addressing the specific needs of English Language Learners and extension activities for advance learners. LSS help design and identify instructional activities and resources to meet the diverse needs of learners. Various assessment items are available to provide teachers with options to determine what students know.

Strategies Used to Address the Achievement Gap

Students with disabilities have access to the same academic and behavioral interventions and supports that are available to all students. Additionally, students with disabilities receive interventions, enrichments and supports provided by both the mathematics and special educator.

Interventions, enrichments, and supports: Professional learning for teachers, interventionists, and special educators has focused on building understanding of concepts prior to the use of procedural algorithms and the use of effective lesson design to increase student engagement and learning. The redesigned curriculum raises expectations for student learning through implementation of the rigorous Maryland College and Career Ready Standards and the implementation of the Standards of Mathematical Practices in partnership with the Effective Mathematics Teaching Standards. Support for intervention has been expanded in middle schools in order to provide a safety net for students that will occur in real-time. The intervention is focused on readiness content and skills necessary for learning the new grade level mathematics content. Instructional materials appropriate for this intervention have been identified and provided to all middle schools.

Middle School Mathematics:

- Curriculum aligned to the MCCR Standards written by classroom teachers and mathematics content specialists which include:
 - UDL options, strategies for ELLs, and extension/compacting activities for advanced learners;
 - MCCR/PARCC-aligned quarterly assessments created by classroom teachers and revised by content specialists;
 - Assessment item banks for classroom instruction and assessment use; and
 - Sharing of best practices and aligned instructional strategies through department and team leader meetings.
- Mathematics Office support with content and pedagogical strategies through quarterly professional development offerings for ALL middle school math teachers which include: productive group work, effective math teaching practices, questioning, formative assessment, modeling and reasoning, and the standards for mathematical practice;
- Targeted professional learning for department chairs to promote effective instructional practices;
- Non-teaching department chairs to support instruction and practice within the school house;
- Monthly meetings with middle school principals and department chairs. Time to collaborate and plan for specific, school based support for math teams in school houses; and
- Partnership with office of special education; purchasing of manipulatives and training for self-contained and co-taught mathematics teachers.

Algebra I:

- Curriculum aligned to the MCCR Standards written by classroom teachers and mathematics content specialists which include:
 - UDL options, strategies for ELLs, and extension/compacting activities for advanced learners;
 - CC/PARCC-aligned quarterly assessments created by classroom teachers and revised by content specialists;
 - Assessment item banks for classroom instruction and assessment use; and
 - Sharing of best practices and aligned instructional strategies through department and team leader meetings.
- Mathematics Office support to individual high schools with content and pedagogical strategies;
- Targeted professional learning for department chairs to promote effective instructional practices; and
- Professional development for department chairs and content team leaders focused on conceptual understanding, coaching, differentiation, development and use of formative assessments, data use, effective instructional practices, and the format and expectations of the PARCC assessments.

Interventions, enrichments, and supports - Students receiving special education services have access to math interventions that include but are not limited to:

- Curricular Universal Design for Learning options and differentiated instruction available per lesson.
- Performance in Math encore course is also available for schools to utilize.
- Moving in Math program is available to supplement the middle school math curriculum in self-contained classrooms.

Changes or Strategies and the Rationale for Selecting the Strategies and/or Evidence-Based Practices That Will Be Implemented to Ensure Progress

Each middle school mathematics teacher and special education mathematics teacher will participate in **twelve** system wide professional developments throughout the 2017-2018 school year. Teachers will experience a wide variety of instructional strategies while also unpacking the MCCRS. Non-teaching math DCs will provide increased coaching and instructional support to ensure systemic initiatives are carried out.

Math 6/7 and Math 7/8 both have a new curriculum and a custom designed text. Math 6, Math 7, and Math 8 also have a new text. These text fully align to the written curriculum and MCCRS. Teachers will receive twelve professional developments via the district's middle school mathematics office during the 2017-2018 school year.

Algebra 1 continues to make subtle but sustentative changes to curriculum and instructional opportunities for teachers. The custom text fully aligns to the newly written curriculum and MCCRS. Teachers will receive professional development via their department chairs and the resource team throughout the 2017-2018 school year.

Student Progress Measurement with Timelines and Methods

Student data is available on Performance Matters for teachers and administrators. The data can be sorted and analyzed in ways that allow teachers to determine areas of student need related to standards. All middle school students will experience short cycle assessments produced by the math office. These

assessments will be housed on our Unify platform. Algebra I students will also exclusively take quarterly assessment online via Unify.
<u>Resource Allocations</u> Special Education grant funds support schools with PD, resources and materials to help teachers narrow the achievement gap and ensure all students have access to high quality instruction that is targeted to meet their individual needs.
Students with Limited English Language Proficiency
<u>Progress for Indicator 1</u> This indicator measure the percentage of English Learners (ELs) who make at least a 0.5 level of annual growth in English proficiency. <i>Due to a change in the WIDA ACCESS Assessment during the 2016-17 academic year, this growth measure is not available. The data from the 2016-17 year will serve as a baseline for future growth measures.</i> Students develop English language proficiency both within the English language acquisition (ELA) classroom and in content area classrooms. All teachers of English Learners are language teachers who use content as a platform to build language proficiency. Language development is supported within the mathematics content as teachers employ linguistically responsive strategies that support student growth in listening, reading, writing and speaking. Teachers provide differentiated instruction based on language proficiency, making appropriate accommodations and modifications to support ELs. Opportunities for authentic interaction and explicit activities to support oral language development are utilized across the mathematics content. English language acquisition (ELA) teachers partner with mathematics teachers to develop classroom practices that support progress toward English proficiency. Professional development at the school and district level support mathematics teachers in building proficiency of ELs. The mathematics curricula include specific strategies which teachers may use to create lessons that are accessible and meaningful for English learners. ELA curricula provide support in the development of academic language necessary for participation in mathematics instruction. Some secondary schools provide sheltered mathematics classes, utilizing the ELA teacher as a co-teacher who attends to language supports within the mathematics classroom. The math office in collaboration with the ELA Office wrote a new curriculum for Transitional Math 2 during summer 2016 and revised this curriculum during the summer of 2017. Students who experience this course will have greater access to instructional strategies that marry both mathematical content and language acquisition.
<u>Progress for Indicator 2</u> This indicator measure the percentage of English learners who demonstrate English proficiency on the WIDA ACCESS language proficiency assessment, thus exiting the English Language Acquisition program.

Due to an adjustment in standards setting on the WIDA ACCESS Assessment during the 2016-17 academic year, ELs will need to demonstrate higher language skills in order to achieve the same proficiency scores as previous years. During the 2016-17 year, 9% of English learners met the criteria for English language proficiency required to exit the ELA program.

Students develop English language proficiency both within the English language acquisition (ELA) classroom and in mathematics classrooms. As students reach the upper levels of English proficiency, teachers support language development through a continuing effort to refine students' language skills, particularly in the areas of reading and writing. Explicit feedback in writing instruction within the mathematics classroom builds students' capacity to write fluently and accurately in English, using styles and conventions appropriate for the mathematics area. Teachers use strategies to develop reading comprehension in mathematics classrooms. A focus on literacy in the classroom helps ELs who have achieved intermediate proficiency, but still require explicit instruction in order to master academic literacy.

ELA and mathematics teachers collaborate to review student data, identifying students who are approaching English proficiency and developing lessons that support students in advancing toward full proficiency. Professional development offerings provide mathematics teachers with a nuanced understanding of the phases of language development and the importance of providing continuous support to ELs with advanced proficiency.

Progress for Indicator 3

This indicator measures the percentage of English learners who score proficient on content area state assessments.

The data below compares EL performance with performance of all students. In order to improve EL student performance on assessments, instruction must be differentiated to support language development. Content assessments should be analyzed to identify constructs of language that may inhibit EL comprehension. Teachers can develop strategies to support students in comprehending the language of the assessments, to ensure that they are able to demonstrate content mastery. Teachers can also utilize language objectives in preparation for assessments to support students in written expression and response on the assessments.

- Specifically in the area of middle school mathematics, curriculum was aligned to the MCCR Standards written by classroom teachers and mathematics content specialists which include:
 - UDL options, strategies for ELLs, and extension/compacting activities for advanced learners;
 - MCCR/PARCC-aligned quarterly assessments created by classroom teachers and revised by content specialists;
 - Assessment item banks for classroom instruction and assessment use; and
 - Sharing of best practices and aligned instructional strategies through department and team leader meetings.
- Mathematics Office support with content and pedagogical strategies through quarterly professional development offerings for ALL middle school math teachers which include: productive group work, effective math teaching practices, questioning, formative assessment, modeling and reasoning, and the standards for mathematical practice;
- Targeted professional learning for department chairs to promote effective instructional practices;
- Non-teaching department chairs to support instruction practice within the school house;
- Monthly meetings with middle school principals and department chairs. Time to collaborate and plan for specific, school based support for math teams in school houses; and

- Partnership with office of special education; purchasing of manipulatives and training for self-contained and co-taught mathematics teachers.

Middle School Mathematics:

- The performance level of all student groups was 31.7%, which is an increase of 2.4% from 2016. Although performance levels increased from 2016 for the total student population, achievement gaps still exist.
 - English Language Learners: 5.1% (+1.4% from 2016)

Algebra 1:

- The performance level of all student groups was 43.9%, which is a nominal decrease of 0.3% from 2016. Performance levels for ELA students decreased from 2016, and an achievement gaps still exist.
 - English Language Learners: 7.5% (-0.5% from 2016)

Strategies to Ensure ELs Meet Targets for Indicators 1-3, including Funding, Staffing, Materials, for Programs, Initiative, Activities

- **Funding:** Through a combination of Title III grant funding and local funds, the ELA office provides supplemental support to provide professional development, instructional materials, extra-curricular and parent participation programs. The math office supports Transitional Mathematics teachers by providing additional content professional development and instructional materials.
- **Staffing:** The ELA Office provides 98.5 staff members to support 4,839 active English learners.
- **Materials:** The ELA Office provides supplemental materials of instruction to support ELs across all instructional programs.
- **Programs/Activities:** The ELA Office provides support for after-school programs, parent involvement programs, and professional development programs. The Newcomer Program at Annapolis High School is a program in partnership with Evening High School to support over-age, under-accredited youth. The ELA Office supports the socio-development of ELS in partnership with student services.

Students failing to meet, or failing to make progress toward meeting, State performance standards

(Any student group performing at lower achievement level than the student population as a whole)

Our focus remains to eliminate all gaps in achievement. Our efforts are aligned to providing support for the student groups who have scored the lowest on the PARCC assessment. Work in the instructional strategy Concrete-Representational-Abstract and Universal Design for Learning, among other efforts will serve us as we aim to increase achievement for these and all students. As indicated below, students in some groups have made gains from 2016 however, gaps still exist. Data from our 2016-2017 quarterly assessments, which were aligned with the Maryland College and Career Ready Standards (MCCRS), showed some similar trends for student groups. Overall, student scores showed a lack of proficiency with the MCCRS. Contributing factors include teachers' inexperience with the new standards, insufficient content-specific professional development targeting the instruction of the standards, subgroups of

students with gaps in content and conceptual understanding, and the increased rigor of the standards in comparison to the former MD Core Learning Goals.

Middle School Mathematics:

- The performance level of all student groups was 31.7%, which is an increase of 2.4% from 2016. Although performance levels increased from 2016 for the total student population, achievement gaps still exist.
 - Black or African American: 12.2% (+8.7% from 2016)
 - Hispanic/Latino of any race: 16.8% (-1.6% from 2016)
 - Free/Reduced Meals (FARMS): 12.7% (+0.3 from 2016)

Algebra 1:

- The performance level of all student groups was 43.9%, which is a nominal decrease of 0.3% from 2016. Although performance levels fluctuated, achievement gaps still exist.
 - Black or African American: 18.7% (-3.1% from 2016)
 - Hispanic/Latino of any race: 26.8% (+2.4% from 2016)
 - Free/Reduced Meals (FARMS): 21.0% (-0.9% from 2016)

Annual Update Assessment Administered by AACPS

Assessment: HSA

Content/Grade or Level: Biology

Students Requiring Special Education Services

Challenges

The challenges for Biology HSA are ensuring all students have equal access to high quality instruction that is engaging, rigorous, aligned to standards and targeted to meet individual needs while narrowing the achievement gap. This can present challenges for LEP students too because the reading materials for Biology often feature unfamiliar and complicated vocabulary. And many of the LEP staff lack adequate content knowledge of some topics needed to support students and teachers. In general, Biology teachers do not have a sufficient background to provide strong support LEP students either through implementation of LEP strategies or through use of their native language.

Biology content can present challenges for other student groups because the content for Biology often features abstract ideas and unfamiliar examples. New or inexperienced teachers are not able to easily translate abstract scientific concepts in relevant topics that impact the daily lives of students. This lack of relevancy results in low engagement leading to low success rates.

Strategies for support: LEP teachers are an integral part of the curriculum writing team. Strategies to meet the needs of LEP students are highlighted in each lesson. LEP resource staff provides profession development to teachers throughout the year.

Engaging instruction is the intentional focus for Anne Arundel County Public Schools. All teachers have received extensive instruction on how to make instruction more meaningful and relevant. In addition, teachers receiving professional development in building relationships, empathy and relevancy through the District 203 philosophy. Art integration is prominent in many of our schools. Arts integrated lessons have been embedded throughout the curriculum as a method of increasing student engagement and increasing real world relevancy. Arts integration professional development are sessions are offered throughout the year.

For Biology HSA, the majority of student groups' percentages of proficient scores increased over the four test cycles from 2014-2017. Sixty seven percent of all test takers in AACPS scored at the Proficiency level, up from 66.6% last year. The percentage of our Special Education students scoring at the proficiency level declined from 27.6%, to 23.6%. Our English Learners' scores mirrored a similar trend declining from 20.4% to 13.9%. Our African American students' scores remained steady at 47.3 % this year and 47.8% last year.

The gap between the percentages of special education students and all students scoring proficient grew from 39.5% to 43.7%

Access to General Education Curriculum

To support Biology HSA and prepare students for the Next General Science Standards (NGSS), the Honors and Standard Biology curricula was rewritten this year. We have amplified our emphasis on student-centered learning as the focal point of our curricula and are providing students with authentic and relevant experiences that drive instruction. These curricula are aligned to the Next Generation Science

Standards and College and Career Readiness Standards in Literacy and Mathematics. For twice-exceptional students, the Science College Board Standards for Success are included in each unit of the Honors Biology curriculum to meet the needs of students who have mastered the content. Each unit is anchored in Project-Based Learning (PBL). Universal Design for Learning (UDL) and Differentiated Instruction (DI) strategies are embedded throughout the units. These options provide opportunities for students with a variety of learning styles and abilities to engage in learning activities that are aligned to standards and assessments. Using specific examples of differentiation and principles of UDL along with PBL and required labs will make the curricula more accessible to all students and increase student engagement and participation leading to increased student achievement. We believe this consistent preparation will lead to improved test scores. In addition to these improvements to our curriculum documents, we are also focusing on improving the quality of co-planning between Biology teachers and special educators.

Collaboration with General Educators

Learning Strategies Specialists (LSS) work together with general education Biology writers to ensure the inclusion of UDL and DI options in all Biology curricula. LSS play a vital role in the design and identification of activities and resources that help us meet the diverse needs of all learners. By offering a variety of items, the LSS and science staff jointly provide teachers with options to determine what students know through differentiated in-class assessment. In addition,

LSS collaborate with central office science staff to support special educators who may be unfamiliar and/or uncomfortable with Biology content.

Strategies Used to Address the Achievement Gap

We provide course-specific professional learning (PL) at the district, school, and content department level that builds teacher capacity to eliminate all achievement gaps. We work with the special education resource teachers and content co-teachers to provide professional learning opportunities that highlight a variety of instructional strategies teachers can use to meet the needs of individual students, including UDL options and frequent PBL opportunities. Districtwide and school-based PL is provided to help teachers and administrators understand, implement and assess Specialized Instruction (SI) that targets skill deficits and is aligned to IEPs and standards. In addition, our PL opportunities reflect and support district-level literacy goals. We accomplish this through an intentional alignment between students' strengths and deficits as indicated on their IEPs and the content standards (i.e., NGSS) that provide a framework for science instruction. Members of the Science Office, special educators, and classroom teachers work closely to incorporate instructional strategies that boost achievement for all students.

All special educators in AACPS are receiving Professional Development to make sure they have the knowledge and skills to: 1. Diagnostically assess students; 2. Develop standards-based IEPs; and 3. Provide Specialized Instruction. The training emphasizes the importance of careful alignment among the three components, so students with disabilities will receive the most appropriate supports and services to address targeted individual needs.

*A complete list of strategies used to address the achievement gap and meet the needs of special education students as well as all students is found in the section entitled *Students failing to meet, or failing to make progress toward meeting, State performance standards*.

Interventions, enrichments, and supports - We ensure that students with disabilities have equal access to the same academic and behavioral interventions and supports that are available to all students. UDL and DI strategies are embedded throughout the units. These options provide opportunities for students with a variety of learning styles and abilities to engage in learning activities that are aligned to standards and assessments. For students who may require more intensive supports- Tier II and III interventions are available to support specific academic and behavioral needs. Using specific examples of differentiation

and principles of UDL along with PBL and required labs will increase student engagement and participation leading to increased student achievement.

We will build teacher capacity to provide academic vocabulary instruction through the integration of DI strategies included in the curriculum, professional development, Arts Integration initiatives, as well as our NGSS Cross-Cutting Concepts (patterns, modeling, and scale). Further, we will embrace MCCRS in our curricular documents to expose teachers to the literacy standards for formative and summative assessment on literacy and content standards.

Changes or Strategies and the Rationale for Selecting the Strategies and/or Evidence-Based Practices That Will Be Implemented to Ensure Progress

With the advent of NGSS, we are able to provide Biology instruction that is more engaging, authentic, and relevant than ever before. Because of our emphasis on the NGSS Cross-Cutting Concepts and Disciplinary Core Ideas, we can focus on the “big ideas” of science instead of scientific minutiae and dense vocabulary that often become obstacles to learning, especially for special education students.

Teachers have access to reading teachers and specialists to help them identify research and evidence based interventions that align to student strengths and skill deficits. Special education teachers have access to resources and materials that can be shared with general educators to ensure that instruction is highly effective and purposeful (examples: Specialized Instruction Materials Toolkit and the online Interactive Specialized Instruction Resource Tool)

Student Progress Measurement with Timelines and Methods

District assessments are administered through Performance Matters. Teachers and administrators can access student data on Performance Matters. These data may be sorted and analyzed in ways that allow teachers to determine an individual student’s needs related to any given standards. Common pre-assessments were developed for Biology. Pre-assessment data will be used by teachers to guide further instructional planning and will inform the development and use of common formative assessments.

Through the lens of College and Career Readiness Standards and Student Learning Outcomes, we will help teachers target key learning and help them assess the effectiveness of their teaching to special education students. We will use released items from HSA Biology to help teachers practice and implement Biology standards. We will continue to use research-based strategies from the book, *Creating the Opportunity to Learn* (ASCD, 2011) to increase student achievement. This includes strategies to engage students, dealing with student avoidance, helping students to believe they can be effective and successful learners, and implementation of strategies related to student self-regulation and persistence.

The Science Office will offer four Biology professional learning opportunities throughout the year. One of the professional learning sessions will be led by special education resource teachers who will focus on strategies to support special education students. The focus of the presentation is to address the needs of special education students through specific instructional strategies.

Resource Allocations - Reallocation of existing resources (\$32,000) with the fiscal year 2018 budget will be made available to fund the professional learning (stipends/substitutes) needed to implement the training opportunities listed above. Special Education grant funds support schools with PD, resources and materials to help teachers narrow the achievement gap and ensure all students have access to high quality instruction that is targeted to meet their individual needs.

Students with Limited English Language Proficiency

Due to a change in the WIDA ACCESS Assessment during the 2016-17 academic year, this growth measure is not available. The data from the 2016-17 year will serve as a baseline for future growth measures.

Progress for Indicator 1

Content specific vocabulary is an integral part of Biology, but vocabulary can be made accessible to all students. The use of visuals/models, real-world examples are encouraged in all classrooms. Hands-on activities, manipulatives and laboratory investigations are all instructional strategies used to support English language development. Teachers' use of Think-alouds, modeling and framing provide support to ELL students. Student to student discourse as well as writing are integral parts of the Next Generation Science Standards and should be a daily part of each lesson. English Learner strategies are included in the curricula and are explicitly stated in each lesson.

Students develop English language proficiency both within the English language acquisition (ELA) classroom and in content area classrooms. All teachers of ELs are language teachers who use content as a platform to build language proficiency. Language development is supported within biology as teachers employ linguistically responsive strategies that support student growth in listening, reading, writing and speaking. Teachers provide differentiated instruction based on language proficiency, making appropriate accommodations and modifications to support ELs. Opportunities for authentic interaction and explicit activities to support oral language development are utilized across biology.

English language acquisition (ELA) teachers partner with biology teachers to develop classroom practices that support progress toward English proficiency. Professional development at the school and district level support biology teachers in building proficiency of ELs. The Biology curriculum include specific strategies which teachers may use to create lessons that are accessible and meaningful for English learners. ELA curricula provide support in the development of academic language necessary for participation in biology.

Some secondary schools provide sheltered biology classes, utilizing the ELA teacher as a co-teacher who attends to language supports within the biology classroom. Some elementary schools offer a push-in instructional model, which embeds the ELA teacher in the grade level classroom for reading, math, science or social studies instruction. The ELA teacher utilizes the ELA curriculum which facilitates academic language growth in the four core content areas.

Progress for Indicator 2

Due to an adjustment in standards setting on the WIDA ACCESS Assessment during the 2016-17 academic year, ELs will need to demonstrate higher language skills in order to achieve the same proficiency scores as previous years. During the 2016-17 year, 9% of English learners met the criteria for English language proficiency required to exit the ELA program.

Students develop English language proficiency both within the English language acquisition (ELA) classroom and in biology classrooms. As students reach the upper levels of English proficiency, teachers support language development through a continuing effort to refine students' language skills, particularly in the areas of reading and writing. Explicit feedback in writing instruction within the biology curriculum builds students' capacity to write fluently and accurately in English, using styles and conventions appropriate for the biology area. Teachers use strategies to develop reading comprehension in all biology areas. A focus on literacy in biology helps ELs who have achieved intermediate proficiency, but still require explicit instruction in order to master academic literacy.

ELA and biology teachers collaborate to review student data, identifying students who are approaching English proficiency and developing lessons that support students in advancing toward full proficiency. Professional development offerings provide biology teachers with a nuanced understanding of the

phases of language development and the importance of providing continuous support to ELs with advanced proficiency.

ESOL specialists were an integral part of the Biology curricula writing teams. They provided suggestions and supports in every lesson for the continuation of learning the English language. English Learner strategies are included in the curricula and are explicitly stated in each lesson. Teachers may access these strategies daily for ongoing support of their exited ESOL students.

Progress for Indicator 3

Although the majority of HSA student groups' percentages of proficient scores improved between 2014 and 2016, limited English proficiency students declined in 2017. While 67.3% of all students earned scores of proficient on the Biology HSA in 2016, only 13.9% of ELL students earned this score (-53.4%). A sizeable achievement gap remains.

Strategies to ensure ELs meet targets for Indicators 1-3, including funding, staffing, materials, for programs, initiative, activities

District-assessments were reviewed and revised this summer with the assistance of special education and ELL teachers. Great care was taken to produce assessments accessible for all students and to ensure that the content knowledge was not impacted by the language. In addition, the Biology curricula provide guidance to teachers for differentiation of presentation, process, or product as needed. Data analysis of district assessments, along with suggestions for addressing the needs of individual groups are shared through school visits and department chairperson meetings.

The Office of Science will offer four professional learning opportunities for Biology teachers throughout the year. These PL session will focus on effective instructional strategies for teaching NGSS as well as the tested Performance Expectations. One of the sessions will be led by EL resource teachers who will discuss strategies to support English Learners, and will address the needs of these Biology students through specific instructional strategies.

- **Funding:** Through a combination of Title III grant funding and local funds, the ELA Office provides supplemental support to provide professional development, instructional materials, extra-curricular and parent participation programs.
- **Staffing:** The ELA Office provides 98.5 staff members to support 4,839 active English learners.
- **Materials:** The ELA Office provides supplemental materials of instruction to support ELs across all instructional programs.
- **Programs/Activities:** The ELA Office provides support for after-school programs, parent involvement programs, and professional development programs. The Newcomer Program at Annapolis High School is a program in partnership with Evening High School to support over-age, under-accredited youth.
- **Initiatives:** The ELA Office supports the Early Literacy Initiative at several elementary schools. Through curriculum development, the ELA Office supports the integrated content initiative. Through professional development, the ELA Office support the District 203 initiative to support a culture of equity.

Students failing to meet, or failing to make progress toward meeting, State performance standards

(Any student group performing at lower achievement level than the student population as a whole)

Student Groups and Progress

Although their scores on HSA Biology have steadily improved over the past 3 years, this year African American scores remain steady (+.5%), as did FARMS (+.3%) while Hispanic/Latino declined (-4.1%). These students continue to underperform when compared to Asian and White students (78.1% and 81.1%, respectively).

Performance Goals, Objectives, Strategies for Student Groups

District Assessments for the Biology and Honors Biology courses were reviewed and revised this summer with the assistance of special education and English Language teachers. These assessments are administered at the end of first and third quarters. Data is entered into Performance Matters and used to monitor student learning. Data analysis of these quarterly assessments, along with suggestions for addressing the needs of individual groups (African American, Hispanic/Latino and FARMS, along with other subgroups), will be shared through staff meetings, school visits, school department meetings and science department chairperson meetings.

We will continue to address the need to build teacher capacity in Biology due to teacher turnover. The science teacher specialist from Central Office is devoted to professional learning and providing assistance to Biology teachers. Teachers hired before the start of the school year work with the science teacher specialist for one and one-half days to plan lesson instruction and unpack the curricula. Continued support is offered throughout the year by the science teacher specialist and Right Start Advisors. The science teacher specialist works with new teachers as well as teachers who desire support and attends school-led Biology team meetings as needed. A Blackboard community offers support materials and resources for Biology teachers.

In order to address the achievement gap between Black/African American students and Hispanic/Latino students and all students, we will continue to focus on strategies from *Creating the Opportunity to Learn* (Boykin and Noguera). We will continue to focus on the recommendations described in Chapter 8, *Why are Some Schools Making More Progress than Others* and discuss implementation strategies at Science Department Chairperson Meetings and at school Biology team meetings. We will also utilize the resources of our AACPS initiative, Eliminating the Achievement Gap and the resources developed on an associated AACPS website. These include Resources for Cultural Proficiency, Resources for Education that is Multicultural, and numerous articles, videos, and PowerPoints.

The Office of Science will offer four in-services for Biology teachers throughout the year. The in-services will focus on effective instructional strategies for teaching NGSS as well as the tested Performance Expectations. Our emphasis on professional development provides opportunities for all teachers of science and co-teachers. The NGSS initiative expects that all teachers have mastery of the new standards and the pedagogy to teach them. Our PD plans include Storylines, Cross-Cutting Concepts, Disciplinary Core Ideas, and effective use of the resources and materials provided to all teachers.

Annual Update Assessment Administered by AACPS

Assessment: US Government HSA

Content/Grade or Level: US Government 10th grade (Data from May, 2017)

Students requiring Special Education Services
<p><u>Challenges</u></p> <ul style="list-style-type: none">• Scheduling students to maximize opportunities for developmentally appropriate learning, remediation and multiple testing experiences;• Loss of the October and April testing dates which best serve students who may have challenges achieving in their first, or subsequent, testing experience;• Shared understanding of the importance of the Government HSA for scheduling qualified and experienced teachers with the knowledge of strategies and pedagogy to serve students with disabilities;• Continuing to narrow the achievement gap (approximately 38% points) between students with disabilities and their non-disabled peers;• Ensuring all students have equal access to high quality instruction that is engaging, rigorous, aligned to standards and targeted to meet individual needs;• Delaying change to the curriculum and aligned resources due to the implementation timeline for new HSA limits and testing format; and• Supporting students with challenging behavior and keeping them engaged in learning.
<p><u>Accesses to General Education Curriculum</u></p> <p>Curricular documents are designed to include options for both Universal Design for Learning (UDL) and Differentiated Instruction (DI). The options provide opportunities for students with a variety of learning styles and abilities to engage in learning activities that are aligned to standards and assessments.</p> <p><u>Collaboration with General Educators</u></p> <p>Learning Strategies Specialists (LSS) work together with general education content writers to ensure the curricular documents include UDL and DI options. LSS help design and identify instructional activities and resources to meet the diverse needs of learners. Various assessment items are available to provide teachers with options to determine student knowledge.</p>
<p><u>Strategies used to address the Achievement Gap</u></p> <p>Districtwide and school based professional development (PD) is provided to help teachers and administrators understand, implement and assess specialized instruction (SI) that targets skill deficits that is aligned to IEPs and standards. Central Office resource teachers and specialists support teachers during collaborative planning to analyze student data and develop specific strategies to increase achievement. ALL special educators in AACPS are receiving Professional Development to make sure they have the knowledge and skills to: 1. Diagnostically assess students; 2. Develop standards-based IEPs; and 3. Provide Specialized Instruction. The training emphasizes the importance of careful alignment between the three components, so students with disabilities will receive the most appropriate supports and</p>

services to address targeted individual needs. The Office of Social Studies provides quarterly professional development for Department Chairs and Government Team Leaders/Government teachers/co-teachers inclusive of data analysis, instructional strategies, Bridge planning, implementation and scoring, and performance-based learning opportunities. A secondary teacher specialist has been hired in the Office of Social Studies who has a background of proficiency in Government and the HSA.

Interventions, Enrichments, and Supports

Students with disabilities have access to the same academic and behavioral interventions and supports that are available to all students. For students who may require more intensive supports- Tier II and III interventions are available to support specific academic and behavioral needs. Schools are encouraged to create multiple opportunities for students to learn and achieve in the US Government course, HSA test-preparation, and completion of Bridge projects. Possible opportunities which the central office/social studies office supports may include: in-school fieldtrips, teacher collaboration and planning, observing master teachers, etc.

Changes or Strategies And The Rationale for Selecting the Strategies and/or Evidence-Based Practices That Will Be Implemented to Ensure Progress

Many schools use Collaborative Decision Making (CDM) or a similar model to make decisions about supports and interventions. Additionally, teachers have access to reading teachers and specialists to help them identify research and evidence based interventions that align to student strengths and skill deficits. Special education teachers have access to resources and materials that can be shared with general educators to ensure that instruction is highly effective and purposeful (examples: Specialized Instruction Materials Toolkit and the online Interactive Specialized Instruction Resource Tool) Deliberate and purposeful inclusion of special education co-teachers in the US Government trainings will focus on the strategies and pedagogy necessary for increased achievement for the students receiving special education services. Our rationale for continuing the current program is based on the following factors:

- Two consecutive years of improved achievement by students receiving special education services.
- This last year while increasing the number of students tested by approximately 37 students, the pass rate increased by approximately 4% points.

Student Progress Measurement with Timeliness and Methods

Student data for district-wide quarterly assessments as well as teacher/team formative assessments is available on Performance Matters for teachers and administrators. The data can be sorted and analyzed in ways that allow teachers to determine areas of student need related to standards. Further, support to DCs and Government team leaders is provided to guide and support analysis and problem solving related to student acquisition of the US Government standards from the Social Studies Office and the Instructional Data Division. The timeline and monitoring for this is on a quarterly basis throughout the 2017-18 school year.

- 3 quarterly district developed assessments aligned to the MSDE assessment limits are administered.

Resource Allocations - Between 2016 and 2017, students receiving special education services increased participation in the Government HSA by approximately 9%, thereby intensifying the demand for additional staffing support and teacher training to address the needs of the students. Special Education grant funds support schools with PD, resources and materials to help teachers narrow the achievement

gap and ensure all students have access to high quality instruction that is targeted to meet their individual needs. Reallocation of existing resources with the fiscal year 2018 budget will be made available to fund the professional development (stipends/substitutes) needed in order to implement the training opportunities listed above. Current budget designates funding to support the training of Government Team Leaders and Department Chairpersons; modifications will include the participation of special educators assigned to US Government classes. Furthermore, Government curriculum updates and revisions will occur as part of the normal work product of the Office of Social Studies during the 2017-2018 school year. Specialized district allocation of additional resources to support assessment and curriculum revision will be completed by August, 2018.

Students with Limited English Language Proficiency

Indicator 1

This indicator measure the percentage of English Learners (ELs) who make at least a 0.5 level of annual growth in English proficiency.

Due to a change in the WIDA ACCESS Assessment during the 2016-17 academic year, this growth measure is not available. The data from the 2016-17 year will serve as a baseline for future growth measures.

Students develop English language proficiency both within the English language acquisition (ELA) classroom and in content area classrooms. All teachers of ELs are language teachers who use content as a platform to build language proficiency. Language development is supported within Government as teachers employ linguistically responsive strategies that support student growth in listening, reading, writing and speaking. Teachers provide differentiated instruction based on language proficiency, making appropriate accommodations and modifications to support ELs. Opportunities for authentic interaction and explicit activities to support oral language development are utilized across Government and social studies courses.

English language acquisition (ELA) teachers partner with government teachers to develop classroom practices that support progress toward English proficiency. Professional development at the school and district level support government teachers in building proficiency of ELs. Government curricula include specific strategies which teachers may use to create lessons that are accessible and meaningful for English learners. ELA curricula provide support in the development of academic language necessary for participation in government instruction.

Some secondary schools provide sheltered social studies classes, utilizing the ELA teacher as a co-teacher who attends to language supports within the social studies classroom. The ELA teacher utilizes the ELA curriculum which facilitates academic language growth in the four core content areas.

Indicator 2

This indicator measure the percentage of English learners who demonstrate English proficiency on the WIDA ACCESS language proficiency assessment, thus exiting the English Language Acquisition program.

Due to an adjustment in standards setting on the WIDA ACCESS Assessment during the 2016-17 academic year, ELs will need to demonstrate higher language skills in order to achieve the same proficiency scores as previous years. During the 2016-17 year, 9% of English learners met the criteria for English language proficiency required to exit the ELA program.

Students develop English language proficiency both within the English language acquisition (ELA) classroom and in government classrooms. As students reach the upper levels of English proficiency, teachers support language development through a continuing effort to refine students' language skills, particularly in the areas of reading and writing. Explicit feedback in writing instruction within government classrooms builds students' capacity to write fluently and accurately in English, using styles and conventions appropriate for government and the social studies. Teachers use strategies to develop reading comprehension in the social studies including government. A focus on literacy in all government and social studies courses helps ELs who have achieved intermediate proficiency, but still require explicit instruction in order to master academic literacy.

ELA and government teachers collaborate to review student data, identifying students who are approaching English proficiency and developing lessons that support students in advancing toward full proficiency. Professional development offerings provide government teachers with a nuanced understanding of the phases of language development and the importance of providing continuous support to ELs with advanced proficiency.

Indicator 3

This indicator measures the percentage of English learners who score proficient on content area state assessments.

Participation by ELs in the 2017 Government HSA increased dramatically from 2016 with an increase of 74 test takers. The pass rate decreased from 43.3 % to 37% from 2016 to 2017. There is a significant gap between the overall student pass rate of 87% and the LEP pass rate of 37%.

US Government addresses this indicator by following the suggestions for Indicators 1 & 2, while providing guidance to teachers for differentiating presentation, process, product, and assessment for language. Guidance documents will be provided for analysis of district-wide assessments to ensure teachers are able to separate content knowledge from language. Teachers are encouraged to determine language objectives that support expression of knowledge of the content. Language models for how content knowledge is expressed will be provided in the guidance documents. Government team leaders will meet four times this year to receive training in the areas mentioned above and ELL teachers will also be included in this initiative.

Strategies to Ensure ELs Meet Targets for Indicators 1-3, Including Funding, Staffing, Materials, for Programs, Initiative, Activities

Between 2016 and 2017, LEP student participation in the Government HSA increased at approximately 70% from 164 students to 238 students, thereby intensifying the demand for additional staffing support and teacher training to address the needs of the students. Several high schools with larger numbers of students with limited English language proficiency have created a Government seminar class with an ESOL teacher to provide increased opportunity to engage with the content and manage how language proficiency limits/interferes in their ability to express understanding. This is being funded and staffed by the ESOL Office, while materials are provided through the Social Studies Office's general budget.

- **Funding:** Through a combination of Title III grant funding and local funds, the ELA office provides supplemental support to provide professional development, instructional materials, extra-curricular and parent participation programs.
- **Staffing:** The ELA Office provides 98.5 staff members to support 4,839 active English learners.
- **Materials:** The ELA Office provides supplemental materials of instruction to support ELs across all instructional programs.
- **Programs/Activities:** The ELA Office provides support for after-school programs, parent involvement programs, and professional development programs. The Newcomer Program at Annapolis High School is a program in partnership with Evening High School to support over-age, under-accredited youth.
- **Initiatives:** The ELA Office supports the Early Literacy Initiative at several elementary schools. Through curriculum development, the ELA Office supports the integrated content initiative. Through professional development, the ELA Office supports the District 203 initiative to support a culture of equity.

Students failing to meet, or failing to make progress toward meeting, State performance standards

(Any student group performing at lower achievement level than the student population as a whole)

Student Groups and Progress

Achievement gaps exist among student groups. Data analysis indicates a progress for some groups with declines in others. Disaggregated data indicates that African American and Hispanic students and students receiving Special Ed, FARMS and ESOL services consistently underperform their White and Asian classmates. These subgroups scored between 14% points and 47% points below the Overall Pass Rate of 84 %. The small number of English Learner test-takers (238/5364) scored significantly below with a pass rate of 37%. As EL participation skyrocketed, we are seeing an increase in students with an interrupted educational experience resulting in an inability to read and write in both their native language as well as in English.

Students receiving special education services increased participation by close to 9% while achievement increased by 4.1% points to 46.9%. Hispanic and African American students lag just under 14% points behind the all student population. FARMS students reflected a decreased participation in the Government HSA by approximately 2% and achievement remained the same.

In summary there are multiple and different factors influencing the achievement gaps in different student groups as compared to the all student population. As many students meet the criteria to be in multiple groups, the demands on the classroom teacher to best serve the range of needs is significant.

Performance Goals, Objectives, Strategies for Student Groups

We are intent on providing a meaningful educational experience for all learners and as such we are focused upon building language proficiency for all student groups. Every student, no matter their identified student group, will benefit by the intentional focus on maximizing both written and oral language development, utilizing the academic content as the medium. As stated above, the reallocation of existing resources with the fiscal year 2018 budget will be made available to fund the professional development (stipends/substitutes) needed in order to implement training opportunities. Current budget designates funding to support the training of Government Team Leaders and Department Chairpersons;

modifications will include the participation of special educators and ESOL teachers assigned to US Government classes.

The U.S. Government curricula will be rewritten this summer to address the changing HSA and MSDE standards. Emphasis will be made on utilizing resources that address the students that fall into achievement gap categories. Special educators and ESOL teachers will work in collaboration with US Government teachers to create a comprehensive curriculum document that gives teachers the tools to attack these gaps at the classroom level. Authentic experiences will be explored for integration in the US Government program that would provide foundational experiences to aid in filling a content gap for ELs.

We will also utilize the resources of our AACPS initiative, Eliminating the Achievement Gap and the resources developed on an associated AACPS website. These include Resources for Cultural Proficiency, Resources for Education that is Multicultural, and numerous articles, videos, and PowerPoints.

**2016 BRIDGE TO EXCELLENCE
MASTER PLAN
ASSESSMENTS ADMINISTERED**

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Fontas and Pinnell	F&P is used to determine student's independent and instructional reading levels.	Local	K-5		Oct. 9 – Nov. 17 Feb. 9 – March 16 (select students) May 1 – June 8	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 2-G, 2-H, 3-A, 3-B, 3-C, 4-A, 4-B, 4-C, 4-D

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grade 2 Reading Assessment	To monitor student progress in reading comprehension and writing.	Local	2		March 26 – 28	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grade 2 Mathematics Assessments	To monitor student progress in mathematics.	Local	2		Jan. 23 – 26 April 5 – 10 June 1 – 6	See above	See above
Grade 2 Cog AT	One of several measures used to identify students as gifted.	Local	2		Nov. 1 – Dec. 1	See above	See above
Grade 2 Performance Series (Select Students Only)	One of several measures used to identify students as gifted.	Local	2		Feb. 1 – 16	See above	See above

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grades 3 – 5 Reading Assessments	To monitor student progress in reading comprehension and writing.	Local	3 – 5		Oct. 23 – 27 Jan. 18 – 23 March 20 – 26	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grades 3 – 5 Mathematics Assessments	To monitor student progress in mathematics.	Local	3 – 5		Nov. 6 – 8 Jan. 18 – 23 April 6 – 10	See above	See above
Grades 3 – 5 Science Assessments	Progress monitoring of social studies skills	Local	3 – 5		Oct. 23 – Nov. 10 March 20 – Apr. 12	See above	See above
Grades 4 – 5 Social Studies Assessments	Progress monitoring of social studies skills	Local	4 – 5		Jan. 9 – 30 May 25 – June 15	See above	See above
Grade 5 Cog AT Select Students	One of several measures used to identify students as gifted (only for students not previously identified as gifted in 2 nd grade).	Local	5		Nov. 8 – Dec. 7	See above	See above

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Grades 6 – 8 ELA Assessments	To monitor student progress in English reading comprehension and writing.	Local	6 – 8		Jan. 8 – 11 March 20 – 23	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
Grades 6 – 8 Mathematics Assessments	To monitor student progress in mathematics.	Local	6 – 8		Nov. 3 – 8 Jan. 23 – 26 April 5 – 10 June 8 – 18	See above	See above
Grades 6 – 8 Science Assessments	To monitor student progress in science.	Local	6 – 8		Oct. 30 – Nov. 2 Jan. 17 – 22	See above	See above
Grades 6 – 8 Social Studies Assessments	To monitor student progress in social studies.	Local	6 – 8		Oct. 25 – 30 March 23 – 28	See above	See above
GATES	Gates is used to measure student reading ability and growth in reading.	Local	6 – 8		October and/or May	See above	See above

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
English 9 Assessments	To monitor student progress in English, reading, and writing.	Local		English 9	Jan. 9 – 17 March 21 – 28 May 25 – June 4	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-J, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
English 10 Assessments	To monitor student progress in English, reading, and writing.	Local	5	English 10	Oct. 23 – 30 Jan. 9 – 17 March 21 – 28	See above	See above
English 11 Assessments	To monitor student progress in English, reading, and writing.	Local	5	English 11	Oct. 23 – 30 Jan. 9 – 17	See above	See above
English 12 Assessments	To monitor student progress in English, reading, and writing.	Local	5	English 12	Oct. 23 – 30 Jan. 9 – 17	See above	See above

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
District HS Mathematics Assessments	Assessment of Critical Content and Skill Standards from the Quarter	Local		Algebra I Geometry Algebra II	Nov. 3 – 10 Jan. 23 – 30 Apr. 5 – 12	Depending upon the student's plan (IEP, 504, EL) <i>Presentation, Response, Timing and Scheduling</i> , and <i>Setting Accommodations</i> found in Section 5 of the MARYLAND ACCOMMODATIONS MANUAL are made available to each student when appropriate for assessments.	1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 1-K, 1-L, 1-M, 1-N, 1-O, 1-P, 1-Q, 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-J, 2-K, 2-L, 2-M, 2-N, 2-O, 2-P, 3-A, 3-B, 3-C, 3-D, 3-E, 4-A, 4-B, 4-C, 4-D, 4-E
District HS Science Assessments	Assessment of Critical Content and Skill Standards from the Quarter	Local		Biology Env. Sc. Chemistry Physics Electives	Oct. 27 – Nov. 3 March 27 – April 5	See above	See above
District HS Social Studies Assessments	Assessment of Critical Content and Skill Standards from the Quarter	Local		US Hist US Gov Wld Hist	Oct. 23 – Oct. 30 March 21 – 28	See above	See above
District HS HPED Assessments	Assessment of Critical Content and Skill Standards from the Quarter	Local		Health Fit. For Life	Jan. 23 – 30 June 8 – 15	See above	See above
District HS WCL Assessments	See above	Local		WCL Levels I – IV	Oct. 27 – Nov. 3 Jan. 16 – 23 March 27 – April 5	See above	See above

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
Kindergarten Readiness Assessment	Identify student's areas of strengths and areas for growth.	State	K		September 12 – Oct. 10	Accommodations provided by the Vendor	Accommodations provided by the Vendor
PARCC HS Algebra I and English 10 (students who took and passed Algebra I in Middle School will take either Geometry or Algebra II)	Monitor student progress in mathematics and English; used as a graduation requirement and to meet federal requirements for a HS assessments in mathematics and English	State		English 10 Algebra I Alg. II or Geo for select students	December 4 – January 19, 2018 (repeats or makeups for the May, 2017 administration) April 25 – June 6 (for most students)	See above	See above
PARCC Literacy and Mathematics Grades 3 – 8	Meet federal requirements to monitor student progress in reading and mathematics in grades 3 – 8	State	3 – 8		April 25 – June 6	See above	See above
Government High School Assessment	Meet state graduation requirement in social studies	State		US Govern	January 8 – Feb. 2 (repeats or makeups for May, 2017 administration) May 7 – June 8 (students currently in US Gov.)	See above	See above

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
ACCESS for ELLs	Monitor student progress on English Language Acquisition	State		ELL Students	January 8 – February 9	See above	See above
Maryland Integrated Science Assessment (MISA) Grades 5 and 8	Monitor student progress in science	State	5 and 8		March 5 – 23	See above	See above
Alternative MD Integrated Science Assessment (Alt-MISA)	For students who qualify through IEP for alternative assessment	State	5, 8, and 11		March 12 – May 18	See above	See above
Multi-State Alternative Assessment (MSAA)	For students who qualify through IEP for alternative assessment in reading and math; used for federal testing requirements for reading and math	State	3-8; 11		March 19 – May 4	See above	See above
ACT	Used for admission to College; Used to determine student's CCR	Local (State requirement to identify students; Local decision to use ACT)	11		March 20, 2018	See above	See above

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	As Appropriate, to which the assessment is administered		Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
			Grade Level	Subject Area			
High School Maryland Integrated Science	Field Test for students who have completed Biology but do not have a Biology HSA score; used for state graduation requirement to take a science assessment in HS	State	7		May 7 – June 8	See above	See above
ACCUPLACER	Used for admission requirement for community college; used as a CCR assessment – 2 nd assessment	Local (State requirement to identify students; Local decision to use ACCUPLACER as a 2 nd assessment)	12		Spring, 2018	See above	See above

2017-2018 Title I Application

Title I, Part A Improving Basic Programs

Release of Title I, Part A Application and Guidance: June 6, 2017

**1st Submission to Title I Specialist for Review:
August 15 – September 15, 2017**

Submission for Conditional Approval: September 29, 2017

**First submission through county's Bridge to Excellence (BTE) POC: By
October 16, 2017**

Final submission through county's BTE POC: November 17, 2017

Local Educational Agency: Anne Arundel County Public School System

Title I Coordinator: Sheri L. Anderson

Telephone: 410-222-5444 E-mail: slanderson4@aacps.org

2017-2018 Title I, Part A Application
Maryland State Department of Education (June 6, 2017)

A. STAFF CREDENTIALS AND CERTIFICATION

The LEA will identify and address, as required under State plans as described in section 1111(g)(1)(b), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

1. Describe the ongoing process of how the LEA coordinates certification and licensure notification between Human Resources, the Title I Office and school administration.

Human Resource Specialists complete informal audits throughout the year of active certifications and compile a list of teachers whose certifications will expire within 2 years. Each teacher is sent a letter informing them of their status, a copy of that same letter is sent to respective principals and the Title I office. The Human Resource Specialists maintain intermittent communication with the teacher, principal and Title I Office tracking progress. The teacher forwards whatever is needed to maintain an active certification to the Human Resources Specialist. Each teacher's file is kept current until all qualifications are met. Principals and the Title I Office are kept current of teachers' progress. If teachers fail to meet qualifications upon final notice from Human Resources, the Title I office and principal of said teacher is notified of a date of transfer for that teacher. Teachers who fail to remain certificated are transferred from Title I schools to non-Title I schools and replaced with a certificated teacher.

2. Describe how the LEA will ensure the certification and licensure status of teachers assigned to Title I schools is maintained.

Upon new hires, principals are sent a letter from Human Resources notifying them of the subject endorsements of the new teacher and are asked to make sure they only place a teacher within the grade levels/subjects for which they are certificated to teach. In addition, during spring planning, principals are sent updated rosters notifying them of the subject endorsements of all the teachers to ensure teachers are teaching within the grade levels/subjects for which they are qualified to teach. Principals must update their Online Roster every time they hire anyone new to the building.

3. The LEA certifies that all paraprofessionals in Title I schoolwide schools meet applicable State certification and licensure requirements.

☒ Yes

☐ Not Applicable

☐ No. If No, Explain:

This requirement applies to all instructional paraprofessionals regardless of funding.

Not Applicable means:

- There are no paraprofessionals in the schoolwide schools;
- The LEA has no schoolwide schools; or
- Paraprofessionals are not assigned to instructional duties

4. The LEA certifies that all paraprofessionals paid with Title I funds in targeted assistance

schools meet applicable State certification and licensure requirements.

☒ Yes

☐ Not

Applicable

☐ No. If No, Explain:

Not Applicable means:

- There are no paraprofessionals paid with Title I funds in the schools; or
- The LEA has no targeted assistance schools

5a. Describe any disparities that result in low-income students and minority students being taught by ineffective, inexperienced, or out-of-field teachers at higher rates than other students. (1112 (g)(B)(ii))

Low-income students and minority students are taught by ineffective, inexperienced, or out-of-field teachers at a higher rate than other students because the vacancies at these schools are constant and in abundance. Schools that educate other types of students often retain their staff; therefore, Department of Human Resources is forced to hire teachers who are inexperienced or who are out-of-field teachers. The Department of Human Resources believes that hiring said teachers are better than using substitutes to deliver instruction.

5b. If there are any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers, describe how the LEA will identify and address the disparities.

AACPS recognizes that there is a disparity and attempts to address this by having separate job fairs for identified schools and encourage principals from those same schools to attend the LEA sponsored job fairs to independently promote job openings. This way, when principals find a viable candidate, they can be offered a contract immediately via Human Resources.

6. DESCRIBE the process including specific timelines/dates used to notify parents whose children attend Title I schools about the licensure and certification of their teachers by addressing each lettered item separately. Sec. 1112 (e)(1)

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

Anne Arundel County Public Schools publishes an annual Parent Handbook (October 6, 2017) that is available online through the county's website and is distributed to all parents in the fall and throughout the school year as new students are enrolled. In this document, there is a Parents' Rights to Know section that outlines the parents' right to question the professional qualifications of their child's classroom teacher. In the District Title I Fall Newsletter (October 2017), which is

distributed to all parents in Title I schools and posted on our Title I website, there is a section on Parents' Right to Know.

b. Describe the process of providing timely notice (letter) to parents when their child has been assigned or taught for 4 or more consecutive weeks by a teacher or substitute teacher who does not meet Maryland's State certification and licensure requirements at the grade level and subject area in which the teacher has been assigned.

For any teachers or long-term substitutes who do not meet Maryland's State certification and licensure requirements as of the first day of school, parent letters are sent out by October 6th. Copies of all dated parent letters are sent to the Title I office for filing, along with the list of students who are instructed by that teacher or long-term substitute by October 13th. For any teachers or long-term substitutes who are hired mid-year who do not meet Maryland's State certification and licensure requirement, letters are sent to parents within four weeks after they are hired.

7. Identify by name, title, and department staff responsible for ensuring compliance with Section 1112 (c)(6)

Sheri Anderson, Sr. Program Manager of Compensatory Education, Title I Office

Sarah Bell, Program Manager, Compensatory Education, Title I Office

Theresa Gregory, Program Manager, Compensatory Education, Title I Office

Anthony Alston, Executive Director of Equity and Accelerated Student Achievement

Jessica Cuches, Executive Director of Human Resources, Human Resources

Penny Post, Certification Specialist, Human Resources

Kathleen Orndorff, Senior Manager of Records and Quality Control, Human Resources

Title I Principals: Tamara Kelly, Susan Gallagher, Amanda Edmonds, Andre Dillard, Karen Soneria, Kelly Thomas, Laura Cooke, Tiffany Foster, Ginger Henley, Sandra Blondell, Julia Walsh, Selecia Hardy, Susan Barrie, Bobbie Kesecker, Stacy Gray, E. Rodney Walker, Kathryn Maxa, Colleen McFarland, Kristy Snyder, Melissa Brown, Kristie Battista, Richard Rogers, Christopher Gordon, Lisa Koennel, Tammy Scott, Bonnie Myers

B. SCHOOLWIDE PROGRAM- Schoolwide Guidance

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

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

1. Consolidating Funds (Check one):

☐ Federal funds

☐ Federal, State, local funds

X Not Consolidating Funds

i. Describe how the system will assist schools in consolidating funds for schoolwide programs.

NA

ii. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.

State and local funds are allocated to all schools. Title I schools are staffed and funded for instructional materials in the same manner as all other county schools. Title I schools are provided with additional staffing, including Title I Re Math Teachers, technology, instructional materials and additional professional development.

This policy is in the AACPS approved Operating Budget. When designating Title I programs, each school considers all possible sources of funding and resources available to the school. Priorities for spending for implementation are determined by the guidelines of the funding sources. AACPS has an accountant who works directly with Title I grant management. AACPS does not consolidate funds.

Centralized budget spreadsheets are maintained and monitored frequently by the accountant and monthly by the Title I principals, the Senior Program Manager, the School wide Program Manager, as well as the Budget Technician assigned to these schools for compliance. These spreadsheets are maintained for each separate Title I account for each Title I school and reservation account. Each has a beginning budget, monthly encumbrances and an ending balance. Title I personnel have access to the Advantage Financial System. This online system provides real-time access to budgets, expenses and balances to all accounts.

iii. The LEA has submitted a waiver for specific Targeted Assistance schools to operate a schoolwide program (Only the approval letter from MSDE allows an LEA to waive Targeted Assistance Program for Schoolwide in specific schools)

☐ Yes

✓ No

2a. Describe how the LEA includes the 4 components in all schoolwide programs: Specificity and transparency are important. [Schoolwide Guidance](#)

Each schoolwide school submitted a Title I Plan that included the 9 original components. All schoolwide schools will receive training at the beginning of the year on the 4 new components and their impact on their submitted plans. To make the transition more manageable, all schoolwide schools will be shown how their current components can still be document within the 4 new components. Each school received a binder containing a tabbed section for each component. Each component is provided a brief description of the component as well as the section of the law to support the component. Schools will also be provided specific examples of acceptable documents to be included in each section. The chart below shows how the 9 components are now documented in the 4 and how schools are maintaining evidence to support each one.

The Program Manager will work closely with all the schoolwide schools to provide support and clarify any misunderstandings regarding the specifics of each new components during the monitoring visits. Schools will be provided written feedback on the documents they have collected for each section.

9 Components	Merging of Components	4 Components
1.Comprehensive Needs Assessment		1.Comprehensive Needs Assessment
2.Schoolwide Reform Strategies		2.Schoolwide Reform Strategies
3.High Quality PD		2A.Timely Effective Support to Lowest performing Students
4.Strategies to Attract HQ Teachers		2B.Teacher Support
5.Strategies to Increase Parental Involvement		2C.Transition Support for Students
6.Transition Support for Students		2D.School Supports
7.Measures to Include teachers as Decision Makers		3A. Parent, Community & Stakeholder Involvement
8.Timely Effective Support to Lowest performing Students		3B. Strategies to Increase parental Involvement
9.Coordination & Integration of Federal, State, and local services and programs		4.Coordination & Integration of Federal, State, and local services and programs

2b. If any of the components of a Schoolwide Program plan are not adequately addressed, describe the steps the LEA will take to ensure that revisions to schoolwide plans will occur in a timely manner.

If any of the 4 components are not adequately addressed in the Title I Plans the Title I Sr. Program Manager and Executive Director of Equity and Accelerated Student Achievement along with the Schoolwide Program Manager will:

1. Meet with the principal and Regional Assistant Superintendent.
2. Conduct follow up correspondences via email or phone and/or school visits to discuss revisions before their Title I plan/budget is approved.
3. Principals, Reading Teachers and the Title I Math Teachers will revise their plans accordingly and resubmit before money is spent.
4. Title I plans and budgets are due June 1st. This date allows for discussion between the Sr. Title I Program Manager, Program Manager and the principal if/when there is a potential compliance issue.

3. Describe the process to ensure that the components of a Schoolwide Program are part of the development, peer review, implementation, and monitoring of Schoolwide/School Improvement Plans. Provide a timeline, if applicable.

March-April 2017

All School-wide schools must write a Title I Plan that supports their School Improvement Plan in which they discuss, in detail, all institutionalized or school embedded strategies that satisfy the 4 components to meet the needs identified in their Comprehensive Needs Assessment.

In early Spring schools are tasked with conducting their Annual Spring Parent Meeting. The agenda must show evidence of parent input in the writing of the Home School Compact and the Title I Plan.

June 2017

Drafts of Title I plans and budgets are due June 1st to ensure that their preliminary plans include adequate discussion of the mandatory components of a Title I plan, to see that data analysis was completed based on disaggregated data, as well as to ensure that budget plans are in compliance.

October 2017

A peer review of all plans will be conducted during the Fall Orientation meeting. Program Managers will provide guidance and a rubric to assist them in providing a meaning and thoughtful feedback to their peers.

2017-2018 Title I, Part A Application
Maryland State Department of Education (June 6, 2017)

All schoolwide schools will also attach a Parent & Family Engagement Plan and Home/School Compact to their plan as appendices.

All Title I schoolwide schools will receive training on how to properly document the 4 components by attending the Fall Title I Orientation Meeting ,and/or Newbie (new to Title I) Meetings.

October 2017, January, April 2018

At least three times a year a Technical Assistance visit will be conducted with the principal, the Reading Teachers, Title I Math Teachers, Title I Sr. Program Manager and Program Manager, during which time the school teams present their Title I documentation. Each of the 4 components are reviewed at this time.

During technical visits, notes are taken based on the documents shared for each of the 4 components. Schools are provided with verbal and written feedback on the type of documents shared, procedures for implementing, the effectiveness, as well as student and teacher success factors.

September 2017 - June 2018

The Reading Teachers & Title I Math Teachers will maintain sign-in sheets, agendas, notes, and evaluations from select Title I funded school events (overview to parents, overview to staff, professional development, as well as strategies for lowest performing students, etc.). These items are documented under the various components for Program Review evidence.

The Title I Program Manager and the Budget Technician with the support from the Sr. Program Manager communicates with school principals, Reading Teachers and Title I Math Teachers during budget review meetings, the Title I Fall workshop, emails, phone calls, and school visits to address the 4 components and how schools are effectively implementing the components in their schools.

In addition, the following Title I staff; Sheri Anderson (Title I, Sr. Program Manager), Theresa Gregory (Title I Program Manager), and Stacey Witte (Parent & Family Engagement Specialist) will provide technical assistance and guidance to help schools develop, implement, and monitor their school-wide program.

Ray Bibeault, Regional Assistant Superintendent; Janine Robinson, Regional Assistant Superintendent, Jolyn Davis, Assistant Superintendent; Julie Cares, Director of School Performance; Karen Donovan, Director of School Performance; Lisa Leitholf, Director of School Performance; Heidi Oliver, Director of School Performance; Jane Friend, Elementary Reading Coordinator; Amanda Salveron, Elementary Math Coordinator; Members of the Curriculum and Instruction Leadership Team, and Anthony R. Alston, Executive Director of Equity and Accelerated Student Achievement

4. Describe specific steps to be taken by the LEA to review and analyze the effectiveness of Schoolwide programs.

1. The Title I Sr. Program Manager and the Program Manager will be responsible for working with the county Instructional Data Division to collect and analyze student performance data in Title I schools to help determine program effectiveness in all Title I schools and to help guide and recommend program updates/changes as necessary.
 2. Title I plans/budgets will be reviewed during a Peer Review Process. The Title I Sr. Program Manager, Program Manager, and the Regional Assistant Superintendents are responsible for reviewing all final budgets and plans prior to final approval. During this process, all areas lacking clarity in communicating the 4 components will be documented and the Title I Program Manager will follow up with the principal.
 3. School-based Title I staff consisting of the principal, Reading Teachers, Title I Math Teachers, and Title I Student Intervention Support Teachers (SISTs) will work together during the Spring to review and discuss the effectiveness of their program and develop or refine strategies and procedures to improve their programs for the following school year.
5. In addition to the Title I Coordinator, identify other central office staff by name, title, and department responsible for monitoring the components in Schoolwide plans, the effectiveness of Schoolwide program implementation, fiduciary issues and program effectiveness.

The following central office staff will also be responsible for monitoring the 4 components in schoolwide plans, the effectiveness of school wide program implementation, fiduciary issues, and program effectiveness:

Sheri Anderson, Title I Sr. Program Manager, Theresa Gregory, Title I Program Manager; Ray Bibeault, Regional Assistant Superintendent; Janine Robinson, Regional Assistant Superintendent; Vacant, Regional Assistant Superintendent; Jolyn Davis, Regional Assistant Superintendent, Julie Cares, Director of School Performance; Karen Donovan, Director of School Performance; Lisa Leitholf, Director of School Performance, Heidi Oliver, Director of School Performance; Jane Friend; Elementary, Reading Coordinator; Amanda Salveron, Elementary Math Coordinator; Other supports include Anthony Alston, Executive Director of Equity and Accelerated Student Achievement; Jessica Cuches, Executive Director of Human Resources; Penny Post, Certification Specialist, Human Resources and Kathleen Orndorff, Senior Manager of Records and Quality Control, Human Resources.

C. TARGETED ASSISTANCE SCHOOLS

If the LEA does not have any Title I Targeted Assistance programs, proceed to Section E Parent and Family Engagement.

1. The LEA has submitted a waiver to operate a schoolwide program:

☐ Yes

☒ No

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

N/A

2. DESCRIBE the step-by-step process including timelines/dates used to identify eligible children most in need of services. Include in the description how students are ranked using multiple selection (academic) criteria. NOTE: Children from preschool through grade 2 must be selected solely based on objective criteria.

Targeted Assistance Schools are provided with multiple data point selection criteria during the pre-service dates and first week of school. Between Sept 4-22, schools assess their students and then rank them in both Reading and Math. The rankings will provide schools with their targeted population of approximately the lowest 15% academically performing students. The school based team will then discuss the student rankings and identify their Targeted students. All identification should be completed by Sept. 22, 2017. *Multiple data point criteria attached.*

3. DESCRIBE how the LEA helps targeted assistance schools identify, implement, and monitor effective methods and supplemental instructional strategies for small groups of identified students. These instructional strategies must strengthen the core academic program of the school. Describe how the system/school will address the following: Section 1115(c) (1) (C). (In Maryland small group is described as one-on-one instruction or a student-to-teacher ratio of no more than 8:1.)

a. Giving primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer program opportunities.

All Targeted Assistance Schools participate in Title I funded summer school, which includes both reading and math instruction. All targeted students are invited to participate in the summer school program. Pre and post assessments are administered to each student to assess and document student achievement. The Parent and Family Engagement Specialist, who is also the summer school liaison, will conduct regular monitoring visits to ensure fidelity of the extended learning program. Summary reports which provide assessment results and feedback about the program are submitted by each Site Director at the end of the program. The appropriate number of teachers are hired to ensure class sizes of 8 children or less.

b. Helping provide an accelerated, high-quality curriculum.

All Targeted schools hire a Title I Math Teacher who meets regularly as a point of contact with the Math office, in order to ensure that best practices are being implemented. All Targeted schools may hire either a Title I Reading Teacher and/or Student Instructional Support Teacher in order to support the implementation of the curriculum. Schools schedule small group and/or push in instruction to provide needed support for targeted students. All Targeted schools provide parent support with learning about the Reading and Math curriculums that are being implemented at school.

c. Minimizing the removal of children from regular classroom instruction for additional services.

During the school day, students who are identified for Title I services may be provided instruction in small group, push in and/or pull out for Reading or Math instruction. Teacher schedules are developed in order to work with Title I students in classrooms whenever possible, and to be sure that students are not pulled from core instruction. Small groups are always 8 children or less. Reading Teachers, Title I Math Teachers and SISTs are involved in collaborative planning with classroom teachers to discuss Targeted students' progress and make adjustments to groupings and schedules as needed, to meet the students' needs.

d. Delivery of services, if delivered by nonprofit or for-profit external providers, with expertise in using evidence-based or effective strategies to improve student achievement. (if applicable)
N/A

4. DESCRIBE how the LEA/school provides additional opportunities for professional development with Title I resources, and to the extent practicable from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff in identifying and meeting the comprehensive needs of eligible children in the program.

The Program Managers will provide individual professional development and collaborative work sessions as needed and/or based on school's request.

Title I Program Managers will provide professional development for the following:

- Math Title I teachers monthly (in collaboration with the Math Office);
- Reading Student Instructional Support Teachers three to four times during the year (in collaboration with the Reading Office);
- Math and Reading Student Instructional Support Specialists three or four times during the year.

PD will be directly related to the identified student needs and the teacher capacity and levels of experience. Topics include but are not exclusive to: working with students in poverty,

differentiation, math fluency, problem solving, coaching, team leadership, effective family and community engagement practices, reading strategies, reading assessments, analyzing data, intervention and small group instruction.

Teachers and staff who work with Targeted students will have opportunities to attend conferences that will provide knowledge and support in order to improve their ability to meet their targeted students' needs.

5. DESCRIBE the specific steps to be taken to review and analyze achievement data of the targeted assistance programs.

The Title I Central Office will request feedback from schools in reference to the identification and monitoring criteria. The Program Manager will conduct site visits to ensure that data is being collected and analyzed and that students' needs are being met. Schools will submit the identification and monitoring data at the beginning, middle and end of the year, to the Title I Office. The identification and monitoring tool will show growth for the targeted students.

6. DESCRIBE the ongoing process for developing, implementing, and monitoring targeted assistance requirements. Provide a timeline, if applicable.

TAS plans are submitted to the Title I office and reviewed by the Title I Senior Program Manager and Title I Program Managers. A Fall Title I meeting is held to establish program expectations and compliance documentation requirements. The Program Manager meets with the Principals and/or Title I school-based teachers at least three times during the school year to provide technical assistance and ensure compliance. During these visits, the program manager will monitor the documentation of specific targeted requirements.

7. In addition to the LEA Title I coordinator, identify by name, title, and department the staff responsible for monitoring targeted assistance requirements and services in school plans for effectiveness and fiduciary compliance.

Elementary School Principals:

Annapolis, Bobbie Kesecker; Brock Bridge, Stacy Gray; Brooklyn Park, E. Rodney Walker; George Cromwell, Kathryn Maxa; Glen Burnie Park, Colleen MacFarland; Glendale, Kristy Snyder; Lothian, Melissa Brown; Marley, Kristie Battista; North Glen, Richard Rogers; Point Pleasant, Christopher Gordon; Richard Henry Lee, Lisa Koennel; Rippling Woods, Tammy Scott; Southgate, Bonnie Myers

Office of School Performance:

Ray Bibeault, Regional Assistant Superintendent; Janine Robinson, Regional Assistant Superintendent; Dawn Lucarelli, Regional Assistant Superintendent; Vacant, Regional Assistant Superintendent; Jolyn Davis, Regional Assistant Superintendent; Julie Cares, Director of School Performance; Maisha Gillins, Director of School Performance; Karen Donovan, Director of School Performance;

2017-2018 Title I, Part A Application
Maryland State Department of Education (June 6, 2017)

Lisa Leitholf, Director of School Performance; Heidi Oliver, Director of School Performance; Jane Friend, Elementary Reading Coordinator; Amanda Salveron, Elementary Math Coordinator; Anthony R. Alston, Executive Director of Equity and Accelerated Student

DOCUMENTATION:

8. Attach weighted criteria used to select and rank children for targeted assistance services, the timeline for selecting students, and implementing the targeted assistance program.

9. If an LEA intends to transition a Title I school implementing a targeted assistance program in 2017-2018 to a schoolwide program in 2018-2019, the LEA must submit a formal letter to the Director of the Program Improvement and Family Support Branch, informing MSDE of its intent.

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

Reminder: Please be sure to include the name of the school and the proposed timeline for the planning year.

N/A

D. Parent and Family Engagement

To encourage parent and family engagement, LEAs and schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents' input in decisions that affect their children. [Section 1116(a)(2)] Parent and Family Engagement strategies should be woven throughout each system's Master Plan.

A. Local Educational Agency

Please provide the date when the current LEA's Parent and Family Engagement Policy/Plan was reviewed:

October 11, 2017

1. Describe the LEA's process for involving parents and families in the development of the LEA's Title I Parent and Family Engagement Policy/Plan.

In addition to the county's Parent Policy review, the Title I District Parent & Family Engagement Plan is reviewed by parents at the Spring and Fall meetings as well as three additional meetings with a parent group made-up of the county's Title I Parent Advisory Council (parent representatives from each Title I school). Documentation is maintained to capture suggestions for the revised plan each year. The Title I Office includes a summary from the District Parent & Family Engagement Plan in the Fall Title I newsletter in order to gather additional input.

2. Does the LEA have a tool to evaluate the effectiveness of the Title I Parent and Family Engagement Policy/Plan?

a. If yes, please attach.

b. If no, please describe how the LEA will develop a tool to evaluate the effectiveness of the content of the LEA's Title I Parent and Family Engagement Policy/Plan?

To date, we do not have a tool to evaluate the effectiveness of our Parent & Family Engagement Plan at this time. It will be developed throughout the year during our parent group meetings (PAC).

B. School Level Parent and Family Engagement Plan Review

3. Describe the process the LEA will use to ensure that all Title I schools have a school level Parent and Family Engagement Policy/Plan that meets statutory requirements and is distributed to parents and families.

All Title I schools maintain sign-in sheets, agendas, notes, and evaluations from all Title I funded parent and family engagement events.

During the annual Fall and Spring Title I Monitoring visit, the Title I Parent & Family Engagement Specialist will review all parent and family engagement plans and documentation with principals and resource staff to ensure all requirements are included in the plan.

Documentation is submitted to the Title I Office for review prior to the Program Review.

Parent & Family Engagement Specialist provides technical support to any school in need of increasing parent involvement at the school level.

The Title I Office provides opportunities to build school capacity through staff development on strategies to increase parent involvement and effective parent and family activities focusing on improving academic achievement at the school level, Parent Advisory Council meetings, and networking opportunities amongst resource teachers.

C. School-Parent Compact

4. Describe the process the LEA will use to ensure that each Title I school has a School-Parent Compact that meets statutory requirements and is shared to parents and families.

All Title I schools submit a copy of their School-Parent Compact for review and approval by the Title I Parent and Family Engagement Specialist in October.

All Title I schools use the new compact format to better communicate the home to school expectations. If the compact does not meet the requirements, the Parent & Family Engagement Specialist will meet with school personnel to provide technical assistance and required revisions.

During the Fall Orientation Meeting, the Title I Parent and Family Engagement Specialist will guide Title I schools in the development of the School-Parent Compact.

In the Spring, all Title I schools are required to host a parent meeting. During the meeting, parents work with school staff to update the compact, parent policy, and plan as well as provide input on how Title I parent and family engagement funds will be spent based on the needs of the school.

D. Distribution of Parent and Family Engagement Funds

5. Describe *how* the LEA ensures that Title I parents and families have input into the use of the Title I allocation for parent and family engagement at the district and school level.

In the Spring, all Title I schools are required to host a parent meeting. During this time, parents collaborate with school staff to update their compact, parent policy, and plan as well as provide input on the allocation of Title I parent and family engagement funds for the upcoming school year based on the academic needs of the school. Sign-in sheets, agendas, notes, and evaluations are kept on file to document the meetings. Evaluations are used to determine next steps. At the district level, parents are invited to participate in the Parent & Family Engagement (PFE) meetings where representatives from all Title I schools are welcome to meet with the Title I Parent and Family Engagement Specialist no less than twice a year to discuss Title I programs

and ways for improvement.

Throughout the year, the PFE meetings will focus on gathering input from parents regarding Title I allocations, enhancing student achievement and building the home school connection. S.A.N.E (Sign-in sheets, Agendas, Notes, and Evaluations) documentation is kept for all PFE meetings.

E. Monitoring Parent and Family Engagement

6. Describe the LEA's process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools.

All schools submit a school level parent and family engagement plan by November 1, 2017 to the Title I Office for review and approval. All schools will continue to use the parent plan and compact format approved by MSDE for the FY'18 school year.

All schools will be provided with a Parent and Family Engagement Plan/Compact checklist to ensure all requirements are met during the creation of the documents.

Should all requirements not be met, the Title I Parent & Family Engagement Specialist will contact school personnel for revisions needing to be made along with a deadline for the corrections to be submitted, reviewed, and approved by the Parent & Family Engagement Specialist.

7. In addition to the LEA Title I coordinator, identify by name, title, and department, the person(s) responsible for monitoring parent involvement.

Stacey Witte; Parent & Family Engagement Specialist, Title I

Title I Principals: Tamara Kelly, Susan Gallagher, Amanda Edmonds, Andre Dillard, Karen Soneria, Kelly Thomas, Laura Cooke, Tiffany Foster, Ginger Henley, Sandra Blondell, Julia Walsh, Selecia Hardy, Susan Barrie, Bobbie Kesecker, Stacy Gray, E. Rodney Walker, Kathryn Maxa, Colleen McFarland, Kristy Snyder, Melissa Brown, Kristie Battista, Richard Rogers, Christopher Gordon, Lisa Koennel, Tammy Scott, Bonnie Myers

Title I School-Based Reading Teachers: Deniece McClure, Karen Brizzie, Erin Johanson, Laura Melendez, Erin Gatling, Hannah MacDonald, Elizabeth Simonds, Latrice Wiggins, Jessica Lane, Theresa Shay, Diane Boylan, Arlene Reading, Kathie Cosgrove, Christina Laukaitis, Valerie Fried, Kimberly Smith, Teresa Anderson, Jessica Panitz-Roussey, Mary Sinnott, Kim Bibeault, Cori Sears, Kne-Shall Lanman, Alexandra Lively, Brandi Miller

Title I School-Based Math Teachers: Brad Clapper, Mandi Rounds, Julie Taylor, Andrea Byrne, Susan Zacepillo, Cheryl Wallace, Shannon Ziemer, vacancy, Christie Acri, Dottie Wysong, Mandy Panetta, Lindsey Hammond, Jamie Gass, Lori Berry, Alison Persels, Tass Reilly, Tracy Greene, Jamie Jays, Joanie Gulden, Laura Stinchcomb, Kathy Benton, Lori Cebulski, Eric Addleman, Megan Walker, Stacey Jones, Tina DeVleeschouwer, Amy Cornelius, Rebecca Barnes, Kacey Smith, Jean Kim

Office of School Performance: Ray Bibeault, Regional Assistant Superintendent; Janine Robinson, Regional Assistant Superintendent; Dawn Lucarelli, Regional Assistant Superintendent; Vacant, Regional Assistant Superintendent; Jolyn Davis, Regional Assistant Superintendent; Julie Cares, Director of School Performance; Maisha Gillins, Director of School Performance; Karen Donovan, Director of School Performance; Lisa Leitholf, Director of School Performance; Heidi Oliver, Director of School Performance; Jane Friend, Elementary Reading Coordinator; Amanda Salveron, Elementary Math Coordinator; Anthony R. Alston, Executive Director of Equity and Accelerated Student

DOCUMENTATION:

8. Attach a copy of the LEA's 2017-2018 Title I Parent and Family Engagement Policy/Plan that be distributed to parents/families.

9. If applicable, attach a copy of the annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan.

E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS

Participating private schools and services: **COMPLETE INFORMATION IN ATTACHMENT 6A** regarding the names of participating private schools and the number of private school students that will benefit from the Title I, Part A services.

1. DESCRIBE the LEA's process for:

- ☐ Inviting private schools to participate in the Title I, Part A program;
- ☐

The Partnership Office of Anne Arundel Public School System invites all private and independent schools to a meeting in March. At that meeting, the private schools are informed of all federally funded grants, including Title I services, through Anne Arundel Public Schools. Interested schools complete a tentative participation letter and the Title I Program Manager sends a letter and an email to each school to schedule a consultation meeting to formalize each partnership.

- ☐ Reaching agreement on how to provide equitable and effective programs for eligible private school children; and

A Program Manager will meet with each private school individually for one or more meaningful consultation meetings in order to discuss and agree upon effective programs for the eligible students. Some subsequent phone calls and emails may be needed.

- ☐ Transmitting the results of such agreement to the State Ombudsman.

A Program Manager will provide documentation of the consultation meetings via email. If any concerns arise, the ombudsman will be notified.

2. DESCRIBE the LEA's process of ongoing consultation with private school officials to provide equitable participation to students in private schools. Include how the LEA ensures that services to private school students start at the beginning of the school year.

- **October 2016:** Survey documents for **SY17-18** mailed to MSDE from private schools; identified private schools
- **October 2016:** School visit to monitor non-public program and hold a Parent Engagement event
- **December 2016:** School visit to monitor non-public program
- **February 2017:** School visit to monitor nonpublic program
- **March 2017:** Title I information session/overview for SY 17-18 to all private and catholic schools invited by Anne Arundel County Public Schools Partnerships Office and School visit to monitor nonpublic programs

2017-2018 Title I, Part A Application
Maryland State Department of Education (June 6, 2017)

- **March/April 2017:** Consultation with Principals for SY 17-18
- **April 2017:** School visit to monitor nonpublic program
- **May 2017:** Post assessment given to participating students
- **May 2017:** Make-up services provided if applicable to current students; Obtain letter of intent from participating nonpublic schools; obtain list of eligible students for SY17-18 sent to Title I Office
- **June 2017:** Confirmation of eligible students' demographic information by Title I office SY 17-18
- **July 2017:** Work closely with private schools to make plans and schedules and identify students so that services will begin by October 1, 2017
- **August 2017:** Permission to assess letter sent to parents of eligible students; Title I tutors hired by Title I Office, Materials ordered for Title I services and delivered to the private schools
- **September (2nd week) 2017:** Assessment of eligible students conducted; student participation updated and newly identified students sent to Office of Title I by private schools, if any
- **September (3rd/4th week) 2017:** Assessment results shared with parents of eligible students; Title I Parent Information Night held by Title I Office
- **October 1, 2017** Title I services to begin for participating students
- **October 2017:** Survey documents for SY18-19 mailed to MSDE from private schools; identified private schools
- **October 2017:** School visit to monitor non-public program and hold a Parent Information and engagement event
- **December, 2017:** School Visit to monitor nonpublic program
- **February 2018:** School visit to monitor nonpublic program
- **March 2018:** School visit to monitor nonpublic program
- **March 2018:** Title I information session/overview for SY 18-19 to all private and catholic schools invited by Anne Arundel County Public Schools Partnerships Office and School visit to monitor nonpublic programs
- **March/April 2018:** Consultation with Principals for SY 18-19
- **April 2018:** School visit to monitor nonpublic program
- **May 2018:** Post assessment given to participating students, obtain feedback and evaluations from schools and parents
- **May 2018:** Make-up services provided if applicable to current students; Obtain letter of intent from participating nonpublic schools; obtain list of eligible students for SY18-19 sent to Title I Office

3. DESCRIBE the LEA's process for ensuring that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to section

1116.

Throughout the year, identified students' classroom teachers and Title I funded teacher are invited to professional development sessions that are offered to all classroom teachers in Title I schools. The families are invited to attend the district-wide family events and the students are invited to participate in the summer school location that is closest to their home. The Program Manager communicates with the Assistant Principal and the Curriculum Coordinator with invitations and information about the professional development and events. Specifically, this school year the teachers are invited to attend the SoMirac conference and our Tara Brown teacher conference. Parents/guardians are invited to the Tara Brown conference that is specific for families. The per-pupil allocation that is used to build the budget for each school is included and is \$15.50 per student. The \$1,000 for professional development is set aside to send 5 educators of the Title I students to the SoMIRAC conference and their Anne Arundel Reading Council membership. There are no costs associated with attending the Tara Brown Conference.

4. DESCRIBE the LEA's dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman.

Any disagreements will be discussed during ongoing, meaningful consultation with the private schools. We will meet in person as much as possible, but will also continue conversation via email and telephone. All conversations will be documented. All efforts will be made to come to an agreement before contacting the Ombudsman.

5. DESCRIBE the LEA's process to supervise and evaluate the Title I program serving private school students.

August	Begin ongoing consultation with teacher
October 1	Services for students begin
October	School monitoring visits
December	School monitoring visits and observations
February	School monitoring visits
March	School monitoring visits
April	School monitoring visit and observations
May	Submit an evaluation tool to schools for feedback about program
June	School visits as needed

DELIVERY OF SERVICES

6. Will LEA staff provide the services directly to the eligible private school students?

☒ Yes ☐ No

If yes, when will services begin? On or before October 1, 2017

2017-2018 Title I, Part A Application
Maryland State Department of Education (June 6, 2017)

7. Will the LEA enter into a formal agreement (MOUs) with other LEA(s) to provide services to private school students?

☒ Yes ☐ No

If yes, identify the LEA(s) involved and the date the services will begin.

~~Prince Georges County, On or before October 1, 2017~~ Since this was submitted, we received word from PGCPS that an MOU is not needed.

Howard County, On or before October 1, 2017

District of Columbia, On or before October 1, 2017 Waiting for receipt from DCPS

8. Will the LEA enter into a third party contract to provide services to eligible private school students?

☐ Yes ☒ No

If yes, when will services begin? _____

DOCUMENTATION:

9. Attach a timeline for consultation and affirmation meetings with private school officials.
10. Attach copies of written affirmation(s)/consultation agreement and if applicable, copies of the MOUs between school districts. [Section 1120(b) and Reg. 200.63]

F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

1. Describe how Title I funds support a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.

Based on the needs assessment provided by Student Services, 1168 homeless students have been identified. In accordance with the McKinney Vento Homeless Act, the Title I Office coordinates through funding, meetings and budget analysis.

2. Describe the method used for determining the amount reserved, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support service cost data), and how the liaison was consulted or involved in determining the set-aside.

Based on historical homeless enrollment, allocation, spending and requests, the Title I Office has determined the set-aside to be best used in the area of transportation. Transportation requests are awarded for the identified homeless population for after school tutoring, field trips, parent conferences, and student assemblies. The Title I office and Student Services meet bi-monthly to discuss set-aside, student needs and spend down.

3. In addition to the Title I Coordinator, identify by name, title, and department of person(s) responsible for ensuring compliance with Section 1115(c)(2)(E).

Sheri L. Anderson, Sr. Program Manager, Title I
Anthony Alston, Executive Director, Equity and Accelerated Student Achievement Office
Vacant, Coordinator, Pupil Personnel
Theresa Gregory, Program Manager, Title I
Jackie Neil, Pupil Personnel Worker, Homeless Liaison

G. SUPPORT FOR FOSTER CARE STUDENTS

1. DESCRIBE how the LEA will collaborate with the State or local child welfare agency to develop and implement clear written procedures and practices to ensure educational stability for children in foster care (ESEA Section 1111(g)(1)(E)).

Anne Arundel County Public Schools will utilize the counselors in each school to identify which students in foster care will need transportation. Each counselor will work with the school's respective PPW and that PPW will work with the state or local child welfare agency to support the child/family in any way that is needed.

2. In addition to the Title I Coordinator, identify by name, title, and department of person(s) responsible for ensuring compliance with Section 1111(g)(1)(E).

Theresa Gregory-Program Manager, Title I; Jackie Neil-Pupil Personnel Worker-Homeless Liaison, Student Services; Anthony Alston-Director, Office of Equity and Accelerated Student Achievement; Ryan Voegtlin-Director, Student Services; Vacant-Coordinator, Student Services.

I. TABLES AND WORKSHEETS

A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

Table 7-1 SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES

A Local Educational Agency must use the same measure of poverty for:

1. Identifying eligible Title I schools.
2. Determining the ranking of each school.
3. Determining the Title I allocation for each school.

PUBLIC SCHOOLS:

CHECK the data source(s) listed below that the school system is using to determine eligible Title I schools. The data source(s) must be applied uniformly to all schools across the school system. A child who might be included in more than one data source may be counted only once in arriving at a total count. **The data source(s) must be maintained in the applicant's Title I records for a period of three years after the end of the grant period and/or 3 years after the resolution of an audit – if there was one. The LEA must only check one method unless an LEA is using Community Eligibility Provision (CEP) or Explicit Authority (see G below).**

<input checked="" type="checkbox"/>	A	Free Lunch
<input type="checkbox"/>	B.	Free and Reduced Lunch
<input type="checkbox"/>	C.	Temporary Assistance for Needy Families (TANF)
<input type="checkbox"/>	D.	Census Poor (Children ages 5-17 based on 2000 Census Data)
<input type="checkbox"/>	E.	Children eligible to receive medical assistance under the Medicaid program
<input type="checkbox"/>	F.	Community Eligibility Provision(CEP)
<input type="checkbox"/>	G	NEW: Explicit Authority to Use Feeder Patterns to Determine the Poverty Percentages of Secondary Schools (ESEA sections 1113(a)(5)(B) and (C)

PRIVATE SCHOOLS:

A local educational agency shall have the final authority to calculate the number of children who are from low-income families and attend private schools. **According to Title I Guidance B-4, if available, an LEA should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data. CHECK (all that apply) the data source(s) listed below that the school system is using to identify private school participants: (Reg. Sec. 200.78)**

<input type="checkbox"/>	A.	Use FARMS to identify low-income students
<input checked="" type="checkbox"/>	B.	Use comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identify. The LEA must extrapolate data from the survey based on a representative sample if complete actual data are unavailable
<input type="checkbox"/>	C.	Extrapolate data from the survey based on a representative sample if complete actual data are unavailable
<input type="checkbox"/>	D.	Use comparable poverty data from a different source, such as scholarship applications

2017-2018 Title I, Part A Application
Maryland State Department of Education (June 6, 2017)

E.	Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area (proportionality)
F.	Community Eligibility Provision (CEP)

Table 7-2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)

Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in the Title I, Part A. The following points summarize these requirements:

1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.
2. After schools have been ranked by poverty, the school system must serve schools above 75% poverty in rank order of poverty, including middle and high schools.
3. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to serve high schools with 50 % or more poverty before it serves any elementary or middle schools with a poverty percent at or below 75 %. (ESEA section 1113 (a)(3)(B)) Then continue on with the district-wide ranking or rank remaining schools by grade span groupings.
4. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average noted in Table 7-4, or (b) the district-wide grade span poverty averages for the respective grade span groupings.

CHECK below to indicate which method the school system is using to qualify attendance areas. The school system must qualify Title I schools by using percentages or other listed eligible methods.

 Percentages -- schools at or above the district-wide average must be served in rank order of poverty. Title I, Part A funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**

✓ **Grade span grouping/district-wide percentage** -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**

 35% rule -- all schools *at or above* 35% are eligible for services. Schools must be served in rank order of poverty. Title I, Part A funds may run out before serving all schools above 35%. **Complete Tables 7-3.**

 Grade-span grouping/35% rule -- schools with similar grade spans grouped together, and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**

 Special Rule: Feeder pattern for middle and high schools. Using this method, a school system may project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into the school. **Complete Tables 7-3 and 7-4.**

 New Exception: An LEA may serve high schools with 50 % or more poverty before it serves any elementary or middle schools with a poverty percent at or below 75 %. (ESEA section 1113 (a)(3)(B)). **Complete Tables 7-6.2.**

 District-wide and school percentage below 35% rule – District-wide percentage is below 35% then any school above 35% are eligible for services. Schools must be served in rank order of poverty, but not below district-wide percentage. Title I, Part A funds may run out before serving all schools above 35%. **Complete Tables 7-3 and**

7-5.

NOTE REGARDING GRADE-SPAN GROUPING: The same rule must be used for all groups if grade-span grouping is selected. If there are three grade-span groups, the school system must use the 35% rule for all three or the district-wide average for all three. The district may not have three groups with one group using the 35% rule and one group using the district-wide average. Schools above 75% poverty must be served before lower ranked schools.

Table 7-3 DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN (PreK*-12)

The LEA may rank schools using the district-wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, **CALCULATE** the district-wide average of low-income children below. Use the official number of students approved for FARM as of **October 31, 2016** to complete this table along with the September 30, 2016 enrollment data.

Points of Clarification:
*Pre-K students are counted as ONE child.

<u>22,001</u> Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2016)	÷	<u>78,512</u> Total LEA Student Enrollment (September 30, 2016)	=	<u>28.02%</u> District-Wide Average (percentage) of Low-Income Children

Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging)

Grade span groupings are determined by how the school system organizes its schools. For example, if the district has elementary schools serving grades PreK-5, middle schools serving grades 6-8, and high schools serving grades 9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g. Pre-K-6, K-8, 6-9) the school system may include a school in the grade span in which it is most appropriate. Based on the data source(s) noted in Table 7-1 and the district-wide average in Table 7-3, **INDICATE** below the district-wide grade span poverty averages for each grade span groupings.

DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS

Grade Span Write Grade Spans in Spaces Below.	Total Grade Span Enrollment of Low Income Students.	÷	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary (<u>PreK-5</u>)	12,034	÷	39,301	30.62%
Middle (<u>6-8</u>)	4,302	÷	17,080	25.18%
High (<u>9-12</u>)	4,959	÷	22,131	22.40%

Table 7-5 CALCULATING THE MINIMUM ALLOCATION -- FOR SCHOOL SYSTEMS THAT SERVE SCHOOLS BELOW 35% DISTRICT-WIDE POVERTY (125% RULE)

2017-2018 Title I, Part A Application
Maryland State Department of Education (June 6, 2017)

<u>\$11,654,479</u> Local Educational Agency Title I, Part A Allocation (Taken from Table 7-8) (Should match # on C-1-25)	÷	<u>7530</u> Total Number Of Low-Income Public and Private School Students (Taken from Allocation Worksheet)	=	<u>\$ 1,547</u> Per Pupil Amount
Per-Pupil Amount \$1,547 X 1.25 = Minimum Per Pupil Allocation \$ 1,933 MULTIPLY the minimum per pupil allocation by the number of low-income students in each school to calculate the school's minimum Title I allocation. In order to serve schools below 35% poverty, the LEA's districtwide average must be below 35%.				

Table 7-6.1 CONTINUED ELIGIBILITY

Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year. **LIST** below any school(s) that the school system will serve for one additional year.

To qualify for continued eligibility, a school must have a lower poverty level than the district-wide poverty average or fall below 35% poverty, per the LEA's selection in Table 7-2.

Name of School(s)	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty
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Table 7-6.2 HIGH SCHOOL SERVED BETWEEN 50-75% POVERTY

Ranking High Schools - New ESEA Exceptions to the Ranking Requirement
Exception: A local educational agency may lower the threshold in subparagraph (A)(i) to 50 percent for high schools served by such agency. (Section 1113(a)(3)(B))

List the high schools that the LEA is choosing to serve under this exception.

Name of School(s)	MSDE ID Number	Poverty Percent

Table 7-7 TITLE I SKIPPED SCHOOLS

LEAs must have prior approval from the State Title I Director to skip schools. Request must be in writing prior to the first submission of Title I Application.

Follow the directions in the Skipped School Addendum.

Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an

2017-2018 Title I, Part A Application
Maryland State Department of Education (June 6, 2017)

eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:

1. The school meets the comparability requirements of section 1118 (c);
2. The school is receiving supplemental funds from other State and local sources that are spent according the requirements of section 1114 and 1115;
3. The funds expended from such other sources equal or exceed the amount that would be provided by Title I, Part A.

Number of Skipped Schools:	2	Note: The completed 2017-2018 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet must be submitted with the Title I Application. LEA must submit a copy of the approved request letter.
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B. BUDGET INFORMATION

TABLE 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION

Before allocating funds to schools, a school system **MUST** reserve funds for certain services.

LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a bulleted, budget description that explains how the reserved Title I funds will be used to support each activity. **All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-8.**

Total Title I 2017-2018 Allocation		\$11,654,479 (Taken from the C-1-25)	
		Total Reservations	DETAILED BUDGET DESCRIPTION
1	Proportional Share for Equitable Services: List activities and cost associated with Equitable Services (Table 7-9, Lines 1a-e, as applicable)	Total Equitable Services Reservation: \$23,309	Professional development \$1,000 (Somirac, Anne Arundel Reading council, 5 teachers) Admin costs \$1,247 (laptop, dock and mouse for Title I Equitable Services teacher) To DC for 3 students = \$4,336.50 To HoCo for 2 students = \$2,891 *To PG for 3 students = \$4336.50 St. Philip Neri (5 students generated funds) = \$7,227.50 School of the Incarnation (2 students generated funds) = \$2,891

2017-2018 Title I, Part A Application
Maryland State Department of Education (June 6, 2017)

			(The above totals include the Family Engagement PPA of \$15.50 per student)
2	Parent and Family Engagement- not less than 1% of its allocation (Sec. 1116 (a)(3)(A)) of ESEA. Not less than 90% of the 1% shall be distributed to schools with priority given to high-needs schools (Sec. 1116(a)(3)(C) of ESEA. Parent input is required for expenditure Title I Parent and Family Engagement spending plan.	Total Parent and Family Engagement Reservation: \$131,463	<p>School Parent & Family Engagement: \$99,635.</p> <p>Schreiber Translating services \$75 per school, 27 schools Total = \$2,025</p> <p>Cabs to/from 3 PAC events for all 27 schools at \$890 per event to total \$2,670</p> <p>Reptile World \$675 and \$248 Zoo Mobile for Math and Reading Title I Nights; Marcia Tate \$7,000</p> <p>Food & Materials for District Title I Events: plates, cups, napkins, table cloths \$5 pp at 110 parents and \$3 pp at 150 students. \$550+\$450 for three Title I nights. \$3,000</p> <p>Food for Tara Brown Conference 50 parents at \$15 per parent. \$750</p> <p>Notebook for each parent attendee of Tara Brown Conference \$6 x 50 parents = \$300</p> <p>Break Out Education (Kit Escape Room) \$125 each x 4 kits = \$500</p> <p>Ticket To Read Individual Student subscriptions, July-August 2018-2019, \$20ea x est. 500 total = \$10,000</p> <p>Materials to support 3 district PFE workshops. \$600 x 3 events = \$1,800</p> <p>Title I Office will supply food and materials for set up to host a Title I Night, a Reading Night and a Math Night and for the PD. \$200 per teacher x 10 teachers = \$2,000</p> <p>Annual Parent Involvement Conference Oct 15-18; Lodging for 2 parents @ 430 pp to total \$860</p>
3	District-wide Title I Instructional Program(s)	\$ 695,925	<p>50% of staff salaries will be supported through the carryover grant.</p> <p>Sr. Program Manager: \$121,722 x .75 fte = \$91,292 x 50% = \$45,646</p> <p>Program Managers: \$118,713 x 1.50 fte = \$178,070 x 50% = \$89,035</p> <p>Budget Technicians: \$46,256 X 2 FTE = \$92,512 X 50% = \$46,256</p> <p>Administrative Assistant: \$40,277 X 0.50 FTE = \$20,139 x 50% = \$10,070</p> <p>Parent Involvement Coordinator: \$104,324 X .75 FTE = \$78,243 X 50% = \$39,122</p> <p>A total of 6 positions for 50% of year = 2.75 FTE</p> <p>Extended Learning Stipends for Extended Year Facilitator to include planning, preparation, instructional days, close out to total 228 hours @ \$30 per hour = \$6,840</p> <p>Extended Learning Stipends for Extended Year Lead Teacher to include planning, preparation, instructional days, close out to total 228 hours @ \$25 per hour = \$5,700</p> <p>Extended Learning Stipends for Extended Year Teachers to</p>

2017-2018 Title I, Part A Application
Maryland State Department of Education (June 6, 2017)

		<p>include planning, instructional days and close out to total 2136 hours @ \$25 per hour= \$53,400</p> <p>Extended Learning Stipends for Extended Year Bilingual teachers to include planning, preparation, instructional days, close out to total 114 hours @ \$12.50 per hour: \$1,425.00 x 1 = \$1,425</p> <p>Extended Learning Stipends for Extended Year Computer Technician to include planning, instructional days and close out for 75 hours @ \$35 per hour to total \$2,625</p> <p>Extended Learning Stipends for Extended Day Facilitator to include planning, preparation, instructional days, close out to total 1430 hours @ \$30 per hour = \$42,900</p> <p>Extended Learning Stipends for Extended Day Teachers to include planning, instructional days and close out to total 2272 hours @ \$25 per hour= \$56,800</p> <p>Math Resource Teacher Closeout: 26 Teachers for 3 days @ \$388.59 daily rate = \$30,310</p> <p>Temp Teacher (Woodside Elem School Support) 7.5 hours a day x 90 days = 675 hours x \$25 per hour = \$16,875</p> <p>Custodian Stipends for Extended Year Programs; 40 hours @ \$25/hour = \$1,000</p> <p>Fixed Charges: Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee = \$111,716</p> <p>All Title I Schools will receive transportation for fifth graders to visit middle schools or middle schools to visit them for a transitional meeting or visit. 13 schoolwide and 13 targeted assistance to total 26 schools. Each school will receive two busses with the 8 largest school wide schools receiving an additional bus to total 60 busses at the cost of \$200 per bus. 60x200 = \$12,000</p> <p>School-wide and Targeted Assistance Schools will receive busses for educational field trips throughout the school year. 7 x 13 = 91 busses for sw and 3 x 13=39 busses for TA. 91+39= 130 busses at \$200 to total \$26,000</p> <p>1 laptop for a Program Manager \$1,091 and a docking station for computer \$105</p> <p>1 Standing Desk for Budget Technician @ \$400</p> <p>Toner for Printers/Copiers - Canon 118 - 2-2pk black toner = \$197.99 ea = \$396, 2ea Canon 118 Magenta @ \$92ea = \$184, 2ea Canon 118 Yellow @ \$92ea = \$184, 2ea Canon 118 Cyan @</p>
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2017-2018 Title I, Part A Application
Maryland State Department of Education (June 6, 2017)

			<p>\$92 ea = \$184 - Total for Canon = \$948</p> <p>Toner for HP477dw - 2ea HP 972x High Yield black toner @ \$80 ea = \$160, 2ea HP 972x High Yield Magenta @ \$78 = \$156, 2ea High Yield Yellow @ \$78 = \$156, 2ea HP 972x High Yield cyan @ \$78 = \$156, Total for HP477dw = \$628</p> <p>Extended Day (Office Depot) 26-4" binders with tab dividers, Summer School (Office Depot) 55- 5" binders with tab dividers = \$1,451</p> <p>7500 students, 100 composition books per box, \$150 per box. 67 boxes x \$150 per box = \$10,050</p> <p>Extended Learning Year Supplies: Paper (warehouse) \$500 Oriental Trading \$3,000 Office Depot \$20,000 Math Program \$16,500 Total = \$40,000</p> <p>Miles to and from Parent Involvement Conference at 212 miles X .535 \$113</p> <p>6 Title I Personnel to travel at least 2 times to 26 school to average 875.00 per person 875x6= \$5,250</p> <p>Parent and Family Engagement Specialist to travel approximately 765 miles amongst all title I schools at .535= \$409</p> <p>Program Managers and Budget Technicians to travel amongst all 26 schools for school support approximately 287 miles at .535= \$154</p> <p>Round trip miles to the Greg Tang Math Conference at 120 miles X .535 = \$64.20; 90 Title I teachers at 120 miles x .535 = \$5,778</p> <p>Schreiber Translating services \$75 per school, 27 schools Total = \$2,025</p> <p>Cabs to/from 3 PAC events for all 27 schools at \$890 per event to total \$2,670</p> <p>Reptile World \$675 and \$248 Zoomobile for Math and Reading Title I Nights;</p> <p>Marcia Tate \$7,000</p> <p>Food & Materials for District Title I Events: plates, cups, napkins, table cloths \$5 pp at 110 parents and \$3 pp at 150</p>
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2017-2018 Title I, Part A Application
Maryland State Department of Education (June 6, 2017)

			<p>students. \$550+\$450 for three Title I nights. \$3,000</p> <p>Food for Tara Brown Conference 50 parents at \$15 per parent. \$750</p> <p>Notebook for each parent attendee of Tara Brown Conference \$6 x 50 parents = \$300</p> <p>Break Out Education (Kit Escape Room) \$125 each x 4 kits = \$500</p> <p>Ticket To Read Individual Student subscriptions, July-August 2018-2019, \$20ea x est. 500 total = \$10,000</p> <p>Materials to support 3 district PFE workshops. \$600 x 3 events = \$1,800</p> <p>Title I Office will supply food and materials for set up to host a Title I Night, a Reading Night and a Math Night and for the PD. \$200 per teacher x 10 teachers = \$2,000</p> <p>Annual Parent Involvement Conference Oct 15-18; Lodging for 2 parents @ 430 pp to total \$860</p>
4	<p>District-wide Professional Development</p> <p>34 CFR Sec. 200.60 Sec. 9101 (34) of ESEA</p>	\$ 210,766	<p>78 Substitutes for Teachers attending MELLFIN Conference 78 @ \$90 = \$7,020</p> <p>75 subs for teaching attending Title I Sponsored Professional Development Conference 75 @ \$90 = \$6,750</p> <p>100 teachers will be paid \$25 per hour to attend after work hour's session of PD with Tara Brown. Spring Session \$25x3 hrs=75 x100 = \$7,500 Fall Session \$25x3 hrs=75 x100 = \$7,500</p> <p>Teachers to be part of a Parent & Family Engagement Showcase to demonstrate effective PFE workshops for schools. 10 teachers will receive 8 hours to plan the event @ \$25 per hour = \$2,000</p> <p>Summer book club Culturally Responsive teaching 30 teachers x 6 hours per day x 4 days x \$25 per hour = \$18,000</p> <p>Session planning time for 30 Teacher Presenters for the Title I Sponsored PD Conference; 30 presenters x 6 hours x \$25 = \$4,500</p> <p>Fixed Charged Hourly @ .0877 = \$4,672</p> <p>Tara Brown Professional Development to present a 2 (Fall & Spring) 2 day PD sessions (4 days total) to Title I Administrators (100 attendees each Spring & Fall) & Teachers (52 attendees each Spring & Fall); \$8,750 per day x 4 days = \$35,000 total price to include airfare, lodging and food.</p>

2017-2018 Title I, Part A Application
Maryland State Department of Education (June 6, 2017)

			<p>Dreambox Program for 26 schools for 3 days of webinar training at \$300 per day to total \$900</p> <p>DoubleTree Hotel, Annapolis, Title I Sponsored Professional Development Conference Space, including breakout rooms, audio visual, and catering \$15,000 (200 attendees planned)</p> <p>Eric Jensen, Keynote Speaker for Title I Sponsored PD Conference, 1 day @ \$12,500, includes airfare, lodging & food</p> <p>10 teachers will receive \$200 for materials for their PFE showcase \$2,000</p> <p>Spring Budget Meeting Meals: Breakfast 90 ppl x \$8 = \$720 plus \$20 tip= \$740</p> <p>Lunch 90 ppl x \$12 = \$1080 plus \$20 tip = \$1,100</p> <p>Chevy's - Meal for Summer School Site Director's Meeting, 12 guests = \$164</p> <p>Panera - Meal for SS Lead Teacher's meeting 13 guests = \$280</p> <p>30 teachers x \$20 Amina's Voice book 30 teachers x \$10 Long Walk to Water book 30 teachers x \$10 Enrique's Journey book 30 teachers x \$ 15 Bee book 600+300+300+450 = \$1,650</p> <p>Water, coffee and snacks \$200 (50 per day)</p> <p>Food for Tara Brown Conferences: 2 Administrators sessions - Breakfast) 52 ppl @ \$8= \$416 x 2 sessions = \$832</p> <p>2 Teachers sessions - Dinner 100 ppl @ \$15 = \$1,500 x 2 sessions = \$3,000</p> <p>Books purchased for the keynote address speaker (Eric Jensen) to be given out at Title I Sponsored PD Conference; 200 books @ \$20 = \$4,000</p> <p>Supplies for Title I Sponsored PD Conference (breakout session materials for 10 sessions, name tags, notebooks, pencils, pens, post it notes, Easel Pads) \$10,000</p> <p>15 teachers to attend the SoMirac Conference @ \$200 per registration = \$3,000</p> <p>90 teachers (3 teachers per SW & TA schools) to attend the Greg Tang Conference in Baltimore, MD @ \$225 per registration = \$20,250 * price reflect a \$20. discount for 10 or</p>
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2017-2018 Title I, Part A Application
Maryland State Department of Education (June 6, 2017)

			<p>more.</p> <p>78 Teachers (3 teacher per SW & TA schools) to attend MELLFIN Conference @ &75 per registration = \$5,850</p> <p>Annual Parent Involvement Conference Oct 15-18; Registration \$429 pp @ 2 people to total \$858. Lodging for 2 @ 430 pp to total \$860. 858+860= \$1,718</p> <p>Title I Conference in Philadelphia Feb 8-11; Registration \$600 pp x 7 people = \$4200. Lodging Sheraton Downtown \$260 pp x 7 people x 4 nights = \$7,280 Food \$50pp x 7 people x 4 days = \$1,400. Train Amtrak 7 adults, round trip \$150pp x 7 people = \$1050. Total \$13,930</p> <p>ASCD in Boston Mar 24-26; Registration \$500 pp x 4 people = \$2,000. Lodging TBD \$250 pp x 4 people x 4 nights = \$ 4,000 Food \$50pp x 4 people x 4 days = \$800. Travel Flight \$230 pp round trip x 4 people = \$920. Cab/uber \$50. Total \$7,770</p> <p>Learning Forward Conference in Orlando Dec 2-6; Registration \$935 x 4 ppl = \$3,740; Lodging \$225 pp x 4 people x 6 nights = \$5,400 Food \$50pp x 4 people x 6 days = \$1,200.. Travel Flight \$300 pp round trip x 4 people = \$1,200. Total \$11,540</p> <p>MEFFIN Conference, Registration \$75 x 6 people = \$450</p> <p>SoMIRAC April 11-13; Registration \$225 pp x 2 people = \$450. Travel: \$265. 450+265= \$715</p> <p>"Updates to the Fiscal rules Affecting ESSA Programs" webinar by Brustein & Manasevit, PLLC for Title I Office \$235</p>
5	<p>Administration (including mid-level) for services to public school 34CFR Sec. 200.77 (f) (Present this number in Attachment 4-A School System Administration)</p>	\$339,451	
6	<p>Support for Title I Priority Schools (Baltimore City Public Schools, Baltimore County Public Schools and Prince George's County Public Schools only) MSDE expects the LEA to use funds</p>	N/A	<p>List each Priority School served with these funds, the amount of funds each school will receive and the intervention model that each school will implement.</p>

2017-2018 Title I, Part A Application
Maryland State Department of Education (June 6, 2017)

	<p>from this reservation, up to 20% of its total allocation to provide sufficient funds for a priority school to implement its intervention plan.</p> <p>Include the intervention plans with budget narratives for each Priority School as an appendix.</p> <p>If an LEA does not use the full 20% reservation for its Priority Schools, the LEA may use the remaining amount to support its Title I Focus School. Complete line item #7 of Table 7-8.</p>		
7	<p>Support for Focus Schools in LEAs Serving Priority Schools (<u>Baltimore City Public Schools, Baltimore County Public Schools and Prince George's County Public Schools only</u>)</p> <p>Note: This line item will only be completed by LEAs that meet the requirement of line item #6.</p> <p>List any Focus School served with these funds, the amount of funds each school will receive.</p> <p>Include a separate budget narrative for</p>	\$0	<p>LEAs should list each Focus school, and the amount of funding that it will receive in this section.</p> <p>Germantown Elementary School will receive zero dollars in funding from this grant.</p>

2017-2018 Title I, Part A Application
Maryland State Department of Education (June 6, 2017)

	each Focus School as an appendix.		
8	<p>Support to Low Performing Title I Schools</p> <p><u>Any LEA with Focus Schools (except Baltimore City Public Schools, Baltimore County Public Schools and Prince George's County Public Schools).</u></p> <p>LEAs with Focus schools may set aside district level Title I, Part A funds to support Focus schools.</p>	N/A	
9	<p>Services to Neglected Children Sec. 1113(c)(3) (B)(C) of ESEA Must reserve funds if N & D programs exist.</p> <p>Note: Please include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of neglected, delinquent, and at-risk students, in accordance with the Title I, Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk.</p>	N/A	List each institution, the amount of funding provided, and a detailed narrative description of how the funds will be used to provide educational services to identified children.
10a	Required: Education for	<u>\$20000</u>	Homeless Transportation Allocation: \$2000 for parent

2017-2018 Title I, Part A Application
Maryland State Department of Education (June 6, 2017)

	<p>Homeless Children and Youth Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, March 2017, M1-M10.</p> <p>Note: Please include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.</p>		<p>meetings, emergencies and Mentoring Field Trips</p> <p>Homeless Reserved for school equipment, school supplies, program uniforms, fees for AP, IB & Certification testing, college entrance exams (SAT/PSAT) and graduation, immunizations, birth certificates, counseling services, tutoring service, extended learning opportunities for parental involvement : \$18,000</p>
10b	<p>Optional: Cost associated with Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento).</p>	N/A	
10c	<p>Optional: Transportation Cost to and from school of origin (above what the LEA would have otherwise provided to transport the student to his or her assigned school).</p>	N/A	<p>DOCUMENTATION – Attach: 1) a description of how the LEA calculated the excess costs of providing transportation to homeless students; 2) the calculations that the LEA used to arrive at the figure on this section.</p>
11	<p>Total for Table 7-8 This amount includes all district costs for Title I, Part A.</p>	<p>Total: \$1,420,914</p>	<p>Present this total on Table 7-10, Line 2</p>

BUDGET INFORMATION TO DETERMINE EQUITABLE PROPORTIONAL SHARE - TOOL

Table 7-9 COMPLETE the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1117(a) of ESSA and Sec 200.64 & 200.65 in 34CFR.)				
1.a: Determining Proportional Share for Equitable Services				
<u>15</u> Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs residing in Title I School attendance area. (Use the total number reported in the Title I Allocation Worksheet Column N.)	÷	<u>7530</u> Total # of public <u>school children</u> from low-income families in Title I public schools plus <u>private school children</u> from low-income families. (Use the total numbers reported in the Title I Allocation Worksheet Column I + N.)	=	<u>.0020</u> Proportion of reservation
<u>.0020</u> Proportion of reservation	x	<u>11,654,479</u> Total Title I Allocation (Use # from Table 7-8, 1st line)	=	<u>\$23,309</u> Proportional Share for Equitable Services
1.b: Determining Parental and Family Engagement Reservation				
<u>\$23,309</u> Total Proportional Share for Equitable Services (Table 7-9, line 1a)	x	1% (for Parent Involvement)		<u>\$233</u> Proportional share available to parents of private school participants
<u>1.c : Remaining for Instruction, Professional Development and Administration</u>				
<u>\$23,309</u> Proportional Share for Equitable Services (Table 7-9, line 1a)	-	<u>\$233</u> Proportional share available for parents of private school participants (Table 7-9, line 1b)	=	<u>\$23,076</u> Proportional share for instruction, Professional Development, administration, and/or other allowable

				services
<u>1.d : If using funds for PD, subtract amount for agreed upon PD.</u>				
<u>\$23,706</u> Remaining for instruction, Professional Development, and Administration (Table 7-9, line 1c)	–	<u>\$1,000</u> Agreed amount of Professional Development (determined during consultation)	=	<u>\$22,706</u> Proportional share remaining for instruction and administration

1.e: If using funds for administration, subtract amount for agreed upon administration				
<u>\$22,706</u> Remaining for instruction and Administration (Table 7-9, line 1d)	–	<u>\$1,247</u> Agreed amount of Administration (determined during consultation)	=	<u>\$21,459</u> Proportional share remaining for equitable services for instruction

1.f: Determine Final PPA amount for all Private Schools (This includes all services, e.g. instructional, counseling, mentoring, etc.)				
<p style="text-align: center;">Points of Clarification</p> <ul style="list-style-type: none"> ● This information is needed to provide exchange of funds for students who may be attending private schools in neighboring districts. 				

2017-2018 Title I, Part A Application
 Maryland State Department of Education (June 6, 2017)

<p><u>\$21,459</u></p> <p>Remaining proportional share for instruction</p> <p>(Table 7-9, Line 1e)</p>	÷	<p><u>15</u></p> <p>Number of private school students</p> <p>(Use the total number reported in the Title I Allocation Worksheet Column N.)</p>	=	<p><u>\$1,430</u></p> <p>PPA Allocation for eligible private school student</p>
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BUDGET INFORMATION TO DETERMINE LOCAL SCHOOL SYSTEM PPA

Table 7-10			
BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)			
1	Total Title I Allocation (Use amount shown on C-1-25)	\$11,654,479	
2	Total Districtwide Reservations - Table 7-8 line 11	Minus \$1,420,914	
3	Total PPA—This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for public school students must equal this amount. (LEAs serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA.)	Equals \$10,233,565	

C. CARRYOVER INFORMATION

Table 7-11 **ESTIMATE OF TITLE I CARRYOVER**
(Annually as of September 30)

Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15-month expenditure period (e.g., July 1, 2016 - September 30, 2017)

Updated Carryover guidance for Equitable Services:

In general, to ensure that equitable services are provided in a timely manner, an LEA must obligate the funds allocated for equitable services under all applicable programs in the year for which they are appropriated. (ESEA sections 1117(a)(4)(B) and 8501(a)(4)(B).) There may be extenuating circumstances, however, in which an LEA is unable to obligate all funds within this timeframe in a responsible manner. Under these circumstances, the funds may remain available for the provision of equitable services under the respective program during the subsequent school year. In determining how such carryover funds will be used, the **LEA must consult with appropriate private school officials.** (ESEA sections 1117(b) and 8501(c).)

1. Total amount of Title I **2016-2017** allocation: \$ 12,895,863

The estimated amount of Title I funds the school system will carryover: **\$1,046,972**

1. The estimated percentage of carryover Title I funds as of **September 30, 2017** 8.11% (**THIS IS A PROJECTION.**)

Does the LEA intend to apply to the State for a waiver to exceed the 15% carryover limitation? ☐ Yes ☐ No

III. BUDGET INFORMATION

Propose Budget Form and Narrative for SY 2017-2018

1. COMPLETE a detailed budget on the MSDE Title I, Part A proposed budget form (C-1-25). The proposed budget must reflect how the funds will be spent and organized according to the budget objectives. MSDE budget forms are available through the local finance officer or at the MSDE BRIDGE TO EXCELLENCE MASTER PLAN web site at

www.marylandpublicschools.org.

2. Provide a detailed budget narrative: The budget narrative should:

a. Detail how the LEA will use Title I, Part A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title I, Part A program.

i. Include a separate and complete justification for each line item.

ii. Identify each activity.

iii. Include a clear, complete calculation of expenses for each category and object (identifying the categories and objects with appropriate codes) including amount paid to each employee (salary or hourly rate), number and types of positions, fixed charges for each position.

iv. Show alignment between the projected activities and the description of the program in the Title I Program Description and Reservations with the C-1-25.

b. Demonstrate the extent to which the budget is reasonable, necessary, supplemental, allowable, allocable and cost-effective.

c. Sample budget template for the detailed narrative is available:

ATTACHMENTS:

- Attach the signed required assurance page with the final submission
- Attach the allocation worksheet.

IV. REQUIRED DOCUMENTATION

Attach all required documentation after Section III. Please number each page and include a Table of Contents for this section.

- Title I Excel Worksheet
- Title I Schools in SY 2016-2017 removed from Title I in SY 2017-2018
- District Parent and Family Engagement Policy/Plan
- If applicable, annual evaluation tool for the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan
- Targeted Assistance Selection Criteria
- Equitable Services to Private School Documentation
- Homeless Liaison job description (if applicable)
- Skipped Schools Addendum and Allocation Worksheet
- Signed Assurance Page
- Signed C-1-25
- Detailed Budget Narrative

For Baltimore City Public Schools, Baltimore County Public Schools, and Prince Georges County Public Schools also include:

- Each priority school's intervention plan with budget narrative
- Each Focus school's budget narrative

V. MASTER PLAN UPDATE ATTACHMENTS 4-A & B, 5-A, AND 6-A & B

Complete all appropriate templates in Part I. The following information will stay embedded in Part I of the Master Plan Update:

Attachment 4A & B: School Level "Spreadsheet" Budget Summary

Attachment 5A & B: Transferability of ESEA Funds and Consolidation of ESEA Funds for Local Administration.

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Annapolis	Teacher - Avg for steps 11 to 15 @ Salary	\$71,502.00	1.00 FTE Title 1 Math Teacher to provide instructional support and intervention groups for targeted students.	1.00	71,502
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Annapolis	Teacher - Avg for steps 16 to 20 @ Salary	\$80,590.00	1.00 FTE Title 1 Reading Teacher - to provide instructional support and intervention groups for targeted students.	1.00	80,590
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Annapolis	-Title I Math and Reading teachers planning and attendance 20 hours each for 40 hours x \$25/hour = \$1000 -Classroom teacher attendance of Parent Nights, 3 teachers, 4 events x 2 hours each event x \$25/hr = \$600 -Classroom teacher attendance (6) for Targeted Title 1 Game Night in April, 6 teachers x 2 hours x \$25/hr = \$300 -Translation services for communication, 1 teacher x 6 hours @ \$25/hr, \$150	-Title 1 Event Preparation and Planning-\$25/hr x 20 hours x 2 teachers= \$1000 -Classroom teachers to help facilitate Parent Nights with AACC in the Fall, 3 teachers x 4 events x 2 hours each event x \$25/hr = \$600 -Classroom teachers to help facilitate a Title 1 Family Game Night in the Winter, 6 teachers x 2 hours x \$25/hr = \$300 -Translation services for 1 teacher x 6 hours (after their regularly scheduled work hours) x \$25/hr = \$150 - Grand Total: \$2050.00	Parent activities based on academic need and parent involvement provides parents an opportunity to make a difference in their child's educational success. Parent Nights partnered with AACC will address social and emotional needs of students and parents with a focus on reading and math and structured play. Family Game Night will support the Parent Nights by allowing children and parents time to engage one another constructively with age appropriate games and interactions to build discourse between one another. Translation services will support our ESOL families so that they can be informed about PAC events.		2,050
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Belle Grove	Teacher - Avg for steps 6 to 10 @ Salary	\$64,505.00	Math Resource Teacher	1.00	64,505
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Belle Grove	Teacher - Avg for steps 21 to 25 @ Salary	\$89,852.00	Reading Resource Teacher	0.65	58,404
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Belle Grove	Teacher Assistant/ Home-School Liaisons @Salary	\$23,755.00	Other Aide	1.00	23,755
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Belle Grove	Teacher Assistant/ Home-Poverty Aide	\$28,000.00	Poverty Aide	1.00	28,000
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Belle Grove	Reading Night: 14 teachers @ \$25 per hour x 2 hours = \$700 Math Night: 14 teachers @ \$25 per hour x 2 hours = \$700	Reading Night: 14 teachers @ \$25 per hour x 2 hours = \$700 Math Night: 14 teachers @ \$25 per hour x 2 hours = \$700	Teachers will assist with the organization and execution of the nightly events. In addition, teachers and staff will make meaningful connections with families and families will obtain knowledge related to curriculum outcomes and the instructional program.		1,400
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Brock Bridge	Teacher - Avg for steps 6 to 10 @ Salary	\$64,505.00	Math Resource Teacher, to provide instructional support and intervention groups for targeted groups.	1.00	64,505
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Brock Bridge	Teacher - Avg for steps 16 to 20 @ Salary	\$80,590.00	SIST, to provide instructional support and intervention groups for targeted groups.	1.00	80,590

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Brock Bridge	Teacher and support staff stipends to support parent events. Each event will last for 2 hours. The events are Title I Night, Fall Book Fair, Math Parent Night, Reading Parent Night, Spring Budget and transition nights (3) Translation for flyers/notices for each family night.	3 teachers x 2 hours ea. @ \$25/hour x 8 events = 48 hours = \$1,200 2 hours of translations x 5 events = 10 hours @ \$25/hour = \$250 Total = \$1,450	Teachers and support staff will use the allocated hours to prepare/plan for the event, facilitate the sessions, and provide materials and information for parents. Translator will use the allocated hours to translate fliers, notices, agendas and PPT presentations for Spanish speaking families.		1,450
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Brooklyn Park	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182.00	Title One Reading Teacher (School based) 1.0 FTE- Provide Instructional support for targeted students	1.00	55,182
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Brooklyn Park	Teacher - Avg for steps 6 to 10 @ Salary	\$64,505.00	Title One Math Teacher (School based) 1.0 FTE- Provide Instructional support for targeted students	1.00	64,505
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Brooklyn Park	Teacher - Avg for steps 11 to 15 @ Salary	\$71,502.00	Title One SIST 1.0 FTE to provide intervention support for targeted students.	1.00	71,502
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Brooklyn Park	Teacher Assistant/ Home-School Liaisons @Salary	\$23,755.00	Title One TA 1.0 FTE to provide instructional support to targeted students	1.00	23,755
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Brooklyn Park	Reading PAC Event and the Book Fair Event. \$500 Math PAC Event/ EOY Parent Input Meeting \$500 Total stipends for teachers: \$1000	10 teachers x 2 hours = 20 hours x \$25/hour for the Reading PAC Event and the Book Fair Event. \$500 10 teachers x 2 hours = 20 hours x \$25/hour for Math PAC event. \$500 Total stipends for teachers: \$1000	Staff stipends are essential when hosting PAC events. Teachers help support both the students and parents during these events. Book Fair- Teachers will help support parents and teachers, by helping the families select books at their child's reading level. Reading and Math Night- Teacher's run sessions/games, where they teach both the parent and the child activities to play at home, to increase their reading and math skills.		1,000
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Eastport Elem	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182.00	1.0 SIST	1.00	55,182
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Eastport Elem	Teacher - Avg for steps 6 to 10 @ Salary	\$64,505.00	1.0 Title I Math Teacher 1.0 SIST Positions will be partial funding from the Title I Grant 170820 carryover	1.453890	93,783
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Eastport Elem	Teacher - Avg for steps 16 to 20 @ Salary	\$80,590.00	1.0 Title I Reading Specialist	0.80	64,472

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Eastport Elem	6 Parent Engagement Events: Autumn Harvest of Learning, Not Your Mom's Math, PARCC Information Night, Family Reading Night, Family Math Carnival, Growing Parent Partnerships	Autumn Harvest of Learning- 22 staff members x 2.5 hours x \$25/hr= \$1375 Not Your Mom's Math- 5 staff members x 2.5 hours x \$25/hr = \$312.50 PARCC Information Night- 4 staff members x 2.5 x 25/hr= \$250 Family Reading Night- 10 staff members x 2.5 hours x 25/hr= \$625 Family Math Carnival- 22 staff members x 2.5 hours x \$25/hr= \$1375 Growing Parent Partnerships Spring Meeting- 5 staff members x 2.5 hours x 25/hr= \$312.50 Total: \$4250	Autumn Harvest of Learning will teach parents various activities to support PYP, Math and Reading at home. Math Carnival will teach parents various activities to support math at home. Family Reading Night will teach parents the benefits of reading with their children and how to do an interactive read aloud. Growing Parent Partnerships will allow parents to give input into the Title 1 plan, budget, and Home School Compact. PARCC Information night will provide parents with a better understanding of how to prepare kids for PARCC. Not Your Mom's Math will teach parents the strategies used in CCSS Math.		4,250
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	George Cromwell	Teacher - Avg for steps 6 to 10 @ Salary	\$64,505.00	Title 1 Math Teacher-Provide support to teachers/targeted students in math with collaborative planning, coteaching, and coaching. SIST-Provide interventions to Targeted students in Reading.	1.10	70,956
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	George Cromwell	Title 1 Parent Orientation Planning Annual Parent Meeting Planning Structured Play and Student Discourse Game Night (Super Game Night) Planning Math and Reading Ice Cream Social Planning	Title 1 Parent Orientation-2 teachers x 2 hours=\$100 Planning- 1 teacher x 2 hours=\$50 Annual Parent Meeting-1 teacher x 2 hours=\$50 Structured Play and Student Discourse Game Night (Super Game Night)-4 teachers x 2 hours=\$200 Planning-2 teachers x 2 hours=\$100 Math and Reading Ice Cream Social- 4 teachers x 2 hours=\$200 Planning-2 teachers x 2 hours=\$100	Fall Parent Information Night-This parent event will go over the Title 1 program at George Cromwell Elementary. Structured Play and Student Discourse Night-This parent event will focus on how to use structured games to promote student discourse in speaking and listening. Math and Reading Ice Cream Social- This parent event will focus on how to use math games to promote math fluency and reading strategies to use at home with your child as they read. Spring Parent Input Meeting-This parent event will go over the Title 1 Program of 2017-2018 and allow for input in the 2018-2019 Title 1 program.		1,250
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	George Cromwell	Continued from line above: Summer Kick Off Night Planning Translation services	Continued from line above: Summer Kick Off Night-2 teachers x 2 hours=\$100 Planning-2 teachers x 2 hours=\$100 Translation services-10 hours x \$25=\$250	Summer Kick Off Night-This parent event will focus on ways to keep your child active over the summer with their reading and math skills. Translation Services-Provided by Diana Rivera outside of her AACPS contracted hours for Title 1 documents.		

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Georgetown East	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182.00	2nd grade- 1.00 FTE 3rd grade- 1.00 FTE Reduce Class Size Each position will be partially funded through the Title I Grant 170820 carryover	1.09460	60,402
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Georgetown East	Teacher - Avg for steps 11 to 15 @ Salary	\$71,502.00	Reading Resource Teacher	0.80	57,202
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Georgetown East	Teacher - Avg for steps 16 to 20 @ Salary	\$80,590.00	Math teacher	1.00	80,590
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Georgetown East	Teacher Assistant/ @ 18.58	\$23,755.00		1.00	23,755
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Georgetown East	TA/Learning Lab @ 26.40	\$33,645.00	Learning Lab	1.00	33,645
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Georgetown East	Teacher - Retire/Rehire @ Salary	\$62,500.00	Math Student Instructional support teacher	0.25	15,625
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Georgetown East	Instructional Assistant - Hourly @ Rate per/hr	\$12.50	Home/School Liaison	2,483.00	31,038
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Georgetown East	Reading and Math Night (15 people @ 3 hours =45 hours) Science/Math Night 8 people @ 3 hours = 24 hours Family Night at the Library 6 people @ 2 hours- 12 hours Total = \$2,025	45 hours @ \$25/hr= \$1,125 24 hours @25/hr= \$600 12 hours @\$25/hr=\$300	Teachers to run stations at 3 parent events during the school year to help educate our parents on supporting their children at school.		2,025
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Germantown	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182.00	Title I Math Resource, K-5; 1.0 SIST, Grade K: .8 SIST, Grade 2 & 3: 1.0 SIST Grade K & 1; 1.0 Student Instructional Support Teachers: Provides additional support to classroom teachers with CCSS through modeling, coaching and planning as well as provide additional intervention support to low performing students.	3.80	209,692
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Germantown	Teacher - Avg for steps 6 to 10 @ Salary	\$64,505.00	SIST, Grade K: .2 SIST, Grade 4 & 5: 1.0 SIST, Grade 2 & 3: 1.0 Student Instructional Support Teachers: Provides additional support to classroom teachers with CCSS through modeling, coaching and planning as well as provide additional intervention support to low performing students.	2.20	141,911
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Germantown	Teacher - Avg for steps 16 to 20 @ Salary	\$80,590.00	SIST, Grade K-5: .5 - Student Instructional Support Teachers: Provides additional support to classroom teachers with CCSS through modeling, coaching and planning as well as provide additional intervention support to low performing students.	0.50	40,295

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Germantown	Teacher - Avg for steps 21 to 25 @ Salary	\$89,852.00	SIST: Grade K & 1: 1 Student Instructional Support Teachers: Provides additional support to classroom teachers with CCSS through modeling, coaching and planning as well as provide additional intervention support to low performing students.	0.10	8,985
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Germantown	Teacher Assistant/ Home-School Liaisons @Salary	\$23,755.00	Poverty Aide: 1.0 Poverty Aide: Provides support lower performing students with math/reading interventions	1.00	23,755
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Germantown	Permanent Substitute @ Salary	\$28,764.00	Permanent Substitute: Provides coverage/support for SIST to build teacher capacity through peer observation, coaching, and planning.	0.20	5,753
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Germantown	Instructional Assistant - Hourly @ Rate per/hr	\$12.50	500 hours Instructional Assistant: support the students growth in the area of oral language development	500.00	6,250
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Germantown	Instructional Teacher Stipends - Hourly @ Rate per/hr	\$25.00	Temp. Employee 183 days, 4 hours per day: Temp. Employee: Provides additional support to classroom teachers with CCSS through modeling, coaching and planning as well as provide additional intervention support to low performing students.	732.00	18,300
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Germantown	Story Can Theater: 3 Teachers @25 x 2 hrs = \$150 Books + Math = Drama: 3 Teachers @25 x 2 hrs = \$150 Cozy Up: 5 Teachers @25 x 2 hrs = \$250 Parent Summit Conference: 12 Teachers @ \$25 x 6 hrs = \$1,800	150+150+250+1800 = \$2,350	Parent events based on academic need & parent input are provided to parents with staff support to plan activities or run student centered activities.		2,350
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Glen Burnie Park	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182.00	SIST	1.00	55,182
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Glen Burnie Park	Teacher - Avg for steps 6 to 10 @ Salary	\$64,505.00	Title I Math Teacher SIST	2.00	129,010
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Glen Burnie Park	Teacher - Avg for steps 21 to 25 @ Salary	\$89,852.00	Title I Reading Teacher	1.00	89,852

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Glen Burnie Park	September 2017 - Intro Night to Title I Night 5 teachers for 3 hours December 2017 - Polar Express/Reading and STEM Night Dec. 5 Teachers for 3 hours Community Outreach Program @ Community Centers; Math Puzzles (Jan) : 7 teachers for 3 hours Learning Reading, Writing and Math Through Play (April) 5 teachers for 3 hours G. Tang Manipulative Parent Workshop (Spring) 5 teachers for 3 hours Summer Reading Math Kick Off Night May/June 2018 5 teachers for 3 hours 32 teachers X 3 hours@\$25=\$2400.00	32 teachers x 3 hours x \$25/hour = \$2,400 (1 hour event and 2 hours for set up/clean up and planning)	Provide families with information about Title I program, model engaging activities for parents to implement at home, and educate parents about healthy practices for children		2,400
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Glendale	Teacher - Avg for steps 1 to 5 @ Salary Title I Reading Teacher	\$55,182.00	Title I Math and Reading Teachers will manage Title I budget, plan PAC activities, and support the implementation of the SIP by providing professional development that supports SIP action steps and coaching/modeling in classrooms to build teacher capacity. SIST will provide intervention services to Targeted students through push in and pull out models and monitor student progress.	0.50	27,591
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Glendale	Teacher - Avg for steps 6 to 10 @ Salary (1) Title I Math Teacher (2) SIST	\$64,505.00	Title I Math and Reading Teachers will manage Title I budget, plan PAC activities, and support the implementation of the SIP by providing professional development that supports SIP action steps and coaching/modeling in classrooms to build teacher capacity. SIST will provide intervention services to Targeted students through push in and pull out models and monitor student progress.	2.00	129,010
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Glendale	Teacher - Avg for steps 16 to 20 @ Salary (1) Title I Math Teacher	\$80,590.00	Title I Math and Reading Teachers will manage Title I budget, plan PAC activities, and support the implementation of the SIP by providing professional development that supports SIP action steps and coaching/modeling in classrooms to build teacher capacity. SIST will provide intervention services to Targeted students through push in and pull out models and monitor student progress.	1.00	80,590

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Glendale	3 Events (Fall, Winter and Spring) 8 teachers per event for 2 hours of work Translation Services for PAC events	(1) Fall Event: \$25/hr x 2hrs x 8 teachers = \$400 (2) Winter Event: \$25/hr x 2hrs x 8 teachers = \$400 (3) Spring Event: \$25 hr x 2 hrs x 8 teachers = \$400 \$100.00 - Available funds for Bilingual Facilitator to translate documents for Non-English speaking families. Any work to be completed after work duty hours	To make these events successful, we need teacher support to run stations, set-up, clean-up and interact with families to build a cohesive, genuine partnership and to support parents in developing strategies to use with their children to support their achievement throughout the school year. In addition, attending these events is not required by the Negotiated Agreement.		1,300
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Freetown	Teacher - Avg for steps 6 to 10 @ Salary	\$64,505.00	Reading Teacher; Student Instructional Support Teacher (SIST/STEAM teacher) supports SIP to provide opportunities for students to be engaged in hands on rigorous and relevant skills that includes all content areas and meet Science Content Standards	1.80	116,109
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Freetown	Teacher - Avg for steps 21 to 25 @ Salary	\$89,852.00	Title 1 Math Teacher - Plan PAC activities to support the SIP; Provide support for SIP action steps in math - Coach, model and provide PD to increase math instructional capacity.	0.75	67,389
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Freetown	Teacher Assistant/ Home-School Liaisons @Salary	\$23,755.00	Teaching Asst. -	2.00	47,510
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Freetown	Title 1 Family Night = 4 teachers Title 1 Family Math Night = 3 teachers Title 1 Family October = 5 teachers Title 1 Homework Math Help = 3 teachers Title 1 Freetown Family Carnival & Reflection = 10 teachers	25 teachers @ \$25/hour = \$625 x 2hours/event = \$1250.00			1,250
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Hilltop	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182.00	1.0 - CSR - Grade 4 Lower class size to meet individual students need and raise student achievement. 1.0 - Math SIST 1.0 - Reading SIST The reading and math SISTs will work with struggling students in targeted areas using research based/evidenced based programs to ensure all students are meeting grade level expectations.	3.00	165,546
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Hilltop	Teacher - Avg for steps 6 to 10 @ Salary	\$64,505.00	1.0 - Math SIST 1.0 - Reading/Math SIST The reading and math SISTs will work with struggling students in targeted areas using research based/evidenced based programs to ensure all students are meeting grade level expectations.	2.00	129,010

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Hilltop	Teacher - Avg for steps 11 to 15 @ Salary	\$71,502.00	1.0 - Reading SIST 0.5 - Reading SIST The reading and math SISTs will work with struggling students in targeted areas using research based/evidenced based programs to ensure all students are meeting grade level expectations.	1.50	107,253
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Hilltop	Teacher - Avg for steps 21 to 25 @ Salary	\$89,852.00	1.0 - Math Resource Teacher Coordinate professional development between outside consultants and the county math office. Analyze data and collaboratively plan with teachers for instructional effectiveness. Co-teach with teachers to increase teacher capacity.	1.00	89,852
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Hilltop	Teacher stipends for Parent Events in fall (Math/STEM/Title I Orientation) and spring (Reading/STEM/Title I Budget Meeting) = \$1,800	Teacher Stipends for Parent Events 72 hours @ \$25 per hour = \$1,800 for: Math/STEM/Title I Orientation Family Night: 12 tchrs x 3 hours = 36 hours Reading/STEM/Title I Budget Family Night: 12 tchrs x 3 hours = 36 hours	Teachers will be paid to plan activities outside of school hours for parents and students to support learning beyond the school day. This will help strengthen the home-school connection, build parental capacity and give parents ideas of how to support students at home. This opportunity will also allow parents and family members to interact with teachers and staff informal and promote a positive school culture.	72.00	1,800
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Lothian	Teacher - Avg for steps 11 to 15 @ Salary	\$71,502.00	Title I Math Teacher 1.0 Title I Reading Teacher 0.7	1.70	121,553
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Lothian	Instructional Assistant - Hourly @ Rate per/hr	\$12.50	Instructional assistant to run a fact fluency morning 3xweek - 48 hours @ \$12.50/hour (1.5 hours/week for 32 weeks = 48 hours)	48.00	600
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Lothian	Title I Orientation Event: 2 teachers for 6 hours of planning and 2 teachers for 4 hours of facilitating event, plus 1 teacher for 1 hour facilitating event, Math and Reading Event :2 teachers for 6 hours of planning and 4 hours of facilitating event plus 1 teacher for 1 hour facilitating event, Healthy Kids Event: 2 teachers for 6 hours of planning and 4 hours of facilitating event plus 1 teacher for 1 hour facilitating event. End of Year Observance: 2 teachers for 6 hours of planning and 4 hours of facilitating event plus 1 teacher for 1 hour facilitating event,	Title I Orientation Event: 2 teachers @ 10 hours x 25/hr + 1 teacher @ 1 hour x 25/hour = \$275 Math and Reading Event: 2 teachers @ 10 hours x 25/hr + 1 teacher @ 1 hour x 25/hour = \$275 Healthy Kids Event: 2 teachers @ 10 hours x 25/hr + 1 teacher @ 1 hour x 25/hour = \$275 End of Year Celebration: 2 teachers @ 10 hours x 25/hr + 1 teacher @ 1 hour x 25/hour = \$275	Parent activities based on academic need and parent involvement provide parents opportunities to better understand how to support their students' academic progress and make a positive impact in their child's success.	44.00	1,100
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Marley	Teacher - Avg for steps 6 to 10 @ Salary	\$64,505.00	0.5 FTE- To provide reading interventions for Title 1 students and coach teachers-Title I Reading Teacher-part time & 0.6 FTE - To provide reading/math interventions for Title 1 Students 0.80 FTE- interventionist to provide math interventions for Title 1 students	1.90	122,560

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Marley	Teacher - Avg for steps 11 to 15 @ Salary	\$71,502.00	Interventionist To provide math interventions for Title 1 students	1.00	71,502
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Marley	Teacher - Avg for steps 16 to 20 @ Salary	\$80,590.00	Interventionist & Title 1 Math Teacher- To provide reading/math interventions for Title 1 students	2.00	161,180
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Marley	Teacher - Avg for steps 21 to 25 @ Salary	\$89,852.00	To provide reading interventions for Title 1 students and coach teachers- Title I Reading Teacher	0.50	44,926
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Marley	September/ October Meeting with parents to inform parents as to what it means to be a Targeted Assisted School and what the interventions may look like for their child January/ February Title 1 reading/math night April/ May Title 1 Family game night Parent meeting for transitioning students into Kindergarten May-parent input for upcoming budget	Fall parent meeting 6 teachers @2 hr. @ \$25.00/hr= \$300 Title 1 reading/math night 9 teachers @ 2 hr. @ \$25.00/ hr = \$450 Title 1 family game night 9 teachers @ 2 hr. @ \$25.00/ hr = \$450	Fall Budget Meeting: Teachers will review Title 1 information with parents. We will discuss what it means to be a Targeted Assisted School as well as what interventions may look like for their child. We will also seek input from parents as to specific items they would like for us to consider doing throughout the school year. Reading/Math Night : Teachers will teach parent activities and present best practices to support reading and math at home. Game night: Parents and students will follow sets of directions and work together to play a game. This promotes parent involvement, family time, and reading/math skills. May parent meeting will be held during school hours.		1,200
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Maryland City	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182.00	1.0 Classroom reduction teacher - intermediate 5th grade to create smaller classes to meet the needs of all students	1.00	55,182
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Maryland City	Teacher - Avg for steps 6 to 10 @ Salary	\$64,505.00	0.5 - Student Instructional Support Teacher - to be hired to support the lowest performing students	0.50	32,253
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Maryland City	Teacher - Avg for steps 16 to 20 @ Salary	\$80,590.00	1.0 Title I Math Teacher	1.00	80,590
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Maryland City	Teacher - Avg for steps 21 to 25 @ Salary	\$89,852.00	0.85 Title I Reading Teacher	0.85	76,374
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Maryland City	Stipends to support our New Student Orientation; Title I Orientation and Internet Safety Night, Homework Help Night, Math Night, Reading and PARCC Night, FIT Meetings, Magnet Program Information Night, Annual Meeting; Crazy 8 Club; and Kindergarten Orientation.	Planning and implementation of the following activities: New Student Orientation 4 hours @ \$25/hour = \$100 Title I Orientation Night 4 hours @ \$25/hour = \$100 Homework Help Night 10 hours @ \$25/hour = 250 Math Night 16 hours @ \$25/hour = \$400 Reading Night and PARCC Information Night 16 hours @ \$25/hour = \$400 Title I Annual Meeting 8 hours @ \$25/hour = \$200 Crazy 8 Club 12 hours @ \$25/hr = \$300 Kindergarten Orientation Planning 3 hours @ \$25/ hr = \$75 Total = \$1,825	Support for PAC events includes registering families, helping with set up and food delivery, working rotations, and developing the materials for the evening. Crazy 8 Club for transition of Pre-kindergarten students to kindergarten Kindergarten Orientation is to allow incoming Kindergarten families to learn about the school, curriculum, and how to help their child be ready when kindergarten begins.	73.00	1,825

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01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Meade Heights	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182.00	Reading Resource Teacher Math Resource Teacher	2.00	110,364
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Meade Heights	Teacher - Avg for steps 11 to 15 @ Salary	\$71,502.00	Student Instructional Support Teacher	0.80	57,202
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Meade Heights	Instructional Assistant - Hourly @ Rate per/hr	\$12.50	Temp TA Behavior Support (181 days x 6 hours=1038	1,038.00	12,975
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Meade Heights	Title I Parent Orientation - 2 resource teachers for planning and presenting (1hour planning; 1 hour presenting) @ \$25/hr (2 hrs per teacher x 2=4 hours) Math Night - 8 teachers for planning and event presentations - 8 x 2 hours=16 @ \$25 per hour Reading Night - 8 teachers for planning and event presentations - 8 x 2 hours =16 @ \$25 per hour	Title I Parent Orientation-4 hours @ \$25/hr = \$100 Math Night 8 x 2 hours each @ \$25/hr = \$400 Reading Night 8 x 2 hours each @ \$25/hr = \$400 Total - 36 hours @ \$25/hr = \$900.	All Parent Events are aligned with the SIP that reflects the Statement of Need--Title I Parent Orientation - An overview of the MHES Title I program. The SIP, Schoolwide Plan, Family Engagement Plan, FY18 budget, and Home School Compact. Math Night - Sessions with strategies to reinforce fact fluency for grades K-3, multiplication for grade 3, and multiplication and division of larger numbers for grades 3, 4, & 5 Reading Night - Sessions will present parents with strategies to support their child while reading at home.		900
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Mills-Parole	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182.00	CSR This position will allow us to have smaller class sizes in third grade.	1.00	55,182
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Mills-Parole	Teacher - Avg for steps 6 to 10 @ Salary	\$64,505.00	Math Teacher - 1.00 FTE Reading Teacher - 1.00 FTE Behavioral Intervention Specialist - 1.00 FTE These positions will allow us to staff a math and reading resource teacher which will provide staff with professional development, coach teachers, co-teach with teachers, model best practices, provide differentiated instruction, analyze data, facilitate collaborative planning, organize and budget the Title One program as well as be a part of many other school initiatives. The Behavioral Specialist will run the PBIS program, coach teachers, provide professional development, co-teach, model best practices, analyze student referral data, monitor our PBIS strategies, as well as be a part of many other school initiatives. Less than 50% of each position will be funded through the FY17 Title I Grant 170820 carryover.	1.59990	103,202

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01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Mills-Parole	Teacher - Avg for steps 11 to 15 @ Salary	\$71,502.00	Behavior Intervention Specialist The Behavioral Specialist will run the PBIS program, coach teachers, provide professional development, co-teach, model best practices, analyze student referral data, monitor PBIS strategies as well as be a part of many other school initiatives.	1.00	71,502
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Mills-Parole	Teacher - Avg for steps 21 to 25 @ Salary	\$89,852.00	SIST These positions will allow us to be 'hands on 'with students. These highly skilled staff members will co-teach, provide interventions, and differentiate instruction to ensure we are providing the best instruction for every student.	3.00	269,556
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Mills-Parole	Teacher Assistant/ Home-School Liaisons @Salary	\$23,755.00	SPED Assistant This position will allow us to support our Special Education program and will enable us to provide one-on-one, differentiated support for individual students with special needs.	1.00	23,755
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Mills-Parole	Instructional Assistant - Hourly @ Rate per/hr	\$12.50	IA Will be working with small groups of students to provide differentiated instruction to meet student needs. IS will also assist in planning parent events with Title One. IA is Bilingual and will be able to reach the Hispanic community.	1,170.00	14,625
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Mills-Parole	Popping with Success - 2 teachers @ 3 hours each x \$25 = \$150 + 1 IA @ 2 hours x \$12.50 = \$25 Total = \$175 Bedtime Story Night - 22 teachers @ 3 hours x \$25 = \$1650 Science Fair Night - 4 teachers @ 3 hours each x \$25 = \$300 + 1 IA @ 2 hours x \$12.50 = \$25 Total = \$325 Math Night 30 teachers @ 3 hours x \$25 = \$2250 + 3 IA @ 2 hours x \$12.50 = \$75 Total = \$2325 Parent Information Meeting and Workshops- 6 teachers @3 hours x \$25 = \$450 + 2 IA @ 2 hours x \$12.50 = \$50 Total = \$500	\$175 + \$1650 + \$325 + 2325 + \$500 = \$4975	This enables us to register families, help with set up and food delivery, working rotations, developing and planning the materials for events.		4,975
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	North Glen	Teacher	\$55,182.00	Title I Math Teacher: 1.0 - Provide professional development and coaching support with Math. Facilitate collaborative planning and provide intervention support for students not meeting proficiency. Both Title I Staff - Manage Title I budget and plan PAC activities to support SIP. Provide support for the SIP Action steps in Reading, Writing, and Math.	1.00	55,182

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	North Glen	Teacher SIST	\$64,505.00	Title I Reading Teacher: 1.0 - Provide professional development and coaching support with Reading and Writing. Facilitate collaborative planning and provide intervention support for students not meeting proficiency. Both Title I Staff - Manage Title I budget and plan PAC activities to support SIP. Provide support for the SIP Action steps in Reading, Writing, and Math. SIST: 0.90 - Provide intervention in Reading and Math for students not meeting with CCSS. Collaborates with classroom teachers to provide ongoing support for these students.	1.90	122,560
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	North Glen	1st Quarter Parent Event - Reading Without Walls 2nd Quarter Parent Event - Making Math the Story in Word Problems 3rd Quarter Parent Event - Young Authors Night 4th Quarter Parent Event - STEMathematics Night: Math is Everywhere!	10 Teachers at each of 4 PAC events for 2 hours each (40 Teachers @ \$25/hour, 2 hours ea.) = \$2,000	Reading Without Walls. TAS Families will explore a variety of graphic novels. During reading and after reading strategies will be modeled and practiced with staff support. Making Math the Story in Word Problems Night. TAS Families will solve differentiated word problems using concrete manipulatives and representational drawings. Strategies will be modeled and practiced with staff support. Young Authors Night. TAS Families will follow the writing process starting with a doodle and ending with a narrative writing piece. Strategies for drafting and revising will be modeled and practiced with staff support.		2,000
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	North Glen			Continued from line above: STEMathematics: Math is Everywhere Night. TAS Families will explore real world problems and use math strategies/skills to solve them. Staff will facilitate and support, as well as differentiate based on grade-level and student readiness.		
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Park	Teacher - Avg for steps 1 to 5 @ Salary CSR 1.0-Grade 4 CSR 1.0- Grade 2	\$55,182.00	CSR-Lower class size to meet individual student needs and raise student achievement.	2.00	110,364
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Park	Teacher - Avg for steps 6 to 10 @ Salary 1.0-Title I Reading Teacher	\$64,505.00	Reading Resource-Manage Title I budget and plan PAC activities to support the SIP. Provide support for the SIP-action steps in reading. Collect and analyze student data, coach, model and provide professional development to increase teacher capacity in the area of literacy.	1.00	64,505

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Park	Teacher - Avg for steps 21 to 25 @ Salary 1.0-Title I Math Teacher .5-Reading Intervention	\$89,852.00	Math Resource-Manage Title I budget and plan PAC activities to support the SIP. Provide support for the SIP-action steps in math. Collect and analyze student data, coach, model and provide professional development to increase teacher capacity in the area of mathematics. Intervention-Provide intervention/small group instruction, co-teach and collaborate with staff in order to support students not meeting proficiency with CCSS	1.50	134,778
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Park	Teacher Assistant/ Home-School Liaisons @Salary 1.0 TA	\$23,755.00	New Hire	1.00	23,755
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Park	Instructional Teacher Stipends - Hourly @ Rate per/hr Math and literacy morning tutoring. 100 days for 2 teachers @ \$25 an hour=\$5000.00	Math and literacy morning tutoring. 100 days, 1 hour per day for 2 teachers @ \$25 an hour=\$5000.00.	Struggling students in need of intervention will be invited to school early for additional support with reading and/or math with a certified teacher.		5,000
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Park	September 2017-Fall Budget Meeting-3 teachers December 2017-Reading & Math Night-15 teachers April 2018-Reading & Math Night Part 2-15 Teachers June 2018-Transition to Kindergarten Night-6 teachers 39 teachers x 3 Hours @ \$25 an hour=2925.00	Fall budget meeting 3 teachers at \$25/hr for 3 hours = \$225 Winter reading/math night - 15 teachers at \$25/hr for 3 hours = \$1125 Spring reading/math night - 15 teachers at \$25/hr for 3 hours = \$1125 Kindergarten Transition - 6 teachers at \$25/hr for 3 hours = \$450	Teachers will teach activities to benefit students and parents at each event to build support and capacity.	117.00 Hours	2,925
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Point Pleasant	Teacher - Avg for steps 6 to 10 @ Salary	\$64,505.00	1 SIST (supports SIP to provide opportunities for students to be engaged in hands on rigorous and relevant skills that includes all content areas and meet Science Content Standards)	1.00	64,505
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Point Pleasant	Teacher - Avg for steps 11 to 15 @ Salary	\$71,502.00	1 Math (Plan PAC activities to support the SIP; Provide support for SIP action steps in math - Coach, model and provide PD to increase math instructional capacity)	1.00	71,502
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Point Pleasant	5 events, 2 Fall and 3 Spring, 5 teachers for Title 1, 6 teachers for Math, Reading, and Celebration Nights each	1) Title 1 info; 5 teachers x \$25/hr x 2 hrs = \$250 2)Game Night: 6 teachers x \$25/hr x 2 hours = \$300 3) Dr. Suess Night: 6 teachers x \$25/hr x 2 hours = \$300 4)Celebration: 6 teachers x \$25/hr x 2 hours= \$300 Total = \$1150	In order to make these events successful, we need teacher support for facilitating activities, setting up, cleaning up and establishing positive relationships with families.		1,150
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Richard Henry Lee	Teacher - Avg for steps 6 to 10 @ Salary	\$64,505.00	1.0 FTE Title I Math Resource Teacher 1.0 FTE SIST	2.00	129,010

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Richard Henry Lee	1st Event: Family Information Night 2nd Event: Reading Night 3rd Event: Math Night 4th Event: Sailing Into Summer – Prep for Next School Year Event	10 teachers x 2 hr = 20 hours 20 hours x \$25 = \$500 per event \$500 x 4 events = \$2000	1. Family Information Night: Families will be informed about what the Targeted Title I program is, how it can benefit their children. They will have the opportunity to ask questions and give input on the current budget, compact, Title I Plan, and family engagement components. 2. Reading Night: TAS families will participate in a literacy themed event. Teachers will share read aloud for various grade levels and have families work together to create literacy themed projects based on the read aloud chosen. 3. Math Night: TAS families will participate in a math themed event. Families will work together, with the support of RHLee staff, to play a variety of math games (all grade levels provided) to focus on specific math skills. Make and take activities will be provided for TAS students to create and take home for additional practice.		2,000
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Richard Henry Lee			Continued from line above: 4. Sailing Into Summer – Prep for New School Year TAS families will be invited to reflect on the current school year. They will have the opportunity to ask questions and give input on the next school year's budget, Title I plan, family engagement components, and home-school compact. TAS families will also be provided with a summary learning pack of supplies to support students' practice with current skills at home.		
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Rippling Woods	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182.00	2.0 Title I Math Teacher - 1.6 Student Instructional Support Teacher (SIST) - (Both support teachers will provide small group interventions for targeted students.)	3.60	198,655

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Rippling Woods	<p>Title I Orientation Night = 4 teachers (3 hours x \$25 = \$300) Dream Box Night = 2 teachers (3 hours x \$25 = \$150) Math/Reading Night (12 teachers x 25/hour x 3 hours = \$900)</p> <p>Translation of materials - 1 teacher (after normal scheduled work hours) x 8 hours x \$25=\$200</p>	<p>4 teachers x 3 hours x \$25/hour = \$300 2 teachers x 3 hours x \$25/hour = \$150 12 teachers x 3 hours x \$25/hour = \$900 Translation \$200 =\$1,550</p>	<p>1. Title I Orientation Night - Title I Parents and students will be invited into the school to review the current budget and provide input on how the money is being spent. Parents will be introduced to Title I staff and the available interventions and resources for their child(ren). 2. Dream Box Night - Title I parents and students will be introduced to the DreamBox program and given their password and log-in information. Students will have the opportunity to log onto DreamBox and begin exploring the math strategies available to them.</p>		1,550
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Rippling Woods			<p>Continued from line above: 3. Math/Reading Night - Title I students and their parents will be invited to the school after hours to participate in math and reading rotations that will encourage them to continue their learning in a game environment. Parents will have the opportunity to work side-by-side with their students and be able to ask questions about reading/math content. Community vendors will be available for parents to gain more information about opportunities and business available to them locally. 4. Parent events support the parents, students, and staff of TAS students at RWES. The parent events help build parent capacity so they can better support their students learning. Materials for these events will need to be translated for our ESOL population.</p>		
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Southgate	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182.00	Title I Math Teacher 1.0 -Manage Title I Budget and Title I Program jointly with Title I Reading Teacher and other Title I Math Teacher. Provide support for the SIP action steps in math. Provide coaching, collaborative planning, and PD to increase the capacity of our Title I Teachers in the area of Mathematics.	1.00	55,182
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Southgate	Teacher - Avg for steps 21 to 25 @ Salary	\$89,852.00	Title I Math Teacher 1.0 -Manage Title I Budget and Title I Program jointly with Title I Reading Teacher and other Title I Math Teacher. Provide support for the SIP action steps in math. Provide coaching, collaborative planning, and PD to increase the capacity of our Title I Teachers in the area of Mathematics.	1.00	89,852

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Southgate	Teacher Assistant/ Home-School Liaisons @Salary	\$23,755.00	Assist teachers and students by providing small group strategy based support to our Title I students in Reading and Mathematics.	2.00	47,510
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Southgate	Instructional Assistant - Hourly @ Rate per/hr	\$12.50	4 Instructional Assistants will assist grade levels by providing small group support to Title I students based on strategies in reading and mathematics	2,000.00	25,000
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Southgate	Instructional Teacher Stipends - Hourly @ Rate per/hr	\$25.00	Teachers will be used to support reading instruction for our Title 1 students.	80.00	2,000
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Southgate	Title I Parent Transition: 6 hours Title I Math Night: 40 hours Title I Reading Night: 40 hours Kindergarten Transition: 40 hours	126 hours x \$25 = \$3,150	Parent Transition Meeting will provide our Title I parents information about Title I, Extended Day, Budget Conversations, Parent/School Compact, and additional information about support available to Title I parents and students. In addition, parents will be able to ask questions about Title I. Parent activities based on academic need and parent involvement provides parent an opportunity to make a difference in their child's academic success. The teachers will help support these events through planning and delivery of the events.	126.00	3,150
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Tyler Heights	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182.00	Grade 2 Class Size Reduction- 1.00 for full year Grade 4 Class Size Reduction- 1.00 for full year Grade 5 Class Size Reduction- 1.00 for full year Approximately 50% of each position will be funding through the Title I Grant 170802 carryover.	1.513460	83,515
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Tyler Heights	Teacher - Avg for steps 6 to 10 @ Salary	\$64,505.00	SIST .8- Focus is reading interventions SIST .5- Focus is Math Intervention SIST .4- Focus is reading interventions STEM Teacher- STEM teacher to support Math SIP action step and provide time for weekly grade level collaborative planning 1.0 1.0 Title 1 Reading Teacher Coach, model and provide PD to increase reading instructional capacity.	3.70	238,669
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Tyler Heights	Teacher - Avg for steps 11 to 15 @ Salary	\$71,502.00	Math Resource Teacher- Coach, model and provide PD to increase math instructional capacity.	1.00	71,502
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Tyler Heights	Teacher Assistant/ Home-School Liaisons @Salary	\$23,755.00	Former Spell Read Tech	1.00	23,755

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Tyler Heights	Permanent Substitute @ Salary	\$28,764.00	Permanent Sub (tbd) - 1.0, becoming a permanent staff member receiving PD with faculty to keep instruction at a high quality level while teachers are not able to be in the classroom	1.00	28,764
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Tyler Heights	Instructional Assistant - Hourly @ Rate per/hr	\$12.50	3 additional full time temporary instructional assistants (1 for kindergarten, and 2 for instructional support in large 1st and 3rd grade classes) 6.5 hours x 180 days = 1,170 hours x 3 = 3,515 hours	3,510.00	43,875
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Tyler Heights	Title 1 Overview (September 2017) Oral Language Night (November 2017) Reading with Mom (November 2017) Fact Family Fluency (December 2017) Reading Night (February 2018) Math with Dudes (April 2018) Parent University Workshops (Marking Period 2, 3, 4) Parent Community School Culture (Marking Period1, 2, 3, 4) Kindergarten Orientation (May 2018) Title 1 Spring Parent Meeting (May 2018)Character Counts Carnival (June 2018)	Title 1 Overview: 2 teachers + 1 bilingual facilitator x 2 hours (\$25) each =\$150 Oral Language Night 4 teachers + 1 bilingual facilitator x 2 hours (\$25) each = \$250 Fact Family Fluency: 6 teachers + 1 bilingual facilitator x 2 hours(\$25) each =\$350 Reading Night: 6 teachers + 1 bilingual facilitator x 2 hours (\$25) each =\$350 Parent University Workshops: 3 teachers + 1 bilingual facilitator x 2 hours (\$25 each) x 3 sessions = \$600 Parent Community School Culture Team: 2 teachers + 1 bilingual facilitator x 2 hours (\$25 each) x 4 sessions = \$600 Kindergarten Orientation: 6 teachers + 1 bilingual facilitator x 2 hours (\$25 each) =\$350 Title 1 Parent Meeting 2 teacher x+ 1 bilingual facilitator x 1 hour (\$25 each)=\$75 Character Counts Carnival: 6 teachers + 1 bilingual facilitator x 2 hours (\$25) each =\$350 Translations for PAC events and communication: 1 bilingual facilitator x 9 hours (\$25 each)= \$225 Total cost: \$3300	Support includes registering families, helping with set-up and food delivery, working rotations, developing the materials for the events.		3,300
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Van Bokkelen	Grade 1 CSR - Avg for steps 1 to 5 @ Salary	\$55,182.00	CSR - Lower class size to meet individual student needs and raise student achievement 1.00 FTE 50% of position will be funding through the Title I Grant 170820 carryover	0.50	27,591
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Van Bokkelen	Grade 2 CSR - Avg for steps 1 to 5 @ Salary	\$55,182.00	CSR - Lower class size to meet individual student needs and raise student achievement 1.00 FTE 50% of position will be funding through the Title I Grant 170820 carryover	0.50	27,591
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Van Bokkelen	Grade 4 CSR - Avg for steps 1 to 5 @ Salary	\$55,182.00	CSR - Lower class size to meet individual student needs and raise student achievement 1.00 FTE Portion of position will be funding through the Title I Grant 170820 carryover	0.87131	48,081
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Van Bokkelen	Grade 5 CSR - Avg for steps 1 to 5 @ Salary	\$55,182.00	CSR - Lower class size to meet individual student needs and raise student achievement	1.00	55,182

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01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Van Bokkelen	Title I Reading - Avg for steps 6 to 10 @ Salary	\$64,505.00	Reading Resource - Develops and implements PAC events to support the SIP. Provide support for the SIP - Action steps in reading. Plans, organizes, and implements Extended Learning opportunities for identified students. Provides staff development for teachers to build their capacity to work with students with the greatest need for reading supports. Maintains Title I documentation for State and Federal audits and monitoring.	1.00	64,505
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Van Bokkelen	Title I Math - Avg for steps 6 to 10 @ Salary	\$64,505.00	Math Resource - Develops and implements PAC events to support the SIP. Provide support for the SIP - Action steps in reading. Plans, organizes, and implements Extended Learning opportunities for identified students. Provides staff development for teachers to build their capacity to work with students with the greatest need for math supports. Maintains Title I documentation for State and Federal audits and monitoring.	1.00	64,505
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Van Bokkelen	Teacher Assistant @ Salary	\$23,755.00	Teacher Assistant - Support teachers and students in the implementation of the CCSS	1.00	23,755
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Van Bokkelen	STEM Intermediate @ Salary	\$64,505.00	STEM supports SIP - Action Step - Implement Intermediate STEM Lab to provide opportunities for students to be engaged in hands-on, rigorous and relevant skills that includes all content areas and meet Science Content Standards	0.50	32,253
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Van Bokkelen	SIST- Reading Intervention @ Salary	\$64,505.00	Reading Intervention/SIST- Provide intervention to students not meeting proficiency with CCSS and collaborates on-going to provide support to teachers	0.50	32,253
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Van Bokkelen	4 teachers x 2 hours x 3 events = 24 x \$25/hr = \$600.00 ; 2 resource teachers x 5 hours x 3 events x \$25/hr = \$750.00 4 resource teachers x 5 hours x 1 event x \$25/hr = \$500.00	Academic Fair - 4 teachers x 2 hours @ \$25/hr = \$200.00; 4 resource teachers x 5 hours @ \$25/hr = \$500.00 TOTAL = \$700.00 STEM Night/Science Fair - 4 teachers x 2 hours @ \$25/hr = \$200.00; 2 resource teachers x 5 hours @ \$25/hr = \$250.00 TOTAL = \$450.00 Talent Fair - 4 teachers x 2 hours @ \$25/hr = \$200.00; 2 resource teachers x 5 hours @ \$25/hr = \$250.00 TOTAL = \$450.00 Spring Budget Meeting - 2 resource teachers x 5 hours @ \$25/hr = \$250.00 TOTAL = \$250.00	Teachers will teach parent activities during the Academic Fair and STEM Night/Science Fair. Teachers & parents will work collaboratively together during evening parent events.		1,850
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Woodside	Teacher - Avg for steps 1 to 5 @ Salary	\$55,182.00	0.5 STEM provide opportunities for students to be engaged in hands on, rigorous and relevant skills that includes all content area	0.50	27,591
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Woodside	Teacher - Avg for steps 6 to 10 @ Salary	\$64,505.00	1.0 Reading Specialist to provide leadership, expertise and support to empower teachers and leaders	1.00	64,505
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Woodside	Teacher - Avg for steps 16 to 20 @ Salary	\$80,590.00	1.0 Math Resource provides SIP action steps in math, provides intervention for identified students	0.90	72,531

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01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Woodside	Teacher Assistant/ Home-School Liaisons @Salary	\$23,755.00	1.0 T.A. 0.5 Support teachers and students in the implementation of the CCSS in grades 1 and 2 and 5	1.50	35,633
01 Regular Programs/ 1 Salaries/Wages	Stipends to support Parent Events	Woodside	Sept. 2017 Fall Budget Meeting - 2 teachers, 3 hours ea. @ \$25/hour = \$150 Dec. 2017 Technology Tools 8 teachers at \$25 an hour for 4 hours = 800 April 2018 - STEAM Night - 8 teachers, 4 hours ea. @ \$25/hour = \$800 = \$1750	Budget meeting will include two resource teachers to review home school compact, parent plan, and budget to determine how parents would like to spend PAC funds. Teachers will teach parent activities at each event, with a focus on reading and math. Each parent activity is hands on learning and each activity can be repeated at home.			1,750
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Systemwide	Instructional Teacher Stipends - Hourly @ \$25.00 per hour	Extended Learning Stipends for Extended Year Facilitator to include planning, preparation, instructional days, close out to total 228 hours @ \$30 per hour = \$6,840 Extended Learning Stipends for Extended Year Lead Teacher to include planning, preparation, instructional days, close out to total 228 hours @ \$25 per hour = \$5,700 Extended Learning Stipends for Extended Year Teachers to include planning, instructional days and close out to total 2136 hours @ \$25 per hour= \$53,400 Extended Learning Stipends for Extended Year Bilingual teachers to include planning, preparation, instructional days, close out to total 114 hours @ \$12.50 per hour: \$1,425.00 x 1 = \$1,425. Extended Learning Stipends for Extended Year Computer Technician to include planning, instructional days and close out for 75 hours @ \$35 per hour to total \$2,625 Extended Learning Stipends for Extended Day Facilitator to include planning, preparation, instructional days, close out to total 1430 hours @ \$30 per hour = \$42,900		6840+5700+53400+1425+2625+42900+56,800+30,310+16,875	216,875
01 Regular Programs/ 1 Salaries/Wages	Personnel & Temporary Salaries	Systemwide	Instructional Teacher Stipends - Hourly @ \$25.00 per hour	Continued from line above: Extended Learning Stipends for Extended Day Teachers to include planning, instructional days and close out to total 2272 hours @ \$25 per hour= \$56,800 Math Resource Teacher Closeout: 26 Teachers for 3 days @ \$388.59 daily rate = \$30,310 Temp Teacher (Woodside Elem School Support) 7.5 hours a day x 90 days = 675 hours x \$25 per hour = \$16,875			
01 Regular Programs/ 1 Salaries/Wages Total							6,981,864
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	Annapolis	AACC-Parenting Classes-\$2000	4 weekly, 2 hour sessions for parents of targeted assisted students, \$2000.00	This partnership with AACC Parenting Center will allow our parents to participate in workshops that will address social and emotional well being for their child(ren), reading and math skills, and structured play techniques and engagement. An english speaking and spanish speaking instructor will teach the workshops in addition to a teacher for the children to participate in the workshops as well.		2,000

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01 Regular Programs/ 2 Contracted Services	Student Assemblies	Belle Grove	"Yes I Can" Character Education assembly by Cris Johnson. \$800 "The Wacky Science Show" Science assembly by Academic Entertainment \$900	"Yes I Can" Character Education \$800 "The Wacky Science Show" \$900	This whole school event will support students in making positive character decisions. This assembly will address perseverance, diversity and acceptance as a support to Belle Grove to develop good citizenship within our students.		1,700
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	Belle Grove	Kona Ice Truck: 133 servings @ \$ 3.00 per serving = \$399 Joe Romano: Books - "Magic is Real" assembly - 1 assembly @ \$695 = \$695 Joe Romano: "Super Hero Math" assembly - 1 assembly @ \$695 = \$695	Kona Ice Truck: \$399 Joe Romano: Books - "Magic is Real" assembly: \$695 Joe Romano: "Super Hero Math" assembly: \$695	The Joe Romano assemblies will provide an opportunity for students and families to learn strategies to help build positive attitudes toward reading and math. The Kona Ice truck will support Belle Grove's sneak-a-peek event and encourage families to visit multiple stations to learn about school programs.		1,789
01 Regular Programs/ 2 Contracted Services	Student Assemblies	Brock Bridge	EcoAdventures (Gr. 3-5) MD Sunrise Farm (Gr. K-2)	EcoAdventures - \$11 admission for 40 Students = \$440 Maryland Sunrise Farm - \$9 admission for 40 students = \$360 =\$800	Field trips to support understanding of real world problem solving and provides a cultural and academic experience		800
01 Regular Programs/ 2 Contracted Services	Student Assemblies	Georgetown East	Challenge Island Assembly \$500 Science/Math Assembly- \$1100	2 assemblies- \$500 + 1100 = \$1,600	Assemblies to provide our students with background knowledge and integrating the arts into different subject areas.		1,600
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	Georgetown East	Translation of School Improvement plan \$350 Parent Plan \$250 Home School Compact \$250 Challenge Island- STEM Night- \$15 per family- \$500	\$350+250+250+500= \$1,350	Translation of Title 1 documents for Budget Meetings for families who are Spanish speaking and Challenge Island		1,350
01 Regular Programs/ 2 Contracted Services	Student Assemblies	Germantown	Arts Integration Residency: InterAct Story Theater @ \$1650	\$1,650	4 Classroom teachers work with an artist in residency to support arts integration through the I Do, We Do, You Do training model. Teachers are able to collaborate with grade levels and bring arts integration strategies to the team.		1,650
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	Germantown	Interact Story Theater: Story Can Theater: \$600 Books + Math = Drama: \$600	600+600= \$1,200	InterAct Story Theater will conduct the workshops to support early childhood with our parents		1,200
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	Glen Burnie Park	Translating services for PAC flyers/evaluations/sign-in sheets Schreiber Translation: \$300 Greg Tang Math: Family Math Night w/ Glen Burnie Park ES & Rippling Woods ES \$1995/ 3 schools \$665	Total \$1995 (split between 3 schools)=\$666	Parent activities based on academic need and parent involvement provides parents an opportunity to make a difference in their child's academic success. Greg Tang Math will provide the materials and training to host this event with 2 other schools.		965
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	Glendale	Transportation for parents to attend school PAC events Associated Cab Company	Transportation for parents \$249	Money will be used for any TAS families who would like to attend PAC events, but do not have transportation available.		249
01 Regular Programs/ 2 Contracted Services	Student Assemblies	Freetown	STEAM assembly	Mobile Ed Productions	Opportunities for students to participate with hands on math and science		500

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	Freetown	Associated Cabs - service for families for Family PAC Nights - \$120 Translations for families (event flyers, sign-in, evaluation sheets) \$ 400.00 Author Night \$ 110.00	Cabs for 4 families @ \$30.00 = \$120.00 Translations = \$400.00 Author Night = \$110.00	Programs benefit the needs of our community ; Transportation to bring our families to school for events; Documents support our ESOL Families; Author will work with families at reading night;		630
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	Maryland City	PAC Documents to be translated - <u>Home School Contract</u> , Welcome information <u>New Student Orientation</u> - invitation, agenda, and evaluation <u>Title I Orientation and Internet Safety Night</u> - invitation, agenda, powerpoint, and evaluation <u>Homework Help Night</u> - invitation, powerpoint, and evaluation <u>Math Night</u> - invitation, evaluation and powerpoint <u>Reading Night and PARCC Information Night</u> - 2 powerpoints, invitation, evaluation <u>Title I Annual Meeting</u> - invitation, powerpoint, and evaluation <u>FIT Meetings</u> - invitation, evaluations <u>Crazy 8 Pre-K to K Transition</u> - invitation, evaluation <u>Magnet Program Information Night</u> - invitation, evaluation <u>Kindergarten Parent Orientation</u> - invitation, evaluation <u>Flying into First</u> - invitation, evaluation <u>Get to Know Your Library Night</u> - transportation	Translations from English to Spanish <i>Using figures from translations from FY'17, the cost of translations depends on the number of words to translate.</i> PAC Documents to be translated - <u>Home School Contract</u> - \$100 <u>Welcome to Maryland City</u> documents about the Title I program \$40 <u>New Student Orientation</u> - invitation, agenda, and evaluation \$40 <u>Title I Orientation and Internet Safety Night</u> - invitation, agenda, powerpoint, and evaluation \$120 <u>Homework Help Night</u> - invitation, powerpoint, and evaluation \$100 <u>Math Night</u> - invitation, evaluation and powerpoint \$100 <u>Reading Night and PARCC Information Night</u> - 2 powerpoints, invitation, evaluation \$160 <u>Title I Annual Meeting</u> - invitation, powerpoint, and evaluation \$100 <u>FIT Meetings</u> - invitation, evaluations 4 meetings, \$40/meeting = \$160 <u>Crazy 8 Pre-K to K Transition</u> - invitation, evaluation \$40 <u>Magnet Program Information Night</u> - invitation, evaluation \$40 <u>Kindergarten Parent Orientation</u> - invitation, evaluation \$40 <u>Flying into First</u> - invitation, evaluation \$40 <u>Get to Know Your Library Night</u> - 2 buses @ \$250 = \$500 TOTAL \$1,580	Translations from English to Spanish <i>Using figures from translations from FY'17, the cost of translations depends on the number of words to translate.</i>		1,580
01 Regular Programs/ 2 Contracted Services	Field Trip	Point Pleasant	Terrapin Release on Poplar Island EcoAdventures (Gr 3-5) Maryland Sunrise Farm(Grades K-2) TAS only	\$28 per student x 21 students = \$588 \$11 admission x 60 students = \$660 \$9 admission x 45 students = \$405 Total = \$1653	Field trips to support content area instruction and deepening understanding of real world problem solving.		1,653
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	Point Pleasant	Presentation by Dr. Brady Barr of EcoAdventures	1-hour hands-on presentation @ \$650/hr \$650	Dr. Barr combines reading, math, and science with hands-on experiences to help students make connections between learning and future careers. Appearance by local sports mascot to attend end-of-year celebration for TAS students and parents		650
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	Rippling Woods	Greg Tang Family Math Night	Greg Tang = \$358	Family Math Night Kit includes 5 stations that are proven to get students excited about math. Greg Tang will supply their employees to help with family math night. They target critical strategies and skills, and give kids the repetition and they need.		358
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	Southgate	Greg Tang Math: Family Math Night w/Glen Burnie Park ES and Rippling Woods ES I made a note on Rippling Woods about this.	\$1,995 / 3 schools = \$665	Parent activities based on academic need and parent involvement provides parents an opportunity to make a difference in their child's academic success. Greg Tang Math will provide the materials and training to host this event with 2 other schools	665.00	665

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 2 Contracted Services	Contracted Services to support Parent Events	Systemwide	Schreiber Translating services \$75 per school, 27 schools Total = \$2,025 Cabs to/from 3 PAC events for all 27 schools at \$890 per event to total \$2,670 Reptile World \$675 and \$248 Zoomobile for Math and Reading Title I Nights; Marcia Tate \$7,000	Documents from Central Office to homes need to be translated in order to communicate with parents. Title I will provide cabs to and from District Title I events to parents in need of transportation; Reptile World and Zoomobile are used as Math and Reading Lessons to build parents capacity to support student achievement.. Marcia Tate to hold interactive sessions with parents to help build home-school connections and give strategies to support academics at home.		2025+2670+ 675+248 +7000	12,618
01 Regular Programs/ 2 Contracted Services Total							31,957
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Annapolis	-Misc office supplies from Office Depot - \$545.62 -Math MOI from EAI-manipulatives and resources \$319.38 -Reading MOI Ready Common Core Instruction and Assessment books, dry erase boards - \$162 \$1,027	-Office Depot: 1 scanner-\$100, 2 Ink for Title 1 printers-\$225, Misc Office supplies as needed- \$220.62 \$545.62 - EAI Manipulatives: 1 set of dominoes-\$17.39, 12 Large Dot Die-\$71.40, Decimal and Fraction # Lines sets- 2 @ \$19.95 each = \$39.90, 1 set of tangrams-\$15.95, 25 protractors- \$24.75, \$169.39 Common Core 4 Today Teacher Resource Book 1 for each grade level @ \$7.19 each = \$43.14, Common Core through problem solving K-2 & 3-5 1 each @ \$24.95 each = \$49.90, 1 set of Base Ten blocks- \$56.95 \$149.99 -2 Ready Common Core Gr. 4-\$40.00, Dry Erase Boards- \$162 Total = \$1,027	Office supplies that support our needs for Title 1 documentation, instructional strategies with students, and communication with parents. Math resource that supports our needs as indicated on SIP goal. Math manipulatives and tools will be utilized as teaching tools, foster student engagement and discourse, as well as supporting the CRA model for instruction in all grade levels. Reading Resource that supports our SIP goal and support teacher instructional techniques. Purchase resource books to plan and guide instructional practices to build student capacity. Ice cream treat for TAS for completing Summer Reading Journal given by the Title 1 office.		1,027
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Annapolis	-Intro to Targeted Families Night, Food \$100 -Parenting Nights w/ AACC, Food \$ + Supplies \$250 -Targeted Title 1 Game Night April, Food \$ + Supplies \$250 -EOY Parent Input Night, Food \$50 -Book Fair Vouchers, 30 vouchers at @ \$10 each, \$300	Intro Targeted Family Night, snack provided, Chips and Dip and paper goods, Sam's Club- \$100 4 Parenting Nights with AACC to focus on academic strategies and social/emotional development and strategies for parents. Each event will have a light dinner, pizza and water, Ledo's-Total Cost \$225 Supplies will include, folders, labels, markers, etc- \$25 Title 1 Family Game Night-light dinner provided by Chick-Fil-A-Total Cost- \$100 Supplies for Family Game night, games for parents to take home-Total Cost- \$150 EOY Parent Input Night, snack provided, Cheese and Crackers, Sam's Club-Total Cost- \$50 Book Fair Vouchers for Scholastic Book Fair in December, \$10 per family, 30 families-Total Cost- \$300 Grand total \$950	Parent activities based on academic need and parent involvement provides parents an opportunity to make a difference in their child's educational success.		950

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Belle Grove	Easels - 11 x 110 = \$1,210 Office Supplies (Easel pads, post its, folders) = \$498 Fidget Sets - 20 X 9.50 = \$190 Plastic Stack Stools - 20 X 49.25= \$985 Yoga Balls Optional Seating - Case of 12 - 4 X 60.00= \$240 Math in a Flash Discovery Centers Grades K-5 6 kits X \$149.00= \$894.00	12 Classroom work easels = \$1,210 Office Supplies = \$498 20 Fidget Sets = \$190 Plastic Stack Stools \$985 Yoga Balls \$240 Math in a Flash Discovery Centers = \$894	The easels will provide teachers with additional teachers space as some classrooms are limited in board space. The fidget sets will be provided to each classroom teacher and Title I interventionists to assist students in redirection and concentration during instruction. The plastic stools and yoga balls will be provided to classroom teachers and Title I interventionists to provide students with optional seating to assist students in redirection and concentration during instruction.		4,017
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Belle Grove	Coffee with Kelly (50 guests): pastries, coffee, plates, napkins, and silverware - 2 sessions @ \$100 = \$100 Family Reading Night (100 guests): Food supplies and student incentives 1 session @ \$450 Family Math Night (100 guests): Food Supplies, incentives, and family giveaway items.1 session @ \$450	Coffee with Kelly: \$200 Family Reading Night: \$450 Family Math Night: \$450	Each event provides an opportunity for the school to build connections with parents and inform them on educational strategies used in the classroom.		1,100
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Brock Bridge	Office Depot: Office supplies to be used by SISTs (Brother LC109 BK High Yield Black Ink Cartridge x3; Brother LC105 High Yield Color Ink Cartridges, pack of 3 x 3; Expo Low Odor Dry-Erase Markers Chisel Point, assorted colors, pack of 12 x 2; Expo Dry-Erase Markers Chisel Point, black, pack of 36; Sharpie Flip Chart Markers, Assorted, Pack of 8 x 2; Office Depot Brand File Folders 1/3 cut letter size, pack of 100, Avery 2 pocket Folders, Letter size assorted colors, pack of 25 x 2, Office Depot Brand Color Marble Composition Book x 50) Heinemann - Math in Practice School Bundle Wilson Language Training - Foundations Materials (flip charts, reference charts, words of the day charts, classroom poster sets, Books to Remember sets, Wilson Fluency Basic Kit, Student Notebooks for TAS Ticket To Read - August - July 2018 subscriptions for each TAS student	Office Depot 3 cartridges x 44.89 = 134.67 3 packs of cartridges x 36.19 = 108.57 3 pack color dry-erase markers x 8.99 = 26.97 1 black dry erase markers x 22.16 = 22.16 2 Sharpie flip chart markers x 3.94 = 7.88 1 file folders x 4.57 = 4.57 2 packs 2 pocket folders x 14.09 = 28.18 50 composition books x .74 = \$37 =\$370 Math in Practice School Bundle = \$539.90 Foundations Materials for use with TAS students during intervention groups = \$871.05	Title I SISTs will utilize office supplies to enhance and organize student interventions as well as print required Title I paperwork and data for targeted students. Math in Practices Bundle will be provided for teachers of TAS to support students with additional strategies and resources during small group instruction. Math and Reading Supplies to support the instruction of TAS students in small groups Foundations Materials will be used for instruction with TAS students and to support reading instruction and comprehension Increasing students' opportunities for reading and engaging with text. Ticket to Read is available in and out of school. Money to support homeless student will be provided to cover extra financial needs of homeless students		12,722

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Brock Bridge	Continued from line above: Homeless Support LLI Red Kit from Heinemann F&P Benchmark Assessment System 1, 3rd Edition (Gr. K-2), Benchmark Assessment System 2, (Gr. 3-8) EAI - Math Supplies Gr. 1- 5 F&P Benchmark Assessment System 1, 3rd Edition (Gr. K-2), Benchmark Assessment System 2, (Gr. 3-8) EAI - Math Supplies Gr. 1- 5	Continued from line above: Ticket to Read - \$20 per year subscription x 80 (approx) TAS students = \$1,600 Money to support homeless students \$50 (\$25 support for 2 homeless students) = \$50 LLI Red Kit from Heinemann \$4,950 + shipping \$446 = \$5,396 F&P System 1 - \$425 + F&P System 2 - \$425 + \$85 shipping = \$935 EAI - Common Core Grade Level Math Kits \$592 each x 5 (Gr. 1-5) = \$2,960 =\$12,722	Money to support homeless student swill be provided to cover extra financial needs of homeless students LLI Red Kit from Heinemann - The LLI intervention kit will be used for instruction with TAS reading students in 3rd grade F&P Systems 1 and 2 - assessments will determine student's independent and instructional reading levels. Teachers can make informed decisions that connect assessment to instruction EAI - Math supplies will support the instruction of TAS in small groups in math		
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Brock Bridge	Title I Fall Orientation Meeting and Spring Budget Meeting Fall Book Fair Reading Night Math Parent Night Transition Event (PreK-K) Transition Event (K-1) Transition Event (5-6)	Fall and Spring Budget and Parent Resource Meetings - Combined expenses: Refreshments: Costco 4-40 Pks of water =\$15.16, 2-60 pks Granola Bars =\$33.98, 2- 45 Pks Austin Cookies and Crackers =\$20.58, 2-54 Pk Frito Lay Classic Mix =\$31.98, 4-40 pks Capri Sun =\$27.92, 2-32 Pk Go-gurt =\$13.96, 4-15 Pack Otis Spunkmeyer muffins =\$27.92. \$171.50 Panera: 2 Boxes of Coffee \$28.50=\$200 Supplies = \$17.90/family x 50 families =\$895. Last year we were able to provide all of our TAS families summer baskets with a literacy focus since that aligned to our SIP. This year, we are planning on using this money to create summer baskets with a math focus which will align with -our 17-18 SIP. =\$895 Fall Book Fair - \$10 Book Fair purchase for each TAS student who attends 120 Students each) = \$1,200 Math Parent Night - Refreshments for math night = expecting 50 children and parents to attend each event Little Caesars: 5 Cheese Pizzas =\$50, Pepperoni Pizzas =\$50 (100) Costco: 2-40 Pks of water \$7.52, 1-84 count Cookie Trays \$19.98, Assorted Paper Goods \$25.00 (152.50) Make and Take materials - manipulatives, card stock to make materials, \$7.71/family x 25 families= \$192.75 100+152.5+192.75 = \$345.25	Title I Fall Orientation Meeting and Spring Budget Meetings- Review Parent Plan and Parent Input on Budget to PAC Allocations (3 hours). Give parents resources to help their children at home. Book Fair- Families will participate in interactive and engaging activities centered on math, science, social studies, and reading academic standards. Each student will receive a coupon to receive a book(s) for their personal home libraries. (4 hours). Math Parent Night - Parents will use math games to develop math and science skills that align with the curriculum standards especially for problem solving and word problems. This will also help parents understand task types for PARCC. (2 hours).		3,196

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01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Brock Bridge	Title I Fall Orientation Meeting and Spring Budget Meeting Fall Book Fair Reading Night Math Parent Night Transition Event (PreK-K) Transition Event (K-1) Transition Event (5-6)	Continued from prior line: Reading Night - Refreshments for Reading night = approx 50 children and parents Little Caesars: 5 Cheese Pizzas =\$50, 5 Pepperoni Pizzas =\$50 (100) Costco: 2-40 Pks of water \$7.52, 1-84 count Cookie Trays \$19.98, Assorted Paper Goods \$25.00 (152.50) Books for families to take home and read with their children, \$7.71/family x 25 families= \$192.75 = \$345.25 Transition Event 1 (Students entering K) - Refreshments for 35 students and parents x \$2/person =\$70. 2 Sheet Cakes \$33.92, 2-40 Pks of water =\$7.58 Panera 2 Boxes of Coffee \$28.50 =\$70 Transition Event 2 (K-1) - Refreshments for 35 students and parents x \$2/person =\$70. Costco: 2 Sheet Cakes \$33.92, 2-40 Pks of water =\$7.58 Panera 2 Boxes of Coffee \$28.50 =\$70 Transition Event 3 (5-6) - Refreshments for 35 students and parents x \$2/person =\$70. Costco: 2 Sheet Cakes \$33.92, 2-40 Pks of water \$7.58 Panera: 2 Boxes of Coffee \$28.50 =\$70 =\$3,195.50	Reading Night - Parents will use reading games to reinforce reading skills that align with the curriculum standards Math Parent Night - Parents will use math games to develop math and science skills that align with the curriculum standards especially for problem solving and word problems. This will also help parents understand task types for PARCC. (2 hours). Transition events - Provide parents information to prepare their children for success in the next grade level. (K, 1, 6) Information and resources will be given to each parent. (3 hours).		
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Brooklyn Park	Office Depot Ink for laser printer : \$600 x 3 printers = \$1800 Supplies Total: \$400 Office Depot Total: \$2200 Foundations Intervention: \$1800 Grand Total: 4,000	Office Depot Ink for laser printer : \$600 x 3 printers = \$1800 + Office Depot Misc Supplies for Title One Documentation: Colored paper: \$3/per ream x 25 = \$75 Labels: \$15 x 3 = \$45 Mailing Labels- \$30 Chart Paper: \$20 x 5 = \$100 Folders: \$1 x 150= \$150 Total: 2,200 Foundations Intervention Kits- \$1800	Office Depot supplies are used to for the Targeted Student's Welcome folder, along with maintain necessary documentation for Title One, and communicating with parents. Foundations Intervention is a program that is used for our primary students as a reading intervention. This program allows our students to build their foundational skills, so that they have the tools necessary to become successful readers.		4,000

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01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Brooklyn Park	Pizza for Reading Event Pizza for Math Event Total: \$600 Supplies for Reading Night: = \$800 total for Reading and Math Night Lake Shore Supply Store- \$500 x 2 events = \$1000 total for Reading and Math Night Book Fair Vouchers = \$1700 total	Ledo Pizza for Reading Event- \$300 Ledo Pizza for Math Event- \$300 Total: \$600 (Pizza will be purchased from Ledos) Supplies for Reading Night: Games and Supplies for stations: Oriental Trade: Bags and Supplies and students take home from Reading and Math Night \$400 x 2 events = \$800 total for Reading and Math Night Lake Shore Supply Store- Game and Manipulatives for Reading and Math Stations for Reading and Math Night \$500 x 2 events = \$1000 total for Reading and Math Night Book Fair Vouchers- \$10 x 85 students = \$850 x Fall and Spring Book Fair = \$1700 total	Pizza will be purchased for our Title One families for both the reading and math events that are going to take place. Families enjoy dinner, with the Title One Staff, to informally build a sense of community, so that parents feel supported by our staff. Supplies for Reading and Math Night are purchased so that parents are able to implement the activities that take place during those events. It is essential that parents know how to support their children in the area of reading and math. We want to ensure that they have the proper tools to do so. Book Fair Vouchers- Our Title One Team wants to make sure that students have on level books available to them at home. Students will be given vouchers to purchase books, when the school hosts the fall and spring book fair.		4,100
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Eastport Elem	Title I Laptop & docking station (Daly Computer)	Laptop- \$1,155 Docking Station \$105 Total- \$1260		1,260.00	1,260
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Eastport Elem	Supplies/Food for Autumn Harvest of Learning, Not Your Mom's Math, PARCC Information Night, Family Reading Night, Family Math Carnival, Transition to K, Growing Parent Partnerships	October- Autumn Harvest of Learning (50 guests)- \$220 supplies November- Not Your Mom's Math (100 guests)-\$257 snacks January- PARCC Information Night (100 guests)-\$200 snacks February- Reading Night (70 books @\$5 each)- \$350 books May- Math Carnival (100 guests)- \$300 supplies Transition to K (50 guests)- \$200 supplies June- Growing Parent Partnerships (\$100 guests)-\$200 snacks TOTAL - \$1727	Autumn Harvest of Learning will teach parents various activities to support PYP, Math and Reading at home. Math Carnival will teach parents various activities to support math at home. Family Reading Night will teach parents the benefits of reading with their children and how to do an interactive read aloud. Growing Parent Partnerships will allow parents to give input into the Title I plan, budget, and Home School Compact. PARCC Information night will provide parents with a better understanding of how to prepare kids for PARCC. Not Your Mom's Math will teach parents the strategies used in CCSS Math.		1,727

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01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	George Cromwell	Office Depot: Labels, Color Paper Astrobright Neon Color Paper, Magnetic and Dry Erase Boards, Deluxe Write Again Dry Erase markers, Sentence Strips with Store More Sentence Box, Magnetic Letters and Tins, Easels Materials to support homeless students-Field trips, school supplies, instruments, graduation/closing expenses, sports equipment, uniforms, shoes, transportation for parent conferences/events/school program/tutoring LLI red kit for TAS reading intervention	Labels-\$12.41 Color Paper-Astrobright Neon Color Paper-4 packs x \$8=\$32 Primary Easel-2 x \$299=\$598 + 53.82 (shipping and handling)=\$651.82 Magnetic and Dry Erase Boards-2 pack x \$34.07=\$68.14 Deluxe Write Again Dry Erase markers- \$19.99 Sentence Strips with Store More Sentence Box-\$34.99 Magnetic Letters and Tins-\$59.99 Materials to support homeless students-Field trips, school supplies, instruments-\$125 Leveled Literacy Intervention Red System Levels L-Q -\$5,273.73 + Shipping (\$445.50)=\$5719.23 =6723.57	Labels/Color Paper/-Use for Title 1 communication/documentation-letters, fliers, etc. Magnetic letters, magnetic/dry erase boards, dry erase markers, easel pad, easels and sentence strips will be used for Leveled Literacy Intervention and Guided reading intervention with the SIST, as well as the Title 1 Math Teacher for math instruction of Targeted students. Materials to support homeless will be used for field trips, instruments, school supplies, etc.		6,723
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	George Cromwell	Title 1 Parent Orientation- Food and Supplies Spring Parent Input Meeting-Food and Supplies Structured Play and Student Discourse Game Night Take-home Games Math and Reading Ice Cream Social-Food & Supplies Summer Kick Off Night Food & Supplies Annual Title 1 Parent Meeting Food	Title 1 Parent Orientation- Food (\$100) Sam's Club, Costco Spring Parent Input Meeting-Food (\$100) Sam's Club, Costco Structured Play and Student Discourse Game Night(Super Game Night)-Games-Hedbanz, Memory, Charades, Mouse trap, Chutes and Ladders, Candyland, Jenga, Connect Four (\$208.30) Math and Reading Ice Cream Social-Food (\$100) Math supplies-Playing cards, dice, dry erase boards, markers, flash cards, crayons, manipulatives (\$70), Reading-books (\$70), Supplies (\$70) =\$310 Summer Kick Off Night-Food (\$50) Supplies-Common Core Language Arts/Math Workbooks-30 x 9.99=\$299.70 + Shipping (\$30)=\$329.70 =\$379.70 Annual Title 1 Parent Meeting-Food (\$50) =\$1,148	Title 1 Orientation and Spring Parent Input Meetings; Families will be informed about what the Targeted Title I program is, how it can benefit their children. They will have the opportunity to ask questions and give input on the current budget, compact, Title I Plan and family engagement components Structured Play and Student Discourse Game Night/Math & Reading Ice Cream Social; students and their families will be invited to play games with teachers and then each child will take a game home with them to promote family time while playing math/reading related games.		1,148
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	George Cromwell			Continued from line above:. Summer Kick Off Night; TAS families will be invited to reflect on the current school year. They will have the opportunity to ask questions and give input on the next school year's budget, T-1 plan, family engagement components and home-school compact. TAS families will also be provided with summer common core language arts and math workbooks to support students' practice with current skills at home.		

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01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Georgetown East	<p>Agenda Books \$600 Printer Ink \$3000.00 Laptop & Docking Stations (2 x 1260) = \$2,520</p> <p>Reading intervention materials LLI take home books \$1237 and take home folders (\$19 x 3 = \$57) and shipping (\$21)- \$1,315</p> <p>Reading Intervention materials Voyager student materials (3rd-4th Grade \$50 each x 20 student kits)- \$1000</p> <p>Projector Bulbs-\$160 x 14 bulbs = \$2,240 Math Journals/Paper- \$1525</p> <p>Do the Math Intervention materials (3rd-5th grade)- \$500</p> <p>Math Manipulatives & Literature Books \$1000</p>	$\$600 + \$3000.00 + \$2,520 + \$1,315 + 1000 + \$2,240 + \$1525 + \$500 + \$1000.00 =$ \$13,700	Reading and math intervention materials to increase student achievement, projector bulbs and ink cartridges, and laptops mote technology usage, agenda books to promote parent involvement.		13,700
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Georgetown East	<p>September- Grandparents and Special Friends Day- food (muffins, bananas and juice from Sam's Club \$150, coffee from Dunkin Donuts \$75) & books for families \$1 per book x 375 = \$600</p> <p>October - Dads Day at School- food (muffins, bananas and juice from Sam's Club \$150, coffee from Dunkin Donuts 75) & books for families \$1 per book x 400 (\$400) = \$625</p> <p>Nov.- Reading and Math Night- food (pizzas, water, cookies \$300), supplies and books for families \$1 per book x 300 (\$300)= \$600</p> <p>April- Science/Math Night food (pizzas, water, cookies \$300), books for families \$1 per book x 200 (\$200) = \$500</p> <p>May- Moms day at school- food (muffins, bananas and juice from Sam's Club \$350, coffee from Dunkin Donuts \$75) & books for families \$1 per book x 450 (\$450) = \$875</p> <p>October/May- Parent Budget Meeting Supplies (pens- \$10, folders- \$15, granola bars- \$15, water bottles \$10) = \$50</p> <p>May- Kindergarten Orientation- books (\$2 per book x 62 = \$124 and magnetic letters and numbers (\$2 each x 62 = \$124) = \$248</p> <p>Kids at Hope Meetings (3)- Pizza and Water = \$400</p> <p>Monthly Principal Meeting with Parents (Coffee/Donuts \$40 X 9= \$360</p>	$600 + 625 + 600 + 500 + 875 + 50 + 248 + 400 + 360 =$ \$4258.00	Supplies will be used at the events to support parent instruction and provide materials for use at home to increase student achievement. Breakfast/Dinner will be served at several events due to the length of time of the event.		4,258
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Germantown	Office Supplies: paper, file folders, post-its: \$110	Office Supplies = \$110	Office materials,		110
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Germantown	<p>Story Can Theater (75 guests): markers, construction paper, student activities for Homework Club, dinner = \$700</p> <p>Books + Math = Drama (75 guests): math literature for parents to apply learned activities, dinner, easel pads, markers: \$700</p> <p>Cozy Up to a Good Book (100 guests): Scholastic leveled readers, milk & cookies, cardstock = \$1154</p> <p>Fall/Spring Budget Meeting (50 guests): markers, post-it paper, snacks = \$150</p> <p>Parent Summit Conference (200 guests): breakfast, materials for each make & take session (math, comprehension, writing, oral language development, good questioning) = \$1844</p>	$700 + 700 + 1154 + 150 + 1844 =$ \$4,548	Supplies will be used at the events to support parent instruction. Breakfast/Dinner will be served at several events due to the length of time of the event.		4,548

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Glen Burnie Park	Smarson Smart Pen (10 @ \$79.95) = \$799.50 Office Depot; White Card Stock 11x14 3 @ \$17.85 = \$54.00 Post Its (12 packs) 40 @ \$8.49 = \$340.00 Post It Cabinet Pack 5 @ \$29.99 = \$150.00 Poly Folders 20 @ \$9.49 = \$189.80 Personal Student Dictionary 20 @ \$15.00 = \$300.00 Writers Workshop organization program.8 @ 33.00 = \$264	\$799.50 + \$54.00 + \$340.00 + \$150.00 + \$189.80 + \$300.00 + \$264 = \$2,097.30	Tool for supporting students' reading and writing acquisition. Mathematical supplies to develop number sense and problem solving strategies for target student support. Tools for comprehension, note taking and acquisition of new concepts.		2,097
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Glen Burnie Park	September 2017 -Intro Night - December 2017 Polar Express STEM/Reading Night (Dec) Learning Reading, Writing and Math Through Play (April) Greg Tang Math Manipulative Parent Workshop (Spring) Summer Reading Math Night May/June 2018	Intro/ Math and Reading Refresh Games Food and Parent Night Supplies: Pizza for Ledo's 18 inch pizza (4) @ \$14.99 = \$59.96 Bottled Water BJ's Wholesale 40pk. @ \$3.19 Paper plates BJ's Wholesale @ \$26.40 Uno Card Game @ \$6 x 12 = \$72 Walmart Rory's Story Cubes @ \$10 Toys R Us x 10 = \$100 = \$261.55 Polar Express STEM/Reading Night Polar Express Books 25 @ 6.00 = \$150 Cookie Tray (5) BJ's Wholesale @ \$7 = \$35 Hot Chocolate BJ's Wholesale @ \$5.79 Hot Chocolate Cups BJ's Wholesale @ 12.99 Supplies: Snap Circuit Jr.s from EAI Education Website (2) @ \$32.99 = \$65.98 Craft Sticks (2) @ \$4.97 = \$9.94 Walmart = \$279.70	Family Events support the parents, students, and staff. The family activities help build parent capacity so that they can help be better parents. Parents will learn activities that will help them engage their children in fun activities that promote problem solving, reading, and cooperation and collaboration. Introduction Night: Families will benefit from learning about Title I to learn and understand all of the additional opportunities that are available to assist their child within the school hours (interventions, Dreambox, etc.) and afterschool hours (Extended Day and PAC events). Parents will learn how their child was identified as a Targeted Title I Student, as the Title I Resource Teachers will display and explain the tools used in our Title I Identification Process.		2,056
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Glen Burnie Park	Community Outreach Program @ Community Centers-; Math Puzzles (Jan)	Community Outreach Program Winter/Spring (Learning Reading, Writing, and Math Through Play) Community Outreach Program Winter/Spring (Learning Reading, Writing, and Math Through Play) Parent Resources/Games and Families Refreshments: Pizza from Ledo's 18 inch pizza (3) @ \$14.99 \$44.97 Bottled Water BJ's Wholesale 40pk. @ \$3.19 Total Refreshments: \$48.16 Supplies: Yahtzee Game (10) @ \$10 = \$100, Quiddler Game (10) @ \$10 = \$100, Elmer's Glue Gallon (2) @ \$13.99 = \$27.98 at BJ's Wholesale Contact Solution (for Slime for Math Play) @ \$21.99 Baking Soda at Walmart @ \$0.54 = \$298.67 refreshment & supplies Greg Tang Math Night "The Grapes of Math", book for parents 50x\$6.66 = \$333 Amazon Game Giveaways (50 participants) \$100 Ledo's Dinner (50 participants) \$300 Party City: Supplies (50 participants) \$123.63 \$856.63 Spring/closing Budget meeting Reading and Math Summer Kick-Off Share with a Friend Pizza for Ledo's 18 inch pizza (4) @ \$14.99 = \$59.96 Bottled Water BJ's Wholesale 40pk. @ \$3.19 Paper plates BJ's Wholesale @ \$11 Supplies: Uno Card Game @ \$6 x 12 = \$72 Walmart Rory's Story Cubes @ \$10 Toys R Us x 10 = \$100, Items for Summer Gifts for students from Dollar Store (25) Sand Buckets (25) Bubbles (25) Sidewalk Chalk (25) Beach Balls (15) Packs of colored pens @ \$113 = \$359.15	Continued from line above: Parent Input and suggestions for our Title I Budget will be gathered from our evaluation (exit ticket at the end of the evening). The resources need for this Introduction Night will include examples and identification sheets of the Targeted Title I Tool, Title I informational powerpoint, evaluation (exit ticket) asking parents to provide suggestions for budget and provide additional input for our Title I Program. Games will also be bought to teach and provide families to take home.		

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01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Glendale	(1) Funding for homeless students for field trips (2) Lending Library for Targeted Reading students	(1) Homeless support \$100 (2) Grade Levels K - 3 Fiction/ Non-Fiction books for library \$1638 + \$292 shipping = \$1930	(1) Funding will be used to cover field trip costs for homeless students. (2) Leveled texts will be purchased to accommodate TAS students in grades K-3 to have a Lending Library in the Reading office. TAS students will be allowed to check out books from this library on their current reading level to take home so that they have access to appropriate reading material at home.		2,030
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Glendale	(1) Fall Event with a focus on Math (2) Winter Event with a focus on writing to respond to text (3) Spring event with a focus on Reading (4) Kindergarten Orientation for incoming students (5) Transportation for homeless families to attend PAC events	(1) \$550 for resources for Math night - \$450 for Play-n-Take station kits for games for families to learn to play and then take home for continued practice - \$100 for snacks and drinks (2) \$500 for resources for Winter event - \$400 for books, writing journals and question prompts for students to take home and use - \$100 for snacks and drinks (3) \$700 for resources for Reading night - \$350 for transportation to animal shelter - \$200 for books to read to the animals and then send home with families - \$150 for dinner and drinks (4) \$900 for resources to send home with parents of incoming Kindergarten students - Ready for school backpacks from Lakeshore	(1,2,3) Math and Reading nights will occur to help parents learn strategies to help their child at home that align with strategies that are used during the school day. Parents will be provided with resources to take home to use with their students. (4) Parents of incoming Kindergarten students will be provided to resources to help work with their children the summer before coming to school to help better prepare students for Kindergarten.		2,650
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Freetown	Math & science materials for STEM Lab; office supplies such as printer cartridges, paper, folders, intervention material, math supplies, reading supplies	Expanding file folders (4 boxes @ \$25 ea.) = \$100 Office Supplies & Printer cartridges for 4 color printers = \$1555 Do the Math (Number Core teacher's binder) = \$281	Costs help support our programs to provide material support for our students at risk.; programs will support CCSS Reading, Writing, and Math initiatives offering opportunities for differentiation and extension.		1,936
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Freetown	Title I Family Nights - 80 guests; October, Purpose of Title I \$438 STEM Night - 100 guests: Hands on Activities in the STEM Lab \$600 Math Game Night Homework Math Help, Internet Programs for Families - 125 guests: (3 rotations) \$850 Freetown Family Carnival & Reflection - 150 guests: math and reading games, science scavenger hunt (Parent Survey) \$1,100; Authors' Tea and Primary & Intermediate Reading Nights - 80 guests: \$309	October Family Night - \$438 for supplies & pizza; 3 rotations & Pizza - STEM Night - \$ 600; Building robots & snacks Math Night , \$850 for (math games & pizza - \$ 6.00/person @ 125 guests = \$750 + math games \$20.00/game x 5 games = \$100.00); Freetown Family Carnival and reflection , math and reading games, science scavenger hunt, etc \$1,100 (150 persons @ \$6/person = \$900) dinner; supplies for carnival \$200; Authors' Tea and Primary & Intermediate Reading Nights - \$309 (milk & cookies. craft supplies)	Family Events support the parents, students, and staff. The family activities help build parent capacity so that they can help be better parents.		3,297
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Hilltop	Technology Support = \$770 Instructional Support = \$780	10 bulbs x \$77 = \$770 6 packs of post it chart paper x \$130 ea = \$780	Materials and resources are provided to teachers to enrich instruction as well as support our advanced and struggling learners.		1,550

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01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Hilltop	Spring Book Fair Vouchers, Food and Materials for Fall and Spring Family nights, Agenda Books = \$7,796	Spring Book Fair Vouchers: 300 Students x \$6.25 per book = \$1875.00 Food and Materials for Math/STEM/Title I Orientation: \$1,225 Food approx: \$725 for about 150 people Materials: approx \$500 for paper, laminating, dry erase markers, card stock, dice, playing cards Food and Materials for Reading/STEM/Title I Budget: \$1,200 Food approx: \$700 for about 150 pe Materials: approx \$500 for stem activities to do at home for families, books for kids to read with parents at home Agenda Books: \$3,496.00 800 books (to include extra for students who move into the community) x \$4.37 per book	Purchase books for struggling students at book fair to promote reading at home. Provide meals for evening events to give parents opportunity to eat with families and learn techniques to help students with content at home. Students are able to bring home various activities to continue learning outside of the schoolhouse. Provide an agenda book to every student to support home/school communication. In an effort to prevent summer regression, students will take home several activities to work on with parents over the summer.		7,796
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Lothian	HP Laserjet 49A print cartridge 1 @ \$60 3 color ink cartridges @ \$115 1 color ink cartridge @ \$92 Self checking multiplication flash cards 5 sets of 10 @ 15/set = \$75, addition/subtraction flash cards 10 sets @ \$7/set = \$70, fluency folders 100 @ \$0.80/folder = \$80.00, chart markers 15 packs of 8 @ \$4 = \$60, binder clips 1 pack of 65 @ \$11/pack = \$11, Avery Labels (5160) Box of 3,000 = \$15, (2) 6 pack Post-it chart paper @ 230	HP Laserjet 49A print cartridge 1 @ \$60 3 color ink cartridges @ \$115 = \$345 1 black ink cartridge @ \$92 Self checking multiplication flash cards 5 sets of 10 @ 15/set = \$75 Self checking addition/subtraction flash cards 10 sets @ \$7/set = \$70 math fluency folders 100 @ \$0.80/folder = \$80.00 chart markers 15 packs of 8 @ \$4 = \$60 binder clips 1 pack of 65 @ \$11/pack = \$11 Avery Labels (5160) Box of 3,000 = \$15 (2) 6 pack Post it chart paper = 230 =\$1038	TA Students' access to instructional tools will support their academic growth	1,038.00	1,038
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Lothian	Parent and Child Events (4) will include dinnerware, flatware, pizzas, veggie trays, sub sandwiches, fruit trays, pinwheel wrap trays, veggies snacks, water, juice cookies. Parent Night Materials (4) will include Xerox paper, math fact fluency cards, leveled books, bookmarks, awards, Scholastic Book Fair coupons (90). We are anticipating targeting approximately 95 students based on the estimation of the lowest performing 20% of our student population in grades K-5.	6 pizzas for 2 events (2 slices per person) 6 x 2 = 12 pizza @ \$10.00 per pizza = \$120.00 3 sandwich trays for 2 events 3 x 2 trays= 6 trays @ 37.90 per tray= \$227.40 Fruit/veggie trays per event, 1 x 4 = 4 trays @ \$23.00 per tray = \$92.00 Assorted veggies crisps .5 bag per event, .5 x 4 = 2 @ \$11.00 per bag = \$22.00 10 cases of bottled water @ 3.98 = \$39.80 copy paper for invites, handouts and activities 500 sheets \$9.49 x 2 = \$18.98 Various take-aways and certificates of achievement = \$229.00 Math fluency facts cards, addition, subtraction, multiplication and division. 50 packs @ \$4.00 per pack = \$200.00 Various leveled take home books 50 books @ \$4.00 per book = \$200.00 Scholastic Book Fair coupons 100 @ \$10.00 per coupon = \$1,000	Parent activities based on academic need and parent involvement provide parents opportunities to better understand how to support their students' academic progress and make a positive impact in their child's success.	2,149.00	2,149

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01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Marley	Materials to support intervention instruction in math and reading for targeted students. Data documentation binders and notebooks Color copy paper for title 1 flyers Box of white paper for title 1 parent information Teacher set of SumBlox Supplies for homeless students as needed Wilson Reading System, deluxe set, student reader sets	40 3 ring binders (1 1/2 inch) x \$6.99 = \$279.60 27 sets of 3 composition books x \$7.99= \$215.73 3 (pink) x \$11.99 = \$35.97 3 (green) x \$11.99 = \$35.97 1 box of white copy paper @ \$72.10 1 Teacher set of SumBlox @ \$300 Reading supplies \$250.00 Math supplies \$250.00 Homeless students \$184 (supplies) Lakeshore store and display teaching cartx 2= \$880 Wilson Reading System, deluxe set and Student Reader Set 1-12, \$99x10 sets = \$990 = \$3493.37	Costs help support our intervention programs and provide material support for our targeted students.		3,493
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Marley	September/October Information Meeting with parents of TAS students, donuts/coffee, ice cream and take-home bags/folders for communicating back and forth with parents Book Fair Vouchers \$10 voucher for Fall Book Fair, \$10 voucher for Spring Book Fair, based on 155 TAS students PARCC/Game Night, Ledo's Pizza, Miscellaneous Math/Reading Games for take-home use with families after receiving instruction at PAC event Ledos- Pizza and Salad Communication folder, colored paper, pencils, pens, office items to communicate with TAS families	Communication folders= \$3.05 each x 155 students = \$472.75 LLI book bags- home/school connection @ 8 x \$20 = \$160 Donuts, coffee, ice cream, bowls, spoons for Title 1 orientation= \$147.54 Book Fair Vouchers \$10.00 X 2 per student X 155 TAS = \$3100.00 Games for game night- \$7 x 155 students = \$1085 Ledos-pizza for 70 people at \$3.00 each = \$210 Materials for PAC nights= \$200 = \$5,375.29	Book Fair Vouchers will be provided to promote student and parent family reading time by providing them with quality books for the families. Communication folders will be provided for each TAS in order to have better organization with the amount of paperwork/flyers that are sent home for upcoming PAC events, comment sheets, etc. Family Game Night...students and their families will be invited in to play games with teachers and then each child will take a game home with them. We are hoping to promote family time while playing math/reading related games.		5,375
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Maryland City	PBIS goal setting materials Fitness Finders - \$556 Oriental Trading Post - \$ 114 Really Good Stuff - \$157 Materials to support SIP Office Depot - \$788 Calming Room \$265	Fitness Finders (Necklaces(\$165.00), well done (\$74) , star (\$74), good effort (\$95), math (\$74), reading (\$74) Free shipping on orders over \$100) Total cost - \$556 Oriental Trading Post - Pencils Motivational and Mega Award 144/unit (6) x 19.00 + free shipping = \$114 Really Good Stuff - Privacy Shield (set of 12 = \$36.00 x 4) + \$13.00 shipping = \$157 Office Depot - 2017-18 calendar(2 x \$21), color & black ink \$588, Sticky chart paper (2 x \$79) = \$788 Calming Room - play tent amazon.com \$34, Bean bag chairs 2 x \$30.00= \$60.00, Cozy Shadez softening light filters (pack of 4) \$73, weighted lap pads 2 x \$40.00=\$80 + shipping \$18 = Total \$265 Total - \$1,880	The achievement necklaces and pencils help to recognize students meeting their goals through out the year. Office supply costs to help support our program to provide material support for our students at risk. Privacy shields to provide a calm space within the classroom, provides 3 per classroom in grades 1-5. Calming room supplies to support social and emotional well-being of our students and staff.		1,880

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01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Maryland City	Supplies and light snacks for the following events; <u>New Student Orientation</u> - water and light snacks for 50 people <u>Title I Orientation and Internet Safety Night</u> - water and light snacks for 100 people <u>Homework Help Night</u> - Homework supplies for 75 students attending , water and light snacks for 100 people <u>Math Night</u> - light snacks and drinks -items to use at home to support math \$230 <u>Reading Night and PARCC Information Night</u> - 75 books for students that attend Reading Night to build home libraries, drinks and light snacks: <u>Kindergarten Parent Orientation</u> refreshments for up to 20 people, \$100, TOTAL supplies for this event \$100 <u>Title I Annual Meeting</u> - water and fruit and cheese trays 50 people and crafts for attending children - <u>Crazy 8 Pre-K to K Transition</u> - water and light snacks, Bedtime Math books \$12/book, 20 books = \$290 <u>Flying to First Parent Orientation</u> - water and light snacks for 40 people	Supplies and light snacks for the following events: Paper to print invitations on bright colors for each event = \$60.00 <u>New Student Orientation</u> \$50 <u>Title I Orientation and Internet Safety Night</u> - \$200 <u>Homework Help Night</u> - Homework supplies- pencils, pocket folders \$62.00; water and light snacks for 100 people \$120 ~ Total \$182.00 <u>Math Night</u> - light snacks and drinks -items to use at home to support math \$230 <u>Reading Night and PARCC Information Night</u> - 75 books @3.00/book + shipping = \$250.00 \$10 for drinks and \$40 /box for light snacks: \$300.00 <u>Title I Annual Meeting</u> - water (\$4 for 40 bottles of water and \$7.50 for 40 Capri Sun and fruit and cheese tray 50 people - \$100 - crafts for children attending \$50 Total \$150 <u>Crazy 8 Pre-K to K Transition</u> water and light snacks \$50 , Bedtime Math books \$12/book, 20 books = \$240 Total Supplies for this event \$290 <u>Kindergarten Parent Orientation</u> - refreshments for up to 20 people, \$100, TOTAL supplies for this event \$100 <u>Flying to First</u> - refreshments for @40 people \$40 TOTAL = \$1,602	<u>New Student Orientation</u> - To give families new to MCES the opportunity to learn about the school. <u>Title I Orientation and Internet Safety Night</u> - This event will give parents the opportunity to learn about the Title I Program at MCES and how to safely use the internet for themselves and their children. <u>Homework Help Night</u> - To provide parents with strategies to help their children with homework. <u>Reading Night and PARCC Information Night</u> - To provide ideas of how to read with children to build reading proficiency through decoding and comprehension strategies. Families with 3rd - 5th graders will learn about the PARCC assessment.		1,602
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Maryland City			Continued from line above: <u>Kindergarten Parent Orientation</u> to allow incoming Kindergarten families to learn about the school, curriculum, and how to help their child be ready when kindergarten begins <u>Title I Annual Meeting</u> - To provide parents with the opportunity to review the FY'18 Title I year at MCES and provide input and ideas for the FY19 plan.		
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Meade Heights	LLI Orange Kindergarten Booster Pack - 1@200 + 10 % Shipping	LLI Orange Booster Pack 1@200 + \$20 (10% Shipping) = \$220	Leveled Literacy Intervention (LLI) is a supplementary intervention system proven to improve literacy achievement of struggling readers with engaging leveled books and fast-paced systematically designed lessons.		220
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Meade Heights	Math Night - Food: Chevy's- Food and tip; 100 participants @ \$9 each Reading Night - Food: Ledos Pizza and tip; 100 participants @ \$8 each Annual Parent Budget Meeting Food: Snacks and Juice; 75 participants @ \$2 each Office Depot Supplies - Paper and Cardstock - White and Color Pencils, pens, markers, highlighters , Post-It Notes, Ink Cartridges, Incentives for Math and Reading Night	Chevys Pizza Math Night - \$900 Ledo Reading Night - \$800 Annual Parent Budget Meeting:Snacks and Juice - \$150 Office Depot Supplies: \$836	All Parent Events are aligned with the SIP that reflects the Statement of Need Title I Parent Orientation - An overview of the MHES Title I program. The SIP, Schoolwide Plan, Family Engagement Plan, FY'18 budget, and Home School Compact. Math Night - Sessions with strategies to reinforce fact fluency for grades K-3, multiplication for grade 3, and multiplication and division of larger numbers for grades 3, 4, & 5. Reading Night - Sessions will present parents with strategies to support their child while reading at home.		2,686

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01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Mills-Parole	Laptop computers 2 @ \$1135 = \$2270 Common Core Companion (math)- 20 books @ \$30 = \$600 Units of Study Kits 9 @ \$215 = \$1935 Office Depot Supplies to support Explicit Comprehension Title One Materials, lessons and small group instruction across content areas - \$5919 (i.e- post it notes, chart paper, dry erase markers, white boards, clip boards, dice, composition notebooks, folders, binders, labels, etc.)	\$2270 + \$600 + \$1935 + \$5919 = \$10,724	<ul style="list-style-type: none"> The computers will benefit both of our behavior intervention specialists by enabling them to effectively and efficiently complete job duties. The math books will enable teachers to effectively plan and align instruction to the CCSS. The supplies will ensure cohesive instruction in explicit comprehension. The small group supplies will ensure small group instruction across all content areas is as engaging as possible, organized, and effective. The Title One materials will ensure we have supplies to effectively run our Title One program. 		10,724
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Mills-Parole	Time Timer 12 inch \$28 Melissa and Doug Hand Puppets \$33.00 Positive Behavior Support at the Tertiary Level (book) \$34.00 Giantex 15 Drawer Storage Cart \$70.00 Regency 1620BE 3 inch 15" Stool, Blue 2@ \$61 60 minute visual timer 9@ \$19 = \$171 Bom2 Calm Fidget Toys \$12 Tangle Junior Brain Tools \$11 Silicone Sensory SPiky Toy Rings \$10 Stop, Relax, and Think Game \$55 Positive Thinking Card Game \$26 The You and Me Counseling Ball \$25 Picture Books \$96 Carnival Games for Fall Festival \$594	\$28+\$33+\$34+\$70+ \$61+\$171+\$12+\$11+\$10+\$55+\$26+\$25+\$96+\$594 = \$1226	The books will enable the Behavior Interventionists to effectively plan for and support behavior initiatives in the school. Games, timers, and fidgets will support the behavior Interventionists in accommodating students with special behavior needs during small group work or during instruction in the general education classroom. This benefits our school population y supporting teachers and students in providing the necessary social skill development to help improve behavior.		1,226
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Mills-Parole	Student Incentives \$82 Teacher Incentives \$118 Monthly Incentives \$794 PBIS Prizes \$225	\$82+\$118+\$794+\$225 = \$1,219	Incentives will support the entire school in the implementation of PBIS and The Mills Parole Way. This benefits our school population by supporting PBIS and The Mills Parole Way by providing rewards for students and teachers in participating and fully implementing our schoolwide program.		1,219
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Mills-Parole	Ink for Title 1 printer -\$1663 Popping with Success Refreshments (50 guests) - \$100 Bedtime Story Night Refreshments and supplies (100 guests) - \$500 Science Fair Night Refreshments and supplies (125 guests) - \$800 Math Night Dinner and Supplies (400 guests) \$3500 Paper for Parent Communication - \$250 Office Depot Supplies to support Parent Events- \$500 Parent Information Meetings and Workshops Refreshments and Supplies (8 sessions, 50 guests each) - \$2000 Take home Books- \$344	\$1663 + \$100 + \$500 + \$800 + \$3500 + \$250 + \$500 + \$2000 + \$344 = \$9657	Family events support the parents, students, and staff. The family activities help build parent capacity so they can successfully implement strategies to increase student achievement.		9,657

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01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	North Glen	Office Supplies: HP 27X ink from Office Depot - 1 cartridge for \$142.99 Math Supplies: fraction towers - kit of 15 sets @ \$149.75, cuisenaire rods - kit of 15 sets @ \$119.95 Reading: Cloth book bags from ReallyGoodStuff - set of 36 bags @ \$161.64 Writing: Post-it chart paper from Office Depot - set of 6 @ \$152.99; Post-it pads from Office Depot - pack of 18 3" by 3" pads for \$20.79; Post-it® Arrow Flags, 1/2", Assorted Bright Colors, 24 Flags Per Pad, Pack Of 4 Pads @ \$6.46 Up the Ladder, Accessing Grades 3–6 Writing Units of Study by Lucy Calkins @ \$95 per set; PBIS: fidgets & sensory support from Abilitations (Total = \$1,187.38) Support for homeless students- \$150.00	1. Ink - 1 x \$142.99 = \$142.99 2. Fraction towers - 4 kits x \$149.75 = \$599.00 3. Cuisenaire rods - 4 kits x \$119.95 = \$479.80 4. Cloth book bags - 6 sets x \$161.64 = \$969.84 5. Chart Paper - 12 sets x \$152.99 = \$1,835.88 6. Post-it Pads - 28 packs x \$20.79 = \$582.12 7. Post-t Flags - 1 pack x \$6.46 = \$6.46 8. Up the Ladder - 7 sets x \$95 = \$665 9. Abilitations materials: Color Morph Gel Ball @ \$6.99 x 20 = \$139.80; DNA Ball @ \$4.99 x 20 = \$99.80; Season Squeeze pack @ \$31.99 x 10 = \$319.90; Gel E Fidget @ \$7.99 x 20 = \$159.80; Water Wiggles @ \$4.99 x 20 = \$99.80; Poppin Peepers @ \$3.99 x 21 = \$83.79; Textured Tangle @ 2.99 x 21 = \$62.79; Relax Therapy Tangle @ \$4.09 x 20 = \$81.80; Mini Push Pathz @ \$13.99 x 10 = \$139.90; TOTAL = \$1,187.38 10. Support for homeless \$150 MOI Total = \$6,618.47	Item 1. Office supplies will support Title I staff with monitoring the academic progress of TAS. Items 2 & 3. Math supplies will support the use of the CRA model to problem-solve with TAS. Item 4. Cloth book bags will store students independent reading books so that TAS can read leveled text that is appropriate for them in a variety of settings. Items 5, 6, 7, & 8. Writing supplies will support teachers with small-group writing instruction and students with independent writing by providing differentiated options aligned with Units of Study for TAS. Item 9. Cool Down Centers will support TAS who require sensory input and frequent breaks during classroom instruction. Fidgets allow students to refocus and attend to instruction.		6,618
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	North Glen	1st Quarter Parent event - "Perma Bound Book Set: Fiction Graphic Novels, 2-5" @ \$487.68 2nd Quarter Parent event - Base 10 blocks, snap cubes, fraction towers, foam tens frames, and foam counters for take-home sets of manipulatives. 3rd Quarter Parent event - Crayola thin markers packs and journals from Office Depot for 20 families; "The Dot" by Peter Reynolds text and "Super Doodles: Complete the Crazy Pictures" from Barnes and Noble 4th Quarter Parent event - no materials to purchase	1. Perma Bound Text Sets = \$487.68 2. Base 10 blocks = 1 set is \$74.95 x 2 = \$149.90; snap cubes = 1 set of 1,000 = \$55.95; fraction towers, 1 box of 15 sets is \$99.95 x 2 = \$199.90; foam ten frames = 1 set of 24 = \$47.80; foam counters = 1 set of 200 counters for \$2.95 x 2 = \$5.90. Event TOTAL = \$459.45 3. Crayola markers = 1 pack for \$4.79 x 20 = \$95.80; journals = pack of 4 for \$3.49 x 6 = 24 journals for \$20.94; "The Dot" text \$8.75 x 20 = \$175.00 and "Super Doodles" text = \$8.27 x 20 = \$165.40; Event TOTAL = \$457.14 Grand Total = \$1,404.27	Reading Without Walls Night. TAS Families will receive a graphic novel text from Perma Bound to read together at home. Families will also receive supporting bookmarks to remind them of the during and after reading strategies they learned at the event. Making Math the Story in Word Problems Night. TAS Families will receive a take-home manipulatives kit with Base 10 blocks, unifx cubes, and fraction towers. These manipulatives will support the use of CRA model at home when word problems are assigned as homework.		1,404
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	North Glen			Continued from line above: Young Authors Night. TAS Families will receive markers, a "Super Doodle" story starter text for initiating and illustrating narratives, a marble notebook to write the story, and a copy of "The Dot" by Peter Reynolds to support creative writing at home. These materials will allow families to practice the drafting strategies learned at the event.		
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Park	Writing Folders, Student Notebooks Total = \$581	Writing Folders, Student Notebooks Total = \$581	The writing folders, and student notebooks will be used for response to literature journals which will improve overall reading comprehension and writing.		581

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01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Park	<p>September 2017-Fall Budget Meeting-\$300.00 4 Lg. Pepperoni pizzas, 4 Lg. cheese pizzas, driver tip & delivery fee, 3 cases of Coke, 3 Frito Lay variety packs, 2 trays of cookies, 2 boxes of papermate pens, box of paper Total = \$300.00</p> <p>December 2017-Reading & Math Night-\$1003.19 3 trays of chicken alfredo, 2 trays of Penne pasta, 5 cookie trays, 6 cases of soda, materials for teachers to create activities (Dice, paper, markers, cards, plates, etc) Total = \$1003.19</p> <p>March 2018-Reading & Math Night Part 2-\$1000.00 90 Chick Fil-A Boxed dinners, 6 cases of soda, materials for teachers to create activities Total = \$1000.00</p> <p>June 2018-Transition to Kindergarten Night-\$625.00 - 8 pizzas, ready for kindergarten handout, chips, sodas, and learning set Total = \$625.00</p> <p>June 2018-Transition to First Grade- Parent Involvement Kits Total = \$439.20</p> <p>June 2018-Transition to Middle- Workbook for starting middle school Total = \$299.25</p> <p>Spring Budget Meeting-Chips, soda, and water Total = \$213.36</p>	<p>September 2017-Fall Budget Meeting-\$300.00 4 Lg. Pepperoni pizzas = \$40, 4 Lg. cheese pizzas = \$40, driver tip & delivery fee = \$12.99, 3 cases of Coke = \$35.07, 3 Frito Lay variety packs = \$74.97, 2 trays of cookies = \$41.96, 2 boxes of papermate pens = \$10.92, box of paper = \$44.09 Total = \$300.00</p> <p>December 2017-Reading & Math Night-\$1000.00 3 trays of chicken alfredo @ \$150 each = \$450, 2 trays of Penne pasta @ \$125 each = \$250, 5 cookie trays at \$20.98 each = \$104.90, 6 cases of soda @ \$11.69 each = \$70.14, materials for teachers to create activities (Dice, paper, markers, cards, plates, etc) = \$128.15 Total = \$1003.19</p> <p>March 2018 Reading & Math Night Part 2 - 90 boxed dinners from Chick Fil-A @ \$7.00 each = \$630.00, 6 cases of soda @ \$11.69 each = \$70.14. materials for teachers to create activities (letter beads, flash cards, glue sticks, etc.) = \$299.86 Total = \$1000</p> <p>Transition to Kindergarten Night - Ready for Kindergarten 25 English @ \$6.19 each = \$154.75 15 Spanish @ \$6.19 each = \$92.85, 4 Lg Pepperoni pizzas @ \$10 each = \$40, 4 Lg cheese pizzas @ \$10 each = \$40, delivery fee and tip = \$12.99, 2 Frito Lay Variety packs @ \$24.99 each = \$49.98, 2 cases of soda @ \$11.69 each = \$23.38, 16 Playfoam Shape and Learn Numbers set @ \$11.95 = \$191.20, Potential shipping costs = \$19.85 Total = \$625.00</p> <p>Transition to First Grade - Parent Involvement Kit 72 @ \$6.10 each = \$439.20</p> <p>Transition to Middle School - What's Up With Starting Middle School? - 75 @ \$3.99 = \$299.25.</p> <p>Spring Budget Meeting - 5 Frito Lay Variety Packs @ \$24.99 each = \$124.95, 2 cases of water @ \$3.29 case = \$6.58, 7 cases of soda @ \$11.69 each = \$81.83 Total = \$213.36</p>	<p>Fall and Spring Budget Meeting-Review Home School Compact, Parent Plan and Budget to determine how parents would like to spend PAC allocations.</p> <p>Reading & Math Night-Families will participate in engaging math and reading activities that support CCSS and student achievement. This event will build parent capacity of the standards and student expectations.</p> <p>Transition to Kindergarten Night- Provide parents of students in Pre-K activities to prepare their child for success in Kindergarten.</p> <p>Transition to Middle School-Provide parents of students in 5th grade, activities to prepare their child for success in Middle School.</p> <p>Transition to First Grade-Provide parents of students in Kindergarten, activities to prepare their child for success in 1st Grade.</p>		3,880
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Point Pleasant	<p>Office Depot supplies and materials to support Targeted Intervention Reading and Math groups: Toner cartridges, color and black, composition books, folders, dividers, binders, pencils</p> <p>Scholastic news student subscriptions for TAS</p>	<p>Office Depot - Toner cartridges for TAS students - color and black, composition books, folders, dividers, binders, pencils, easel pads \$1265</p> <p>Scholastic News licenses for 60 students in grades 3-5 @ \$5 per students = \$330</p> <p>Total = \$1595</p>	<p>Engaging all TAS students in daily problem solving and fluency-building activities.</p> <p>Implementing Math instruction that supports use of the CRA model to meet students' needs and solidify their understanding of in depth Math concepts.</p> <p>Increasing students' opportunities for reading and engaging with text. Ticket to Read is available in and out of school. Scholastic News can be sent home with students.</p> <p>Use technology to support intervention groups.</p>		1,595

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01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Point Pleasant	<p>Five Parent outreach programs:</p> <p>Title I Info Night & EcoAdventures Night: 100 guests, supplies and food/beverages. School supply giveaway.</p> <p>Game Night: 100 guests, supplies and food/beverages. Board games, math games, playing cards to take home, Food and Drinks (Chick Fil-a/Subway, Office Depot)</p> <p>Dr. Suess Night: 100 guests, supplies and food/beverages (Vocelli's Pizza), book giveaway "There's a Wocket in my Pocket" (Barnes & Noble)</p> <p>Celebration Night: 100 guests, supplies and food/beverages (Chickfila), book fair voucher</p> <p>Math and Muffins: 100 guests, food & beverages, supplies (Office Depot)</p>	<p>Orientation and EcoAdventures Night; approx 100 attendees. School supplies @\$ 5/attendee = \$500, Food, drink, and paper goods 100 @ 5.00/guest = \$500 = \$1000</p> <p>Game Night: approx. 100 attendees. Family game night take-home supplies, playing Cards @ \$7 per set x 10 = \$70, dice @ \$5 per set x 12 = \$60, board games \$10 per game x 5 games = \$50, question dice \$4 per dozen x 8 = \$32, bookmarks @ \$5 x 2 sets = \$10, Food and drink, paper goods 100 x \$5 per person = \$500 = \$722</p> <p>Dr. Suess Night: approx. 100 attendees, Book giveaway "Wocket in my Pocket" 100 @ \$3/book = \$300.00, Food and drink, paper goods 100 x \$5 per person = \$500 = \$800</p> <p>Book Fair gift certificate for 50 students @ \$5/student = \$250. Food and drink, paper goods 100 x \$5 per person = \$500 = \$750</p> <p>Muffins & Math: approx. 100 attendees, Greg Tang Family Math Night Kit, 1 @ \$495, Food and drink, paper goods 100 x \$3 per person = \$300 = \$795</p> <p>Total = \$4067</p>	These events help build the home-school connection by helping parents understand more about instruction and Common Core State Standards. This is also an opportunity for parents to express their needs and wishes to the Principal and Staff.		4,067
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Richard Henry Lee	<p>1. Stools for Reading Table and Math Table (from School Outfitters or Amazon)</p> <p>2.Math in Practice Bundle (\$479.00)</p> <p>3. The Writing Strategies Book (\$38.00)</p>	<p>1. 12 stools x \$51.14 = \$613.68 Total = \$613.68</p> <p>2. Math in Practice Bundle - 2 sets x \$479.00 = \$958.00 Add shipping (\$95.80) Total = \$1053.80</p> <p>3. The Writing Strategies Book 21 Staff Books x \$38.00 = \$798.00 (-30% for orders of 15 or more) = \$698.25 Add shipping (\$69.83) Total = \$768.08</p>	<p>1. Stools for reading and math instruction tables will be provided for TAS to work in less disruptive environments during small group intervention and/or strategy group instruction in Title I area.</p> <p>2.Math in Practice Bundle will be provided for teachers of TAS to support students with additional strategies and resources during small group instruction.</p> <p>3. The Writing Strategies Book will be provided for teachers of TAS to support students with additional writing strategies that will align with school program - Lucy Calkins Units of Study.</p>		17,101

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Richard Henry Lee	4. Office Depot Organization and Teaching Supplies Paper for Title I Student Info (Title I Color) (\$8.19) Blue Paper (\$6.61) Pencils (\$30.89) 2017-18 Academic Weekly/Monthly Planner (\$22.99) Binders for Lesson Plans, 1" (\$5.49) Binders for Assessments and Program Materials, 2" (\$8.49) Calculators (\$6.69) Chairs for Reading/Math Instruction Tables for Title I Teachers (\$187.99) Paper Clips - Large (\$6.63) - Small (\$1.84) Binder Clips - Large (\$9.72) - Medium (\$10.69) Small (\$1.33) Case of tissues = \$115.99 Hand Sanitizer (\$2.56) Case of Gallon Ziploc Bags = \$50.03 Case of Sandwich Ziploc Bags = \$15.28 5. LLI Red Kit from Heinemann (\$4950.00 + shipping \$445.50) = \$5395.50 6. Wilson Reading Foundations Foundations Level 2 Kit (\$1379.00) Student NB Level 2 (10 pack) (\$63.00) Student Composition Book Level 2 (10 pack) (\$63.00) 7. Wilson Reading System Deluxe Set (\$459.00) Student Reader Set 1-12 \$99.00 x 10 sets = \$990.0	4. Office Depot Organization and Teaching Supplies Paper for Title I Student Info (Title I Color) (8 packs x \$8.19) = \$65.52; Blue Paper(1 pack x \$6.61) = \$6.61 Pencils (2 packs x \$35.57) = \$71.14; 2017-18 Academic Weekly/Monthly Planner ; (2 x \$22.99) = \$45.98 Binders for Lesson Plans, 1" (Jeweler Blue) (10 binders x \$5.49) = \$54.90 Binders for Assessments and Program Materials, 2" (4 binders x \$8.49) = \$33.96 Calculators (4 calculators x \$6.69) = \$26.76 Chairs for Reading/Math Instruction Tables for Title I Teachers (2 chairs x \$187.99) = \$375.98 Paper Clips Large (2 packs x \$6.63) = \$13.26; Small (3 packs x \$1.84) = \$5.52 Binder Clips; Large (2 boxes x \$9.72) = \$19.44 Medium (\$10.69); Small (4 packs x \$1.33) = \$5.32 Case of tissues = \$115.99 Hand Sanitizer (4 bottles x \$2.56) = \$10.24 Case of Gallon Ziploc Bags = \$40.42 Case of Sandwich Ziploc Bags = \$15.28; Total: \$917.01 5. LLI Red Kit from Heinemann (\$4950.00 + shipping \$445.50) = \$5395.50 6. Wilson Reading Foundations Foundations Level 2 Kit (\$1379.00) Student NB Level 2 (10 pack) (\$63.00) Student Composition Book Level 2 (10 pack) (\$63.00) Shipping (\$120.40) Total = 1625.40	4. Supplies will be used to organize supplies to deliver math and reading instruction to TAS. 5. LLI Red Kit from Heinemann - The LLI intervention kit will be used for instruction with TAS reading students in 3rd grade. 6. Wilson Reading Foundations materials will be used for instruction with TAS students in 1st and 2nd grades.		
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Richard Henry Lee	8. Daly Computers - Printer Ink/Toner Cyan (2 x \$160.30 = \$320.60) Magenta (2 x \$160.30 = \$320.60) Yellow (2 x \$160.30 = \$320.60) Black (2 x \$119.75 = \$239.50) 9. EAI - Math and Reading Supplies Dry erase markers fine tip set of 120 = \$74.95 Dry erasers set of 100 = \$65 4 in 1 elementary rulers set of 100 = \$58 Flexible dry erase 120 chart boards = \$24.39 Place Value Flip chart (class set) = \$148.95 Math and Literature Set: K-1 = \$192.00 Math and Literature Set: 2-3 = \$145.00 Math and Literature Set: 4-6 = \$179.00 Math and Nonfiction Set: K-2 = \$132.00 Math and Nonfiction Set: 3-5 = \$137.00 Math Journals (Intermediate) = \$20.00 Common Core Grade Level math Kits Grade 3 = \$649; Grade 4 = \$649; Grade 5 = \$649 10. Lakeshore - Math and Reading Supplies Classic Teaching Kidney Table = \$349.00 Shelving Unit for Storage = \$499.00 Clear Bins for Storage = \$69.50 Easel for Math Teaching Area = \$349.00 11. Money to support homeless students (\$115 per student x 3 students) = \$345	7. Wilson Reading System - Deluxe Set (\$459.00) Student Reader Set 1-12 \$99.00 x 10 sets = \$990.00 Shipping (8%) = \$115.92; Total = \$1564.92 8. Daly Computers - Printer Ink/Toner Cyan \$160.30; Magenta \$160.30 Yellow \$160.30; Black (2 x \$119.75 = \$239.50) Total = \$720.40 9. EAI: Dry erase markers fine tip set of 120 = \$74.95 Dry erasers set of 100 = \$65 4 in 1 elementary rulers set of 100 = \$58 Flexible dry erase 120 chart boards = \$24.39 Place Value Flip chart (class set) = \$148.95 Math and Literature Set: K-1 = \$192.00 Math and Literature Set: 2-3 = \$145.00 Math and Literature Set: 4-6 = \$179.00 Math and Nonfiction Set: K-2 = \$132.00 Math and Nonfiction Set: 3-5 = \$137.00 Math Journals (Intermediate) (6 sets x \$20) = \$120.00 Common Core Grade Level math Kits Grade 3 = \$649; Grade 4 = \$649; Grade 5 = \$649 (Total of 3 Kits) = \$1947.00; Total = \$3223.29 10. Lakeshore Classic Teaching Kidney Table = \$349.00 Clear Bins for Storage = \$69.50 Easel for Math Teaching Area = \$349.00 Shipping = \$115.13 ; Total = \$882.63 11. Money to support homeless students (\$115 per student x 3 students) = \$345	7. Wilson Reading System will be used for reading instruction to support comprehension of TAS in 3rd grade. 8. Daly Computers - Printer Ink/Toner will be used for printing documents for instruction and assessment of TAS in math and reading across all grade levels. 9. EAI - Math and Reading Supplies will support the instruction of TAS in small groups for both reading and math. 10. Lakeshore - Math and reading area furniture will be provided to give TAS a defined learning space (this is in an open space school). Storage of supplies for TAS will be provided, as well as seating and a table for instruction. 11. Money to support homeless students will be provided to cover extra financial needs of homeless students (ie: field trips).		

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Richard Henry Lee	<p>1. Family Information Night: Food – Ledo's Pizza/ Sam's Club Materials – Welcome Supply/Homework Station Pack</p> <p>2. Reading Night: Food - Olive Tree/Sam's Club Craft Supplies for interactive literacy activities</p> <p>3. Math Night: Food – Chick Fil A/Sam's Club Materials – Math Games to Play and Make & Take Activities</p> <p>4. Sailing Into Summer – Prep for New School Year (Double Event – 1 morning, 1 evening): Food – Panera, Sam's Club, Ledo's Pizza Materials – Summer Learning Supplies Materials – Summer Learning Supplies</p> <p>5. Additional Supplies: Pens for PAC event sign in and parent evaluations</p> <p>6. Translation Services for PAC Communication (Newsletters/Event Invites) (10 hrs x \$25) = \$250</p>	<p>1. Family Information Night: Food – Ledo's Pizza/ Sam's Club = \$558.85 Materials – Welcome Supply/Homework Station Pack (\$5 per student x 100 students) = \$500 Total = \$1058.85</p> <p>2. Reading Night: Food - Olive Tree/Sam's Club = \$620 Craft Supplies for activities = \$100 Total = \$720</p> <p>3. Math Night: Food – Chick Fil A/Sam's Club = \$550 Materials – Math Games to Play and Make & Take Activities = \$1000 Total = \$1550</p> <p>4. Sailing Into Summer – Prep for New School Year (Double Event – 1 morning, 1 evening): Food – Panera (\$126), Sam's Club (\$100), Ledo's Pizza (\$302) Materials – Summer Learning Supplies (58 per student x 100 students = \$800) Total = \$1328</p> <p>5. Additional Supplies: Pens for PAC event sign in and parent evaluations (3 boxes x \$10.17) = \$30.51 Total = \$30.51</p> <p>6. Translation Services for PAC Communication (Newsletters/Event Invites) (10 hrs x \$25) = \$250</p>	<p>1. Family Information Night: Families will be informed about what the Targeted Title I program is, how it can benefit their children. They will have the opportunity to ask questions and give input on the current budget, compact, Title I Plan, and family engagement components.</p> <p>2. Reading Night: TAS families will participate in a literacy themed event. Teachers will share read alouds for various grade levels and have families work together to create literacy themed projects based on the read aloud chosen.</p> <p>3. Math Night: TAS families will participate in a math themed event. Families will work together, with the support of RHLee staff, to play a variety of math games (all grade levels provided) to focus on specific math skills. Make and take activities will be provided for TAS students to create and take home for additional practice.</p>		4,937
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Richard Henry Lee			<p>Continued from line above</p> <p>4. Sailing Into Summer – Prep for New School Year TAS families will be invited to reflect on the current school year. They will have the opportunity to ask questions and give input on the next school year's budget, Title I plan, family engagement components, and home-school compact. TAS families will also be provided with a summary learning pack of supplies to support students' practice with current skills at home.</p> <p>5. Pens for PAC event sign in and family evaluations will be provided so families can give feedback for each Title I event hosted at RHLee.</p> <p>6. Translation Services for PAC Communication (Newsletters/Event Invites) will be provided so that all TAS families can participate actively in all TAS hosted events.</p>		
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Rippling Woods	<p>SMART Board - \$1297.00 x1 = \$1297.00</p> <p>Office Depot \$100.00 - various materials and supplies for p/d that supports our SIP and TAS, highlighting tape, F/P kit supplies, chart paper, markers, printer ink, dividers, binders</p> <p>Homeless support - \$140</p>	<p>\$1,297 + \$100.00 + \$140 = \$1537</p>	<p>The SMART Board will be mounted on a cart already at RWES - there is no need to purchase mounting materials.</p> <p>These materials will be used with TAS during small group instruction and interventions. We have set aside money to support our homeless students with items such as backpacks and school supplies</p>		1,537

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Rippling Woods	<p>Title I Orientation - \$150 supplies and food. Chick Fil A - 2 Nugget trays, 1 gallon sweet tea, 1 gallon lemonade</p> <p>Reading/Math Night -\$500 supplies and food. Ledo's Pizza - 5 pepperoni, 5 cheese, 2 mixed green salads, 5 2L bottles of soda</p> <p>Scholastic Book Fair vouchers \$7 ea for 130 students = \$910.</p> <p>Dream Box Night -\$160 food and supplies. Sam's Club - Sandwich Tray and cookies, water bottles</p> <p>Title I EOY "Bridging to Summer" Night; food \$200, supplies; take-home summer bridge books \$10.00 x 130 students = \$1,300</p> <p>Total= \$3220</p>	<p>Title I Orientation - Chick Fil A - 2 Nugget trays, 1 gallon sweet tea, 1 gallon lemonade = \$150</p> <p>Reading/Math Night - Ledo's Pizza - 5 pepperoni, 5 cheese, 2 mixed green salads, 5 2L bottles of soda = \$500</p> <p>Scholastic Book Fair Vouchers - \$7 x 130 TAS students = \$910</p> <p>Dream Box Night - Sam's Club - Sandwich Tray and cookies, water bottles = \$160</p> <p>Title I EOY "Bridging to Summer" Night - Food \$200 and Supplies (take-home summer bridge books \$10x130 Students) = \$1,300</p>	<p>Title 1 Orientation - Families will be informed about what the Targeted Title I program is, how it can benefit their children. They will have the opportunity to ask questions and give input on the current budget, compact, Title I Plan and family engagement components</p> <p>Reading and Math Night - TAS families will participate in a literacy themed event. Teachers will share read alouds for various grade levels and have families work together to create literacy themed projects</p> <p>Book vouchers for Scholastic Book Fair for each student - Parents and students will shop the Scholastic Book Fair together and select appropriate level books to read at home</p>		3,220
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Rippling Woods			<p>Continued from line above:</p> <p>Dream Box Night - Parents and students will be introduced to Dream Box and shown how to use the online resource to help students improve their math fluency</p> <p>EOY Title 1 culminating "Bridging to Summer" night! - Parents will have the opportunity to ask questions and give input on the next school year's budget, plan, compact and family engagement components. TAS families will also be provided with a summary learning pack of supplies to support student practice with current skills at home</p>		
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Southgate	<p>Office Depot-Ink for Title I Printer, Small Group materials for TA's and IA's, containers for manipulatives, easels for small group</p> <p>Hand2Mind manipulatives</p> <p>Breakfast Buddies books from Barnes & Noble</p>	<p>Office Depot - \$1,666.</p> <p>Hand2Mind - \$750</p> <p>Barnes & Noble - \$250</p> <p>Classroom Direct: \$750</p> <p>Total = \$3416</p>	<p>Supplies for Title I Resource area to support the Title I program. The manipulatives will support our Title I students with conceptual understanding of mathematics concepts in their strategy groups. Breakfast Buddies will support our youngest Title I students with reading skills and strategies in engaging program with older students as mentors</p>	3,416.00	3,416

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Southgate	<p>Title I Parent Overview: (Food & Supplies)</p> <p>Title I Math Night: (Food & Supplies)</p> <p>Kindergarten Orientation: (Food & Supplies)</p> <p>Title I Reading Night: (Food & Supplies)</p>	<p>Title I Parent Transition: Sam's Club Snacks (40 parents) \$100</p> <p>Title I Math Night: Amazon Game Giveaways (50 participants) \$100 Ledo's Dinner (50 participants) \$300 Party City: Supplies (50 participants) \$100</p> <p>Kindergarten Orientation: Sam's Club Snacks (70 parents) \$200</p> <p>Title I Reading Night: Barnes & Noble Books (20 students) \$150 Amazon: Games & Bags (50 participants) \$250 Party City: Supplies (50 participants) \$100 Chick Fil-A Dinner: \$231</p> <p>Office Depot: Supplies for all PAC Events (folders, bags, labels, index cards, cardstock, paper, pens, markets, etc) \$250</p>	Parent activities based on academic need and parent involvement provides parents an opportunity to make a difference in their child's academic success. The teachers will help support these events through planning and delivery of the events.	1,781.00	1,781
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Tyler Heights	<p>Projector Bulbs (3 bulbs @ \$90 each) \$270 Snapwords Sets for primary (12 sets @ \$125 each) \$1500 Alphabet Tubs Primary (12 sets @ 87.50 each) \$1050 Art Skills Sound Device (25 @ \$10 each) \$250 Character Counts/Peace Summit Materials (Office Depot paint, poster paper, color ink for printer) \$659 LLI Kits (2 kits @ \$5400) = \$5,400 LLI Take Home Books 1 set (blue set) \$500 Materials for Mindfulness Calming Corners for each classroom for PBIS Social & Emotional skills (23 classrooms @ \$15) = \$345</p>	<p>Projector Bulbs (3 bulbs @ \$90 each) \$270 Snapwords Sets for primary (12 sets @ \$125 each) \$1500 Alphabet Tubs Primary (12 sets @ 87.50 each) \$1050 Art Skills Sound Device (25 @ \$10 each) \$250 Character Counts/Peace Summit Materials (Office Depot paint, poster paper, color ink for printer) \$659 LLI Kits (1 kits @ \$5400) = \$5,400 LLI Take Home Books 1 set (blue set) \$500 Materials for Mindfulness Calming Corners for each classroom for PBIS Social & Emotional skills (23 classrooms @ \$15) = \$345</p>	Costs help support our program to provide material support for our students at risk		9,967
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Tyler Heights	<p>Title 1 Parent Overview(100 guests) Snacks (Sams Club) Oral language Night (75 guests) Food (TBD) Supplies for family STEM activity Reading with Mom (75 guests) Food (Sams Club), Materials and supplies for reading partner activities Fact Family Fluency (100 guests) Food (TBD), Supplies & Materials for parents to support fact fluency and computation through games and activities Reading Night (100 guests) Food (Chick-fil-A), Materials and supplies for Interactive Read Alouds, Books for parents to read with their child)\ Math with Dudes (75 guests) Snacks (Sams Club), materials for partner games and practice games Parent University Workshops (75 guests) Snacks (TBD), Supplies & Materials to use to support parents based on their survey needs Parent Community School Culture (75 guests) Snacks(TBD), Supplies or Materials to use to support parents in becoming school leaders and increasing parent engagement</p>	<p>Title 1 Parent Overview Snacks: \$200</p> <p>Oral Language NightFood: \$400, STEM Materials, \$200 = \$600</p> <p>Reading with Mom ; Food: \$200, Books/Materials: \$500 = \$700</p> <p>Fact Family Fluency: Food: \$500, Materials: \$250 = \$750.00</p> <p>Reading Night: Food: \$600, Materials \$250 = \$850.00</p> <p>Math with Dudes: Food: \$200, Materials \$300 = \$500</p> <p>Parent University Workshops Snacks; \$200, Supplies: \$150 = \$350</p> <p>Parent Community School Culture (4x) Snacks: \$200, Materials: \$200 = \$400</p> <p>Kindergarten Orientation Food: \$450, Supplies \$400 = \$850</p> <p>Annual Title 1 Spring Meeting:Snacks \$150</p> <p>Character Counts Carnival Food: \$2000</p> <p>Interpretation Headsets (Set of 20 with hard case) for Parent Events =\$2341</p> <p>Total Cost = \$9,691</p>	Family events support the parents, students, and staff. The family activities help build parent capacity so that they can help be better parents.		9,691

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Tyler Heights	Continued from line above: Kindergarten Orientation (150 guests) Food (Ledo's Pizza 150 guests @ \$3/guest), Supplies & Materials for students to prepare over the summer for kindergarten (Sam's Club, Office Depot, Oriental Trading) Annual Title 1 Spring Meeting (75 guests) Snacks (TBD) Character Counts Carnival (400 guests) Food (Pit Boys & Kona Ice 400 guests @ \$5.00/guest) Interpretation Headsets (Set of 20 with hard case) for Parent Events		Family events support the parents, students, and staff. The family activities help build parent capacity so that they can help be better parents.		
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Van Bokkelen	Laptop - Daly Computers Inc. - Admin Image - Commodity code 2043xx18046 - \$1091.00 Premier Agendas - Agenda books - 300 primary agendas @ \$1.69; 220 Intermediate agendas @ \$1.64 = \$867.80 + \$175 S/H = \$1042.80 Movie Site USA - \$450.00 (Yearly License) Jones School Supply - Student Awards & Incentives - \$150.00 Office Depot - Ink cartridges & supplies- \$1630.20 STEM Materials - \$500.00 Multi-cultural books - \$500.00 Math & Reading Resource Materials - (\$500 each) = \$1000.00 Primary & Intermediate Composition notebooks for all students - \$511.00	Laptop - \$1091.00 Agenda books - 300 primary agendas @ \$1.69; 220 Intermediate agendas @ \$1.64 = \$867.80 + \$175 S/H = \$1042.80 Movie Site USA - \$450.00 (Yearly License) Jones School Supply - Student Awards & Incentives - \$150.00 Office Depot - Ink Cartridges for computer lab and supplies- \$1630.20 STEM Materials - \$500.00 Multi-cultural books - \$500.00 Math & Reading Resource Materials - \$1000.00 (\$500.00 each) Office Depot - Primary composition notebooks (350 x .76 = \$266.00) Intermediate composition notebooks (350 x .70 = \$245.00) Total \$511.00	Computer for Math teacher to be able to complete all aspects of her job duties Student Agenda books to support parent communication and PAC activities Movie Site License to incorporate movie clips into reading, math, and science instruction Student awards & incentives to support student achievement in all grade levels Office Depot - Materials and supplies for collaborative planning SIP Action Step, data documentation and organization, ink cartridges, organizational and office supplies to support teachers and professional development		6,875
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Van Bokkelen	Sneak A Peek (50 guests)- \$100.00 Back to School Night (50 guests)- \$100.00 Hispanic Heritage Day (100 guests)- \$200.00 Academic Fair (100 guests)- \$200.00 Squisito's/Chillin' with Dads Luncheon (175 guests)- \$1400.00 Double T Diner/Making Memories with Mom breakfast (175 guests) - \$1400.00 Author's Tea (100 guests, 2 times a year) (paper goods, refreshments) 300.00 x 2 = \$600.00 Talent Show (popcorn, drinks) (100 guests) -\$300.00 STEM Night/Science Fair (100 guests)- \$600.00 Office Supplies for Parent Events - \$500.00	Sneak A Peek- \$100.00 Back to School Night- \$100.00 Hispanic Heritage Day- \$200.00 Academic Fair- \$200.00 Squisito's/Chillin' with Dads Luncheon - \$1400.00 Double T Diner/Making Memories with Mom breakfast - \$1400.00 Author's Tea (paper goods, refreshments) 300.00 x 2 = \$600.00 Talent Show (popcorn, drinks) -\$300.00 STEM Night/Science Fair - \$600.00 Office Supplies for Parent Events - \$500.00	Sneak A Peak - Families are invited into the classroom to meet the school staff. Back to School Night - Parents are given an overview of the Title I Program. Hispanic Heritage Day - Celebrate Hispanic Heritage Day with our multi- cultural families. Academic Fair - Families will participate in interactive and engaging activities centered on math, science, social studies, and reading academic standards. Each student will leave with a new book for their personal home library. Provide ways for parents to use music, art, and P.E. to strengthen reading, writing, and math skills. Chillin' With Dads & Making Memories with Mom - Male/Father figures are invited to have lunch with their child at school; Female/Mother figures are invited to have breakfast with their child to celebrate families.		5,400

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Van Bokkelen			Continued from line above: Author's Tea - Twice a year, students will showcase their grade level writing. At the beginning of the year, teachers will share data with parents. Parents will be able to assist in monitoring and supporting students' writing by participating in the Author's Teas and gaining an understanding of our Lucy Calkins Writing Program. Talent Show - Families will be invited to attend a star studded event which will showcase students & teachers talents. STEM Night/Science Fair - Provide parents with strategies and activities to strengthen skills in math, science, technology, and engineering and to showcase science fair projects. Transition to Kindergarten - Provide parents of students in Pre-K to activities to prepare their child for success in Kindergarten.		
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Woodside	office depot supplies, binders, pencil pouches, highlighters, colored pencils, toner, notebooks \$2,474 Oriental Trading, attendance incentives - stickers, smiley face buttons, pencils, erasers, rings, metals, ribbons \$500	School supplies \$2474 Attendance incentives \$500	small group supplies and attendance support		2,974
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Woodside	Books for STEAM night \$1000 Math manipulatives \$300 Technology Tools Make a Take Supplies \$1000	Barnes and Noble; 125 books @ \$8 = \$1,000 ETA Math manipulatives; Base 10 Block Sets 15 @ \$20 = \$300 Make and Take Supplies for 200 students (construction paper, glue, masking tape, ink pads, stamps, dice, index cards, card stock) \$1000	Manipulatives and books for parents to use at home when reinforcing skills		2,300
01 Regular Programs/ 3 Supplies/Materials	Supplies/ Materials Software	Systemwide	Homeless Reserved for school equipment, school supplies, program uniforms, fees for AP, IB & Certification testings, Senior activities and graduation, immunizations, birth certificates: \$18,000 Extended Day (Office Depot) 26-4" binders with tab dividers, Summer School (Office Depot) 55- 5" binders with tab dividers = \$1,451 7500 students, 100 composition books per box, \$150 per box. 67 boxes x \$150 per box = \$10,050 Extended Learning Year Supplies: Paper (warehouse) \$500 Oriental Trading \$3,000 Office Depot \$20,000 Math Program \$16,500 Total = \$40,000	As mandated in the Title I regulations, students identified as homeless will be supported in their daily instructional programs. = \$8,000 Extended Day-26 binders @ \$8 each=\$208, 5 packs of 5, 8-dividers each @ \$33=\$165 to total \$373 Summer School-55 binders @ \$13 each=\$715, 11 packs of 5, 8-dividers each @ \$33=\$363 to total \$1,078 Composition Books = \$10,050 Extended Learning Year Supplies = \$40,000		18000+1451+10050+\$40000	69,501

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
01 Regular Programs/ 3 Supplies/Materials	Parent Event Supplies	Systemwide	<p>Food & Materials for District Title I Events: plates, cups, napkins, table cloths \$5 pp at 110 parents and \$3 pp at 150 students. \$550+\$450 for three Title I nights. \$3,000</p> <p>Food for Tara Brown Conference 50 parents at \$15 per parent. \$750</p> <p>Notebook for each parent attendee of Tara Brown Conference \$6 x 50 parents = \$300</p> <p>Break Out Education (Kit Escape Room) \$125 each x 4 kits = \$500</p> <p>Ticket To Read Individual Student subscriptions, July-August 2018-2019, \$20ea x est. 500 total = \$10,000</p> <p>Materials to support 3 district PFE workshops. \$600 x 3 events = \$1,800</p> <p>Title I Office will supply food and materials for set up to host a Title I Night, a Reading Night and a Math Night and for the PD. \$200 per teacher x 10 teachers = \$2,000</p>	<p>Ticket To Read subscriptions (given to Title I students with instruction during PAC event, engages and motivates students, develops early reading skills, phonics, fluency, vocabulary and comprehension)</p> <p>Title I Office will supply food and materials for set up to host a Title I Night, a Reading Night and a Math Night and for the PD. \$200 per teacher x 10 teachers = \$2000</p>		<p>3000+750+ 300+500+ 10000+1800+ 2000</p>	18,350
01 Regular Programs/ 3 Supplies/Materials Total							304,462
01 Regular Programs/ 4 Other Charges	Car Mileage	Belle Grove	300 miles @ \$0.535 per mile = \$160.50	Teachers attend professional development sessions that may require travel beyond the distance of their home to the school. Teachers will be reimbursed at the rate of \$0.535 per mile beyond their daily travel. (300 miles @ \$0.535 per mile = \$160.5).	Attending professional development sessions allows teachers to improve their skill set which will benefit classrooms.		161
01 Regular Programs/ 4 Other Charges	Registrations for parents to attend parent involvement conferences	Georgetown East					
01 Regular Programs/ 4 Other Charges	Car Mileage	Marley		1			
01 Regular Programs/ 4 Other Charges	Car Mileage (teachers central office)	Systemwide	Round trip miles to the Greg Tang Math Conference at 120 miles X .535 = \$64.20; 90 Title I teachers at 120 miles x .535 = \$5,778	<p>One private car to provide transpiration to and from the conference. Personal vehicles from Title I office to visit all Title I schools</p> <p>Private cars will be used by teachers to travel to and from Baltimore from various school locations in the county</p>		5,778.00	5,778
01 Regular Programs/ 4 Other Charges	Registrations for parents to attend parent involvement conferences	Systemwide	Annual Parent Involvement Conference Oct 15-18; Lodging for 2 parents @ 430 pp to total \$860	Two selected parents will attend the conference to gain skills and knowledge to share with other Title I parents.		860.00	860
01 Regular Programs/ 4 Other Charges Total							6,799
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Annapolis	<p>-4 substitutes for The Upside Down organization for 4 classroom teachers. 4 subs x \$90 per day = \$360</p> <p>-23 subs for Collaborative Grade Level Planning, 2x a year for classroom grade level 1st-5th teachers, 1x a year for K teachers = 23 x \$90=\$2070</p>	<p>-The Upside Down Organization will provide PD titled "Change Your Language, Change Your Lives" to support teachers and students address social and emotional behaviors. Each workshop will require 4 substitutes. Total = \$360</p> <p>-Substitutes will be required for opportunities for teachers to participate in grade level planning twice a year for 1st-5th and once a year for K teachers. Total = \$2070</p> <p>Grand total 27 substitutes x \$90 = \$2430</p>	Sub Days provide opportunities for teachers to build teacher capacity outside of the classroom by attending PDs and for collaborative grade level planning.		2,430

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09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Annapolis	Where the Rubber Meets the Road: Connecting PBIS to the classroom with Shauna King 9 teachers for 3 hours @ \$25/hour = \$675	9 teachers to attend 3 hour after school PD x \$25/hour = \$675	An after school PD for classroom teachers to learn how connect PBIS to their daily routines and instruction. This PD will focus on our SIP that addresses the climate in our school building as well as social and emotional well being of school and staff.		675
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Belle Grove	11 subs to allow four planning days/sessions that will focus on language arts and math instruction 11 x 4 = 48 @ \$90 = \$4,320	11 subs x 4 days per teacher = 44 sub days @ \$90 per day = \$3,960	Full day planning sessions for all K-5 teachers to plan with Reading and Math Resource teachers.		3,960
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Brock Bridge	Provide subs for 10 teachers x 4 sub days for collaborative planning, administering F& P testing, data collection and developing lesson plans = 40 sub days Provide subs for 4 teachers x 3 times/year for Guided Reading Planning (1st & 3rd Grades) = 12 sub days SoMIRAC Conference- 3 sub days each for 4 Classroom Reading Teachers = 12 sub days Greg Tang Conference - 4 days for each teacher (Title I Math Teacher not included) = 4 sub days	40 + 12 + 12 + 4 = 68 @ \$90/day = \$6,120	Teachers will develop lesson plans, observe teachers, administer county assessments, and/or analyze instructional data to improve upon current instructional practices. Teachers will develop plans based on Needs Assessment for additional reading help in 1st & 3rd grades SoMIRAC subs will be provided to give teachers the opportunity to enhance their knowledge of current reading strategies, practices and research to enhance instruction of Title I students. Greg Tang Conference subs will be provided to give teachers the opportunity to enhance their knowledge of current math strategies, practices and research to enhance instruction of Title I students	68.00	6,120
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Brock Bridge	Provide stipends for staff to participate in after school book study and PD "The Little Book of Restorative Discipline for Schools" , "The Morning Meeting Book" and "Better Than Carrots or Sticks"	126 hours x \$25/hour = \$3150.00 2 hours per pay cycle x 20 = 40 x 2 teachers (SIST/T-1Math) = 80 hours @ \$25 = \$2,000 =\$5,150	Teachers will participate in professional development in the areas of mathematical practices, goal setting and conferencing in guided reading, and the use of restorative practices.	206.00	5,150
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Brooklyn Park	Substitutes for Conferences: \$360 Substitutes for Classroom Teachers for Data Analysis: \$1,530 Total Days for substitutes: 21 days x \$90/day = 1890.00	Substitutes for Conferences: Greg Tang Conference- 2 teachers x 2 full days x \$90= \$360 Substitutes for Classroom Teachers for Data Analysis: 17 classroom teachers x 1 full sub day = 17 full days. 17 x \$90 = \$1,530 Total Days for substitutes: 21 days x \$90/day = 1890	Sub days will be used to analyze screening data and county assessment data. The sub days will provide classroom teachers additional time to analyze the data, for their targeted students, and work with the Title One staff to collaborate ways to support the TAS in the classroom.	21.00	1,890

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Brooklyn Park	<p>285 hours x \$25/hour = \$7125</p> <p>480 hours x \$25/hour = \$12000</p> <p>Total Calculation: \$7125 + \$12,000 = \$19,125 (teacher hours + resource staff hours)</p> <p>Title One Summer Planning: 40 hours x \$25/hour = \$1000</p> <p>School Year for teachers and resource (19,125) + Summer Hours (1,000) = \$20,125</p>	<p>19 classroom teachers x 15 hours of paid professional development = 285 total hours</p> <p>285 hours x \$25/hour = \$7125</p> <p>Title One Reading, Math and SIST, County Reading Teacher: 4 teachers x 120 hours = 480 hours for planning with teachers and professional development, that will take place after school.</p> <p>480 hours x \$25/hour = \$12000</p> <p>Total Calculation: \$7125 + \$12,000 = \$19,125 (teacher hours + resource staff hours)</p> <p>Title One Summer Planning: 4 teachers x 10 hours each = 40 hours</p> <p>40 hours x \$25/hour = \$1000</p> <p>School Year for teachers and resource (19,125) + Summer Hours (1000) = \$20,125</p>	<p>Additional planning time will be provided to classroom teachers, by the Title One Resource team, to help support the targeted students in the classroom. The Title One and School Resource Staff will be provided additional planning time, in order to prepare for these planning sessions.</p> <p>Summer Planning: The Title One Team, along with the county reading teacher, will be coming in over the summer, to plan the Title One events, analyze data for the fall screening, and work on classroom assignments. The team will also participate in interviews for hiring HQ teachers.</p>		20,125
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Eastport Elem	25 full day substitutes	25 Full Day substitutes x \$90/day= \$2250	Substitutes will allow teachers to effectively analyze the F and P assessments and to collaboratively plan for instruction.	2,430.00	2,250
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	George Cromwell	<p>28 sub days to provide classroom teachers grades 1-5 with Math and Reading PD. 1/2 day in the Fall and 1/2 day in the winter (prior to marking period 2 and marking period 3) in the area of math communication and instructional strategies. 1/2 day in the fall and winter for reading in the area of instructional strategies.</p> <p>1 sub days for teacher to attend the Greg Tang Conference in Baltimore</p>	<p>14 teachers x \$45 half day sub = \$630.00 Fall-Math</p> <p>14 teachers x \$45 half day sub = \$630.00 Winter-Math</p> <p>14 teachers x \$45 half day sub=\$630.00 Fall-Reading</p> <p>14 teachers x \$45 half day sub= \$630.00 Winter Reading</p> <p>1 teachers x \$90 full day sub = \$90.00</p> <p>29 total sub days</p>	Substitutes support PD initiatives in the Title I plan for math and reading	29.00	2,610
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	George Cromwell	Math Planning-End of 3rd marking period=\$525, 7 Teachers to work 3 hours after school, end of 3rd marking period	7 x 3 hrs each = 21 hours @ \$25/hour =\$525	PD supports initiatives of the Title I plan in the area of math. Teachers will look at end of the year data and plan lessons in order to meet the needs of our Targeted Assistance Students for the last marking period to help reach grade level standards by the end of the year.		525
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Georgetown East	Student Achievement Meetings- 4 times with 5 teachers= 20 subs x 90= \$1,800	20 X90=\$1,800	Substitutes will be used for planning with co-teachers to support the school improvement plan goal of coaching and co-teaching to increase student achievement in reading and math. In addition, for our Student Achievement Meetings to look at data and plan for interventions and supports.		1,800
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Georgetown East	Stipend money for teachers to plan after school or on Saturdays with their grade level team and Reading and Math teacher.	22 teachers x 2 hours @ \$25 = \$1,100	Stipend money for teachers to plan in grade level teams with the reading and math resource teachers.		1,100
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Germantown	30 hours @25.00 for teachers	30 x 25 = \$750	Stipend hourly payment throughout the year to support the School Improvement Plan Action Steps	750.00	750

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09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Glen Burnie Park	Beginning and Mid Year Data Analysis and Planning; 24 Teachers for 2 days each Peer Visitation 2 Reading, 2 Math, 2 Writing NCTM conference sub days (4 sub days) SoMIRAC Conference sub days (3 teachers for 3 days = 3)	24 teachers X 2 days=48 days @ \$90/day =\$4320 Peer Visitation/Vertical Teaming 6 sub days(2 for reading, 2 for math, 2 for writing) 6X90=\$540 NCTM conference: 4 sub days for teachers @ \$90=\$360 Somirac Conference 3 sub days @ \$90= \$270	Assist teachers in analyzing data to impact daily instruction		5,490
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Glen Burnie Park	24 teachers for one 3.5 hour curriculum session for Reading PD conducted by the Reading Team. PD will be differentiated for grade level and based on teacher and student need 23 teachers for one 3.5 hour curriculum sessions for Math PD conducted by the Math Resource Teacher. PD will be differentiated for grade level and based on teacher and student need	24 teachers for 3.5 hour Curriculum Session @ \$25/hour = \$2,100 24 teachers for 3.5 hour Reading Session Session @\$25 = \$2,100 \$2100 +\$2100 = \$4200	Assist teachers in analyzing data to impact daily instruction		4,200
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Glendale	(1) Planning time for teachers to do long range planning at the beginning of each quarter. (2) Monthly F&P data chats (3) Sue O'Connell Math PD sessions (4) NCTM Conference (5) Greg Tang Conference	(1) 18 K-5 teachers x 0.5 sub day x 4 quarters = 36 sub days @ \$90/day = \$3240 (2) 1 sub per month x 10 months = 10 sub days @ \$90/day = \$900 (3) 8 additional sub days = 8 sub days @ 90 /day = \$720 (4) 2 classroom teachers x 4 days = 8 sub days @ \$90/day = \$720 (5) 2 classroom teachers x 1 day = 2 sub days @ \$90/day = \$180 Total = 64 days @ \$90/day = \$5,760 (without fixed charges)	(1) At the beginning of each quarter, K-5 classroom teachers will receive a half day sub to work together as a team to complete long range planning and create common assessments to be used for the quarter. (2) Glendale will use a month sub to schedule 30 minute F&P data chats with each K-3 teacher to discuss reading progress of our TASs with the Title I Reading teacher and administration. Sessions will be used to progress monitor the growth of our TAS and discuss additional supports that may be needed. (3) Subs to support the reading progress of our TAS. (4) Two classroom teachers will be provided sub days to attend the NCTM conference to learn valuable strategies and ideas to increase our work with our TASs. (5) Two classroom teachers will be provided a sub day to attend the Greg Tang Conference in Baltimore to learn valuable strategies and ideas to increase out work with our TASs.	64.00	5,760
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Glendale	(1) Planning time for classroom teachers to implement strategies that have been provided through PD or collaborative planning	(1) 18 K-5 teachers x 10 hours = 180 hrs x \$25 hr = \$4500	(1) Each (TAS) K-5 teacher will be provided with 10 hours of stipend time throughout the school year to work on planning and implementation of ideas and PD topics that have been shared throughout the school year to help increase the achievement of our TASs.		4,500
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Freetown	10 Subs for Shauna King PD and follow up planning and collaboration	Shauna King PD and follow up planning and collaboration- 10 subs @ \$9 per day = \$900	Subs will be used while teachers attend the planning sessions in order to learn more about new strategies and methods to help struggling students.		900

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09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Freetown	Planning outside the school day; supporting transition programs for K and Gr. 5 (to middle school) ; Teachers will be planning and working together to plan for student growth for students' hands on initiatives.	4 teachers @ \$25.00/hour 3 hours for PD to staff on Productive Struggle and Meaningful Discourse (NCTM Institute July, 2017) in the math classrooms = \$300.00 14 hours of collaborative planning @ \$25/hour = \$350	Teachers will be planning outside of school hours for math, reading, science and writing.		650
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Hilltop	Substitutes to support planning for new curriculum initiatives aligned with SIP = \$2,700	Substitutes to for planning to support new curriculum initiatives: 0.5 days x Fall and Spring = 1 day total x 30 teachers K-5 = 30 days 30 days x \$90 = \$2,700	Provide planning time to K-5 teachers to support building teacher capacity in CCSS Math; especially a focus on the continued implantation of CRA model, problem solving strategies, fact fluency, provide opportunities to implement number sense activities, etc. Provide planning days for all K-5 teachers to assist with planning effective guided reading lessons.	30.00	2,700
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Lothian	40 Sub Days for fall and winter F & P administration TAS students (20 K-5 teachers x 1.5 day) = \$2,700 Data Analysis/Planning Day 58 Sub Days focus on TAS (K-2 teachers for 2 full days + 3-5 teachers for 3 full days) = \$5,220	20 teachers x 1.5 days @ \$90/day = \$2,700 58 teachers @ \$90/day = \$5,220	Ensure teachers are able to instruct TAS students consistently and meet district testing requirements; To provide teachers guidance on analyzing data and using it to plan differentiated instruction for TAS	7,920.00	7,920
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Marley	8 Subs for Shauna King PD, 8 Subs for 2 day for follow up planning and collaboration NCTM Conference will be held in Washington, D.C. in April of 2018. We will need 4 subs for 2 days each. SOMIRAC will be held in Timonium, Md April 11-13, 2018. We will need 3 subs for 2 days and 2 subs for 1 day.	Shauna King to present 1 day PD - 8 subs @ \$90 = \$720 , Follow up planning from Shauna King, 4 Teachers, 2 days = 8 subs @ \$90 = \$720 Substitutes for Somirac@ 8 x \$90 = \$720 Substitutes for NCTM @ 8 x \$90 = \$720 = \$2,880	Subs will be used to provide small group instruction for our TAS while teachers attend the conferences in order to learn more about new strategies and methods to help struggling students.		2,880
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Marley	Teachers will have after school planning sessions available to them after each quarter to support PD going on during Reading and Math CP sessions. After School Book Study for teaching students in poverty	Reading and Math after school quarterly planning sessions @ 25 teachers x 3 sessions x 2 hours x \$25/ hour = \$3,750 Book Study - 15 days, 2 hours each = 30 hours @ \$25/hour = \$750 = \$4,500	Planning sessions will be used to support Title I teachers and Title I students with reading and math skills. Ongoing PD sessions will support teachers teaching TAS students in poverty		4,500
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Maryland City	13 Substitute days for long range planning and PD on school initiatives for 8 teachers new to MCES or grade changers each receiving 1.5 days. Grade 1 (1) - 1.5 days Grade 2 (3) - 4 days Grade 3 (1) - 1.5 days Grade 4 (2) - 3 days Grade 5 (2) - 3 days 4 Substitute days for Leadership SIP Planning Lead teachers (2)- 2 days special educator (1) - 1 day media specialist (1) - 1 day 1 Substitute for field trip terripan Release Grade 2 Teacher - 1 day 17 Substitutes for F&P testing - 1 substitute day for all classroom teachers K through 5.	35 days x \$90 = \$3150	Substitutes are being provided to support teachers new to Maryland City and grade changers. This will provide time to catch newer teachers up to speed on current instructional practices at Maryland City. It will also provide some time to work with both the math and reading teachers to support instruction to meet the needs of our students.		3,150

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09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Maryland City	Book Study -Whole Brain Teaching for Challenging Kids: (and the rest of your class, too!) by Chris Biffle (6 week @ 1 hour a week) 17 teachers Leadership book study - Engaging Students with Poverty in Mind by Eric Jensen (4 weeks x 1 hour a week) 9 teachers Articulation with resource team 5 teachers x 1 hour	17 teachers x 6 hours = 102 hours x \$25/hour = \$2550 9 teachers x 4 hours = 36 hours x \$25 = \$900 5 teachers x 1 hour = 5 hours x \$25 = \$125 Total = \$3,575	Purpose of book studies is to grow teacher capacity for working with students in poverty.		3,575
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Meade Heights	Planning sessions for Guided Reading Instruction with Title One Reading Resource or County Reading (18 teachers @ \$25) Each teacher will plan for 15 hours before or after school. Planning sessions for Math Instruction to include Number Talks and the CRA model. Sessions will take place with the math resource teacher and/or SIST. (14 teachers x 25) Each teacher will plan for 15 hours before or after school. Professional development , 16 teachers for 8 hours, in the areas of de-escalation, classroom management behavioral strategies, and research based interventions to build a positive classroom/school environment and increase student achievement.	Planning for Guided Reading: \$25 x 15 hours=\$375 \$375 x 18 teachers=\$6,750 Planning for Math: \$25 x 15 hours=\$375 \$375 x 14 teachers=\$5,250 Professional Development: \$25 x 8 hours = \$200 \$200 x 16 teachers = \$3,200	Math - Provide students with regular opportunities to master addition, subtraction, multiplication, and division concepts and progress to addition, subtraction, multiplication, and division of larger numbers based on grade level standards. Continue to grow teacher's capacity in utilizing the CRA model and Number Talks Reading - Implement daily Guided Reading instruction with continued development of teachers in all components of Guided Reading, with an emphasis on conferencing. Continue to grow teacher capacity in guided reading. Culture/Climate-Build adult capacity to modify inappropriate behaviors.		15,200
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Mills-Parole	56 Substitute days for reading and math instructional planning for kindergarten through fifth grades.	This allows 28 teachers X 2 full substitute days = 56 planning days	This allows teachers to plan for reading and math instruction based on data and to provide differentiated instruction which will in turn increase student performance	56.00	5,040
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Mills-Parole	146 hours for 2 book studies related to our SIP	7 meetings X 10 people for 1 hour each meeting = 70 hours (X 2 sessions for fall and spring) = 140 hours + 6 hours for leader planning = 146 hours	Teachers will be participating in 2 book studies to support instruction and build capacity as it relates to our school improvement plan.	146.00	3,650
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	North Glen	Substitutes for F&P Screening of students in the bottom 20% Substitutes for Quarterly Collaborative Planning Substitutes for SoMIRAC Conference - 3 days Substitutes for Greg Tang Conference - 2 days	F&P Subs, 9 subs, 3 days @ \$90/day = \$2,430 Collaborative planning days (Math) 14 days @ \$90/day = \$1,260 Collaborative planning days (Reading) 13 days @ \$90/day = \$1,170 Greg Tang Subs, 2 days @ \$90/day = \$180 SoMIRAC subs, 3 days @ \$90/day = \$270	Teachers in 1-5th grade will benefit from additional days of substitute coverage while they F&P TAS. This will allow teachers to maximize instruction for TAS students and plan for differentiation. Classroom teachers indicated a preference in our May 2017 survey for sub days to support additional grade-level collaborative planning that focuses on differentiating their instruction for TAS. Teachers will plan with Title I staff to better support TAS students in all areas. Teachers attending Greg Tang's Conference will go to sessions aligned with our SIP (Math). These teachers will deliver professional development to support differentiating instruction in these SIP areas for TAS.		5,310

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	North Glen			Continued from line above: Teachers attending SOMIRAC will go to sessions aligned with our SIP (Reading, Writing). These teachers will deliver professional development to support differentiating instruction in these SIP areas for TAS.		
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	North Glen	Stipend Pay for after-school planning with classroom teachers in the areas of Writing and Math focusing on TAS	1 sessions each month (from Oct - May) x 8 months = 8 sessions; 8 sessions x 15 teachers = 120 sessions; 120 sessions x \$25 = \$3000	Classroom teachers indicated a preference in our May 2017 survey for after-school planning sessions to help focus on differentiating their instruction for TAS. Teachers will plan in grade-level teams with Title I staff to better support TAS students in all areas.		3,000
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Park	Vertical Teaming-Math 10 teachers @ 1X a year @ \$90.00 per day = \$900.00 Vertical Teaming- Writing 11 teachers, 1x a year @ \$90.00 per day= \$990.00	Vertical Teaming-Math 10 teachers @ 1X a year @ \$90.00 per day = \$900.00 Vertical Teaming- Writing 11 teachers, 1x a year @ \$90.00 per day= \$990.00	Teachers will have time to plan as a team with the resource team to long range plan, norming and team scoring.	21.00	1,890
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Point Pleasant	Math and Reading Resource Teacher PD Sub Days	10 teachers 2 1/2 day planning with math resource 10 teachers 2 1/2 day planning with reading resource 20 days @ \$90/day = \$1,800	Sub Days provide opportunities for teachers to build teacher capacity and for collaborative planning	20.00	1,800
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Point Pleasant	After school planning sessions for teachers involved in Leadership Team	7 teachers, 2 4-hour planning sessions after school 7 teachers @ \$25/hr x 8 hours = \$1400	Opportunities for Leadership Team to meet to discuss instruction and support for TAS students		1,400
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Richard Henry Lee	Provide Subs for: 1. F&P Testing (Winter) 2. SoMIRAC Conference 3. NCTM DC Subs 4. Greg Tang Conference Subs 5. Sue O'Connell Subs	1. F&P Subs (Winter): \$90 x 17 teachers = \$1,530 2. SoMIRAC Subs: \$90 x 4 teachers = \$360 3. NCTM DC Subs: \$90 x 6 teachers = \$540 4. Greg Tang Conference Subs: \$90 x 3 teachers = \$270 5. Sue O'Connell Subs: \$90 x 3 full day teachers = \$270 \$90 x 5 half day teachers = \$225 Total = \$495 Grand total = \$3,195	1. Subs will be provided for the winter administration of F&P Testing to allow teachers time to collect data on targeted Title I students during the mid year assessment window. Instruction/interventions will be modified by the Title I staff and classroom teachers to meet students' needs based on this data. 2. SoMIRAC subs will be provided to give teachers the opportunity to enhance their knowledge of current reading strategies, practices, and research to enhance instruction of Title I students. 3. NCTM DC subs will be provided to give teachers the opportunity to enhance their knowledge of current math strategies, practices, and research to enhance instruction of Title I students.		3,195

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09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Richard Henry Lee			Continued from line above: 4. Greg Tang Conference subs will be provided to give teachers the opportunity to enhance their knowledge of current math strategies, practices, and research to enhance instruction of Title I students. 5. Subs will be provided during Sue O'Connell's visits to give teachers the opportunity to enhance their knowledge of current math strategies, practices, and research to enhance instruction of Title I students.		
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Richard Henry Lee	Provide stipends for staff to participate in after school book study: (Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement, by Eric Jensen)	Book Study: \$25 per week x 4 weeks = \$100 x 32 teachers = \$3200	Staff will participate in a book study with Eric Jensen's book to collaboratively discuss and plan ways to address needs of students in poverty in the school.		3,200
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Rippling Woods	Stipends to allow teachers to collaborative plan outside school hours for Title I instruction and student support. 12 teachers x \$25/hour = \$300	12 teachers, one hour each x \$25 per hour = \$300	Teachers will meet with Title I Math and/or Title I SISTs to plan instruction for TAS. Teachers will review data and best practices as to best meet our students needs.		300
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Southgate	Substitutes for Grades 3-5 Data planning post quarterly assessment-1day x 15 Teachers 2 x yearly	2 days x 15 teachers x \$90/day = \$2,700	Title I Teachers will analyze data from the Quarterly Assessments for Reading and Mathematics with the assistance of the Title I Math & Reading Teachers. Teachers will plan for Title I students small group strategies based on data findings	30.00	2,700
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Southgate	Stipend pay for Afterschool/Summer Planning: 30 hours @ \$25/hour Stipend pay for Title I paperwork, data, bluesheets, program and budget binder management	30 hrs x \$25 = \$750 20 hrs x \$25 = \$500	Providing Title I teachers, Reading Teachers, and Math Teachers with planning time to create 2-step problems to support Task Type 2&3 PARCC items, guided reading, literacy centers, explicit comprehension lessons and small group lessons to support success in mathematics and reading for Title I students	50.00	1,250
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Tyler Heights	2 Literacy half day planning days and PD 2 Math half day planning days and PD 22 Classroom teachers Kindergarten: 4 teachers x \$45 x 4 MP= \$720 Grade 1: 3 teachers x \$45 x 4MP= \$540 Grade 2: 4 teachers x \$45 x 4 MP= \$720 Grade 3: 4 teachers x \$45 x 4 MP= \$720 Grade 4: 4 teachers x \$45 x 4 MP= \$720 Grade 5: 3 teachers x \$45 x 4MP= \$540 Two 1/2 Day Subs for 23 teachers to plan for Lucy Calkins Units of Writing in the Fall and Winter \$90 x 23 teachers = \$2070	Marking Period 1: Math Planning \$990 Marking Period 2: Literacy Planning \$990 Marking Period 3 Math Planning \$990 Marking Period 4: Literacy Planning \$990 22 half days per marking period 22 teachers x .5 days =11 days x 4 marking periods= 44 days x \$90 per day = \$3,960 Two 1/2 Day Subs for 23 teachers to plan for Lucy Calkins Units of Writing: \$90 x 23 teachers = \$2070	Sub days provide opportunities for teachers to build teacher capacity		6,030

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Tyler Heights	22 Classroom teachers Kindergarten: 4 teachers x 2 hours x 4 MP= 32 hours Grade 1: 3 teachers x 2 hours x 4 MP= 24 hours Grade 2: 4 teachers x 2 hours x 4 MP= 32 hours Grade 3: 4 teachers x 2 hours x 4 MP= 32 hours Grade 4: 4 teachers x 2 hours x 4 MP= 32 hours Grade 5: 3 teachers x 2 hours x 4 MP= 24 hours PD for new and returning teachers prior to the beginning of the school year to plan for classroom organization, classroom management and institutionalized practices One hour afterschool for teachers to plan for Guided Reading \$25/hr x 23 teachers	2 hours per marking period per teacher for planning to address PD during planning day: 2 x 22 teachers x 4 marking periods= 176 hours x \$25 = \$4,400 Beginning of the Year Summer Teacher Bootcamp 20 teachers x 3 hours x \$25 = \$1500 One hour afterschool for teachers to plan Guided Reading \$25/hr x 23 teachers = \$575 \$4,400 + \$1500 + 575 = \$6475	Teachers will be planning outside of school hours for math, reading and writing		6,475
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Van Bokkelen	Lead Teacher Assistant (Theresa Chandler) to stay after hours on PD days to share information with assistants & permanent substitutes (50 hours x \$25/hr = \$1250.00)	Lead Teacher Assistant 50 hours x \$25/hr = \$1250.00	Professional Development to support SIP Action Step - Implement a coherent systematic approach to teaching informative, opinion, and narrative writing to bring students to the level of exemplar expected in CCSS		1,250
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Woodside	Collaborative planning days (2) which includes using F and P data to analyze student growth and needs, long range planning based on data analysis. (all teachers at each grade level 2 times a year) at \$90 a day for sub	20 teachers x twice a year=40 x \$90=3600	Data analysis to support student achievement, planning next steps		3,600
09 Professional Development/ 1 Salaries/Wages	Substitutes to support for Professional Development	Systemwide	78 Substitutes for Teachers attending MELLFIN Conference 78 @ \$90 = \$7,020 75 subs for teaching attending Title I Sponsored Professional Development Conference 75 @ \$90 = \$6,750	Substitutes for teachers attending MELLFIN and Title I Sponsored PD Conferences		7020+6750	13,770
09 Professional Development/ 1 Salaries/Wages	Teacher Stipends for Professional Development	Systemwide	100 teachers will be paid \$25 per hour to attend after work hours session of PD with Tara Brown. Spring Session \$25x3 hrs=75 x100= \$7,500 Fall Session \$25x3 hrs=75 x100= \$7,500 Teachers to be part of a Parent & Family Engagement Showcase to demonstrate effective PFE workshops for schools. 10 teachers will receive 8 hours to plan the event @ \$25 per hour = \$2,000 Summer book club Culturally Responsive teaching 30 teachers x 6 hours per day x 4 days x \$25 per hour = \$18,000 Session planning time for 30 Teacher Presenters for the Title I Sponsored PD Conference; 30 presenters x 6 hours x \$25 = \$4,500	Teachers will be paid for planning; Teachers will participate in PD delivered by Marcia Tate to develop alternative strategies to engage students in the classroom to promote student achievement Teachers will participate in the Parent & Family Engagement Showcase to gain better understanding of what items are and are not allowable for purchase under the ESSA guidelines Program Managers will lead a book study over the summer to enhance teachers' ability to teach and respond to cultural differences.		7500+7500 +2000 +18,000 +4500	39,500
09 Professional Development/ 1 Salaries/Wages Total							214,170
09 Professional Development/ 2 Contracted Services	Contract(s) to Support Professional Development	Annapolis	Shauna King-Where the Rubber Meets the Road: Connecting PBIS to the Classroom -January 3 hour PD \$1000	3 hour PD from Shauna King titled - Where the Rubber Meets the Road = \$1000	As part of our SIP this PD is to address restorative practices that promote inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm.		1,000

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09 Professional Development/ 2 Contracted Services	Contract(s) to Support Professional Development	Brock Bridge	4 days with King Professional Development Services	4 days x \$1750/day= \$7,000	PD will be presented throughout the year in the areas of cooperative discipline, restorative practices and positive behavior interventions and supports		7,000
09 Professional Development/ 2 Contracted Services	Contract(s) to Support Professional Development	Brooklyn Park	\$1750 x 4 = \$7000	Shauna King Training/Consulting 1 full day per marking period = 4 full days \$1750 x 4 = \$7000	Shauna King will be contracted to support our teachers on how to address the social and emotional needs of their targeted students. Shauna will provide skills and strategies, to classroom teachers, so that teachers are able to implement these strategies and build positive relationships with their targeted students.		7,000
09 Professional Development/ 2 Contracted Services	Contract(s) to Support Professional Development	Freetown	Professional development provided by Upside Down Organization, Shauna King = \$7,000	Shauna King Professional Development Services: 4 full-days x \$1750 per day = \$7,000	Shawna King's Professional Development Services - Working with teachers to provide support for teachers and students for our social and emotional climate.		7,000
09 Professional Development/ 2 Contracted Services	Contract(s) to Support Professional Development	Hilltop	Professional development provided by Upside Down Organization, Shauna King = \$1500	2 half-day x \$750 = \$1500	Teachers will attend morning pd sessions throughout the second half the year working on building relationships with students and understanding brain based techniques on how to respond to poverty.		1,500
09 Professional Development/ 2 Contracted Services	Contract(s) to Support Professional Development	Marley	Shauna King to present on working with students of poverty	Shauna King- \$1500	Shauna King will present a PD on how to teach children of poverty so teachers will gain knowledge on how to instruct the struggling readers.		1,500
09 Professional Development/ 2 Contracted Services	Contract(s) to Support Professional Development	Richard Henry Lee	Sue O'Connell: \$2000 x 2 days = \$4000	Sue O'Connell: \$2000 x 2 days = \$4000	Sue O'Connell will support math focus of SIP and guide focus of math PD throughout the year. She will work collaboratively with individual teams as well as vertically with grade levels in grades 3, 4, and 5.		4,000
09 Professional Development/ 2 Contracted Services	Contract(s) to Support Professional Development	Van Bokkelen					
09 Professional Development/ 2 Contracted Services	Contract(s) to Support Professional Development	Systemwide	Tara Brown Professional Development to present a 2 (Fall & Spring) 2 day PD sessions (4 days total) to Title I Administrators (100 attendees each Spring & Fall) & Teachers (52 attendees each Spring & Fall); \$8,750 per day x 4 days = \$35,000 total price to include airfare, lodging and food. Dreambox Program for 26 schools for 3 days of webinar training at \$300 per day to total \$900 DoubleTree Hotel, Annapolis, Title I Sponsored Professional Development Conference Space, including breakout rooms, audio visual, and catering \$15,000 (200 attendees planned) Eric Jensen, Keynote Speaker for Title I Sponsored PD Conference, 1 day @ \$12,500 , includes airfare, lodging & food.	Administrators will receive PD on how to support teachers to keep students engaged. They will hear in an abbreviated session what teachers are receiving PD. Title I schools with new Title Math teachers or Title I Math teachers needing a refresher in the use of Dreambox will receive 3 webinar trainings during the school year Title I Central Office to host and present a Professional Development Conference, with Keynote Speaker, for 200 attendees from Title I schools and Central Office Executive Team, related to AACPS curriculum and Title I initiatives and guidance.		35000+900 +15000 +12500	63,400

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09 Professional Development/ 2 Contracted Services Total							92,400
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Belle Grove	Quick Guide to Teaching Persuasive Writing 1 X \$8.40= \$8.40 Quick Guide to Reaching Struggling Writers 1 X \$8.40= \$8.40 Quick Guide to Making Your Teaching Stick 1X \$8.40 = \$8.40 Quick Guide to Teaching Persuasive Writing 1 X \$8.40 = \$8.40 Quick Guide to Reviving the Disengaged Writer 1 X 8.40 = \$8.40 The Guided Reading Classroom 16 X \$25.00= \$400.00 Depth & Complexity Differentiation Smart Reference Guide 23 X \$22.00= \$506.00	Quick Guides 5 x \$8.40 = \$42 The Guided Reading Classroom = \$400 Depth & Complexity Differentiation Smart Reference Guide = \$506	Resources to improve overall instruction will benefit students. As teacher capacity increases students knowledge		948
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Brock Bridge	Professional Development Books for TAS teachers	25 Copies of <i>The Little Book of Restorative Discipline for Schools</i> 25 books x \$3.81 Book = 95.25 (for Gr. 1 - Gr. 5 Classroom Teachers - TAS) 25 Copies of <i>Better than Carrots or Sticks</i> 25 books x 22.21 Book = 555.25 (for Gr. 1 - Gr. 5 Classroom Teachers - TAS) 25 Copies of <i>The Morning Meeting Book</i> (for Gr. 1 - Gr. 5 Classroom Teachers - TAS) 25 books x \$21.00 = \$525 Total = \$1,175.50	Books will support teachers and support staff in implementing restorative practices in classrooms and throughout the school.		1,175
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Eastport Elem	20 Copies of The Reading strategies Book by Serravallo for each teacher and SIST	20 copies x \$35= \$700	Books will be used as to build teacher capacity in Guided Reading instruction. They will be used during collaborative planning and with Resource staff.	700.00	700
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	George Cromwell	Post It Easel Pad 2 pack "Fountas and Pinnell Literacy Continuum"	Post It Easel Pad 2 pack- \$25 "Fountas and Pinnell Literacy Continuum" 5 books x \$75= \$375 + \$37.50 (shipping)= \$412.50 = \$437.50	Easel Pad-Used for Professional Development, Books-"Fountas and Pinnell Literacy Continuum" will be used with teachers in grades 3-5 to support teachers with the knowledge of their TAS reading behaviors and understandings at their current reading level and the reading levels above in order to help move students to the next reading level.		438
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Germantown	Heinaman: 4 copies of The Reading Strategies Book @ \$38.00 plus shipping: \$167	The Reading Strategies Book = \$167	Resource materials for STIS to build teacher capacity		167
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Glen Burnie Park	Notes and Notices Fiction by K. Beers 3 @ \$29.95 Notes and Notices Non-Fiction by K. Beers 3 @ \$31.00 F&P Prompting Guide Part 2 6 @ \$29.15 Working with ELL Students 5 @ \$29.95 Writing Strategies Book 6 @ \$38.00 = \$228 All will be used for Chapter Chats/Studies and differentiated by need and grade LEGO Story Starter Core Set 2X\$200=400.00 Gel Colored Pens for Coding the Text = \$36	Notes and Notices \$89.85 Notes and Notices Non-Fic \$93.00 F&P Prompting \$174.90 Working with ELL Students \$149.75 Writing Strategies \$228.00 Lego Story Starters \$400 Gel Colored Pens for Coding the Text = \$36 Total = \$1,171.50	Assist teachers in their ability to provide meaningful and purposeful strategies to targeted students.		1,172
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Freetown					

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09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Hilltop	Professional development resources to support math and reading instruction = \$1652.00	Math in Practice Books: 5 first grade teachers x \$79 per book = \$395 5 second grade teachers x \$79 per book = \$395 1 kindergarten teacher x \$79 per book = (for additional K position) = \$79 4 books x \$79 per book = \$316 (1 second grade, 1 third grade, 1 fourth grade, 1 fifth grade book for resource teacher) TOTAL = 15 books x \$79 per book = \$1,185 Reading Strategies Book: Your Everything Guide to Developing Skilled Readers 5 books @ \$45.70 per book = \$228.50 Writing Strategies Book: Your Everything Guide to Developing Skilled Writers 5 books @ \$47.70 per book = \$238.50	Provide teachers with a professional resource in order to assist them in creating more engaging math and small group lessons and guided reading lessons that are differentiated to better meet the needs of all learners.		1,652
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Lothian	12 The Next Steps Forward in Guided Reading @ \$38.99 (K-2) 12 Guided Math, A Framework for Mathematical Instruction @ 19.99 (K-2) 14 Notice and Note, Strategies for Close Reading @ \$29.50 (3-5) 3 Comprehension Toolkits @ 179.00 36 14 Engaging Students With Poverty in Mind @ 21.56 (K-5) 14 Learning To Love Mathematics@ \$22.62 (3-5)	12 X \$38.99 = \$467.88 12 x \$19.99 = \$239.88 4 x \$290.00 = \$1,600 14 X \$29.50 = \$413.00 14 x \$21.56 = \$301.84 14 x \$22.62 = \$316.68 estimated shipping = \$352.72	Continuing to build teachers' toolbox will lead to a better understanding of ways to support our neediest learners. Building teachers' instructional capacity.	3,252.00	3,252
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Marley	Books for teachers to support PD, Enriching the Brain by Eric Jensen, Teach Like a Pirate	Enriching the Brain by Eric Jensen \$1.99 X 43= \$85.57 and Teach Like A Pirate by David Burgess \$16.19 x 11= \$178.09 = \$263.66	Supplies to support teachers during/after PD. These supplies will be used to support instruction of Title 1 students		264
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Maryland City	Office Depot - chart paper, markers, sticky notes - \$107.00 Book Study -Whole Brain Teaching for Challenging Kids: (and the rest of your class, too!) by Chris Biffle - \$189	Office Depot - chart paper, markers, sticky notes = \$107.00 Book Whole Brain Teaching for Challenging Kids: (and the rest of your class, too!) by Chris Biffle 14 x \$13.50 = \$189.00 Office Depot and Book Study Total = \$296	Books for teachers to participate in a book study. Purpose of the book study is to grow teacher capacity in regards to working with challenging students.		296
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Meade Heights	Lead Like a Pirate - 10 books @ 22.95 The Growth Mindset Coach 10 books @ \$11.35 Shouting Won't Grow Dendrites 10 books @ \$33.95 Fractions and Decimals Number Talks Book for Grade 4 and 5 2 teachers x 72 The Common Core Companion: The Standards Decoded: Grades K-2 3 teacher x \$32.47 The Reading Strategies Book 10 teachers x 31.22 The Writing Strategies Book 10 teachers x 30.00	Lead Like a Pirate 10 books @ 22.95 = 229.50 The Growth Mindset Coach 10 books @ \$11.35 = 113.50 Shouting Won't Grow Dendrites 10 books @ \$33.95 = 339.50 Number Talks Books 2 books @ \$72=\$144 The CC Companion K-2 3 books @ \$32.50 = \$97.50 The Reading Strategies Book 10 books @ \$32 = \$320.00 The Writing Strategies Book 10 books @ \$30.00 = \$300.00	Build adult capacity to modify inappropriate behaviors Math - Provide students with regular opportunities to master addition, subtraction, multiplication, and division concepts and progress to addition, subtraction, multiplication, and division of larger numbers based on grade level standards. Continue to grow teacher's capacity in utilizing the CRA model and Number Talks Reading - Implement daily Guided Reading instruction with continued development of teachers in all components of Guided Reading, with an emphasis on conferencing. Continue to grow teacher capacity in guided reading with a focus on nonfiction text		1,544
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Mills-Parole	24 books to support our book studies (These books are TBD based on identified needs and the text that best correlates.)	10 participants X 2 book studies + 4 facilitator books = 24 books X \$30 per book = \$720	Teachers will be participating in 2 book studies to support instruction and build capacity as it relates to our school improvement plan.		720
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Richard Henry Lee	Purchase Book Study Books Engaging Students with Poverty in Mind by Eric Jensen \$27 per book	Book Study Books Engaging Students with Poverty in Mind by Eric Jensen \$27 per book x 32 teachers = \$864	Eric Jensen books will support and guide PD on how poverty affects student growth.		864

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09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Southgate	Books for PD: <i>Formative 5: Everyday Assessment Techniques for Every Math Classroom</i> , <i>Total Participation Techniques: Making Every Student an Active Learner</i> Supplies for PD, <i>Reading Strategies Book</i>	26 books @ \$30.95 = \$804.70 7 books @ \$23.95 = \$167.65 12 books @ \$45.63 = \$547.56	Title I Resource Teachers will provide professional development to build teacher capacity to support the SIP initiatives in reading and math. Title I Teachers will participate in the professional development and utilize the professional books and resources investigated.	1,520.00	1,520
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Tyler Heights	Energy Bus Book Study for entire staff to support climate action step; Materials for math PD (poster paper); Binders to support resource teacher coaching model Post-it paper for PD sessions F&P continiums (1 per classroom teacher); School Improvement team book study (You Win in the Lockerroom First & The Art of Coaching Teams for Leadership Team Book Study)	Energy Bus Book Study; 20 books x \$15 = \$300 Poster Paper for Problem Solving \$70 Binders for Coaching \$120 Post It Poster Paper \$33 F&P Continium: 20 x \$15 = \$300 You Win in the Locker Room School Improvement Book Study; 20 books x \$16 = \$320 The Art of Coaching Teams for Leadership Team Book Study 10 books x \$18 = \$180 Total = 1323	Used to support Collaborative Planning/Guided Reading and Literacy PD, Math PD, and PBIS PD		1,323
09 Professional Development/ 3 Supplies/Materials	Professional Development Supplies	Systemwide	PFE Showcase: 10 teachers will receive \$200 for materials for their PFE showcase \$2,000 Spring Budget Meeting Meals: Breakfast 90 ppl x \$8 = \$720 plus \$20 tip= \$740 Lunch 90 ppl x \$12 = \$1080 plus \$20 tip = \$1,100 Chevy's - Meal for Summer School Site Director's Meeting, 12 guests = \$164 Panera - Meal for SS Lead Teacher's meeting 13 guests = \$280 30 teachers x \$20 Amina's Voice book 30 teachers x \$10 Long Walk to Water book 30 teachers x \$10 Enrique's Journey book 30 teachers x \$15 Bee book 600+300+300+450 = \$1,650 Water, coffee and snacks \$200 (50 per day) Food for Tara Brown Conferences: 2 Administrators sessions - Breakfast) 52 ppl @ \$8= \$416 x 2 sessions = \$832 2 Teachers sessions - Dinner 100 ppl @ \$15 = \$1,500 x 2 sessions = \$3,000 Books purchased for the keynote address speaker (Eric Jensen) to be given out at Title I Sponsored PD Conference; 200 books @ \$20 = \$4,000 Supplies for Title I Sponsored PD Conference (breakout session materials for 10 sessions, name tags, notebooks, pencils, pens, post it notes, Easel Pads) \$10,000	10 teachers x \$200 = 2,000 10 Teachers will lead PD based on prior training from Marcia Tate in order to teach teachers the skills necessary for maximum classroom learning Meal for Summer SS Director's Meeting: Dinner \$12/guest x 12 guests = \$144 + \$20 tip = \$164 Meal for SS Site Director's & Lead Teacher's Meeting Lunch \$13/guest x 20 guests = \$260 +\$20 tip= \$280 Books will be used with Math Title I teachers and SISTs for professional development Supplies to support the meetings and PD Continuing PD for the Title I Office to keep up to date on current rules affecting ESSA Books and supplies purchased in support of the Title I Sponsored PD Conference	2000+740 +1100+164 +280+1650 +200+832 +3000+ 4000+10000	23,966	
09 Professional Development/ 3 Supplies/Materials Total							40,001
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Annapolis	-Upside Down Organization registrations, 4 teachers, 1 Behavior Specialist x \$129 per teacher = \$645 -3 teachers for Upside Down Organization, mileage, \$138	-Upside Down Organization workshops, 1 workshops, 5 teachers= \$645 86 miles x 3 teachers @ \$.535/mile each = \$138 Grand Total: \$783	Four TBD (TAS) classroom teachers to attend two different Upside Down Organization workshops to address new ways of talking to youth that builds resilience, promotes intrinsic motivation, and enhances cognitive stimulation. Also, learn research-based strategies for combating the negative impact of poverty on learning will be introduced for infants, pre-school and school-aged children.		783

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Belle Grove	NCTM Membership: 1 school membership (5 teachers) @ \$160 = \$160 Subscription and Membership for ASCD for 2 teachers: 2 x \$80 = 160 Subscription and Membership for IRA for 2 teachers: 2 x \$70 = \$140 NCTM Conference, Washington, DC Registration for 3 teachers @ \$400 = \$1200 Mileage costs: \$75 per teacher x 3 = \$225 Total = \$1,425 SoMIRAC Registration for 4 teachers: \$200 x 4 = \$800. SoMIRAC mileage costs: 4 teachers x \$25 = \$100 Total = \$900	NCTM Membership: \$160 Subscription and Membership for ASCD: \$160 Subscription and Membership for IRA for 2 teachers: \$140 NCTM Conference: \$1,425 SoMIRAC: \$900	NCTM Membership provides mathematical journal resources and a discount for NCTM conference. ASCD subscription is used to provide resources for two teachers to build leadership skills. The International Reading Association (IRA) provides resources in reading.		2,785
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Brock Bridge	AACRC Membership for 4 Teachers SoMIRAC - Registration for 5 Teachers Greg Tang Baltimore Conference for 5 Teachers	AACRC Membership (1yr.) for 2 TAS Reading Teachers and 1- 1st Gr, 1 - 3rd Gr. (TBD) = \$30 each x 4 teachers = \$120 SoMIRAC Conference for 5 Teachers, 3 days @ \$200 each = \$1,000 Greg Tang Baltimore Conf. - 5 teachers Greg Tang "Math Teacher Workshop" registration, October 30, 2017, Baltimore, MD = \$1,225 \$2,345	AACRC - Membership will grow teachers' knowledge of strategies and research so they are able to further grow staff members through schoolwide math and reading PD SoMIRAC - SIST, plus 1 reading and 2 classroom teachers will attend to gain additional information and strategies to bring back to BB to enhance reading PD and instruction Greg Tang - Registration for 2 teachers @ \$245 ea, Teachers will learn new initiatives and strategies to teach children in poverty		2,345
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Brooklyn Park	Greg Tang Conference in Baltimore, MD in October- \$900 SoMirac \$400 in April 2018 in Maryland	SoMirac- The reading teachers will attend this conference to learn about all of the latest skills and strategies to use when observing teachers in reading. The skills and strategies will be used with our TAS during reading instruction and observed by administration. The conference is held in Maryland. The Greg Tang Conferences will help teachers build their capacity of number sense and problem solving. These are two important areas that teachers are observed in. At these conferences, we will learn skills and strategies that can be implemented in professional developments, within the school building. The conference is held in Baltimore, MD.	SoMirac- The reading teachers will attend this conference to learn about all of the latest skills and strategies to use when observing teachers in reading. The skills and strategies will be used with our TAS during reading instruction and observed by administration. The conference is held in Maryland. The Greg Tang Conferences will help teachers build their capacity of number sense and problem solving. These are two important areas that teachers are observed in. At these conferences, we will learn skills and strategies that can be implemented in professional developments, within the school building. The conference is held in Baltimore, MD.		4,450

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09 Professional Development/ 4 Other Charges	Conferences for Teachers	Brooklyn Park	Literacy for All in Rhode Island in October \$3200	Continued from line above: The Literacy for All Conference is directly related to the goals on our TAS plan. At this conference, the reading teachers will get an opportunity to gain a deeper understanding of guided reading and how F&P data aligns to what teachers are doing in small group. This conference will take place in Rhode Island.	The Literacy for All Conference is directly related to the goals on our TAS plan. At this conference, the reading teachers will get an opportunity to gain a deeper understanding of guided reading and how F&P data aligns to what teachers are doing in small group. This conference will take place in Rhode Island.		
09 Professional Development/ 4 Other Charges	Conferences for Teachers	George Cromwell	Greg Tang-Teaching Through the Tough Topics-Conference-Baltimore, Oct. 24, 2017 Registration=2 TAS Teachers @ \$245 each = \$490 Mileage= 25 miles @ \$.535/mile = \$13.38 Parking= \$24.00	Registration-\$245.00 x 2 teachers= \$490.00 Mileage 25 miles x \$.0535=\$13.38 Parking-\$12 x 3 teachers=\$24.00 =\$527.38	The Greg Tang Conference focuses on critical concepts that are barriers to student success such as number sense, estimation, multi step problems, fluency, fractions, decimals, place value, rounding, fact and procedural fluency. The skills/strategies acquired at the conference will be brought back to collaborative planning and professional development for staff working with Targeted Title 1 students.		527
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Germantown	SoMirac Conference: 1 teachers; \$300 registration each & \$120 total mileage for all 3 days = \$420	300x1= 300 + (120x1)= \$420	Professional Development to support our School Improvement Plan Action Steps: Attendees will create & execute PD to staff after attending the conference in the areas of math and literacy		420
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Glen Burnie Park	SOMIRAC Registration(April 11-13 2018, Hunt Valley, MD)- 3 teachers for 1 day, 2 reading teachers for 2 days (Not all teachers require substitutes) SoMIRAC - Hunt Valley, MD (Mileage based on 2-3 teachers car sharing) AACRC Membership (yearly) for 3 teachers NCTM Annual Meeting (April 25-28 2018, Washington, DC)- 4 teachers (non-member) for 1 day, 1 math teacher (member) for 3 days Do we need to include the cost of membership here for the non-members? NCTM - Washington, DC (Mileage based on 2-3 teachers car sharing)	SoMirac Conference registration: 2 reading teachers x 2 days x \$200/day= \$800 3 teachers x 1 day @ \$200/day= \$600 Mileage (68 miles roundtrip from GBPES 2-3 teachers car sharing x .535/mile = \$36.38 x 3 +\$109.14 AACRC Membership for 3 teachers @ \$30/ea. = \$90 NCTM Annual Meeting registration: 1 math teacher (member) x 3 days @ \$385 5 teachers x 1 day @ \$351/day= \$1755 Mileage (74 miles roundtrip from GBPES 2-3 teachers car sharing x .535/mile = \$39.59 x 3 = \$118.77 = \$3,857.90	Professional Development for teachers to learn the most current pedagogy and return to share their knowledge with staff working with TAS students,		3,858
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Glendale	(1) Greg Tang Conference in Baltimore Oct. 24, 2017 (2) NCTM Washington DC (3) ILA conference	(1) Greg Tang registration: \$245 x 4 = \$980 (2) NCTM registration \$475 x 2 = \$950	(1) Title I Math teachers and two TAS classroom teachers will attend to learn valuable strategies and ideas to increase our work with our TASs. (2) Title I Math teachers and two TAS classroom teachers will attend to learn valuable strategies and ideas to increase our work with our TASs.		1,930

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09 Professional Development/ 4 Other Charges	Conferences for Teachers	Freetown	SoMirac, Hunt Valley, MD NCTM, Baltimore, MD	NCTM & NCSM 2017 Conference, Baltimore Mileage to/from Baltimore = \$86 Parking \$28 per day x 5 days = \$140 Total = \$226 SoMirac 1 teacher @ (\$200/teacher) = \$200.00 Mileage to SoMirac for 1 teacher \$39.00 Total = \$239	Teacher leaders will build their capacity as they gain strategies to support best practices during instruction, that will also be shared during collaborative plannings and school wide professional development.		465
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Marley	Six TAS Teachers to attend SoMIRAC, membership for 6 TAS Teachers to AACRC, membership for 6 TAS Teachers to NCTM, NCTM Conference, hotel (3 rooms for 2 nights, double occupancy) and National Title 1 Conference (mileage not included for SOMIRAC and NCTM) National Title I Conference - Philadelphia, PA. 4 Teachers for 3 nights each	NCTM in Washington, DC April 25-28 @ 6 x \$480= \$2880 Membership to NCTM @ 6x \$160= \$960 Hotel Accommodations for NCTM @ \$422 x 3 rooms x 2 nights = \$2532 Membership to Anne Arundel County Reading Council @ 6 x \$30= \$180 National Title 1 Conference in Philadelphia, PA Feb 8-11 @ 4 x \$599 = \$2,396 Hotel accommodations for National Title 1 Conference @ 3 nights x 3 rooms x \$250 = \$2,250 Mileage for National Title 1 Conference @ 112 miles x 2 trips (up and back) x 2 cars x .535 = \$239.68 Parking for National Title 1 Conference @ \$50.62/day x 4 days x 2 cars = \$405 = \$11,842.68	Teachers will attend in order to hear presentations regarding the most recent research-based strategies to support Title 1 students. They will then provide a follow-up PD for the staff through collaborative planning, after school planning, faculty meetings and/ or staff development.		11,843
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Maryland City	NCTM Conference: Registration \$400, mileage cost: \$70 = Total \$470 NCSM Conference Registration \$355, mileage cost = \$45 = Total \$400 SoMIRAC: Registration for 2 teachers @ \$200 = \$400, mileage costs = \$128 x 2 = \$256 Total = \$656	NCTM Conference - \$470 NCSM Conference - \$400 SOMIRAC Conference - \$656 Total = \$1,526	Professional development for the Title I math teacher to learn more strategies to support teachers and students with number sense and problem solving		1,526
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Meade Heights	Ron Clark Academy for Teacher -2 day training, Dec 7-8, in Atlanta Room and Flight for 2 teachers (2650) Registration \$900 x 2=1800; Total = \$4,450 Get Your Teach On -March 26-27 in Alexandria, VA Registration Fee-\$320 x 2 teachers=\$640 NCTM Annual Conference -April 25-28 in Washington, DC Registration Fee - \$425 x 2 Teacher = \$850 Greg Tang - October 24 in Baltimore, MD Registration fee \$250 x 2 teachers = \$500	RCA Registration, Flight, and Hotel= \$4,450 Get Your Teach On Registration= \$640 NCTM - \$850 Greg Tang-\$225 x 2= \$500	Build adult capacity to modify inappropriate behaviors		6,440
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Mills-Parole	SOMIRAC for 2 reading teachers and 2 classroom teachers (intermediate and primary) and Bosses Breakfast and mileage NCTM for 1 math teacher and 2 classroom teachers (intermediate and primary) and mileage NCSM for 2 math teacher and mileage	\$660 SOMIRAC registration for 4 participants + \$20 bosses breakfast + \$100 mileage = \$780 \$1434 NCTM registration for 3 participants (NCTM) + \$238 mileage (NCTM) = \$1,672 \$970 NCSM registration for 2 participants + \$200 mileage = \$1,170 TOTAL = \$3,622	Teacher leaders will build their capacity as they gain strategies to support best practices during instruction, that will also be shared during collaborative plannings and school wide professional development.		3,622

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09 Professional Development/ 4 Other Charges	Conferences for Teachers	North Glen	Greg Tang "Teaching the Tough Topics" Conference in Baltimore, MD October 24th, 2017: \$245 per person (Title I Math, SIST) SOMIRAC in Hunt Valley, MD April 11th-13th : \$175 registration per person (Title I Reading, County Reading, SIST)	\$245 x 2 Teachers = \$490 \$175 x 3 Teachers = \$525 Total for Conferences: \$1,015	Teachers attending Greg Tang's Conference will go to sessions aligned with our SIP (Math). These teachers will deliver professional development to support differentiating instruction in these SIP areas for TAS. Teachers attending SOMIRAC will go to sessions aligned with our SIP (Reading, Writing). These teachers will deliver professional development to support differentiating instruction in these SIP areas for TAS.		1,015
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Point Pleasant	ILA Membership for 2 teachers, AA Reading Council for 1 teacher, NCTM Membership for 2 teachers 2 teachers Greg Tang "Math Teacher Workshop" registration, mileage, October 30, 2017, Baltimore, MD	ILA Membership - 2 teachers @ \$45ea = \$90 AA Reading Council - 1 teacher @ \$30ea = \$30 NCTM Membership - 2 teachers @ \$95ea = \$190 =\$310 Greg Tang-Registration for 2 teachers @ \$245 ea, mileage for 2 teachers, round trip @ 59 miles @ \$.54/mile = \$64 =\$554 Total - \$864	Reading and math teachers will learn new initiatives and strategies to meet struggling learner's needs. Membership in these professional organizations will grow teachers so they are able to grow staff in the areas of reading and math. Teachers will learn new initiatives and strategies to teach children in poverty.		864
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Richard Henry Lee	1. Greg Tang (10/24/17) - 4 Teachers 2. SoMIRAC (4/11-13/18) 2 teachers for all days \$165 4 teachers for one day \$90 Mileage (\$0.535 per mile) 3. NCTM (DC) (4/25-28/18) - 4 Teachers Mileage (\$0.535 per mile) Parking: \$20 per day 4. NCTM Memberships: (for 5 teachers) \$160 5. AACRC Memberships: \$30 x 6 teachers 6. MCTM Regional Memberships: \$20 x 4 teachers	1. Greg Tang (10/24/17) \$235 x 4 teachers = \$940 2. SoMIRAC (4/11-13/18) 2 teachers for all days (\$165 x 2 = \$330) 4 teachers for one day (\$90 x 4 = \$360) Mileage (60 miles x .535 = \$32.10 x 10 commutes = \$321) Total SoMIRAC = \$1011.00 3. NCTM (DC) (4/25-28/18) Registration \$385 x 4 teachers = \$1540 Mileage (68 miles x .535 = \$36.38 x 8 commutes = \$291.04) Parking: \$20 per day x 8 teachers = \$160.00 Total NCTM = \$1991.04 4. NCTM Memberships: (for 5 teachers) \$160 5. AACRC Memberships: \$30 x 6 teachers = \$180 6. MCTM Regional Memberships: \$20 x 4 teachers = \$80 Grand Total: \$4,362.04	1. Greg Tang - Title I Math Resource Teacher and 3 classroom math teachers will attend to gain additional information and strategies to bring back to RHLee staff to enhance math PD and instruction. 2. SoMIRAC - Title I SIST, Reading Resource Teacher, and 4 classroom reading teachers will attend to gain additional information and strategies to bring back to RHLee staff to enhance reading PD and instruction. 3. NCTM (DC) - Title I Math Resource Teacher and 3 classroom math teachers will attend to gain additional information and strategies to bring back to RHLee staff to enhance math PD and instruction.		4,362
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Richard Henry Lee			Continued from line above: 4. NCTM Memberships: 5. AACRC Memberships: 6. MCTM Regional Memberships Memberships in these professional organizations will grow teachers knowledge of strategies and research so they are able to further grow staff members though schoolwide math and reading PD.		

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09 Professional Development/ 4 Other Charges	Conferences for Teachers	Tyler Heights	Literacy For All - 11/22-11/24, Providence ,RI- Ronni Cantor (County Reading Teacher) NAREN Baltimore, MD, 10/23-10/24 Get Your teach On in Washington DC- 3/26-3/27: 2 classroom teachers TCRWP (Teacher's College Reading Writing Project) Saturday Reunion), New York City -10/21 2 classroom teachers TESOL Regional Conference- Baltimore, MD-11/11/17 2 classroom teachers Ron Clark Academy - Atlanta GA Two-Day Conference - 2 teachers	Literacy for All- Registration Reg. \$395, Hotel \$320, Flight \$400, Meals \$100 = \$1,215 NAREN Registration Registration \$370 x 2 teachers = \$740 Get Your Teach On- Washington DC- Registration \$300 x 2 teachers = \$600 TCRWP (Teacher's College Reading Writing Project) Saturday Reunion) -Travel/Train \$360 x 2 teachers = \$720 TESOL Regional Conference- Registration \$300 x 2 teachers = \$600 Ron Clark Academy - Registration \$900 + Flight \$400 + Hotel \$200 + Meals \$100 = \$1600 x 2 teachers = \$3200 Total = \$7075	Literacy for All to support Literacy action step in SIP NAREN - Behavior Interventionist Conf. to support PBIS initiatives and SIP action step Get Your teach On to support Climate action step on SIP TCRWP (Teacher's College Reading Writing Project) Saturday Reunion), supports literacy action step TESOL Regional Conference to support language action step		7,075
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Van Bokkelen	SOMIRAC 4 teachers registration @ \$210 each = \$840.00	SOMirac - 4 teachers @ \$210 registration fee = \$840.00	Professional Development to support SIP Action Step - Implement a coherent systematic approach to teaching informative, opinion, and narrative writing to bring students to the level of exemplar expected in CCSS		840
09 Professional Development/ 4 Other Charges	Conferences for Teachers	Systemwide	15 teachers to attend the SoMirac Conference @ \$200 per registration = \$3,000 90 teachers (3 teachers per SW & TA schools) to attend the Greg Tang Conference in Baltimore, MD @ \$225 per registration = \$20,250 * price reflect a \$20. discount for 10 or more. 78 Teachers (3 teacher per SW & TA schools) to attend MELLFIN Conference @ &75 per registration = \$5,850	Title I Reading Teachers will attend SoMirac to gain knowledge and skills on the most effective Reading strategies to promote student achievement. The Title I Math Teachers and 2 math leads (primary & intermediate teachers) will attend the Greg Tang Math Workshop to gain knowledge and skills on the most effective mathematical techniques & strategies to promote student achievement.in math Teachers from Title I schools will attend the MELLFIN Conference to gain knowledge and strategies in order to support the diverse population		3000+20250+5850	29,100
09 Professional Development/ 4 Other Charges Total							84,250
15 Office of the Principal/ 1 Salaries/Wages	Personnel & Temporary Salaries	Glen Burnie Park	Financial Secretary @	\$16.79	16 hrs/wk/40 weeks	640.00	10,746
15 Office of the Principal/ 1 Salaries/Wages Total							10,746
15 Office of the Principal/ 4 Other Charges	Conference(s) for Administrators	Annapolis	-Title 1 National Conference in Philadelphia February 2018, Registration for 1 participant \$600 , Train Tickets for 1 \$120 , Hotel for 4 nights x \$250= \$1000 , Food 4 days x \$50 per day= \$200 Grand Total = \$1920	-Title 1 National Conference, 1 administrator = \$1920 Grand Total: \$1920	Principal will attend National Title 1 conference in order to learn policy, procedures, and ways to work with children living in low socioeconomic, underprivileged neighborhoods.		1,920
15 Office of the Principal/ 4 Other Charges	Conference(s) for Administrators	Belle Grove	ASCD Educational Leadership Conference, Orlando Registration: \$463 Hotel: 3 nights X \$219 = \$657 Airfare: \$375 Airport Parking: \$65 Total = \$1,560	ASCD Educational Leadership Conference, Orlando = \$1,560	Attending the leadership conference will allow the principal to improve her skill set which will benefit the leadership, instructional practices, and management of Belle Grove.		1,560

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15 Office of the Principal/ 4 Other Charges	Conference(s) for Administrators	Brooklyn Park	Ron Clark Academy- Registration: \$450 Flight: \$450 round trip Hotel: \$200 per night x 3 nights = \$ 600 Total for Ron Clark Academy= \$1500 SoMirac Registration- \$200 National Association of Principals- Philadelphia Hotel- 4 nights x \$250/night = \$1000 Mileage- \$280 for tolls and mileage Food Expense- \$50 x 4 days = \$200 \$1480	At the Ron Clark Academy, administration will get an opportunity to visit and participate in trainings that will help support the academic needs of the Title One population in the school. he will also learn ways to promote parent engagement and a collaborative work environment. SoMirac- The Administrator will attend this conference to learn about all of the latest skills and strategies to use when observing teachers in reading. The skills and strategies will be used with our TAS during reading instruction and observed by administration. In the summer of 2017, administration attended the National Association for Principals in Philadelphia. At this conference, administration attended sessions on how to support at risk learns, in their building. This information will be shared with the Title One Team, over the summer, and incorporated into the School Improvement Plan. This will cover the travel expenses for the conference.			3,180
15 Office of the Principal/ 4 Other Charges	Conference(s) for Administrators	Glen Burnie Park	NCSM Annual Meeting (April 23-25 2018, Washington, DC) - 1 administrators ASCD Premium Membership \$149.00	NSM Annual Meeting April 23-25, 2018 \$500 1 ASCD Premium Membership \$149.00 administrators Total \$649	Professional Development for administrators to learn the most current instructional and leadership pedagogy and return to share their knowledge with staff working with TAS students,		649
15 Office of the Principal/ 4 Other Charges	Conference(s) for Administrators	Glendale	(1) NCTM Washington DC 2 administrators	(1) NCTM registration: \$475 x 1 = \$475	Principal will attend to learn from educational experts about current trends and ideas to increase student achievement for TASs.		475
15 Office of the Principal/ 4 Other Charges	Conference(s) for Administrators	Meade Heights	National Association of Elementary School Principals- Orlando, Florida-Registration \$750 (July 9-11, 2018) Flight and Hotel=\$900	National Association of Elementary School Principals-Orlando, Florida-Registration \$750 (July 9-11, 2018) Flight and Hotel= \$900	Build adult capacity to modify inappropriate behaviors		1,650
15 Office of the Principal/ 4 Other Charges	Conference(s) for Administrators	Mills-Parole	MAESP for principal and hotel and mileage	\$400 registration + \$800 hotel accommodations +\$100 food (\$50 per person per day) = \$1,300	Mrs. Henley will build her capacity as she gains best practices that will be shared at leadership meetings		1,300
15 Office of the Principal/ 4 Other Charges	Conference(s) for Administrators	Tyler Heights	Ron Clark Academy Atlanta GA Two Day Conference - 1 Administrator Literacy For All - 11/22-11/24, Providence ,RI- 1 Administrator	Ron Clark Academy - Registration \$900 + Flight \$400 + Hotel \$200 + Meals \$100 = \$1600 Literacy for All- Registration Reg. \$395, Hotel \$320, Flight \$400, Meals \$100 = \$1,215 Total = \$2,815			2,815
15 Office of the Principal/ 4 Other Charges Total							13,549
16 Inst. Admin & Supv/ 1 Salaries/Wages	Personnel & Temporary Salaries (Central Office)	Systemwide	Other Staff	50% of staff salaries will be supported through the carryover grant. Sr. Program Manager: \$121,722 x .75 fte = \$91,292 x 50% = \$45,646 ; Program Managers: \$118,713 x 1.50 fte = \$178,070 x 50% = \$89,035 ; Budget Technicians: \$46,256 X 2 FTE = \$92,512 X 50% = \$46,256 ; Administrative Assistant: \$40,277 X 0.50 FTE = \$20,139 x 50% = \$10,070 ; Parent Involvement Coordinator: \$104,324 X .75 FTE = \$78,243 X 50% = \$39,122 . A total of 6 positions for 50% of year = 2.75 FTE		2.75	230,129
16 Inst. Admin & Supv/ 1 Salaries/Wages Total							230,129

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16 Inst. Admin & Supv/ 3 Office Supplies	Office Supplies	Systemwide	<p>1 laptop for a Program Manager \$1091 and a docking station for computer \$105</p> <p>1 Standing Desk for Budget Technician @ \$400</p> <p>Toner for Printers/Copiers - Canon 118 - 2-2pk black toner = \$197.99 ea = \$396, 2ea Canon 118 Magenta @ \$92ea = \$184, 2ea Canon 118 Yellow @ \$92ea = \$184, 2ea Canon 118 Cyan @ \$92 ea = \$184 - Total for Canon = \$948</p> <p>Toner for HP477dw - 2ea HP 972x High Yield black toner @ \$80 ea = \$160, 2ea HP 972x High Yield Magenta @ \$78 = \$156, 2ea High Yield Yellow @ \$78 = \$156, 2ea HP 972x High Yield cyan @ \$78 = \$156, Total for HP477dw = \$628</p>	<p>Program Manager needs a lap top in order to travel to and from schools and meetings to support schools and Title I teachers.</p> <p>Budget Technician works with two screens and needs additional space to complete daily operations.</p> <p>Toner needed for Title I office to print all Title I documents</p>		1091+105+948 +628+400	3,172
16 Inst. Admin & Supv/ 3 Office Supplies Total							3,172
16 Inst. Admin & Supv/ 4 Other Charges	Car Mileage (central office)	Systemwide	<p>Miles to and from Parent Involvement Conference at 212 miles X .535 \$113</p> <p>6 Title I Personnel to travel at least 2 times to 26 school to average 875.00 per person 875x6= \$5,250</p> <p>Parent and Family Engagement Specialist to travel approximately 765 miles amongst all title I schools at .535= \$409.</p> <p>Program Managers and Budget Technicians to travel amongst all 26 schools for school support approximately 287 miles at .535=\$154</p>	<p>One private car to provide transpiration to and from the conference. Personal vehicles from Title I office to visit all Title I schools</p> <p>Private cars will be used by teachers to travel to and from Baltimore from various school locations in the county</p>		113+ 5250+409+154	5,926
16 Inst. Admin & Supv/ 4 Other Charges	Conference(s) for Administrators (Central Office)	Systemwide	<p>Annual Parent Involvement Conference Oct 15-18; Registration \$429 pp @ 2 people to total \$858. Lodging for 2 @ 430 pp to total \$860. 858+860= \$1,718</p> <p>Title I Conference in Philadelphia Feb 8-11; Registration \$600 pp x 7 people = \$4200. Lodging Sheraton Downtown \$260 pp x 7 people x 4 nights = \$7,280 Food \$50pp x 7 people x 4 days = \$1,400. Train Amtrak 7 adults, round trip \$150pp x 7 people = \$1050. Total \$13,930</p> <p>ASCD in Boston Mar 24-26; Registration \$500 pp x 4 people = \$2,000. Lodging TBD \$250 pp x 4 people x 4 nights = \$4,000 Food \$50pp x 4 people x 4 days = \$800. Travel Flight \$230 pp round trip x 4 people = \$920. Cab/uber \$50. Total \$7,770</p> <p>Learning Forward Conference in Orlando Dec 2-6; Registration \$935 x 4 ppl = \$3,740; Lodging \$225 pp x 4 people x 6 nights = \$5,400 Food \$50pp x 4 people x 6 days = \$1,200.. Travel Flight \$300 pp round trip x 4 people = \$1,200. Total \$11,540</p> <p>MEFFIN Conference, Registration \$75 x 6 people = \$450</p> <p>SoMIRAC April 11-13; Registration \$225 pp x 2 people = \$450. Travel: \$265. 450+265=\$715</p> <p>"Updates to the Fiscal rules Affecting ESSA Programs" webinar by Brustein & Manasevit, PLLC for Title I Office \$235</p>	<p>Parent & Family Engagement Specialist and 1 Program Manager will accompany two Title I parents to the conference in order to collaborate and plan for a parent and family district plan.</p> <p>Central Office Title I Staff will attend the Title I conference, ASCD, and Learning Forward Conference, MELLFIN Conference, and SoMIRAC in order to stay up to date on best practices and learn new strategies for improving our Title I program in schools and with parents.</p> <p>Webinar from Brustein & Manasevit, 9/28/17 = \$235</p>		1718+13,930+ 7770 + +11540+450+7 15+235	36,358
16 Inst. Admin & Supv/ 4 Other Charges Total							42,284

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
209 Student Transportation	Buses for Field Trips	Belle Grove	4 coach buses for field trips, \$750 each	4 buses @ \$750.00 per bus = \$3,000	The use of standard school buses make extended day field trips a challenge as many of the buses are used with normal dismissal at various schools.		3,000
209 Student Transportation	Buses for Field Trips	Brock Bridge	Buses for EcoAdventures and Maryland Sunrise Farm Bus for SEED (5th grade TAS only)	3 buses (1 bus per field trip) @ \$400/bus = \$1,200 (46 people bus)	Providing transportation to a field trip that provides a cultural and academic experience		1,200
209 Student Transportation	Buses for Field Trips	Georgetown East	Kindergarten- Z00- 1000 First Grade- Science Center- 1000 Second Grade- Aquarium - 500 Third Grade- Natural History Museum- 500 Fourth Grade- Annapolis- 500 Fifth Grade- Middle School 500	Bus Transportation for class field trips K-5- \$1000 + \$1000 + \$500+ \$500 + \$500+\$500= \$4,000	Field trips to build background knowledge and offer our students world experiences.		4,000
209 Student Transportation	Buses for Field Trips	Glendale	Bus for field trip - TBD	400.00	Providing transportation to a field trip will provides a cultural and academic experience.		400
209 Student Transportation	Buses for Field Trips	Hilltop	Buses for field trips to Clark's Farm (Kindergarten) Farm Farm (1st Grade) Aquarium (2nd Grade) of Industry (3rd Grade) Annapolis (4th Grade) (5th grade) Total = \$4,320	Kindergarten - Farm - 2 buses @ \$360 = \$720 1st Grade - Farm - 2 buses @ \$360 = \$720 2nd Grade - Aquarium - 2 buses @ \$360 = \$720 3rd Grade - Museum of Industry - 2 buses @ \$360 = \$720 4th Grade - Annapolis - 2 buses @ \$360 = \$720 5th Grade - UMBC College Day - 2 Buses @ \$360 = \$720 Total = \$4,320	Provide student with experiences outside of school. This will increase student background knowledge and help them make connections throughout content area.		4,320
209 Student Transportation	Buses for Field Trips	Meade Heights	Field trips busses for each grade, K-5	Kindergarten: Port Discovery \$300 Grade 1: Baltimore Zoo \$300 Grade 2: Maryland Science Center \$300 Grade 3: Carrie Weeden Science Center \$300 Grade 4: Science Center \$300 Grade 5: Museum of Natural History \$400	This benefits our school population to provide opportunities for students to experience life outside of their environment		1,900
209 Student Transportation	Buses for Field Trips	Mills-Parole	K Montpelier Mansion @ 1800 1st Grade Baltimore Zoo @ 1200 2nd Grade Baltimore Aquarium @ 1200 3rd Grade Science Center @ 1200 4th Grade St. Mary's City @ 1200 5th Grade Washington DC @ 1200	\$1800+ \$1200 +\$1200 + \$1200 +\$1200 +\$1200= \$7800	This benefits our school population by providing opportunities for students to experience life outside of their classroom and home environment.		7,800
209 Student Transportation	Buses for Field Trips	Point Pleasant	Buses for Maryland Sunrise Farm and Eco Adventures	4 buses x \$400 per bus = \$1600 (46 people/bus)	Providing transportation to a field trip that provides a cultural and academic experience.		1,600
209 Student Transportation	Buses for Field Trips	Tyler Heights	Field trips busses for each grade, K-5	Kindergarten: Port Discovery \$300 Grade 1: Baltimore Zoo \$300 Grade 2: Maryland Science Center \$300 Grade 3: Carrie Weeden Science Center \$300 Grade 4: TBD Field Trip \$300 Grade 5: TBD Field Trip \$300	This benefits our school population to provide opportunities for students to experience life outside of their environment		1,800
209 Student Transportation	Buses for Field Trips	Van Bokkelen	Kindergarten - Clark's Elioak Farm 1 bus @ \$385 Grade 1 - Skate Zone STEM 1 bus @ \$385 Grade 2 - Smithsonian 1 bus @ \$515 Grade 3 - MD Science Center 1 bus @ \$385 Grade 4 - MD Science Center 1 bus @ \$385 Grade 5 - National Museum 1 bus @ \$515 STEM - 1 trips 1 bus @ \$385 Literary Art Trip - 1 bus @ \$385	Kindergarten - Clark's Elioak Farm 1 bus @ \$385 Grade 1 - Skate Zone STEM 1 bus @ \$385 Grade 2 - Smithsonian 1 bus @ \$515 Grade 3 - MD Science Center 1 bus @ \$385 Grade 4 - MD Science Center 1 bus @ \$385 Grade 5 - National Museum 1 bus @ \$515 STEM - 1 trips 1 bus @ \$385 Literary Art Trip - 1 bus @ \$385	Field trips support the CCSS in reading, math, science and literary arts		3,340

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
209 Student Transportation	Buses for Field Trips	Woodside	K (zoo), 1st grade (Washington Zoo) 2nd grade (Science Center) 3rd grade (skate land) 4th Biz Town 5th grade Biz Town	6 trips at @200 each = \$1,200	Field Trips support CCSS in reading, math, and science		1,200
209 Student Transportation	Buses for Field Trips	Systemwide	All Title I Schools will receive transportation for fifth graders to visit middle schools or middle schools to visit them for a transitional meeting or visit. 13 schoolwide and 13 targeted assistance to total 26 schools. Each school will receive two busses with the 8 largest school wide schools receiving an additional bus to total 60 busses at the cost of \$200 per bus. 60x200= \$12,000 School-wide and Targeted Assistance Schools will receive busses for educational field trips throughout the school year. 7 x 13 = 91 busses for sw and 3 x 13=39 busses for TA. 91+39= 130 busses at \$200 to total \$26,000. Homeless Transportation Allocation: \$2000 for parent meetings, emergencies and Mentoring Field Trips	Busses will support transition from grade 5 to middle schools as mandated in Title I rules. Busses will be used to transport Title I students to educational trips that will promote real life experiences and exposure. Transportation reserved for Homeless will allow students identified as homeless to attend field trips sponsored by their mentoring groups, parents to attend school events and meetings and in case of emergencies for travel to and from school.		12000+26000+2000	40,000
209 Student Transportation Total							70,560
212 Fixed Charges	Personnel & Temporary Salaries	Annapolis	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				63,533
212 Fixed Charges	Fixed Charges	Annapolis	Hourly @ .0877				272
212 Fixed Charges	Fixed Charges	Annapolis	Hourly @ .0877				180
212 Fixed Charges	Personnel & Temporary Salaries	Belle Grove	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				90,222
212 Fixed Charges	Fixed Charges	Belle Grove	Hourly @ .0877	8,640 x .0877			347
212 Fixed Charges	Fixed Charges	Belle Grove	Hourly @ .0877				123
212 Fixed Charges	Personnel & Temporary Salaries	Brock Bridge	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				61,784
212 Fixed Charges	Fixed Charges	Brock Bridge	Hourly @ .0877				988
212 Fixed Charges	Fixed Charges	Brock Bridge	Hourly @ .0877				127
212 Fixed Charges	Personnel & Temporary Salaries	Brooklyn Park	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				104,756
212 Fixed Charges	Fixed Charges	Brooklyn Park	Hourly @ .0877				1,931
212 Fixed Charges	Fixed Charges	Brooklyn Park	Hourly @ .0877				88
212 Fixed Charges	Personnel & Temporary Salaries	Eastport Elem	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				94,862
212 Fixed Charges	Fixed Charges	Eastport Elem	Hourly @ .0877				197
212 Fixed Charges	Fixed Charges	Eastport Elem					373
212 Fixed Charges	Personnel & Temporary Salaries	George Cromwell	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				31,770
212 Fixed Charges	Fixed Charges	George Cromwell					275
212 Fixed Charges	Fixed Charges	George Cromwell					110
212 Fixed Charges	Personnel & Temporary Salaries	Georgetown East	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				130,422
212 Fixed Charges	Fixed Charges	Georgetown East	Hourly @ .0877				254
212 Fixed Charges	Fixed Charges	Georgetown East	Hourly @ .0877				178
212 Fixed Charges	Personnel & Temporary Salaries	Germantown	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				209,240
212 Fixed Charges	Fixed Charges	Germantown	Hourly @ .0877				66
212 Fixed Charges	Fixed Charges	Germantown	Hourly @ .0877				206

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
212 Fixed Charges	Personnel & Temporary Salaries	Glen Burnie Park	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				120,473
212 Fixed Charges	Fixed Charges	Glen Burnie Park	Hourly @ .0877				850
212 Fixed Charges	Fixed Charges	Glen Burnie Park	Hourly @ .0877				210
212 Fixed Charges	Personnel & Temporary Salaries	Glendale	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				103,941
212 Fixed Charges	Fixed Charges	Glendale	Hourly @ .0877				900
212 Fixed Charges	Fixed Charges	Glendale	Hourly @ .0877				114
212 Fixed Charges	Personnel & Temporary Salaries	Freetown	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				115,787
212 Fixed Charges	Fixed Charges	Freetown	Hourly @ .0877				136
212 Fixed Charges	Fixed Charges	Freetown	Hourly @ .0877				110
212 Fixed Charges	Personnel & Temporary Salaries	Hilltop	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				218,578
212 Fixed Charges	Fixed Charges	Hilltop	Hourly @ .0877				237
212 Fixed Charges	Fixed Charges	Hilltop	Hourly @ .0877				158
212 Fixed Charges	Personnel & Temporary Salaries	Lothian	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				52,125
212 Fixed Charges	Fixed Charges	Lothian	Hourly @ .0877				695
212 Fixed Charges	Fixed Charges	Lothian	Hourly @ .0877				96
212 Fixed Charges	Personnel & Temporary Salaries	Marley	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				168,919
212 Fixed Charges	Fixed Charges	Marley	Hourly @ .0877				647
212 Fixed Charges	Fixed Charges	Marley	Hourly @ .0877				105
212 Fixed Charges	Personnel & Temporary Salaries	Maryland City	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				103,829
212 Fixed Charges	Fixed Charges	Maryland City	Hourly @ .0877				590
212 Fixed Charges	Fixed Charges	Maryland City	Hourly @ .0877				160
212 Fixed Charges	Personnel & Temporary Salaries	Meade Heights	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				78,744
212 Fixed Charges	Fixed Charges	Meade Heights	Hourly @ .0877				1,333
212 Fixed Charges	Fixed Charges	Meade Heights					79
212 Fixed Charges	Personnel & Temporary Salaries	Mills-Parole	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				229,019
212 Fixed Charges	Fixed Charges	Mills-Parole	Hourly @ .0877				762
212 Fixed Charges	Fixed Charges	Mills-Parole	Hourly @ .0877				436
212 Fixed Charges	Personnel & Temporary Salaries	North Glen	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				81,426
212 Fixed Charges	Fixed Charges	North Glen	Hourly @ .0877				729
212 Fixed Charges	Fixed Charges	North Glen	Hourly @ .0877				175
212 Fixed Charges	Personnel & Temporary Salaries	Park	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				153,943
212 Fixed Charges	Fixed Charges	Park	Hourly @ .0877				166
212 Fixed Charges	Fixed Charges	Park	Hourly @ .0877				257
212 Fixed Charges	Personnel & Temporary Salaries	Point Pleasant	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				59,512
212 Fixed Charges	Fixed Charges	Point Pleasant	Hourly @ .0877				281
212 Fixed Charges	Fixed Charges	Point Pleasant	Hourly @ .0877				101
212 Fixed Charges	Personnel & Temporary Salaries	Richard Henry Lee	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				57,763

Category/Object	Budget Category	School/ District	Calculation	Description (Salary or Rate per/hr/detail)	Program Benefit	Position FTE/ Hours/ Sub Days	Amount
212 Fixed Charges	Fixed Charges	Richard Henry Lee	Hourly @ .0877				561
212 Fixed Charges	Fixed Charges	Richard Henry Lee	Hourly @ .0877				175
212 Fixed Charges	Personnel & Temporary Salaries	Rippling Woods	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				95,582
212 Fixed Charges	Fixed Charges	Rippling Woods	Hourly @ .0877				26
212 Fixed Charges	Fixed Charges	Rippling Woods	Hourly @ .0877				136
212 Fixed Charges	Personnel & Temporary Salaries	Southgate	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				101,524
212 Fixed Charges	Fixed Charges	Southgate	Hourly @ .0877				346
212 Fixed Charges	Fixed Charges	Southgate	Hourly @ .0877				276
212 Fixed Charges	Personnel & Temporary Salaries	Tyler Heights	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				220,162
212 Fixed Charges	Fixed Charges	Tyler Heights					1,097
212 Fixed Charges	Fixed Charges	Tyler Heights	Hourly @ .0877		1	1.00	289
212 Fixed Charges	Personnel & Temporary Salaries	Van Bokkelen	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				181,573
212 Fixed Charges	Fixed Charges	Van Bokkelen	Hourly @ .0877				110
212 Fixed Charges	Fixed Charges	Van Bokkelen	Hourly @ .0877				162
212 Fixed Charges	Personnel & Temporary Salaries	Woodside	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				99,810
212 Fixed Charges	Fixed Charges	Woodside	Hourly @ .0877				316
212 Fixed Charges	Fixed Charges	Woodside	Hourly @ .0877				153
212 Fixed Charges	Personnel & Temporary Salaries	Systemwide	Full Time @ .25, Hourly @ .0877, Medical \$12,600 and \$155 Retirement Admin Fee				111,716
212 Fixed Charges	Fixed Charges	Systemwide	Hourly @ .0877				4,672
212 Fixed Charges Total							3,164,376
22 Business Support	Business Support	Systemwide	Administrative Fee @ 3%				339,451
22 Business Support Total							339,451
31 Operations/1 Salaries/Wages	Personnel & Temporary Salaries	Systemwide	Custodian hourly wages @ \$20 per hour	Custodian Stipends for Extended Year Programs; 40 hours @ \$25/hour = \$1,000			1,000
31 Operations/1 Salaries/Wages Total							1,000
Non Public	Non Public	Systemwide	Professional development \$1,000 (Somirac, Anne Arundel Reading council, 5 teachers) Admin costs \$1,247 (laptop, dock and mouse for Title I Equitable Services teacher) To DC for 3 students = \$4,336.50 To HoCo for 2 students = \$2,891 *To PG for 3 students = \$4336.50 St. Philip Neri (5 students generated funds) = \$7,227.50 School of the Incarnation (2 students generated funds) = \$2,891				23,309

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$11,654,479.00	AMENDED BUDGET#		REQUEST DATE	09/26/17
GRANT NAME	FY 2018, Title I	GRANT RECIPIENT NAME	Anne Arundel County Public Schools		
MSDE GRANT#	180702	RECIPIENT GRANT#			
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2017	9/30/2019	

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						339,451.00	339,451.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal	10,746.00			13,549.00			24,295.00
Prog. 16 Inst. Admin. & Supv.	230,129.00		3,172.00	42,184.00			275,485.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	6,981,864.00	31,957.00	304,462.00	6,799.00			7,325,082.00
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						23,309.00	23,309.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	214,170.00	92,400.00	40,001.00	84,250.00			430,821.00
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		70,560.00					70,560.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services	1,000.00						1,000.00
211 Plant Maintenance							0.00
212 Fixed Charges				3,164,376.00			3,164,376.00
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	7,437,909.00	194,917.00	347,635.00	3,311,158.00	0.00	362,760.00	11,654,379.00

Federal Tax Identification Number: 52-6000882

DUNS Number: 074926064

Finance Official Approval	<i>M. Durholz</i>	<i>M. Durholz</i>	10/10/17	410-222-5204
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<i>George Arboleda</i>	<i>[Signature]</i>	10-12-17	410-222-5304
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Attachment 8



Title II, Part A Systems of Support for Excellent Teaching and Leading

**ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND
LEADING**

Local School System: Anne Arundel County Public Schools **Fiscal Year** 2018

Title II-A Coordinator: Zipporah Miller

Telephone: 410-266-3576

E-mail: zmiller@aacps.org

Title II, Part A Application

- Data Profile (MSDE will collect data. The local school system does not have to respond. Data should be part of the needs assessment to identify local priorities.)
- Identified Needs (Optional for FY18)
- Identified Priorities (Optional for FY18)

1.0: Targeted Supports and Consultation (Required)

2.0: Administrative Costs (Allowable)

3.0: Ensuring Equitable Access (Required)

4.0: Systems of Professional Growth (Allowable)

5.0: Alignment to Challenging State Academic Standards (Required)

6.0: Private School Services (Required)

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—

- (1) increase student achievement consistent with the challenging State academic standards;
- (2) improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

To be eligible to receive a subgrant, a local education agency shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require. Each local education agency shall include a description of the follow:

(A) Activities to be carried out by the local education agency and how these activities will be aligned with challenging State academic standards.

(B) Systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teacher and opportunities to develop meaningful teacher leadership.

(C) Systemic plan to prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and

improvement activities.

(D) Use of data and ongoing consultation to continually update and improve activities

(E) Provide equitable services and timely consultation to private school children and teachers

Consultation: In developing the application a local education agency will:

(A) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in program and activities designed to meet the the purpose of Title IIA.

(B) Seek advice from the individuals and organizations described in subsection (A) regarding how to best to improve LEA activities to meet the purpose of the title

(C) Coordinate activities with related strategies, programs, and activities being conducted in the community.

(D) Required consultation can not interfere with the timely submission of the application

**ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND
LEADING**

Local School System: Anne Arundel County Public Schools Fiscal Year: 2018

1.0 TARGETED SUPPORTS AND CONSULTATION - Required

Please provide a description of how the local education agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124 (c).

Closing achievement and opportunity gaps remains a top priority for AACPS. Based on our student performance data, AACPS has developed intentional foci for the elementary, middle and high school levels. The intentional focus at the elementary level is to ensure that every student is able to read at or above grade level by the end of second grade. At the middle school level, the focus is on increasing students' knowledge and skills in mathematics. At the high school level the focus is on making every ninth grader successful thus providing a strong foundation for their success in high school. In order to meet these goals, AACPS will continue to invest in recruiting and retaining effective teachers and investing in developing staff. Title IIA funds are prioritized as follows:

- Recruitment – AACPS is committed to ensure that teaching staff reflect our current student population therefore, AACPS will strengthen recruitment efforts to hire qualified diverse teaching candidates. A study, “The Long-Run Impacts of Same Race Teachers” revealed that assigning an African American male to an African American teacher in the third, fourth and fifth grades significantly reduces the probability he will drop out of school.
- Retention – AACPS continues to invest in a robust teacher induction program that supports 1st, 2nd, 3rd year teachers and new teachers entering our school district from other jurisdictions. Teachers receive direct support at the school level through an assigned right start advisor. In addition teachers receive ongoing professional development through face to face workshops, online sessions and opportunities to observe master teachers. Teachers who have fully participated in these have remained in our school system and continue to serve as effective teachers and leaders. Ingersoll conducted a review of research on teacher induction programs for beginning teachers and found these programs have positive impacts in retention, teacher instructional practices and student achievement.
- Retention of Diverse Teaching Staff - Funds will also be allocated to design retention activities for our diverse candidates that are recruited from areas outside of Maryland to get them acclimated to our school system, the community and in establishing a professional network. A recent report released by the Learning Policy Institute on teacher turnover outlined one of the reasons teacher are leaving the profession is due to lack of administrative support. The diversity retention activities are geared to offer another layer of support beyond the school.
- Instructional Leadership – AACPS continues to invest in providing professional development to teacher leaders, department chairs, school based and central office administrators on improving instructional practice so as to improve the quality of teaching in all classrooms. Department chairs at the secondary level will assist the administrative teams in conducting teacher observations and provide meaningful feedback and coaching to teachers in their department. The goal is to develop reflective practitioners in every classroom who employ effective teaching practices matched to student needs. A study by Campbell and Malkus revealed that over time, elementary mathematics coaches positively affected student achievement.
- Effective School Leadership - AACPS recognizes the impact of school leaders on teaching and learning. Funds

have been allocated to continue to support the development of school based leaders. The leadership succession plan for AACPS provides a comprehensive model for developing and supporting future leaders for AACPS. Research has found that specific behaviors of the principal impacts student learning. Researchers such as Marzano, Waters and McNulty have pointed out specific behaviors. The Wallace foundation also released a report that outlines the five key functions of the principal that must be in place in order for schools to realize positive impacts on student learning.

- Class Size Reduction – AACPS places priority on high need schools and will use positions to yield the best possible class ratio to improve academic outcomes of student. Research on class size and student achievement has revealed that student performance increases in a well-designed class size reduction program in the primary grades (K-3).
- National Board Certification – AACPS will continue to support teachers in pursuing National Board Certification. AACPS strives to increase the number NBCTs in high needs schools. Studies have shown that students' National Board Certified Teachers show more academic gains than students taught with non-board certified teachers. Greater gains were seen when minority and low income students were taught by Nationally Board Certified Teachers.
- Advanced Placement and Programs of Choice – AACPS believes in increasing rigorous and relevant opportunities for all students. Programs such as STEM and Advanced Placement allow all students to select pathways that will prepare them for college and careers. Studies have shown that students who took one advanced placement exam were more likely to enroll in a four year institution. In addition studies show that students who take advanced placement courses perform better in their first year of college.
- Growth Mindset, Engaging Instruction and School Culture – Based on the work of Carol Dweck, AACPS is providing on-going professional development on growth mindset. Research revealed that students who believed their intelligence could be developed outperformed those who believed their intelligence was fixed. Teachers therefore are being equipped with strategies that allow students to focus on the process that leads to learning.
- K-12 Mathematics - Increasing teacher capacity in mathematics instruction is a major focus so as to increase student performance in mathematics. A study conducted by Jo Boaler revealed that students who learn mathematics using open ended activities developed conceptual understanding, and students who were taught using the traditional textbook approach developed procedural knowledge and were limited applications in unfamiliar situations.
- Professional Development Schools – Professional Development Schools in our district serve as a mechanism to develop a teacher pipeline. Providing site coordinators and mentor teachers ongoing professional development to ensure they are equipped to successfully prepare our future teachers.

Activities outlined in Attachment 8 are aimed at recruiting effective teachers, that reflects the student population we serve. Activities are also aimed at investing in our teachers, school based and central office administrators by providing multiple opportunities for professional learning aimed at improving staff quality at all levels in order to eliminate achievement gaps between high and low poverty schools and minority students.

Please provide a description of how the local education agency meaningfully consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in program and activities designed to meet the purpose of the title.

AACPS regularly consults with and seeks feedback from all stakeholders. During the past year AACPS has been in the process of revising the strategic plan for implementation beginning 2018. The strategic plan guides the overall focus for our school district as we strive to meet the needs of all students. AACPS conducted focus groups with parents, students and employees to determine values, what we do well and what they would like us to do more. Bargaining units and various departments in the school district were also consulted. Multiple facilitated discussions were conducted with members of the Superintendent's Executive Team to narrow the focus and identify the top priorities. Town hall

meetings were then held to share priorities and receive feedback from the community.

Ongoing scheduled meetings are held with the following groups:

- Superintendents Executive Team
- Monthly meetings with the Deputy Superintendents, Assistant Superintendents and Executive Directors
- Leveled Principal Meetings
- Regional Assistant Superintendents Principal Cluster Meetings
- Superintendent and the Teacher Advisory Group
- Program Coordinators and their respective Assistant Superintendents
- Teacher bargaining unit (TAAAC) and the Deputy Superintendent and Senior Staff from the Office of Academics and Strategic Initiatives

Please provide a description of how the local education agency will use data and ongoing consultation to continually update and improve activities supported by Title IIA.

AACPS values the use of data to monitor performance and to inform decision making. AACPS staff will monitor data at every level. Classroom teachers will use formative and summative data to monitor student data. Classroom teachers have set times where they meet to analyze data as teams and make instructional decisions based on the findings. At a school level, administrators meet regularly with teacher teams to guide and offer support. Administrative teams also review school wide data on a regular basis during leadership team meetings. At the district level, an executive oversight committee is in place to provide additional oversight and support to low performing schools. School leadership at these schools meet regularly with district level staff to examine data and discuss progress and challenges they are experiencing. As a team they come up with action steps to implement prior to the next meeting.

Additional ongoing consultation at a school system level occurs in monthly meetings with the:

- Teacher bargaining unit (TAAAC), the Deputy Superintendent, and Senior Staff from the Office of Academics and Strategic Initiatives
- Leveled Meetings with Principals
- Regional Assistant Superintendent Principal Cluster Meetings
- Program Coordinators and their respective Directors and Assistant Superintendents

**ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND
LEADING**

Local School System: Anne Arundel County Public Schools **Fiscal Year:** 2018

To develop and maintain accounting system for Title II funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant and are necessary to for the performance of the project. Position(s) may also monitor expenditures including the private school base.

Administrative Costs: Costs associated with expensses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures.

2.0 ADMINISTRATIVE COST - Allowable			
Item	Line Item	Description	Public School Costs
2.1			
2.2			
2.3			
2.4			
		Total for Section 2.0	

**ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**

Local School System: <u>Anne Arundel County Public Schools</u>	Fiscal Year: <u>2018</u>
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To ensure that every student has access to excellent educators, SEAs and LEAs must work together to develop, attract, and retain excellent educators in all schools, especially in high-need schools. Part of the purpose of the Title II, Part A program is to provide students from low-income families and minority students greater access to effective teachers, principals, and other school leaders. (ESEA section 2001). To realize this outcome, SEAs and LEAs are strongly encouraged to use Title II, Part A funds to improve equitable access to effective teachers. (ESEA sections 2101(c)(4)(B)(iii) and 2103(b)(3)(B)).

3.0 ENSURING EQUITABLE ACCESS – Required

Based on the review of equitable access data, which equity gaps are current priorities for your LEA? Cite specific data points.

The PARCC data for the past three years show there is an equity gap in both mathematics and English language arts in elementary and middle schools. The African American and Hispanic students performed below the county average in both content areas in elementary and middle school. Student receiving free and reduced meals also performed below the county average in mathematics and language arts. The data also reveals that overall student performance in mathematics declines at the middle school level.

The discipline data for the past three years, at the secondary level shows that students receiving free and reduced meals have a lower percentage of students who received less than two referrals than the county average. The percentage is also lower with African American students.

Over the past eight years the percentage of Hispanic/Latino students has nearly doubled from 6.7% to 13.7%. The student population has changes over the past eight years showing an increase in the diverse population from 34% in 2009 to 45% in 2017. Currently the teaching staff does not reflect our student body, only 12.9% of AACPS teachers are from diverse backgrounds.

Our data indicates that White students are outperforming Hispanic or Latino and Black or African American students in AP Exam participation and performance.

PARCC Mathematics – Elementary School	14/15	15/16	16/17
	PARCC 4/5	PARCC 4/5	PARCC 4/5
AACPS Elementary/County Average	41.20%	45.20%	41.13%
American Indian/Alaska Native	34.20%	34.60%	37.37%
Asian	60.70%	65.20%	61.60%
Black/African American	20.90%	24.40%	21.13%
Hispanic	25.50%	30.60%	26.43%
Multi-Racial	40.80%	45.30%	42.07%
Native Hawaiian/Pacific Islander	25.50%	41.90%	37.23%
White	50.60%	55.10%	51.50%
FARMS	21.50%	24.40%	20.63%

PARCC Mathematics – Middle School (Excludes Algebra)	14/15	15/16	16/17
	PARCC 4/5	PARCC 4/5	PARCC 4/5
AACPS Elementary/County Average	28.10%	29.30%	38.03%
American Indian/Alaska Native	18.60%	16.70%	10.00%
Asian	44.90%	47.30%	45.13%
Black/African American	10.40%	10.80%	11.60%
Hispanic	26.50%	18.40%	21.60%
Multi-Racial	26.50%	27.80%	28.77%
Native Hawaiian/Pacific Islander	26.30%	25.60%	25.33%
White	36.00%	38.50%	38.23%
FARMS	11.40%	12.40%	12.30%

PARCC English Language Arts – Elementary School	14/15	15/16	16/17
	PARCC 4/5	PARCC 4/5	PARCC 4/5
AACPS Elementary County Average	52.10%	51.10%	51.56%
American Indian/Alaska Native	44.70%	48.10%	48.07%
Asian	65.10%	65.50%	66.60%
Black/African American	33.00%	31.50%	34.50%
Hispanic	35.10%	34.50%	34.87%
Multi-Racial	53.70%	54.70%	54.17%
Native Hawaiian/Pacific Islander	51.10%	48.80%	34.00%
White	61.40%	60.90%	61.40%
FARMS	30.80%	29.80%	29.83%

PARCC English Language Arts – Middle School	14/15	15/16	16/17
	PARCC 4/5	PARCC 4/5	PARCC 4/5
AACPS Elementary County Average	44.30%	41.90%	44.37%
American Indian/Alaska Native	29.90%	25.50%	46.70%
Asian	61.20%	62.50%	62.27%
Black/African American	23.80%	23.60%	24.40%
Hispanic	33.20%	29.80%	30.43%
Multi-Racial	45.10%	42.60%	44.37%
Native Hawaiian/Pacific Islander	34.10%	37.50%	43.57%
White	52.30%	49.60%	53.83%
FARMS	22.60%	21.30%	21.83%

% of Secondary Students who Received Less than Two Referrals	14/15	15/16	16/17
	PARCC 4/5	PARCC 4/5	PARCC 4/5
All Students	93.59%	92.91%	92.80%
American Indian/Alaska Native	96.69%	91.85%	92.75%
Asian	98.48%	98.42%	98.21%
Black/African American	87.27%	85.27%	85.32%
Hispanic	93.64%	93.96%	94.20%
Multi-Racial	95.76%	97.20%	94.44%
Native Hawaiian/Pacific Islander	95.81%	95.45%	95.31%
White	92.05%	91.44%	91.15%
FARMS	87.76%	86.11%	85.74%

Student Group	% of Total Test Takers	% Total scores ≥ 3	Mean Score
American Indian or Alaska Native	0%	30%	2.12
Asian (including Indian subcontinent and Philippines origin)	7%	53%	2.74
Black or African American	8%	28%	1.97
Hispanic or Latino (including Spanish origin)	9%	46%	2.51
Native Hawaiian or Other Pacific Islander	0%	33%	2.2
No response	1%	48%	2.55
Other	0%	56%	2.78
Two or more races, non- Hispanic	6%	52%	2.64
White (including Middle Eastern origin)	68%	60%	2.87

Advanced Placement Participation SY 16/17 % Enrolled in at least one Advanced Placement Course	All Students		Not FARMS		FARMS (of that race that is FARMS)	
American Indian/Alaska Native	19 / 77	25%	16 / 58	28%	3 / 19	25%
Asian	412 / 838	49%	287 / 577	50%	125 / 261	31%
Black/African American	952 / 4673	20%	629 / 2447	26%	323 / 2226	48%
Hispanic	640 / 2701	24%	380 / 1175	32%	260 / 1526	56%
Multi-Racial	392 / 1125	35%	302 / 748	40%	90 / 377	34%
Native Hawaiian/Pacific Islander	20 / 43	47%	17 / 34	50%	3 / 9	21%
White	5084 / 12633	40%	4718 / 10715	44%	366 / 1918	15%
Total	7512 / 22090	34%	6349 / 15754	40%	1170 / 6336	29%

2009	Teacher Diversity	Student Diversity
African American	7.8%	23.00%
Asian	1.3%	3.99%
Native American	0.2%	0.11%
Hispanic	1.3%	6.70%
Two or More Races	0.2%	0.33%
White	89.2%	66.00%
2017	Teacher Diversity	Student Diversity
African American	7.0%	20.6%
Asian	1.8%	3.7%
Native American	0.2%	0.3%
Hispanic	2.7%	13.7%
Two or More Races	1.1%	6.1%
White	87.1%	55.4%

Item	Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B), such as initiatives that provide—	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Timeline • Audience • Implementation • Evaluation 	Cite the evidence based study or studies that support this professional development activity/series.	Public School Costs
3.1	i.expert help in screening candidates and enabling early hiring [Section 2103](b)(3)(B)(i)	3.1.1 - Program: Human Resources - Recruitment <u>Brief Description of Specific Services including</u> AACPS HR Recruiters & Administrators will travel	A study by the Albert Shanker Institute found: <ul style="list-style-type: none"> • Minority teachers can be more motivated to work with disadvantage minority 	\$7650.00

	<p>to various areas for the purpose of recruiting diverse teachers. AACPS will attend recruitment events held at universities or will host events in locations that will attract a large number of diverse educators. Candidates deemed highly recommended will be offered open offers of employment with our school system for the upcoming school year.</p> <p><u>Timeline</u> January 2018 – June 2019</p> <p><u>Audience</u> AACPS seeks to hire diverse educators from numerous racial and ethnic backgrounds with a focus on African American & Hispanic/Latino teachers as these are the two largest diverse student groups in our county. Since Hispanic/Latino students are the fastest growing diverse student population in our county, AACPS will ensure that some of our recruitment efforts are focused on recruiting teachers from a similar background.</p> <p><u>Implementation</u> AACPS will research institutions or areas where large numbers of diverse educators are located.</p> <ul style="list-style-type: none"> • AACPS will attend or host events that will attract a large number of diverse educators • AACPS host recruitment events in the US territory of Puerto Rico and other areas where a large number of Hispanic teachers are located and where teaching certification is reciprocal with Maryland. <p>To attract diverse candidates to AACPS hosted events we will:</p> <ul style="list-style-type: none"> • Develop relationships with colleges and 	<p>students and in high poverty students...a factor which may help reduce rates of teacher attrition in hard to fill schools.</p> <ul style="list-style-type: none"> • Minority teachers tend to have higher academic expectation for minority students, which can result in increased academic and social growth <p>Bond, B., Quintero, E., Casey, L., & DiCarlo, M. (2015, September). The State of Teacher Diversity in American Education. Retrieved from http://www.shankerinstitute.org/resource/teacherdiversity</p> <p>A study by the IZA Institute of Labor Economics found that black students assigned to black teachers had higher graduation rates and were more likely to take a college entrance exam.</p> <p>Gershenson, S., Hart, C. M., Lindsay, C. A., & Papageorge, N. W. (n.d.). The Long-Run Impacts of Same-Race Teachers. Retrieved March, 2017, from http://ftp.iza.org/dp10630.pdf</p>	
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		<p>universities with a high percentage of minority students including those in the US territory of Puerto Rico</p> <ul style="list-style-type: none"> • Advertise teaching opportunities within AACPS in local publications in Puerto Rico and on minority focused recruitment sites to attract experienced diverse educators • Host online Information Sessions for out of state candidates to learn more about our district prior to recruitment events • Attend or host recruitment events and identify the best candidates for Open Offers of employment with our school system • Provide relocation stipends for new teachers who work at high needs or high minority schools <p><u>Evaluation</u></p> <p>AACPS will evaluate the number of teachers who are offered and accept teaching positions from the various recruitment events attended.</p> <p>AACPS will evaluate the number of teachers employed from these recruitment efforts working in high needs/high minority schools.</p>			
Total					\$7650.00
3.1	<p>ii. differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems [Section 2103](b)(3)(B)(ii)</p>	<p>3.2.1 - Program: Human Resources – Recruitment Incentives</p> <p><u>Brief Description of Specific Services including</u></p> <p>As part of our recruitment efforts, AACPS will provide relocation stipends of up to \$2500 for new teachers who teach in high needs/high poverty schools. Relocation stipends will be paid to new teachers who meet the State Certification criteria, working in high needs/minority schools</p>	<p>A salary increase can improve a school district's attractiveness within their local teacher labor market and increase both the size and quality of the teacher applicant pool</p> <p>Hough, H., & Loeb, S. (2013). Can a District-Level Teacher Salary Incentive Policy Improve</p>		\$39,919.00
3.2					

		<p><u>Timeline</u> January 2018 – June 2019</p> <p><u>Audience</u> Newly hired educators working in high needs/high minority schools</p> <p><u>Implementation</u></p> <ul style="list-style-type: none"> • AACPS will analyze data on new teachers who have accepted positions in high needs/high minority schools. • Stipends will be prioritized for teachers who have relocated from the furthest distance (i.e. teachers relocating from Puerto Rico) <p><u>Evaluation</u> AACPS will evaluate the number of teachers who begin employment in a high needs/high minority school.</p>	Teacher Recruitment and Retention?. Policy Analysis for California Education.	
Total 3.2				\$39,919.00
3.3	iii. teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation; [Section 2103](b)(3)(B)(iii)	<p>3.3.1 - Program: Praxis Exam Fees</p> <p><u>Brief Description of Specific Services including</u> Praxis exam fees for teachers primarily at the middle & high school levels. Passing the praxis increases the number of certified teachers.</p> <p><u>Timeline</u> January 2018-June 2019</p> <p><u>Audience</u> Teachers</p> <p><u>Implementation</u></p>		\$5,000.00

		<p>This activity provides payment and/or reimbursement of exam fees for the Praxis for teachers, primarily at the middle and high school level. The purpose is to increase the number of certified teachers.</p> <p>The funding of this activity, has allowed AACPS to increase the number of certified teachers to serve in high needs schools.</p> <p><u>Evaluation</u> The effectiveness will be determined by monitoring the increase in the number of certified teachers.</p>			
Total 3.3					\$5000.00
	<p>iv. new teacher, principal, or other school leader induction and mentoring programs that are designed to—</p> <p>I. improve classroom instruction and student learning and achievement; and</p> <p>II. increase the retention of effective teachers, principals, or other school leaders;</p> <p>[Section 2103](b)(3)(B)(iv)</p>	<p>3.4.1 - Program: Professional Growth and Development - New Teacher Support</p> <p><u>Brief Description of Specific Services including</u> Provide a year-long comprehensive induction program, as required by COMAR regulation 13A.0.01, for beginning teachers in instruction and pedagogy, assessment, classroom management, and curriculum.</p> <p><u>Timeline</u> January 2018-June 2019</p> <p><u>Audience</u> 1st, 2nd and 3rd year teachers and new hires for one year</p> <p><u>Implementation</u></p>	<p>Impacts of comprehensive teacher induction: Results from the first year of a randomized controlled study (NCEE 2009-4034). Glazerman, S., Dolfin, S., Bleeker, M., Johnson, A., Isenberg, E., Lugo-Gil, J., Grider, M., & Britton, E. (2008). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p> <p>The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical</p>	\$199,361.00	
3.4					

		<p>The AACPS Right Start New Teacher Support Program is based on the New Teacher Center induction model. Professional learning activities are designed to provide new teachers with the knowledge and skills necessary to improve instruction and increase student achievement. All activities are aligned with the district's framework for teaching. Professional learning activities include:</p> <ul style="list-style-type: none"> • Monthly site-based and/or online sessions • Quarterly Saturday Symposia • Two full-day sessions with release time • End of year professional development and reflection • Opportunities for new teachers to observe master teachers <p>All beginning teachers are assigned a full-release mentor, known as a Right Start Advisor (RSA). RSAs are selected based on their knowledge of teaching and learning, demonstration of effective teaching practices, interpersonal skills, and belief that all students can excel.</p> <p>RSAs receive intensive professional development at a week-long summer institute. Monthly follow-up forums are designed to grow RSAs' knowledge and skills related to mentoring, including coaching.</p> <p>RSAs are assigned to all public schools. When determining full time equivalencies (FTEs), consideration is given to the school's teacher turnover rate and number of beginning teachers, Title I status, and Executive Oversight Committee (EOC) status.</p> <p>Evaluation</p>	<p>Review of the Research Ingersoll, Richard & Strong, Michael (2011).</p> <p>Students Gain Up to Five Months of Additional Learning When New Teachers Receive High-Quality Mentoring https://newteachercenter.org/blog/2017/06/22/students-gain-five-months-additional-learning-new-teachers-receive-high-quality-mentoring/</p>	
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		<p>The effectiveness of the induction program, including impact on classroom instruction, student achievement, and teacher retention, may be determined through:</p> <ul style="list-style-type: none"> • Professional development session evaluations • Surveys of new teachers, mentors, and principals • Focus groups • Observations of teacher practice • Teacher reflection • Analysis of student work • New teacher retention data 		
3.4	<p>iv. new teacher, principal, or other school leader induction and mentoring programs that are designed to—</p> <p>III. improve classroom instruction and student learning and achievement; and</p> <p>IV. increase the retention of effective teachers, principals, or other school leaders;</p> <p>[Section 2103](b)(3)(B)(iv)</p>	<p>3.4.2 - Program: Human Resources – Teacher Diversity Retention Activities</p> <p><u>Brief Description of Specific Services including</u></p> <p>Across the country school districts are battling to retain their diverse educators. Studies have shown that teachers of color have greater levels of job dissatisfaction and higher turnover than white teachers. African American/Latino Teacher turnover is cited as having the highest rates. Therefore, the retention of teachers of color is crucial in order to increase their representation in the workforce. At AACPS, new teacher retention is lower for minority teachers than non-minority teachers 78% vs. 89% in 2016 and 80% vs. 85% in 2017.</p> <p>In addition to the AACPS induction program, AACPS Division of Human Resources will further support our diverse teachers by developing a retention program with a special emphasis on those who have relocated to the area to ensure they connect with other diverse educators, gain a better understanding of school system processes, and</p>	<p>Students in grade-levels with high turnover score lower in both ELA and Math and this effect is particularly strong in schools with more low-performing and black students.</p> <p>Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. <i>American Education Research Journal</i>, 50(1), 4-36. doi:10.3386/w17176</p> <p>Schools that provide teachers with opportunities to network, collaborate and participate in professional development activities have higher retention rates.</p> <p>Achinstein, B., Ogawa, R. T.,</p>	\$5439.00

		<p>become more vested in our surrounding community.</p> <p>Events will take place throughout the school year to ensure new teachers are acclimating to their new surroundings and alleviate any issues/concerns before the teacher makes a decision to separate from the district.</p> <p><u>Timeline</u> January 2018 – June 2019</p> <p><u>Audience</u> Retention events will be focused on diverse educators with a special emphasis on those who have relocated from long distances such as the teachers from Puerto Rico.</p> <p><u>Implementation</u> Retention events would take place shortly after the beginning of the new school year to give the new teachers an opportunity to get acclimated to their new school and community.</p> <p>AACPS will address retention by implementing programs or events in the following areas:</p> <p>Design and offer professional development sessions tailored to help new diverse educators navigate our school system by providing a better understanding of AACPS culture, processes and procedures, points of contact, leadership opportunities, and to answers to key questions.</p> <p>During scheduled professional development events, diverse educators will have an opportunity to collaborate with other diverse teachers from across</p>	<p>Sexton, D., & Freitas, C. (2010). Retaining Teachers of Color: A Pressing Problem and a Potential Strategy for “Hard-to-Staff” Schools . <i>Review of Educational Research</i>, 80(1), 71–107. doi: https://doi.org/10.3102/0034654309355994</p>	
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		the county in an effort to build their professional network. Community Involvement– designed to provide these new diverse educators with a better understanding of the county overall as well as various communities within the county and assist employees with finding relevant county resources related to their culture and background. Evaluation AACPS will evaluate the number of newly hired diverse employees who remain in AACPS.		
Total 3.4				\$204,800.00
	v. the development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions; and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions; and [Section 2103](b)(3)(B)(v)	3.5.1 - Program: Professional Growth and Development – Building Instructional Leadership for Teacher Leaders and Administrators Brief Description of Specific Services Professional development will be provided for teacher leaders and administrators focused on improving instructional practice to improve the quality of teaching and advance student academic achievement through job-embedded professional development, collaborative learning sessions, mentoring/coaching, and workshops. Participants will learn to facilitate changes in educator practice in order to improve student learning. Members of leadership teams will learn to identify expected instructional practices, effectively dialogue with teachers, encourage self-reflection, and provide effective feedback through embedded opportunities to practice observation and feedback skills and engage in instructional coaching	This study shows that a relationship exists between the principal observation rating of teachers and their value added measures. In classrooms where teachers received high ratings are the classrooms that also showed the most student growth. In classrooms where teachers received low observation ratings, their students showed the least growth. Teachers and principals found that the use of the new observation tool allowed teachers/ principal conferences to center on instruction using a common language. The researcher's observations of conferences revealed that principals could use additional support on engaging in coaching conversations.	\$123,167.00
3.5				

	<p>simulations. Participants will learn effective instructional practices matched to student needs and provide site-based PD, coaching, and support to other teachers.</p> <p><u>Timeline</u> January 2018-June 2019</p> <p><u>Audience</u> School Based Teacher Leaders School Based Administrators Central Office Resource Teachers Observed by Central Office Administrators</p> <p><u>Implementation</u> Professional learning activities will be conducted in a hybrid format. Participants will be engaged in a series of face to face and online sessions, participate in a field experience and other job embedded components.</p> <p>The topics that will be addressed in the Building Instructional Leadership I session include:</p> <ul style="list-style-type: none"> • Instructional Coaching • Observing Instruction using Teaching & Learning Observation Framework • Descriptive Feedback • Conferencing • Culturally Relevant Instructional Practices • Teacher Professional Practices and Professional Behaviors from the AACPS TPE • Student Learning Objectives • Assessment Literacy • Analyzing data • Collaborative Planning 	<p>Sartain, L., Stoelinga, S. R., & Brown, E. R. (2011). <i>Rethinking teacher evaluation in Chicago: Lessons learned from classroom observations, principal-teacher conferences, and district implementation.</i> Research report. ERIC.</p> <p>https://eric.ed.gov/?id=ED527619</p> <p>https://consortium.uchicago.edu/publications/rethinking-teacher-evaluation-chicago-lessons-learned-classroom-observations-principal</p> <p>This study suggests that effectiveness of individual teachers improved during the school year when they are evaluated based on the new evaluation system. Teachers who were ineffective in raising student test scores prior to the new evaluation system, seemed to show the greatest improvement after they were evaluated using the new system. The data strongly suggest that teachers who undergo the TES in Cincinnati Public Schools experience lasting improved</p>
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	<p>The tenets of District 203 will be threaded throughout all sessions. The District 203 tenets are as follows”</p> <ul style="list-style-type: none"> • Growth Mindset • Be Nice • Engaging Instruction • Knowing Your Why • Knowing The Stories • Because I Said I would <p>Upon completion of BIL I, participants will be able to:</p> <ul style="list-style-type: none"> • Collect and analyze classroom observation data • Identify expected student learning needs and achievement goals in order to identify changes needed in teacher practice • Apply the Teaching and Learning Cycle to pre- and-post classroom observation conversations • Understand the interrelatedness between criteria for success, formative assessment, and descriptive feedback • Coach, support, and collaborate with teachers for increased professional growth and student achievement. <p>The topics that will be addressed in the Building Instructional Leadership II session include:</p> <ul style="list-style-type: none"> • Instructional Coaching Conversations • Observing Instruction using Teaching & Learning Observation Framework • Descriptive Feedback and Conferencing • Teacher Professional Practices and Professional Behaviors from the AACPS TPE • Addressing Mediocre Teaching • Navigating Through Change 	<p>changes to their teaching practice. The researcher suggests that this change could be due to the information the teachers receive regarding their practice and discussions around effective teaching practices that they may not have known allowing for self-reflection and an opportunity for them to improve through the year.</p> <p>Taylor, E. S., & Tyler, J. H. (2012). Can teacher evaluation improve teaching? Education Next, 12(4), 78-84.</p> <p>http://educationnext.org/can-teacher-evaluation-improve-teaching/</p> <p>The Impact of Elementary Mathematics Coaches on Student Achievement. Patricia F. Campbell and Nathaniel N. Malkus University of Maryland The Elementary School Journal Volume III, Number 3 2011 by the University of Chicago</p> <p>https://isidore.udayton.edu/access/content/group/48d85ee6-68d7-4a63-ac4e-db6c0e01d494/EDT650/readings</p>
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		<ul style="list-style-type: none"> • Building your Conference Skill Repertoire • Dealing with Difficult People, Situations, and Conversations • Building your Own Resilience <p>Upon completion of BIL II, participants will be able to:</p> <ul style="list-style-type: none"> • Apply AACPS Teaching & Learning tools for observations, the SLO template, and the professional practices and behaviors rubrics. • Analyze data to identify trends and patterns in order to develop effective instructional coaching questions. • Apply instructional coaching skills with a focus on improving educator practice and increasing student achievement. <p><u>Evaluation</u> The effectiveness of the Building Instructional Leadership Program will be determined through:</p> <ul style="list-style-type: none"> • Completion of all online and face to face modules • Professional development session evaluations • Surveys of participants • Focus groups 	/Imapct%20oF%20Elementary%20Math%20Coaches.pdf	
3.5	<p>v. the development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions; and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions; and</p> <p>[Section 2103](b)(3)(B)(v)</p>	<p>3.5.2 - Program: Office of School Performance (OSP) - Leadership Succession</p> <p><u>Brief Description</u> The mission of OSP is to relentlessly grow, develop and support our school-based leaders. The Leadership Professional Development program creates a pipeline for the leadership growth of Teachers becoming Assistant Principals. The Aspiring Principals Leadership development</p>	<p>Some of the key findings on the Wallace Foundation Principal Pipeline Initiative indicate the need to provide Pre-service training to aspiring leaders and on-the job evaluation and support to administrators.</p> <p>Wallace Foundation –</p>	<p>\$44,052.00</p>

		<p>pipeline provide novice Assistant Principals with high quality professional development opportunities to better prepare them to be the Instructional Leader of a school. The Principal Leadership Development pipeline provide both novice Principals and Principals of EOC Schools with high quality professional development and mentoring in order to assist their growth as the Instructional Leader of a school.</p> <p><u>Timeline</u> January 2018 – June 2019</p> <p><u>Audience</u> School-Based Leaders</p> <p><u>Implementation</u> Provide mentoring/coaching program to support 1st and 2nd -year principals and assistant principals as well as experienced administrators in need of improvement.</p> <p><u>Evaluation</u> Mid and End of Year Survey</p>	<p>Perspective: Building Principal Pipeline http://www.wallacefoundation.org/knowledge-center/Pages/Perspective-Building-Principal-Pipelines.aspx</p>	\$167,219.00
Total 3.5				

**ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**

Local School System: <u>Anne ArundelCounty Public Schools</u>	Fiscal Year: <u>2018</u>
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Description of the local education agency's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

4.0 SYSTEMS OF PROFESSIONAL GROWTH – Allowable Activities				
Item		Brief Description of Specific Services including: <ul style="list-style-type: none"> • Identified Need/Priority • Timeline • Audience • Implementation • Evaluation 	<ul style="list-style-type: none"> • Cite the evidence based study or studies that support this professional development activity/series. 	Public School Costs
4.2	D. reducing class size to a level that is evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers; [Section 2103](b)(3)(D)]	4.2.1 - Program: Class Size Reduction Brief Description of Specific Services including Provide funding for 8 Positions for the purpose of Elementary Class Size Reduction in schools with 50% or more of the student population receiving free and reduced meals. All teachers funded by this source will meet state certification requirements. Positions are used to yield the best possible class size ratio's to improve academic outcomes for all students, with an emphasis on our high needs schools. Based on class size data to reduce class size to the same or less than the current average in AACPS classrooms.	In a research review on the relationship between class size and student achievement, finding show when class size reduction programs are well designed and implemented in the primary grades (K-3), student achievement increases in smaller class sizes. http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Class-size-and-student-	\$702,193.00

		<p><u>Timeline</u> January 2018 – April 2019</p> <p><u>Audience</u> Schools with 50% or more of the student population receiving free and reduced meals.</p> <p><u>Implementation</u> Review school data and assign position to schools that show need.</p> <p><u>Evaluation</u> Monitor student performance in reading and mathematics.</p>	<p>achievement-At-a-glance/Class-size-and-student-achievement-Research-review.html</p> <p>How Class Size Makes a Difference The Regional Laboratory at SERVE - Associated with the School of Education. University of North Carolina, Greenboro. (2002).</p> <p>Paula Egelson, Literacy Project Director, School Development and Reform, SERVE Patrick Harman, Executive Director, Hayden-Harman Foundation Art Hood, Assistant Program Specialist, School Development and Reform, SERVE C. M. Achilles, Professor of Education Leadership, Eastern Michigan University</p> <p>https://www.classsizematters.org/wp-content/uploads/2012/10/SERVE_how_class_size_makes_a_difference1.pdf</p>	<p>\$702,193.00</p>
Total 4.2				
4.3	E. providing high-quality, personalized professional development that is evidence-	4.3.1 - Program: National Board Certification Program	A decade's worth of research shows that the students of	\$22,189.00

	<p>based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders</p> <p>[Section 2103](b)(3)(E)]</p>	<p><u>Brief Description of Specific Services including</u></p> <p>The AACPS NBC MD Network provides personalized, differentiated professional development and support for teachers pursuing National Board Certification (NBC) to increase the “pass rate” for current National Board Candidates and build teacher capacity. Through this specific, reflective professional development, <i>the quality and effectiveness of teachers</i> improve as teachers delve into their own teaching practice and learn how best to know their students, design and deliver instruction to their students, differentiate and assess their students by <i>using data to improve student achievement</i> and impact their learning. AACPS NBC MD Network provides high-quality, personalized, professional development that is evidence-based, <i>and builds capacity</i> and content knowledge for teachers that are focused on improving teaching practice and student learning and achievement. By increasing the number of NBCTs in at risk and challenged schools, we can <i>increase greater access to highly reflective and effective teachers</i> which will <i>improve student academic achievement</i> in school. Through monthly cohort meetings, teachers participate in opportunities for <i>experiential learning through observation</i> of entry writing and video clips of fellow teachers in which they give and receive feedback upon reflection of their featured lessons. They then submit their portfolios to National Board for Professional Teaching Standards (NBPTS) to be evaluated through a rigorous, peer-reviewed and performance-based process according to National Board for Professional Teaching Standards (NBPTS). Currently, AACPS has 110 of 118</p>	<p>Board-certified teachers learn more than their peers. (Click on links above for specific research evidence)</p> <p>http://www.nbpts.org/research/</p> <p>http://www.nbpts.org/wp-content/uploads/impact_brief_final.pdf</p>
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		<p>schools with NBC participation (NBCTs/NBC candidates). AACPS is 2nd in the state of Maryland for number of NBCTs.</p> <p><u>Timeline</u> January 2018 – April 2019</p> <p><u>Audience</u> Any AACPS teacher with a SPC or APC MD cert with 3 or more years of experience.</p> <p><u>Implementation</u></p> <ul style="list-style-type: none"> • Professional release time for NBC candidates to complete required portfolio entries and to collaborate with current NBC teachers for review and feedback of entry submissions. This enables NBC Candidates to complete their entries and submit them to NBPTS to be assessed. • Provide opportunities for NBC candidate support providers/facilitators to review and provide written feedback for 4 portfolio entries from NBC candidates. Teachers were able to utilize Professional Learning Facilitator feedback to further edit their portfolios, incorporating the standards and the core propositions of National Board. <p>Provide funding for lead support facilitators to participate in National Board Academy, an intensive, national academy which provides:</p> <ul style="list-style-type: none"> • The most current training and research-based professional development for NBC networks such as AACPS MD NBC Network. 	
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		<ul style="list-style-type: none"> • The NBC Academy teaches best practices, how to increase recruitment of teachers in challenged, comprehensive needs, and Title I schools to further impact student learning. • The NBC Academy also provides a collaborative environment to network with other NBC support programs from across the nation to share resources, best practices, recruiting resources, etc. <p>Using NBCTs to screen substitute applicants increases the ability to identify and tag more applicants who are experienced in education as well as those who have excellent backgrounds in math and Reading/English/Language Arts to provide the best possible substitute for our classrooms.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • AACPS pass rate is equal to or better than the national pass rate for NBC candidates. • Candidate reflections on how NBC candidacy impacted their teaching practice. 		
4.3	<p>E. providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders</p> <p>[Section 2103](b)(3)(E)]</p>	<p>4.3.2 - Program: Office of School Performance – School Based Leader Professional Development</p> <p><u>Brief Description</u></p> <p>The mission of OSP is to relentlessly grow, develop and support our school-based leaders. The Leadership Professional Development program creates a pipeline for the leadership growth of Teachers becoming Assistant Principals. The Aspiring Principals Leadership development pipeline provide novice Assistant Principals with high quality professional development opportunities to better prepare them to be the Instructional Leader</p>	<p>Some of the key findings on the Wallace Foundation Principal Pipeline Initiative indicate the need to provide Pre-service training to aspiring leaders and on-the job evaluation and support to administrators.</p> <p>Wallace Foundation – Perspective: Building Principal Pipeline http://www.wallacefoundation.org</p>	\$10,250.00

		<p>of a school. The Principal Leadership Development pipeline provide both novice Principals and Principals of challenging schools with high quality professional development in order to assist their growth as the Instructional Leader.</p> <p><u>Timeline</u> January 2018 – June 2019</p> <p><u>Audience</u> School -Based Leaders</p> <p><u>Implementation</u> Provide professional development opportunities offered by local and national experts opportunities for aspiring leaders and school leaders.</p> <p>Attendance for teachers at local academies or conferences such as the Maryland Instructional Leadership Institute, MAESP, MASSP, or MASCD focused on building knowledge to become instructional leaders.</p> <p>Professional Development for current school administrators focused on communicating, analyzing data, and collaborative decision making and improving their leadership skills and abilities to lead academic programs to meet the instructional needs of diverse learners. Current administrators will engage in professional learning through conference and workshop attendance and work collaboratively to develop and deliver professional learning opportunities to their colleagues. Professional development activities include traditional workshops, on-line/distance opportunities, collaborative sessions, study groups.</p>	g/knowledge-center/Pages/Perspective-Building-Principal-Pipelines.aspx	
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		<p><u>Evaluation</u> Participants will complete session summaries to be shared with their peers.</p> <p>4.3.3 - Program: Advanced Studies and Programs – Advanced Placement</p> <p><u>Brief Description</u> Provide opportunities for teachers teaching advanced placement courses to enhance their content and pedagogical knowledge in the subject areas they teach. College Board–endorsed AP Summer Institutes provide teachers with in-depth training in AP courses and teaching strategies. Participants engage in at least 30 hours of pedagogical and content-rich instruction led by College Board–endorsed consultants.</p> <p><u>Timeline</u> January 2018 – June 2019</p> <p><u>Audience</u> New Advanced Placement teachers and teachers of an AP course that has been redesigned.</p> <p><u>Implementation</u> Teachers will attend a 1 week subject-specific Summer Institute (equivalent to 30 hours). The institute will provide an in-depth look at the course they will be teaching. As the culminating activity, teachers will complete their AP Audit syllabus.</p> <p>Increasing the number of trained teachers will aid in closing the gap in AP exam participation and performance for minority students. By having access to more AP course taught by trained teachers, an increase will be seen in minority students</p>	<p>Studies show that there is a positive relationship between AP Exam participation and performance and graduation from a four-year college in four years. https://research.collegeboard.org/sites/default/files/publications/2014/1/research-report-2013-5-are-ap-students-more-likely-graduate-college.pdf Teachers participating in AP PD were more likely to have higher levels of overall average AP performance (average exam score and average percentage of exams with scores of 3 or above) the following year http://files.eric.ed.gov/fulltext/ED561025.pdf</p>	\$40,175.00
4.3	<p>E. providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders [Section 2103](b)(3)(E)]</p>			

		attending and graduating from four-year colleges.	<p><u>Evaluation</u> The effectiveness of Summer Institutes will be determined through:</p> <ul style="list-style-type: none">● Analysis of AP score data at the district, school, and subject and teacher level.● Create and share AP data profiles at the school level.● Debriefing with principals and recommending changes to subject offerings and teachers.● Direct teachers to additional professional development opportunities offered by the district.		
4.3	E. providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders [Section 2103](b)(3)(E)]	<p>4.3.4 - Program: Office of Equity and Accelerated Student Achievement</p> <p><u>Brief Description</u> Provide professional development for Equity Liaisons through professional learning opportunities that address increasing student achievement for all learners with a focus on topics such as; engaging instructional practices, Growth Mindset, Differentiated Instruction, positive classroom and school culture efforts, and forming positive relationships to improve school and academic achievement. Equity Liaisons will engage in targeted professional learning in order to lead professional learning at their schools.</p> <p><u>Timeline</u> January 2018 – June 2019</p> <p><u>Audience</u> Equity Liaisons</p>	<p>Studies show that teachers who participate in professional development have a positive impact on their professional growth and behaviors. Teacher’s instructional practice will be positively impacted by the modeling of research based instructional practices and educational research.</p> <p><u>Differentiated Instruction</u></p> <p>http://proxy-lin.researchport.umd.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ997269&site=ehost-live&scope=site</p> <p>Using a cross-sectional survey design, this study was conducted to explore teacher educators’ perceptions and use of differentiated instruction</p>	\$35,241.00	

		<p><u>Implementation</u> Substitutes to provide release time for teachers to provide all day professional development and collaborative learning sessions. Professional learning activities will include:</p> <ul style="list-style-type: none"> • Quarterly Equity Liaison professional development sessions • Support Equity Liaisons during early dismissal professional implementation days • On-site coaching support will be provided to Equity Liaisons <p><u>Evaluation</u> The effectiveness of the Equity Liaisons PD sessions include an impact on classroom instruction and student achievement may be determined through:</p> <ul style="list-style-type: none"> • Professional Development session evaluations • Submission of Equity Liaison logs • Surveys of Equity Liaisons and Principals • Equity Liaison reflections • Observations from school visits 	<p>practices. Data were collected using an original questionnaire that was designed to reflect Tomlinson's model of differentiation. Although the results suggest some congruence between teacher educators' beliefs and practices and Tomlinson's model, there was little indication that teacher educators implement a comprehensive model of differentiation.</p> <p>This finding is consistent with previous research documenting that teacher educators have yet to fully recognize or realize the benefits associated with modeling. It also raises concerns about whether teacher educators are adequately responsive to candidates' varied needs and are effectively preparing candidates for teaching in classrooms with increasingly diverse and complex student populations.</p> <p>Recommendations for practice and future research are offered.</p> <p><u>Growth Mindset</u></p> <p><a href="http://psycnet.apa.org.proxy-
in.researchport.umd.edu/doiL">http://psycnet.apa.org.proxy- in.researchport.umd.edu/doiL</p>
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		<p>anding?doi=10.1037%2Fedu0000098</p> <p>There are many promising psychological interventions on the horizon, but there is no clear methodology for preparing them to be scaled up. Drawing on design thinking, the present research formalizes a methodology for redesigning and tailoring initial interventions. We test the methodology using the case of fixed versus growth mindsets during the transition to high school. Qualitative inquiry and rapid, iterative, randomized "A/B" experiments were conducted with ~3,000 participants to inform intervention revisions for this population. Next, 2 experimental evaluations showed that the revised growth mindset intervention was an improvement over previous versions in terms of short-term proxy outcomes (Study 1, N = 7,501), and it improved 9th grade core-course GPA and reduced D/F GPAs for lower achieving students when delivered via the Internet under routine conditions with ~95% of students at 10 schools (Study 2, N = 3,676). Although the intervention could still be</p>
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			<p>improved even further, the current research provides a model for how to improve and scale interventions that begin to address pressing educational problems. It also provides insight into how to teach a growth mindset more effectively.</p> <p><u>Positive classroom and School Culture</u> <a href="https://search-proquest-com.proxy-
ln.researchport.umd.edu/pqdtglobal/docview/1794656390/abstract/17640D499EEC4BD9PQ/18?accountid=12164">https://search-proquest-com.proxy- ln.researchport.umd.edu/pqdtglobal/docview/1794656390/abstract/17640D499EEC4BD9PQ/18?accountid=12164</p> <p>District leaders are under tremendous pressure to narrow disparities in achievement in an effort to close the achievement gap without tremendous guidance from policy makers, researchers or literature. Rorrer, Skrla, and Scheurich (2008) proposed a theory that district leaders enact four essential roles when engaging in systemic reform that improves achievement and equity: (1) providing instructional leadership which consists of building capacity and generating will, (2) reorienting the organization, (3) establishing</p>	
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			<p>policy coherence, and (4) maintaining an equity focus. This research examined the essential role of maintaining a focus on equity as a complex multiple construct. This qualitative case study explored how leaders in a Massachusetts public school district that made gains in improving achievement, attempted to maintain a focus on equity when enacting the role of instructional leadership.</p> <p>Drawing upon semi-structured interviews and a review of documents, this study concluded that leaders enacted the role to varying degrees in some ways that were consistent with Rorrer, et al. (2008). Data revealed that leaders attempted to address inequities through responsive leadership practices that connected with their notion of equity as it related to language, special needs, emotional wellness and poverty. Recommendations include how leaders can enact the role in a more informed, intentional, and deliberate manner through the development of Culturally Responsive Instructional Leadership.</p>	
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		<p><u>Forming positive relationships</u> <a href="https://search-proquest-com.proxy-
 ln.researchport.umd.edu/pqdt
 global/docview/1906296033/abstract/72B913382D854532PQ/5?accountid=12164">https://search-proquest-com.proxy- ln.researchport.umd.edu/pqdt global/docview/1906296033/abstract/72B913382D854532PQ/5?accountid=12164</p> <p>Toward the improvement of interactions between teachers and at-risk students, and academic achievement, this correlation study explored teachers' attitudes about cultivating teacher-student relationships and the connection to academic gains. Specifically, the current study investigated the relationship among three constructs: teacher support for student autonomy, teacher sense of responsibility for positive teacher-student relationships, and student academic gains among middle school students in a high minority, low socioeconomic middle school district in Georgia. Based on self-determination theory, teacher valuation of fostering teacher-student interactions was operationalized by the Problems in Schools Questionnaire (PIS) and Teacher Responsibility Scale (TRS). Teacher level growth percentile median data</p>	
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		<p>from the 2013–2014 Criterion Referenced Competency Test (CRCT) administration were used to assess student achievement. Information from the PIS and TRS, administered online to 43 middle school teachers, was paired with teacher growth percentile medians. Pearson and Spearman Rho correlations were run in SPSS v24 to determine relationships between teacher sense of responsibility for teacher-student relationships, their support for student autonomy and performance of their students on the 2013–2014 CRCT. Though no significant association between teachers' beliefs about teacher-student interactions and student achievement was found, this study found that teachers of at-risk students support student autonomy and indicate a sense of responsibility for fostering positive teacher-student relationships.</p> <p><u>Engaging instructional practices</u></p> <p><a href="https://search-proquest-com.proxy-
ln.researchport.umd.edu/pqdt
global/docview/1930963941/a
bstract/2AC43EE884CB46E3">https://search-proquest- com.proxy- ln.researchport.umd.edu/pqdt global/docview/1930963941/a bstract/2AC43EE884CB46E3</p>
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[PQ/8?accountid=12164](#)

The purpose of this qualitative action research study was to describe one sixth grade English Language Arts (ELA) teacher's pedagogical practices in her heterogeneous grouped classroom and her homogeneous grouped classroom. The focus of this study was on instructional practices in two classes, one homogeneously grouped based on high English Language Arts ability; the other heterogeneously grouped. Through the data generated, the participant-researcher reflected upon the English Language Arts instruction in both classes and described the teacher's instructional practices in this middle school. Semi-structured interviews, a questionnaire, field observations, videotapes and lesson plans provided the qualitative research data for this action research. Findings include lack of challenge and rigor for honors/gifted and talented ELA students, low teacher goals and expectations for all students, and traditional pedagogy within both class types. The participant-researcher reflected on the data with the teacher-participant to

			design an action plan to improve instruction within her sixth grade homogeneous and heterogeneous ability grouped English Language Arts classes.	
4.3	<p>E. providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders</p> <p>[Section 2103](b)(3)(E)]</p>	<p>4.3.5 – Program: Advanced Studies and Programs</p> <p><u>Brief Description of Specific Services</u> Provide professional learning opportunities to expand instructional practices/build teacher capacity to implement strategies that meet diverse learning needs with educational leaders’ ability to analyze student assessments and data in a continuous growth cycle.</p> <p>Instructional Targets:</p> <ul style="list-style-type: none"> • STEM and Arts Integration Education • Accelerated Learning Frameworks for ALL Learners • Instructional Pedagogy • Design and Systems Thinking • Engagement Platforms (Focus on Inquiry) • Transdisciplinary Learning/PBL <p><u>Timeline</u> January 2018 – June 2019</p> <p><u>Audience</u> County Educators (Teacher and Teacher Leaders) Instructional/Program Leaders Administrators Central Office Staff</p> <p><u>Implementation</u> Attendance of conferences, workshops, site-based</p>	<p>“According to the U.S. Department of Education, research confirms that teachers are the single most important factor in raising student achievement.”</p> <p>http://www.ncsall.net/fileadmin/resources/ann_rev/smith-gillespie-07.pdf</p> <p>“Instead, professional development in an era of accountability requires a fundamental change in a teacher’s practice that leads to increases in student learning in the classroom.”</p> <p>http://www.centerforpubliceducation.org/teachingtheteachers</p>	\$18,774.00

		<p>study groups, and job-embedded professional development activities such as collaborative learning sessions, study groups, book studies, peer observations, and coaching.</p> <p>Application of newly acquired and or expanded knowledge with reflection in the class or school setting</p> <p>Contributing to System efforts/initiatives through the provision of professional development at the school or district level</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • Attendance documentation • Workshop Evaluations • School Visits • Conference Evaluation <p>Application reflection artifact</p>			
4.3	<p>E. providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders</p> <p>[Section 2103](b)(3)(E)]</p>	<p>4.3.6 - Program: Professional Growth and Development - Professional Development Schools</p> <p><u>Brief Description of Specific Services</u></p> <p>Professional Development School (PDS) programs help prepare future teachers. AACPS continues to provide PDS site coordinators with professional development opportunities so as to keep them current in the research on effective teaching practices. Site coordinators provide job-embedded professional development to our mentor teachers at each site, allowing them to serve as effective mentors to our future teachers. Ongoing professional development allow mentor teachers to continue to enhance their teaching practice. Providing quality pre-service support to our student</p>	<p>Studies show that teachers who participated in PDS sites build strong relationships with colleagues and stay in teaching longer.</p> <p>Does the Match Matter? Exploring Whether Student Teaching Experiences Affect Teacher Effectiveness and Attrition Goldhaber, Dan, Krieg, John, & Theobald, Roddy (2016).</p>	\$78,609.00	

		<p>teachers and interns help prepare future teachers with the goal of recruiting these teachers to serve in our schools.</p> <p><u>Timeline</u> January 2018 – June 2019</p> <p><u>Implementation</u> Approved mentors provide supervision for pre-service interns/student teachers through a co-teaching format. PDS site coordinators will provide approximately 200 hours of job-embedded professional development for mentor teachers and interns (Note: Stipends are paid for the fall and spring semester for providing job-embedded professional development). Mentor teachers provide job-embedded & structured learning activities for PDS interns and RTC teachers during phase 1 of the internship. Provide professional development for PDS site coordinators and teachers who mentor pre-service interns at 40 Professional Development Schools. PD through workshops, collaborative sessions, and conferences focused on topics such as the internship experience, instructional planning, understanding the assessments, and application of data in meeting the needs of diverse learners. Teachers serving as PDS site coordinator for student teaching interns, PDS school administrators, and the AACPS Central Office Staff will attend a national, regional, or local conference such as the NAPDS conference to focus on topics such as instructional planning with interns, using assessments and data</p>	<p>Review of costs of Teacher Preparation Programs and Teacher Attrition</p> <p><u>Excavating the Teacher Pipeline</u></p> <p><u>Goldhaber, Dan & Cowan, James (2014).</u></p> <p><u>Student Teaching and Attrition in Special Education</u></p> <p>Connelly, Vincent & Graham, Suzanne (2009).</p>	
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			<p>strategies that effectively support pre-service teachers, how to measure the impact of a PDS experience on teacher preparation, how to mentor pre-service teachers, and how to apply National PDS standards to improve the success of PDS programs. Attendees are expected to then contribute to the professional development of mentor teachers and site coordinators of our current PDS sites through collaborative learning sessions, workshops, and study groups.</p> <p>Provide professional development for 39 PDS Site Coordinators, mentor teachers, college representatives, and interns through participation in PDS network sessions or workshops focused on topics related to effective Teacher Preparation programs meeting the needs of diverse learners in the classroom.</p> <p>Provide stipends to compensate PDS mentors to provide professional development for interns before or after school hours and for strategic planning at designated sites.</p> <p>PDS Site Coordinators attend IHE campus based professional development, planning, and observations as well as release time for mentor teachers to conference with interns.</p> <p><u>Evaluation</u> The effectiveness of the PDS program, including impact on classroom instruction, P-12 student impact, and new teacher hiring & retention will be determined through:</p> <ul style="list-style-type: none"> • Professional development session evaluations • Surveys of Interns and Mentors 	
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		<ul style="list-style-type: none">• New teacher hiring data• Focus Groups			
Total 4.3	M. developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science [Section 2103](b)(3)(M)]	<p>4.11.1 - Program: Curriculum and Instruction – K-12 Mathematics</p> <p><u>Brief Description of Specific Services</u> Provide an on-going immersive hybrid professional learning opportunity for K – 12 mathematics teachers in instruction and pedagogy, assessment, and curriculum. These learning opportunities will increase the capacity of teachers around growth mindset and student engagement specific to the mathematics classroom. This work will increase student achievement and access to rigorous and relevant course content.</p> <p><u>Timeline</u> January 2018 – June 2019</p> <p><u>Audience</u> K-12 Mathematics Teachers and teacher Leaders School Based Administrators Central Office Resource Teachers Central Office Administrators</p> <p><u>Implementation</u> Professional learning activities are designed to immerse teachers in the pedagogy of high quality of instruction. All activities are aligned with the district’s framework for teachers.</p> <p>Professional learning activities include:</p> <ul style="list-style-type: none">• Face to Face learning opportunities with National Mathematics Consultant	<p>YouCubed Teacher Online Course (link)</p> <p>“How to Learn Math for Teachers” was the first online course for teachers to be endorsed by school districts, many of which gave 16 professional development hours to teachers who took it. This course:</p> <ul style="list-style-type: none">• Has run continuously since 2013 and been taken by over 60,000 people• Inspires 95% of people who take it to change their teaching practices• 96% of people who take it say they are more excited to teach math afterwards <p>Evidence: Research articles support content can be found here: https://www.youcubed.org/evidence/research-articles/</p>	<p>\$205,238.00</p> <p>\$189,837.00</p>	
4.11					

		<ul style="list-style-type: none"> • Face to Face learning opportunities with system experts • Face to Face learning opportunities with National Experts via National Conference • Online Course Modules • Online Cohort Collaboration • Peer to Peer Observation at middle school • Mini-Session specifically designed to target school and central office leadership <p>Upon completion of the immersive professional learning experience, participants will serve as coaches and professional development facilitators to support all teachers of K-12 mathematics.</p> <p>Participation will include all schools within AACPS; areas with specifically identified need (e.g. Middle School, EOC), will have additional participants.</p> <p><u>Evaluation</u> The effectiveness of the hybrid immersion program, include impact on classroom instruction, teacher capacity, and student achievement, may be determined through:</p> <ul style="list-style-type: none"> • Professional development session evaluations • Surveys of cohort participants and school leaders • Completion of online course modules • Observation of teacher practice • Teacher reflection • Analysis of student work • Student focus groups • Increased performance on mathematics assessments 		
Total 4.11				\$189,837.00

5.0 ALIGNMENT WITH CHALLENGING ACADEMIC STANDARDS - Required

Please provide a description of how the activities in Section 4.0 are aligned with challenging State academic standards. [Section 2102 (b)(2)(A)]

Anne Arundel County Public School's curriculum guides, materials, and assessments align to the Maryland College and Career Readiness Standards for both English and Math, the Next Generation Science Standards for Science, and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. In addition, Anne Arundel County Public Schools aligns provided professional learning services to the Learning Forward Standards for professional learning. Professional Learning activities for section 4.0 support teachers, principals, and school leaders to use the academic standards to develop lesson plans, assignments and assessments that help their students master the knowledge and skills defined by the academic standards.

**ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND
LEADING**

Local School System: Anne Arundel County Public Schools

Fiscal Year : 2018

**6.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS
[ESEA, SECTION 8501]:**

Equitable Services: Services and other benefits to private school students must be secular, neutral, and non ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).

Participating Private Schools and Services: Provide information regarding the names of participating private schools and number of private school students, and the calculated cost per pupil, that will benefit from Title II-A services. (Include below or as an attachment)

Participating Non Public Schools	Enrollment	Per Pupil Allocation	Allocation per School
Annapolis Area Christian	886	18.70086016	16,569.00
Archbishop Spalding	1,223	18.70086016	22,871.00
Monsignor Slade Catholic	594	18.70086016	11,108.00
School of the Incarnation	800	18.70086016	14,961.00
St. Jane Frances	191	18.70086016	3,572.00
St. John the Evangelist	451	18.70086016	8,434.00
St. Martin's Lutheran School	100	18.70086016	1,870.00
St. Mary's Elementary	808	18.70086016	15,111.00
St. Mary's High School	492	18.70086016	9,201.00
St. Paul's Lutheran	242	18.70086016	4,526.00
St. Philip Neri School	353	18.70086016	6,601.00
	6,140	18.70086016	114,824.00

Describe the school system's process for providing equitable participation to students in private schools. This should include evidence of a needs assessment and professional development action plan. (Include below or as an attachment)

In March 2017 certified letters were sent to all non-public schools obtained from the list of nonpublic schools as indicated by MSDE on the downloadable from http://www.marylandpublicschools.org/nonpublic/nsab_directory/anne_arundel.htm.
(A copy of the letter is included in the attachments for Section D.)

Of the schools that were contacted, representatives from 12 non-public school representatives attended information and consultation sessions, March 24, 2017 (agendas included) and participated in the planning process. Summary plans from the nonpublic school representatives are included.

The Anne Arundel County Public Schools ensures that a certified letter is received by all of the nonpublic schools in Anne Arundel County. The Anne Arundel County Public Schools included a RSVP/Intent to Participate form for each school to declare its intention regarding participation and requested that the designated nonpublic school representative fax the completed form to the Division of Partnerships, Development, and Marketing. In addition, nonpublic schools that did not return the form received a follow-up phone call and email. The number of eligible nonpublic schools in Anne Arundel County make the benefit cost ratio of sending either further registered mail or dedicating staff to establishing additional direct contact clearly prohibitive. In addition, schools who indicated their interest or that had participated in previous years and that had not submitted a plan by the May due date were contacted to remind them about their plans and offered assistance in completing their plans.

Representatives from the participating nonpublic schools continue to indicate both their satisfaction with the current methods of establishing contact and with the emphasis that the Anne Arundel County Public Schools has placed on providing the greatest opportunities for equitable participation following initial contact.

All nonpublic school representatives who participated in planning are listed in our database, which includes email/phone/fax/mailing contact information, as well as numbers of students, staff and a list of the programs in which the school is participating. This email list provides an efficient means of asking and answering questions, updating nonpublic schools on relevant information, and consulting on possible programming. In addition, non-public representatives completed two consultation forms to document that they received necessary information. (See attached.)

At the information/planning meetings, AACPS federal program coordinators shared details and requirements regarding the ESEA programs and answered questions. Interested non-public school representatives were invited to participate. They received a preliminary allotment figure based on a per-pupil allotment and were offered guidance and support determining their needs and in planning. Non-public school representatives then submitted a planning form for each of the Title programs in which they were interested which included descriptions of proposed activities that meet an identified need, estimated costs, and evaluation plan summaries. The federal program coordinators review the plans and ensure that the activities meet the provisions of the federal program, and the non-regulatory guidance. The Title II-A coordinator's designee contacted non-public school representatives and provided support and feedback regarding the plans.

Nonpublic school representatives determined the needs of the students and teachers in their schools. They were provided with guiding questions to assist them in conducting their needs assessments. Based on that needs assessment, nonpublic school representatives are asked to confirm their "intent to participate" in the federal programs which might address their school needs for professional development or if they would participate in AACPS Title II-A federally funded programs that would better address the needs of their students. The proposed plans completed by the nonpublic school representatives include a summary of their needs assessment, description of the professional development activities and an explanation of how the activities meet identified professional development needs of their teachers, goals, and summary evaluation plan (sample planning form included). Throughout the process, the AACPS representatives in the Division of Partnerships, Development and Marketing served as the initial point of contact, responding to email queries and telephone requests for information and clarification. The Division of Professional Growth and Development provided two consultation meetings to offer guidance to non-

public schools in completing their plans. In addition representatives from the Division of Professional Development offered additional support to all schools by offering to meet with them individually or through phone conferences.

Total Amount for Transfers: \$114,824.00

Summary – Nonpublic School Activities and Costs		
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	Nonpublic Costs
4.3 4.11 4.3 4.3 4.3 4.3	Annapolis Area Christian School <ul style="list-style-type: none"> • Provide consultant-led onsite trainings for K-12 (all teachers and all subject areas) through Staff Development for Educators to improve and expand instructional practices to address 21st century learners and learning tools. • Offsite course participation in STEM Project Lead the Way Training Gateway Program to increase teacher capacity and proficiency with STEM and new instructional strategies in all core subject areas. • Provide consultant-led onsite trainings by Staff Development for Educators in inquiry-based and problem solving approaches to instruction to address the need for inquiry-based and problem-based instruction. • Attend offsite course for differentiation of gifted students in 4th grade, 7th grade, and 9th grade English, Math, and Science. • Provide consultant led training through ASCD to improve instructional planning and practice on effective use of learning targets. • Provide consultant led training through ASCD to design and implement formative and summative assessments based on specific learning targets. 	\$16,569.00
4.3 4.3 4.3 4.3 4.3 4.14	Archbishop Spalding High School <ul style="list-style-type: none"> • Attend ISTE conference to develop teachers' skills in the effective use of technology during instruction and assessments. • Attend the College Board AP Summer Institute to increase teachers' instructional practices in advance placement courses, student readiness, and passing rates. • Attend the IB conferences to develop new skills and incorporate the IB approaches to teaching and learning. • Provide school-wide professional development sessions for teachers to demonstrate the instructional practices based on the IB approaches to teaching and learning. • Provide consultant-led workshops and speakers to discuss how teachers can demonstrate skills and strategies to work effectively with diverse populations. • Attend the PBIS conference to learn new strategies to promote positive student interactions. 	\$22,871.00
4.3 4.11	Monsignor Slade Catholic School <ul style="list-style-type: none"> • Provide online training course using Spangler Online Learning. This online training course will provide teachers with instructional strategies that promote inquiry-based learning in math and science. • Attend NSTA, NCTM, and ISTE conferences to develop new skills in educational technology, delivery of STEM instruction, and the ability to assist students solve real world problems. 	\$11,108.00
4.3 4.3	School of the Incarnation <ul style="list-style-type: none"> • Provide consultant-led trainings and courses with the Notre Dame of Maryland University's Gail Donahue to increase teacher knowledge of math strategies, differentiation in math and alternative assessments. • Provide courses and trainings from Loyola University to assist teachers in maintaining their Maryland State Teaching Certification and continue to develop 	\$14,961.00

Summary – Nonpublic School Activities and Costs		
	teachers' professional practices in reading instruction, science inquiry in the classroom, and differentiated instruction.	
4.11	St. Jane Francis <ul style="list-style-type: none"> Provide consultant-led trainings from Notre Dame of Maryland University's Julianne Dupuis to increase teacher's capacity in implementing project based learning in Mathematics and STEM focusing on critical thinking and problem solving. 	\$3,572.00
4.3 4.3 4.3 4.11	St. John the Evangelist School <ul style="list-style-type: none"> Provide consultant-led workshops from Pearson Learning to increase pedagogical knowledge in reading comprehension. Provide consultant-led professional development sessions through Notre Dame of Maryland to improve teacher knowledge and best practices for integrating iPad technology into instruction. Attend "Get Your Teach On" conference to develop strategies to increase reading comprehension. Attend Maryland Association for Environmental Education Conference to learn new strategies in developing student problem solving skills in mathematics and STEM. 	\$8,434.00
4.11 4.3 4.3	St. Mary's Elementary School <ul style="list-style-type: none"> Provide consultant-led workshops and book studies to expand teacher knowledge and skills in number sense, problem solving, extended reasoning, differentiate instruction and standards for mathematical practices. Provide consultant-led workshops and book studies to expand teacher knowledge and skills in close reading strategies, critical thinking skills, analyzing various types of text, and determining implicit meanings. Provide a book study led by a consultant to guide teachers on various writing instructional strategies to integrate ideas within and beyond the text. 	\$15,111.00
4.3 4.3	St. Mary's High School <ul style="list-style-type: none"> Attend AP Institute and workshops in Statistics, Environmental Science, Studio Art, Chemistry, Biology, Spanish, Government & Politics, and Human Geography to develop and improve new skills for working with students to enrich and extend their learning. Attend MSET, NECTFL, NCEA, NCTM, ASCD and ISTE conferences and workshops to increase pedagogical knowledge and integration of technology in the classroom. 	\$9,201.00
4.11	St. Paul's Lutheran School <ul style="list-style-type: none"> Attend coursework through Project Lead the Way in Biomedical Science and Computer Science train the trainer pathway. 	\$4,526.00
	St. Martin's Lutheran School	\$1,870.00

Summary – Nonpublic School Activities and Costs		
4.3	<ul style="list-style-type: none"> Attend a graduate level technology integration course. 	
4.11	Saint Philip Neri School <ul style="list-style-type: none"> Provide consultant-led trainings for administrative staff by Academy of Catholic Educators Professional Development through Notre Dame University to develop a variety of effective mathematical strategies in number sense, measurement, data analysis, geometry, probability, computation, and statistics. 	\$6,601.00
4.11	<ul style="list-style-type: none"> Attend the conference and become members of the Maryland Council of Teachers of Mathematics to increase teachers' capacity on the use and development of effective mathematics strategies in number sense, measurement, data analysis, geometry, probability, computation, and statistics. 	
4.3	<ul style="list-style-type: none"> Provide consultant-led trainings for language arts teachers by Academy of Catholic Educators Professional Development through Notre Dame University to effectively use strategies focused on language convention and student writing techniques. 	
4.3	<ul style="list-style-type: none"> Conduct a book study to develop rubrics and common assessments in English Language Arts. 	
	TOTAL Non-Public Allocation	\$114,824.00

The non-public few dollar difference is due to rounding, The \$114,824 non-public allocation was arrived at by rounding each non-public school allocation:

FY18 Estimated Allocation	1,685,781.00		
Less 3% Admin Fee	1.03		
Amount Available (Public & NP)	1,636,680.58		
Admin Fee	49,100.42		
Amount District is using for Title IIA	1,636,680.58		
Participating Non Public Schools	Enrollment	Per Pupil Allocation	Allocation per School
Annapolis Area Christian	886	18.70086016	16,569.00
Archbishop Spalding	1,223	18.70086016	22,871.00
Monsignor Slade Catholic	594	18.70086016	11,108.00
School of the Incarnation	800	18.70086016	14,961.00
St. Jane Frances	191	18.70086016	3,572.00
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St. Mary's High School	492	18.70086016	9,201.00
St. Paul's Lutheran	242	18.70086016	4,526.00
St. Philip Neri School	353	18.70086016	6,601.00
	6,140	18.70086016	114,824.00
Total Non Public Enrollment Participating	6,140		-
Total AACPS Public Participating Enrollment	81,379	18.70086016	1,521,857
Total	87,519		1,636,681
	1,636,680.58		
Per Pupil Allocation	18.70086018		
Total Non-Public	114,824		
Total Public	1,570,957		
Total	1,685,781		
Non Public	114,824		
Admin fee	49,100		
CSR	702,180		
AACPS Professional Development	819,677		
Total Grant Detail	1,685,781		
Total Grant	1,685,781		
Check	0.00		

There was a dollar added to St. Mary's Elementary to balance.

TITLE IIA, FY 18
Anne Arundel County Public Schools
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM
"Every Student Succeeds"

Please complete this worksheet to indicate how you intend to use your Title IIA funds. Remember that Title IIA funds are to be used for "evidence-based" professional development only. Any expenditures for materials or contracted services are to be used for administrators, teachers, paraprofessionals and/or other educational support staff, **not** students.

Initial Draft of this form must be sent to Zipporah Miller at pgd@aacps.org by _____.

Final approved form must be signed and returned by _____ to Leathia Fletcher, Anne Arundel County Public Schools, 2644 Riva Road, Annapolis, MD 21401

Part I - School Information

School Name	
School Official/Primary Contact (Name and Title)	
Email Address School Official/Primary Contact	
Telephone Number School Official/Primary Contact	
Additional/Secondary Contact (Name and Title)	
Email Address School Official/Secondary Contact	
Telephone Number Additional/Secondary Contact	

BUDGET

Goal (s) and Objective(s)	Budget Category	Cost/Total
Total Cost		

I, _____ (Private School Official) assure that any materials or contracted services described in this plan are for administrators, teachers, paraprofessionals, parents and/or other educational support staff, (**not** students) and will ensure that any program, services, or activities will follow the approved plan unless a modification/amendment has been agreed upon by me and the AACPS Title II-A Grant Coordinator.

 (Private School Official Signature)

 (Date)

School Name:

Please note: AACPS does not disseminate funds to non-public schools. School district (LEAs) are the fiscal agents for the funds from Title II-A thus are responsible for ensuring all funds are expended according to the requirements of Title II-A. After verifying that a needs assessment has been conducted and planned professional development programs, activities, and services are allowable under Title II-A, AACPS expends funds on behalf of the non-public school. An LEA may not distribute funds directly to a non-public school.

The spending timeline for this plan is January 2018 to December 2018.

Part II - Budget and Professional Development Action Plan

Step 1 - Identify the Need (*Needs Assessment*)

Briefly describe the following: (See sample form for possible changes...)

- 1) student learning needs that were identified, data reviewed to identify the student learning needs
- 2) knowledge and skills that administrators, teachers, paraprofessionals, parents and/or other educational support staff need to master to effectively address the student learning needs:

Describe Data Reviewed	Student Learning Need(s)	Professional Knowledge and Skills Needed

Step 2 – Professional Development Plan

Select the Appropriate Program, Activity, or Service and Planning for Implementation

(Evidence Based Strategy and Implementation Plan)

- 1) List the professional development goal(s) in order of priority.
- 2) List the objective(s) that will support meeting each goal outlined.
- 3) List the program/activities/service(s) necessary to meet each objective and a timeline for each program/activity.
- 4) Refer to the "Allowable Activities" Form and identify the corresponding "Item" for the listed activity.
- 5) Cite the evidence based study or studies that support the professional development activity.
- 6) Explain how the outcome addresses the need for the activity, program, or service include an estimate of when the outcome will be achieved and/or observable.
- 7) Calculate an estimated cost for each activity.
- 8) Upon completion, transfer the goal/objective, budget category, and estimated cost to the first page of the plan.

Goal 1:

Objective A:

Objective B:

Objective A		
Activity		
Item		
Supporting Evidence		
Timeline		
Resources Needed		
Intended Data-based Outcome		
Estimated Calculation & Cost	Budget Category	Budget Amount
Activity		
Item		
Supporting Evidence		
Timeline		
Resources Needed		
Intended Data-based Outcome		
Estimated Calculation & Cost	Budget Category	Budget Amount

Objective B	
Activity	
Item	
Supporting Evidence	
Timeline	
Resources Needed	
Intended Data-based Outcome	

School Name:

Estimated Calculation & Cost	Budget Category	Budget Amount
Activity		
Item		
Supporting Evidence		
Timeline		
Resources Needed		
Intended Data-based Outcome		
Estimated Calculation & Cost		

School Name:

Steps 3 – Examine and Reflect

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

Please note that a final report including evaluation data must be submitted to AACPS by May 30, 2019.

Goal 1	
Measures of Success	
What data will be collected?	
How and Who will be collecting data?	
How often will data be collected?	








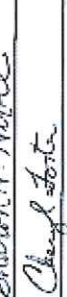





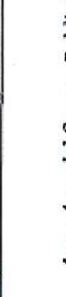
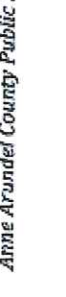
Logistics

Agenda

NOTES:

Anne Arundel County Public Schools

Sign Sheet
Informational Meeting
March 24, 2017

Name	Contact	email_addr	Signature
Annapolis Area Christian School	Ruth Hartcorn	rhartcorn@aacsonline.org	
Arnold Christian Academy	Kelly Hurd	khurd@arnoldchristianacademy.org	
Asbury Community Christian Preschool & Clubhouse	Vickie Whitley	v.whitley@asburychristianpreschool.org	
Friendship Adventist School	Michele Gavin	michelegavin43@gmail.com	
In Faith Christian School	Joselyn Cromwell	infaithchristian@aol.com	
Monsignor Slade Catholic School	Lisa Slaton	lslaton@mslade-school.com	
Montessori International Children's House	Elizabeth Whitaker	ewhitaker@montessorinternational.org	
St. Mary's Elementary School	Laura Swerdzewski	lswerdzewski@stmarysannapolis.org	
St. Mary's High School	Sharon Wible	swible@stmarysannapolis.org	
St. Paul's Lutheran School	Cheryl Foster	cfoster@stpaulsgh.org	
Temple Beth Shalom Nursery School	Missy Levin	mlevin@annapolisstemple.org	
Kelly Reider - ESOL			
Tanisha Owens	School of the Incarnation	tanisha.owens@schooloftheincarnation.org	
James Williams		jwilliams@stmarys.org	
Elizabeth Whitaker			









Anne Arundel County Public Schools

Pa. 1

Sign Sheet

[illegible]

Sign In

Name	Contact	School Telephone	email_addr	Title	4.26.17	4.27.17	Signature
Annex 2 Area Christian School	Rick Hartorn	410.513.5528 x1218	hartornr2@psd.net	✓		X	
Archdiocese of Baltimore High School	Mary Carson	410.466.9105 x2778	carsonm2@psd.net	✓			
Arnold Christian Academy	Betty Burt	410.544.1882	BurtB@arnoldacademy.org	✓			
Assault Community Christian Preschool & Church	Vickie Whaley	410.737.7113	vwhaley@assaultcc.org	✓			
Baker of Life Academy	Ashley Metcalf	410.263.2600	metcalfa@bakeroflife.org	✓			
Baltimore Christian Academy	Luisa Bumpston	410.617.3224	bumpstonl@bca.org	✓			
Friendship Adventist School	Nichole Gartin	240.381.1331	gartinnd@friendshipadventist.org	✓			
Gallilee Lutheran Preschool	Ann Jeff Farnaby	410.255.3534	farnabya@gallileelutheran.org	✓			
Im Faith Christian School	Veronica Cornwell	410.957.7612	vernicorn@imfaith.org	✓			
St. Ann's Episcopal School	Tanisha McPherson	410.957.7500	tanisha@stanns.org	✓			
St. Ann's Episcopal School	Leo Sitten	410.966.7120	sittenl@stanns.org	✓			
St. Ann's Episcopal School	Elizabeth Whitmer	410.937.7799	whitmerb@stanns.org	✓			
School of the Incarnation	Tanisha Owens	410.519.2205	owensb@schooloftheincarnation.org	✓			
St. John the Evangelist School	Brian Kreiter	410.547.2283	kreiterb@stjohn.org	✓			
St. Mark's Lutheran School	James Moorhead		moorheadj@stmark.org	✓			
St. Mary's Elementary School	LEORA NORTWICK	410.262.2069	nortwickl@stmarys.org	✓			
St. Mary's High School	Sara Wilson	410.490.4217	wilsons@stmaryshigh.org	✓			
St. Philip Neri	Joan Leslie Bonita	410.859.1312	bonitaj@stphilip.org	✓			

St Paul's Lutheran and Bible Center
410-746-5740 jboniger@stpauls.org

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Business Support Salaries & Wages	Salary Administrative Costs Activity 2.1				-
BTE Annual Update 2017 Fixed Charges	Administrative Costs Fixed Charges Activity 2.1				-
Business Support Salaries & Wages	Salary Administrative Costs Activity 2.2				-
Fixed Charges	Administrative Costs Fixed Charges Activity 2.2				-
Business Support Salaries & Wages	Salary Administrative Costs Activity 2.3				-
Fixed Charges	Administrative Costs Fixed Charges Activity 2.3				-
Business Support Salaries & Wages	Salary Administrative Costs Activity 2.4				-
Fixed Charges	Administrative Costs Fixed Charges Activity 2.4				-
Administrative & Supervisory Other	201-23 Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Other Activity 3.1.1	Travel:expenses for (2)recruiters on 5 day recruitment trip PR 1725 X 2 = \$3450 Travel Expenses for (1) recruiter on 2 recruitment trips 750 x 2= \$1150 Conference Fees: Registration/space rental for 4 day recruitment events PR 1000 X 2 = \$2000 Registration/space rental for 2 recruitment trips 350 x 2 = \$700 Total:\$7650	7,650.00		7,650
				Subtotal	7,650
				Total Activity 3.1	7,650

Category/Object		Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	203-09	Differential & incentive pay for teachers, principals, or other leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems Contracted Services Activity 3.2.1	Teacher Stipends: Relocation Stipends = \$36,700 Total Stipends: \$36,700	36,700.00		36,700
Fixed Charges	212	Differential & incentive pay for teachers, principals, or other leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems Other Charges Activity 3.2.1	Fixed charges @ total of 8.77% (FICA 7.65% + WC 1.12%)	3,218.59		3,219
					Subtotal	39,919
					Total Activity 3.2	39,919
Instructional Staff Development Other	212	Teacher, paraprofessional, principal, or other school leader advancement & professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation Other Activity 3.3.1	Test Fees: ACTFL and Praxis fees \$5,000 Total: \$5,000	5,000.00		5,000
					Subtotal	5,000
					Total Activity 3.3	5,000
Instructional Staff Development Salaries & Wages	203 - 09	New teacher, principal, or other school leader induction & mentoring programs Salaries Activity 3.4.1	Teacher Stipends: 300 Teachers x \$25/hr x 12 hours = \$90,000.00	90,000.00		90,000

Category/Object		Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	203 - 09	New teacher, principal, or other school leader induction & mentoring programs Salaries Activity 3.4.1	Presenters: 47 PD Session Facilitators X \$27/hr X 30 hours + \$38070 Total Presenters: \$38070	38,070.00		38,070
Instructional Staff Development Salaries & Wages	203 - 09	New teacher, principal, or other school leader induction & mentoring programs Salaries Activity 3.4.1	Substitutes: 400 substitutes (for facilitators and Teachers) X \$90/day = \$36,000.00 Total Substitutes \$36000	36,000.00		36,000
Fixed Charges	212	New teacher, principal, or other school leader induction & mentoring programs Fixed Charges Activity 3.4.1	Fixed charges @ total of 8.77% (FICA 7.65% + WC 1.12%)	14,389		14,389
Instructional Staff Development Contracted Services	205-09	New teacher, principal, or other school leader induction & mentoring programs Contracted Services Activity 3.4.1	Contracted Services: Online PD 50 Teachers X \$100 = \$5000 Location: Total: \$5000	5,000.00		5,000
Instructional Staff Development Supplies	204-09	New teacher, principal, or other school leader induction & mentoring programs Supplies Activity 3.4.1	Training materials: \$25 Books for 50 Teachers = \$1,250.00 Total: \$1,250.00	1,250.00		1,250
Instructional Staff Development Other	205-09	New teacher, principal, or other school leader induction & mentoring programs Other Activity 3.4.1	Hotel- \$450/hotel x 4 teachers= \$1,800 Airfare- \$550/airfare x 4 teachers= \$2,200 Conference Fees: \$1000 x 4 teachers (2 conferences x 1 teacher, one local)= \$4,000 Membership Fees: \$99 X 47 Right Start Advisors for Learning Forward = \$4,653.00	12,653.00		12,653

Category/Object		Line Item	Calculation	Amount	In-Kind	Total
Administrative & Supervisory Other	202-15	New teacher, principal, or other school leader induction & mentoring programs	Hotel- \$450/hotel x 1 Manager= \$450	2,000.00		2,000.00
		Travel & Conference Fees	Airfare- \$550/airfare x 1 Manager= \$550			
Instructional Staff Development Salaries & Wages	203-09	Activity 3.4.1	Conference Fees: \$1000 x 1 Manager (2 conferences, one local)= \$1,000 Total: \$2,000	5,000.00		5,000
		New teacher, principal, or other school leader induction & mentoring programs	Teacher Stipends: \$25/hr for 200 hours of professional development for diverse employees.			
Fixed Charges	212	Salaries	Total Stipends: \$5,000	438.50		439
		Activity 3.4.2	Fixed charges @ total of 8.77% (FICA 7.65% + WC 1.12%)			
					Subtotal	204,800
					Total Activity 3.4	204,800
Instructional Staff Development Salaries & Wages	203-09	Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions.	Teacher Stipends: 105 Teachers X 4 hours X \$25/hr = \$10,500	10,500.00		10,500
		Salaries	Total Stipends: \$10500			
Instructional Staff Development Salaries & Wages	203-09	Activity 3.5.1	Substitutes: 105 teachers X 3 days X \$90/day = \$28,350	28,350.00		28,350
		Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions.				

Category/Object		Line Item	Calculation	Amount	In-Kind	Total
BTE Annual Update 2017	212	Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Fixed Charges Activity 3.5.1	Fixed charges @ total of 8.77% (FICA 7.65% + WC 1.12%)	3,407.15		3,407
Instructional Staff Development Contracted Services 271	205-09	Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Contracted Services Activity 3.5.1	Contracted Services: Consultant: \$3,375/day X 13 consultant days Location: Total: \$43,875.00	43,875.00		43,875
Instructional Staff Development Supplies	204-09	Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Supplies Activity 3.5.1	Training materials: PD Materials for Teacher Leaders 105 x \$65 = \$6825.00 Additional Resources and Supplies need for Building Instructional Leadership Training: \$1195 Total: \$8020	8,020.00		8,020

BTE Annual Update 2017

271

Anne Arundel County Public Schools

Category/Object		Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Other BTE Annual Update 2017	205-09	Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Other Activity 3.5.1	Hotel- \$450/hotel x 4 teachers= \$1,800 Airfare- \$550/airfare x 4 teachers= \$2,200 Conference Fees: \$1000 x 4 teachers (2 conferences x 1 teacher, one local)= \$4,000 Total:\$8000	8,000.00		8,000
	202-15	Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Travel & Conference Fees Activity 3.5.1	Hotel- \$450/hotel x 2 Mid-level PD staff= \$900 Airfare- \$550/airfare x 2 Mid-level PD staff= \$1100 Conference Fees: \$1000 x 2 Mid-level PD staff (2 conferences, one local)= \$2,000 Total:\$4,000	4,000.00		4,000.00
	202-15	Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Contracted Services Activity 3.5.1	Consultant: \$3,375/day X 4 consultant days = \$13,500 Facilities: Total: \$13,500	13,500.00		13,500

Category/Object		Line Item	Calculation	Amount	In-Kind	Total
BTE Annual Update 2017 Administrative & Supervisory Supplies	202-15	Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Supplies Activity 3.5.1	Training Materials: PD Materials for Administrators 36 x \$65 = \$2340	3,515.00		3,515
			Additional Resources and Supplies need for Building Instructional Leadership Training: \$1175 Total: \$3515			
Instructional Staff Development Salaries & Wages 273	202-15	Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Salaries Activity 3.5.2	Mentor Principal Stipends: \$45/hr x 26 First year APsX 20 hrs ea = \$23,400.00 \$45/hr x 13 Second year APsX 20 hrs ea = \$11,700.00 \$45/hr x 10 Second year Principals X 12 hrs ea = \$5,400.00 Total Stipends: \$40,500	40,500.00		40,500
			Fixed charges @ total of 8.50% (FICA 7.65% + WC .85%)			
Fixed Charges Anne Arundel County Public Schools	212	Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Fixed Charges Activity 3.5.2		3,551.85		3,552
					Subtotal	167,219
					Total Activity 3.5	167,219

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Fixed Charges	A system for auditing the quality of evaluation and support system Fixed Charges Activity 3.6	Fixed charges @ total of 8.77% (FICA 7.65% + WC 1.12%)			-
Instructional Staff Development Contracted Services	A system for auditing the quality of evaluation and support system Contracted Services Activity 3.6	Contracted Services: Location: Total:			-
Instructional Staff Development Supplies	A system for auditing the quality of evaluation and support system Supplies Activity 3.6	Training materials: Total:			-
Instructional Staff Development Other	A system for auditing the quality of evaluation and support system Other Activity 3.6	Travel: Conference Fees: Total:			-
Administrative & Supervisory Other	A system for auditing the quality of evaluation and support system Travel & Conference Fees Activity 3.6	Travel: Conference fee: Total:			-
Administrative & Supervisory Contracted Services	A system for auditing the quality of evaluation and support system Contracted Services Activity 3.6	Consultant: Facilities: Total:			-
Administrative & Supervisory Supplies	A system for auditing the quality of evaluation and support system Supplies Activity 3.6	Training Materials: Total:			-
				Subtotal	-
				Total Activity 3.6	-

BTE Annual Update 2017

274

Anne Arundel County Public Schools

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
BTE Annual Update 2017 Centralized Support Other Charges	Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, & recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders Other Charges Activity 3.7	Travel:			-
Centralized Support Contracted Services 275	Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, & recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders Contracted Services Activity 3.7	Contracted Services: Registration Fees =			-
Centralized Support Supplies Ann Arbor and County Public Schools	Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, & recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders Supplies Activity 3.7	Supplies: Recruitment resources			-
				Subtotal	-
				Total Activity 3.7	-

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
BTE Annual Update 2017				Total Costs of Activity 3.0	424,588
Instructional Staff Development Salaries & Wages	Developing & improving rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders Salaries Activity 4.1	Teacher Stipends: Presenters: Total Stipends:			-
Fixed Charges	Developing & improving rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders Fixed Charges Activity 4.1	Fixed charges @ total of 8.77% (FICA 7.65% + WC 1.12%)			-
Instructional Staff Development Contracted Services	Developing & improving rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders Contracted Services Activity 4.1	Contracted Services: Location: Total:			-
Instructional Staff Development Supplies	Developing & improving rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders Supplies Activity 4.1	Training materials: Total:			-
Instructional Staff Development Other	Developing & improving rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders Other Activity 4.1	Travel: Conference Fees: Total:			-
Administrative & Supervisory Other	Developing & improving rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders Travel & Conference Fees Activity 4.1	Travel: Conference fee: Total:			-

Category/Object	Line Item	Calculation	Amount	In-Kind
Administrative & Supervisory Contracted Services	Developing & improving rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders	Consultant:		
	Contracted Services	Facilities:		
	Activity 4.1	Total:		
Administrative & Supervisory Supplies	Developing & improving rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders	Training Materials:		
	Supplies	Total:		
	Activity 4.1			
		Subtotal		
		Total Activity 4.1		
Instructional Staff Development Salaries & Wages	Reducing class size to a level that is evidence based to the extent the State determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers	Teacher Salaries: 8 positions at avg pay of \$60,014.00 = \$480112	480,122.00	
	Salaries			
	Activity 4.2.1			
Fixed Charges	Reducing class size to a level that is evidence based to the extent the State determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers	Fixed charges @ total of 25% fixed rate, HC (21%), & Pension Admin Fee (\$155 X 8)	222,070.50	
	Fixed Charges			
	Activity 4.2.1			
			222,071	

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
				Subtotal	702,193
				Total Activity 4.2	702,193
BTE Annual Update 203-09 Instructional Staff Development Salaries & Wages	203-09 Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Salaries Activity 4.3.1	Teacher Stipends: \$37.50/entry for 85 candidates X 4 entries = \$12,750.00	12,750.00		12,750
278 Instructional Staff Development Salaries & Wages	203-09 Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Salaries Activity 4.3.1	Substitutes: 85 Substitutes X \$90/day = \$7,650 Presenters: Total Stipends: \$7650	7,650.00		7,650

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
BTE Annual Update 2017 Fixed Charges	212 Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Fixed Charges Activity 4.3.1	Fixed charges @ total of 8.77% (FICA 7.65% + WC 1.12%)	1,789.08		1,789
Instructional Staff Development Other	205-09 Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Other Activity 4.3.2	Travel: Conference Fees: 10 Teachers X \$100 each = \$1,000.00 Total: \$1,000	1,000.00		1,000
Administrative & Supervisory Other	202-16 Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Travel & Conference Fees Activity 4.3.2	Conference Fees: \$900 X 5 Admins for registrations = \$4500 Travel: \$950 X 5 admins for travel + \$4750	9,250.00		9,250.00

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
BTE Annual Update 2017 Instructional Staff Development Other	205-09 Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Other Activity 4.3.3	Travel: Travel and lodging fees for AP teachers attending institutes out of state. \$1,000.00 per teacher x 5 teachers = \$5000 Conference Fees: \$1,005.00/per teacher x 35 teachers = \$35175 Total: \$40175	40,175.00		40,175
Instructional Staff Development Salaries & Wages 280	203-09 Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Salaries Activity 4.3.4	Substitutes: 120 teachers x \$90/per day x 3 days = \$32,400 Total Stipends: \$32,400	32,400.00		32,400
Fixed Charges Anne Arundel County Public Schools	212.00 Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Fixed Charges Activity 4.3.4	Fixed charges @ total of 8.77% (FICA 7.65% + WC 1.12%)	2,841.48		2,841

Category/Object		Line Item	Calculation	Amount	In-Kind	Total
BTE Annual Salary Schedule 2017	203-09	Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders. Salaries Activity 4.3.5	Teacher Stipends: \$25/hr. x 4 hrs. x 50 teachers = \$5,000 Total Stipends: \$5,000	5,000.00		5,000
Fixed Charges 281	212	Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Fixed Charges Activity 4.3.5	Fixed charges @ total of 8.77% (FICA 7.65% + WC 1.12%)	438.50		439
Instructional Staff Development Other Anne Arundel County Public Schools	205-09	Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Other Activity 4.3.5	Travel: Conference Fees: 5 teachers x \$1865 = 9325 Total: \$9,325	9,325.00		9,325

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Administrative & Supervisory Other	202-16 Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Travel & Conference Fees Activity 4.3.5	Conference Fees: 2 administrators x \$2005 Travel: Total:\$4,010	4,010.00		4,010.00
Instructional Staff Development Salaries & Wages	203-09 Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Salaries Activity 4.3.6	Teacher Stipends: 39@\$500=\$19,500 (\$19,500. X 2= \$39,000.) 53 hours @ \$25 = \$1,325.00 150 Mentor Teachers @\$100 per intern placement = \$15,000. Total Stipends: \$55325	55,325.00		55,325
Instructional Staff Development Salaries & Wages	203-09 Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Salaries Activity 4.3.6	Substitutes: 127 days \$90=\$11,430.00 Presenters:	11,430.00		11,430
Fixed Charges	212.00 Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Fixed Charges Activity 4.3.6	Fixed charges @ total of 8.50% (FICA 7.65% + WC 1.12%)	5,854.41		5,854

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Other Annual Update 2017	205-09 Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Other Activity 4.3.6	Conference = \$2000 PDS Site Coordinator	2,000.00		2,000
Administrative & Supervisory Other	202-16 Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Travel & Conference Fees Activity 4.3.6	Travel: Conference fee: 2X\$2,000.00=\$4,000.00 PDS Site School Administrator and PDS Manager Total:	4,000.00		4,000.00
				Subtotal	205,238
				Total Activity 4.3	205,238
283 Instructional Staff Development Salaries & Wages	203-09 Developing & providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science Salaries Activity 4.11.1	Substitutes: \$90/participant/day 4 PD Dates 125 Total Substitutes: \$45,000	45,000.00		45,000
Anne Arundel County Public Schools Instructional Staff Development Salaries & Wages	203-09 Developing & providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science Salaries Activity 4.11.1	Stipends: 4 hours X \$25/hour X 170 participants = \$17,000	17,000.00		17,000

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Fixed Charges BTPE Annual Update 2017	212 Developing & providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science Fixed Charges Activity 4.11.1	Fixed charges @ total of 8.50% (FICA 7.65% + WC 1.12%)	5,437.40		5,437
Instructional Staff Development Contracted Services	205-09 Developing & providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science Contracted Services Activity 4.11.1	Contracted Services: \$20,000/Day X 2 Days/PD X 2 PD Dates = \$80,000 \$75/ Participant 166 Participants = \$12,450 YouCubed: Mathematical Mindset Course (approx. 16 hours) \$75/ Participant 166 Participants = \$12,450 YouCubed: How to Learn Math for Teachers (approx. 16 hours) Travel: (Flight (SFO-BWI) Hotel Car Rental Food) \$2000/PD X 2 PD Dates = \$4000 Total: \$108,900	108,900.00		108,900
284 Administrative & Supervisory Contracted Services	202-16 Developing & providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science Contracted Services Activity 4.11.1	Contracted Services: \$75/ Participant 1 Participants = \$75 YouCubed: Mathematical Mindset Course (approx. 16 hours)	75.00		75
Administrative & Supervisory Contracted Services	202-16 Developing & providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science Contracted Services Activity 4.11.1	Contracted Services: \$75/ Participant 3 Participants = \$225 YouCubed: Mathematical Mindset Course (approx. 16 hours)	225.00		225

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Other Budget Fiscal Year Update 2017	204-09	Travel: \$440/participant 26 participants = \$11,440 NCSM Total:\$11440	11,440.00		11,440
Administrative & Supervisory Other	202-15	Travel: Conference fee:\$440/participant 3 participants = \$1,320 NCSM Total:1320	1,320.00		1,320.00
285 Administrative & Supervisory Other	202-16	Travel: Conference fee:\$440/participant 1 participants = \$440 NCSM	440.00		440.00
				Subtotal	189,837
				Total Activity 4.11	189,837
				Total Costs of Activity 4.0	1,097,268.37

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Transfers	2030405-07	<p>Mandatory allocation for participating non-public schools. FY17 mandatory allocation for participating private schools, based on the total grant allocation of \$1685781 District enrollment 81379+ Non-public enrollment 6140 = 87519</p> <p>\$1,685,781 (district allocation)</p> <p>\$1,636,681 (amount district is using for pd) divided by 87519 (the total of projected non-public school students + projected public school students) = \$18.70 per pupil.</p> <p>\$18,700086016 per pupil x 6,140 non-public school students = \$114,824</p>	114,824.00		114,824
				Subtotal	114,824
				Total Costs of Activity 6.0	114,824
Business Support Transfers - Indirect Fee	201-22	<p>AACPS Indirect fee charged for grant administration (based on 3%) \$1,685,781/1.03= \$1,636,680</p> <p>\$1,685,781 - \$1,636,681= \$49,100</p> <p>Total: \$49,100</p>			49,100
		FY18 Subtotal			1,685,780.40
				FICA & WC Breakdown	

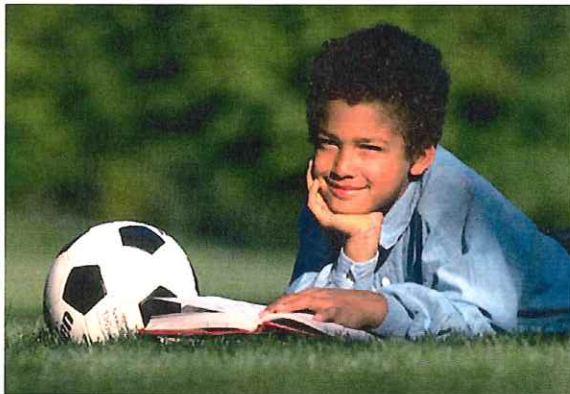
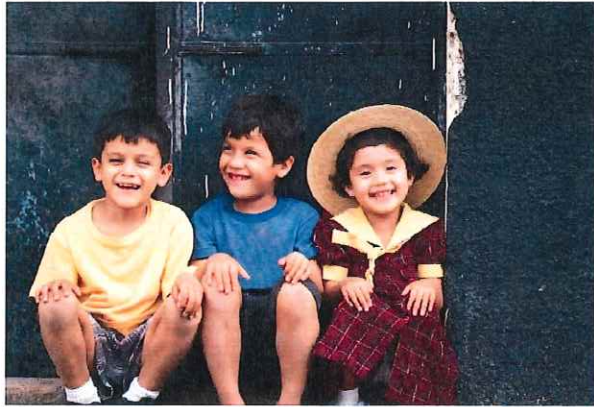
**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	10/02/17
GRANT NAME	Improving Teacher Quality, Title IIA	GRANT RECIPIENT NAME	Anne Arundel County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	Title II, Part A	RECIPIENT AGENCY NAME	Anne Arundel County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2017	6/30/2019	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						49,100.00	49,100.00
Prog. 23 Centralized Support				7,650.00			7,650.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal	40,500.00	13,500.00	3,515.00	7,320.00			64,835.00
Prog. 16 Inst. Admin. & Supv.		300.00		17,700.00			18,000.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	480,122.00						480,122.00
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						114,824.00	114,824.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	431,175.00	157,775.00	9,270.00	84,593.00			682,813.00
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				268,437.00			268,437.00
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	951,797.00	171,575.00	12,785.00	385,700.00	0.00	163,924.00	1,685,781.00

Finance Official Approval	Marlene Durholz	<i>M. Durholz</i>	10/10/17	410-222-5204
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	George Arlotto, Ed.D	<i>G. Arlotto</i>	10-12-17	410-222-5304
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

ATTACHMENT 10



**Every Student Succeeds Act
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: Anne Arundel County **Fiscal Year 2018**

Final Amount: \$644,487.00

***SUPPLEMENT, NOT SUPPLANT [SEC. 3115(g)]:** Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.*

A. REQUIRED ACTIVITIES [SEC. 3115(c)]: An eligible entity receiving funds under section 3114(a) **must** use the funds in the required activities before spending funds in the authorized activities.

1. To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [section 3115(c)(1)].

Required Activities	<p align="center">Descriptions</p> <p>Please address each item (a-d) in your activity descriptions.</p> <p>a) outcome and brief description of the services</p> <p>b) timelines or target dates</p> <p>c) outcome linked to the EL indicator(s) detailed in the 2017 Master Plan</p> <p>d) services to nonpublic schools</p>	Public School Costs	Nonpublic Costs
1.1 Improving the English language proficiency and academic achievement of ELs [section 3115(c)(1)].	<p>1.1.1</p> <p>a) Create instructional units and purchase supporting materials for the GED Option Pilot and Career Pathway students in the Newcomer Program. These units are supplemental to the existing career pathway and academic content courses offered in the Newcomer Program.</p> <p>Description Create instructional units for Career Literacy in food service, child care, and landscape management to supplement the GED Pilot Option in the Newcomer Program. Materials to include readable texts, industry texts, supplemental industry guides and texts, etc.</p>	<p>Stipend: 3 teachers x 15 days x \$200/day for resource review and curriculum development = \$9,000</p> <p>Fixed Charges: \$9,000 x .0877 = \$789</p> <p>MOI: Resources for career literacy and</p>	

	<p>b) Feb 2018 - Sept 2019 c) Goal I, Obj. 2, Strategy 6 d) No participating non-public schools</p>	<p>GED preparation = \$2,000</p> <p>Transportation = \$3,500 Field trips to support the career pathways, supplementing the curriculum with real world connections and application-to occur during the school day and after school, including visits to local elementary schools for the child care program, local nurseries for the landscape program, and restaurant/hotels for the food service program.</p> <p>Total 1.1.1 = \$15,289</p>	
	<p>1.1.2 a) Facilitate Joven Noble and Xinachtli character development/social emotional support programs.</p> <p>Description Social/emotional health is crucial to academic success. Joven Noble and Xinachtli programs support students in self expression and language development through character development education. The 12 session curriculum provides culturally based discussions to address cultural adjustment, character, responsibility, and personal values. These sessions help students to adjust to the expectations of the new culture, allowing social/emotional support to those who have experienced trauma, are experiencing</p>	<p>Stipend: 2 facilitators x 12 sessions x 2 hrs per session x \$25/hr x 10 groups = \$12,000 Fixed Charges: \$12,000 x .0877 = \$1,052</p> <p>Stipend: 1 program coordinator x 10 hrs per semester x 2 semesters x \$25/hr = \$500 Fixed Charges = \$44</p> <p>MOI: craft materials,</p>	

	<p>family reunification, or are struggling with school success.</p> <p>b) Feb 2018 - Sept 2019 c) Goal I, Obj. 2, Strategy 6 d) No participating non-public schools</p>	<p>certificates, National Compadres Network bracelets, admission cost for field trips, Bridging Ceremony snacks = \$1,500</p> <p>Transportation = field trips to local sites to encourage family and group cohesion - \$300 per trip x 10 groups = \$3,000</p> <p>Total 1.1.2 = \$18,096</p>	
	<p>1.1.3 a) Provide supplemental staffing to Title I summer programs for English learners</p> <p>Description Provide supplemental Bilingual Facilitator And ESOL staffing for Title I summer programs. Staffing will focus on beginner level students' oral language development, concepts of print, early reading strategies, and empowering parents as the first teachers.</p> <p>b) July 2018 c) Goal I, Obj. 2, Strategy 6 d) No participating non-public schools</p>	<p>Stipends: 2 bilingual facilitators x @ \$25/hr. for 6 hrs./day for 22 days = \$6,600 fixed charges = \$579</p> <p>6 ESOL teachers @ \$25/hr for for 6 hrs./day for 22 days = \$19,800 fixed charges = \$1,736</p> <p>Total 1.1.3 = \$28,715</p>	
	<p>1.1.4 a) Provide supplemental summer programs for middle and high school English learners</p> <p>Description</p>	<p>Stipends: 2 bilingual facilitators x @ \$25/hr. for 6 hrs./day for 22 days = \$6,600</p>	

	<p>Provide supplemental summer programs for middle and high school students at 4 locations. Programs will use project based learning units to strengthen students' academic language and communication skills. Students in grades 9-12 will have opportunities to earn original credit toward graduation in two content areas. Matching fund grants paid to support EL tuition costs for existing summer school program.</p> <p>b) July 2018 c) Goal I, Obj. 2, Strategy 6 d) No participating non-public schools</p> <p>1.1.5 a) Plan and implement extended day activities for elementary and secondary English learners.</p> <p>Description Provide supplemental instructional and cultural activities for ELL students at elementary</p>	<p>fixed charges = \$579</p> <p>6 ESOL teachers @ \$25/hr for for 6 hrs./day for 22 days = \$19,800 fixed charges = \$1,736</p> <p>Transportation for one field trip per program x 4 programs @ \$600 per trip = \$2,400</p> <p>Transportation to Summer School sites from satellite schools: 2 buses x 22 days @ \$250/day = \$11,000</p> <p>Stipend for Content teacher for Summer School 23 days for 7.5 hours @ \$25 per day = \$4,313</p> <p>Fixed Charges = 378</p> <p>MOI: project materials, field trip admission costs \$1,500</p> <p>Total 1.1.4 = \$48,306</p> <p>Stipends for 20 teachers @ \$25/hr. for 50 hrs. = \$25,000 Fixed Charges = \$2,193</p>	
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	<p>schools, focused on increasing English language proficiency and academic achievement. Schools submit applications identifying need, outcomes, activities and budget. Extended day activities will target all four language domains: listening, speaking, reading and writing.</p> <p>b) Feb 2018 - Sept 2019</p> <p>c) Goal I, Obj. 2, Strategy 6</p> <p>d) No participating non-public schools</p>	<p>MOI = \$4,000</p> <p>Teaching supplies, student school supplies, lending library books, project materials</p> <p>Transportation = \$1,750</p> <p>5 trips @ \$350/trip</p> <p>Provide transportation for "extended day" field trips & Saturday School to include visits to local colleges and universities, as well as cultural experiences to build background knowledge</p> <p>1.1.5 Total = \$32,943</p> <p>Salary = \$64,391</p> <p>1.0 FTE</p> <p>Fixed Charges = \$16,098</p> <p>Medical = \$12,600</p> <p>Pension Fee = \$155</p> <p>1.1.6 Total = \$93,244</p>	
	<p>1.1.6</p> <p>a) Provide an International Student Services Newcomer Social Worker dedicated to newcomer secondary students.</p> <p>Description</p> <p>Provide social work support to secondary English learners and their families including referral to social services, educational services, acculturation, stress management, and mental health services, etc. This position is dedicated to providing bilingual counselor groups on a monthly basis to ESOL 1 students across the school system and follow up to families. This is in addition to the support provided by the system funded PPWs and social workers.</p> <p>b) Feb 2018 - Sept 2019</p> <p>c) Goal I, Obj. 2, Strategy 6</p> <p>d) Non-public schools invited</p>		

2. To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [section 3115(c)(2)].

Effective professional development shall be of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher [section 3115(c)(2)(D)].

<p>2.1 Providing for professional development designed to improve the instruction and assessment of ELs [section 3115(c)(2)(A)].</p>	<p>2.1.1 a) Provide a full-time resource teacher who will act as a coach and mentor to all teachers, but with a primary focus on non-tenured English language acquisition teachers. The resource teacher will ensure that newly hired teachers have a strong understanding of curriculum, deliver model lessons, and collaboratively plan to ensure quality English language development instruction.</p> <p>Description Research based professional development will be varied and differentiated to meet he needs of a variety of audiences. b) Feb 2018 - Sept 2019 c) Goal I, Obj. 2, Strategy 6 d) Non-public schools invited</p> <p>2.1.2 a) Design, develop and facilitate professional development sessions for newly hired ESOL teachers related to improving overall literacy and achievement of ELL students, such as the WIDA Framework, differentiating for language, cultural competence, paperwork compliance, screening and assessment, best practices, etc.</p> <p>Description Research based professional development will be varied and differentiated to meet the needs of a variety of audiences. b) Feb 2018 - Sept 2019 c) Goal I, Obj. 2, Strategy 6 d) Non-public schools invited</p>	<p>Estimated salary = \$66,018</p> <p>Fixed Charges = \$16,505</p> <p>Medical = \$12,600</p> <p>Pension Fee = \$155</p> <p>2.1.1 Total = \$95,278</p> <p>Stipend 10 new teachers x \$25/hr. x 9 sessions x 2 hours = \$4,500 Fixed charges = \$395</p> <p>MOI = \$1,500 WIDA Standards books, laminating and poster supplies</p> <p>2.1.2 Total = \$6,395</p>	
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<p>2.2 Providing for professional development designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs [section 3115(c)(2)(B)].</p>	<p>2.2.1 a) Provide ongoing professional development workshops for staff working with international families (Unit V bilingual facilitators, registrars, International Welcome Center staff) focused on topics related to family and community outreach, best practices for parent involvement, community resources, translation, interpretation, immigration trends, etc. to enable more effective outreach to families and overall academic achievement of students as measured by the number of families involved in outreach programs and satisfaction surveys.</p> <p>Description The Office of School and Family Partnerships will provide ongoing professional development for bilingual facilitators (instructional staff), including Community Interpreter and Cultural Competence. Bilingual facilitators also engage in professional learning with school staff and ESOL staff. b) Feb 2018 - Sept 2019 c) Goal I, Obj. 2, Strategy 6 d) Non-public schools invited</p>	<p>Registration for 2 Unit V bilingual facilitators, interpreter for the Community Interpreter Class @ \$720 per person = \$1,440</p> <p>Stipend for bilingual facilitators to attend professional development sessions 17 bilingual facilitators x 2 sessions x 2 hrs. x \$25/hr. = \$1,700 Fixed charges = \$149</p> <p>Registration for 25 (Unit I) teachers, 25 (Unit V bilingual facilitators and International Welcome Center staff, 5 Unit IV student services staff) to attend the MELLFIN Conference. 55 registrations @ \$60 each = \$3,300</p> <p>Registration, travel and/or lodging for 2 Unit V specialists (2 IWC registrar, IWC Parent Outreach, and/or two bilingual facilitators, interpreters @ \$650 per request = \$1,300</p>	
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		<p>2.2.1 Total = \$7,889</p> <p>Stipends for 800 participants @ \$25/hr. for a 3 hour session = \$60,000 Fixed Charges = \$5,262</p> <p>Substitutes = 150 days x \$90/day = \$13,500 Fixed Charges = \$1,184</p> <p>MOI = \$3,000 book study books (Enrique's Journey, Distance Between Us, Critical Vocabulary of the Common Core, Becoming Dr. Q, Spare Parts, etc.)</p> <p>2.2.2 Total = \$82,946</p>	
	<p>2.2.2</p> <p>a) Design, develop and facilitate professional development sessions for teachers, administrators, support staff, etc. focused on topics related to differentiating instruction for ELL students, such as the WIDA Framework, differentiating for language, cultural competence, book studies, best practices, etc.</p> <p>Description Research based professional development will be varied and differentiated to meet the needs of a variety of audiences. b) Feb 2018 - Sept 2019 c) Goal I, Obj. 2, Strategy 6 d) Non-public schools invited</p>	<p>2.2.3</p> <p>a) Provide support for ESOL teachers, bilingual facilitators, classroom teachers and mid-level administrators to attend local and/or national conferences including the National WIDA Conference, International TESOL Conference, NABE MELLFIN, ASCD etc. Attendance at conferences increases the expertise and capacity of AACPS staff to better deliver services, allowing attendees to share new local and national information through professional development sessions.</p> <p>Description AACPS uses conference attendance as one part of its plan for ongoing professional learning,</p>	<p>Registration, travel and/or lodging for 5 Unit I teachers and 3 Unit 2 coordinators at the WIDA Conference and/or other training @ \$2,300 per request = \$18,400</p> <p>Registration for 25 teachers at MDTESOL @ \$105 = \$2625</p>

	<p>staying current in research-based best practices and programs. Conference attendees will disseminate information from conferences in team meetings, local professional development sessions or via electronic presentations.</p> <p>b) Feb 2018 - Sept 2019</p> <p>c) Goal I, Obj. 2, Strategy 6</p> <p>d) Non-public schools invited</p>	<p>2.2.3 Total = \$21,025</p>	
<p>2.3 Providing for professional development effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs [section 3115(c)(2)(C)].</p>	<p>2.3.1</p> <p>a) Provide support for teachers of ELs to develop knowledge surrounding effective program models for English Language Development, including sheltered instruction and dual language instruction. To examine how each instruction supports English language development. To include participation in seminars, conference and online courses offered by organizations such as NABE and CAL.</p> <p>b) Feb 2018 - Sept 2019</p> <p>c) Goal I, Obj. 2, Strategy 6</p> <p>d) Non-public schools invited</p>	<p>Registration for SIOP Trainer of Trainers 2 x \$1500 = \$3,000</p> <p>Registration for online CAL courses on SIOP and Dual Language 25 x \$125 = \$3,125</p> <p>2.3.1 Total = \$6,125</p>	
<p>3. To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs [section 3115 (c)(3)].</p>			
<p>3.1 Providing parent, family, and community engagement activities that may include strategies that serve to coordinate and align related programs [section 3115(c)(3)].</p>	<p>3.1.1</p> <p>a) Provide school-based parent education and community outreach to families of English learners.</p> <p>Description</p> <p>Provide a school-related curriculum that gives parents tools for supporting their children and students to increase English language proficiency and overall academic achievement of their children. Approximately 40 individual parent programs will be funded through this activity.</p> <p>b) Feb 2018 - Sept 2019</p> <p>c) Goal I, Obj. 2, Strategy 6</p> <p>d) Non-public schools invited</p>	<p>Stipend: 40 programs x 50 hrs each x \$25/hr = \$50,000</p> <p>Fixed Charges: \$50,000 x .0877 = \$4,385</p> <p>Transportation: \$3,000 for field trip buses</p> <p>MOI: \$8,000 for snacks (no more than \$2.50/per person), craft materials,</p>	

		parent lending library books, book giveaways for Leamos Juntos, math manipulatives for take-home kits Total 3.1.1 = \$65,385	
	3.1.2 a) Provide one full time Bilingual Family and Community Outreach Facilitator to the Office of School and Family Partnerships to coordinate increased outreach in order to maintain connections between home, school and community. Supports AACPS in sharing resources and school system information with language minority families. Description Provide supplemental parent education programs for families of English learners. b) Feb 2018 - Sept 2019 c) Goal I, Obj. 2, Strategy 6 d) Non-public schools invited	Salary = \$59,863 1.00 FTE Fixed Charges = \$14,966 Medical = 12,600 Admin Pension Fee = \$155 Total 3.1.2 = \$87,584	
	3.1.3 a) Provide system level activities offered by the Office of School and Family Partnerships, Office of English Language Acquisition, and the International Welcome Center for English learner family's pre K-12 to increase opportunities and remove barriers (such as child care and transportation) for international parent involvement. Description Provide system wide instructional and cultural activities for families of English learners to include, but not limited to: <input type="checkbox"/> AACPS-TV Bilingual Parent Programming <input type="checkbox"/> International Parent & Community	Stipends 20 educators @ \$25/hr. for 6 sessions at 2 hr/session = \$6,000 Fixed Charges = \$526 MOI = \$2,000 Snacks for parent nights, reference books, materials for trainer preparation, children's book giveaways Transportation = \$500	

	Leadership Academy (IPCLA) & follow-up <input type="checkbox"/> International Parent Advisory Board <input type="checkbox"/> International Family Orientations <input type="checkbox"/> International Mother's Day <input type="checkbox"/> The Big Read – Chesapeake Children's Museum outreach program <input type="checkbox"/> African & Asian Outreach Events <input type="checkbox"/> Family Involvement Conference b) Feb 2018 - Sept 2019 c) Goal I, Obj. 2, Strategy 6 d) Non-public schools invited	Bus to the Family Involvement Conference (transportation is not provided for non-EL families) Total 3.1.3 = \$9,026	
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**ATTACHMENT 10: TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT**

Local School System: Anne Arundel County **Fiscal Year 2018**

SUPPLEMENT, NOT SUPPLANT [SEC. 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

B. AUTHORIZED ACTIVITIES [SEC. 3115(d)]: An eligible entity receiving funds under section 3114(a) may use the funds to achieve any of the authorized activities. *(Please note that the entity must utilize Title III funds to support A. Required Activities prior to allocating funds for B. Authorized Activities.)*

4. To improve the education of ELs by assisting the children to learn English and meet the challenging State academic standards [section 3115(a)].			
Authorized Activities	Descriptions Please address each item (a-d) in your activity descriptions. a) outcome and brief description of the services b) timelines or target dates c) outcome linked to the EL indicator(s) detailed in the 2017 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Costs
4.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].			
4.2 Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].	4.2.1 a) Purchase supplemental emerging technologies for use by ELL students and ESOL teachers to increase access to resources for increasing background knowledge, as well as technical job related skills for information processing and publishing. NB: These technologies will supplement technology provided by the school system. <u>Description</u> These supplemental technologies may include laptops, interactive reading technologies,	Materials/Sensitive Items: = \$9,560 May include laptops, interactive white boards, document cameras, LCD projectors, iPads, software licenses,	Materials, supplemental texts, online subscriptions to support non-public students after

	<p>interactive white boards, document cameras, LCD projectors,, iPads, software licenses, supplemental textbooks, etc. First priority will be to provide technology in a newcomer center and family outreach center.</p> <p>b) Feb 2018 - Sept 2019</p> <p>c) Goal I, Obj. 2, Strategy 6</p> <p>d) Non-public schools invited</p>	<p>supplemental textbooks, etc.</p> <p>4.2.1. Total = \$9,560</p>	<p>on-going consultation with schools : = \$500</p>
4.3 Providing to ELs tutorials and academic or career and technical education [section 3115(d)(3)(A)].			
4.4 Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services. [section 3115(d)(4)].			
4.5 Improving the instruction of ELs, which may include ELs with a disability, by providing for the acquisition or development of educational technology or instructional materials; access to, and participation in, electronic networks for materials, training, and communication; and incorporation of the resources described above into curricula and programs [section 3115(d)(7)].			
4.6 Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education [section 3115(d)(8)].	<p>4.6.1</p> <p>a) Provide instructional support to ELs through partnership with AACC and distance/online courses through Florida Virtual School that engage secondary students in academic and linguistic preparation for post-secondary education. Courses are specific to the career and academic needs of ELs.</p>	<p>Stipends to support teacher preparation for program support 2 teachers x 10 hrs @\$25</p>	

	b) Feb 2018 - Sept 2019 c) Goal I, Obj. 2, Strategy 6 d) Non-public schools invited	=\$500 Fixed charges = \$44 Registration, tuition, and materials costs: 10 students @ \$300 each = \$3,000 Total: \$3,544	
5. To provide community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families [section 3115(d)(6)].			
5.1 Providing programs to improve the English language skills of ELs [section 3115(d)(6)(A)].			
5.2 Providing programs to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].			
6. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>Every Student Succeeds Act</i> [section 3115(d)(9)].			
6.1 Carrying out other activities that are consistent with the purposes of this section [section 3115(d)(9)].			

C. ADMINISTRATIVE EXPENSES [SEC. 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may use **not more than 2 percent** of such funds for the cost of administering this subpart.

7. Administrative Expenses		Public School Costs	Nonpublic Costs
7.1 Each eligible entity receiving funds under section 3114(a) for a fiscal year may use not more than 2 percent of such funds for the cost of administering this subpart [section 3115(b)].	Total Grant \$644,487/1.02 = \$631,850; \$644,487 - \$631,850 = \$12,637	\$12,637	
TOTAL TITLE III-A (EL FUNDING) AMOUNT		\$643,987	\$500

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-A on page 13 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.

Attachment 6-A was not required for submission by the LEA.

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;

The ELA Office participates in an annual meeting with non-public schools and consults with interested private schools on an as needed basis.

- b) The basis for determining the needs of private school children and teachers;

Students enrolled in private school who may be eligible for Title III support are invited to take the WIDA WAPT screening assessment in order to determine English proficiency level. Upon determination of need, private school staff are invited to participate in training and to receive curricular support.

- c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and

Services are decided by the Office of English Language Acquisition, in collaboration with stakeholders, and in consideration of the requirements of ESSA.

- 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.)

The public school and private school teachers of English learners may receive the same professional development and curriculum support in order to meet the language development of ELs. Direct English Language Development instruction is provided by AACPS ELA teachers in public schools and is provided by private school staff in private schools.

3. ATTACH WRITTEN AFFIRMATION (e.g., meeting dates, agenda, sign-in sheets, letters/forms, etc.) for the school year 2016 – 2017 that a meeting(s) occurred with nonpublic school representative(s) regarding Title III services. **DOCUMENTATION**

SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 10: TITLE III, PART A.

See attached documentation.

E. BUDGET INFORMATION AND NARRATIVE

1. **COMPLETE** a detailed BUDGET on the MSDE Title III-A proposed budget form (**C-1-25**). The proposed budget must reflect how the funds will be spent and organized according to the budget objectives, and correlated to the activities and costs detailed in Attachment 10: Title III, Part A. MSDE budget forms are available through the local finance officer or at the MSDE *Bridge to Excellence Master Plan* Web Site at: WWW.MARYLANDPUBLICSCHOOLS.ORG.
2. **Provide a detailed budget narrative** using “Guidance for Completion of the Budget Narrative for Individual Grants” (pp. 4-7 of this guidance document). The accompanying budget narrative should (a) detail how the school system will use Title III-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title III-A program and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

ASSURANCE PAGE

F. Attach the signed required assurance page with the final submission.

Title III, Part A - Budget FY 2018
English Language Acquisition, Language Enhancement, and Academic Achievement

Category/ Program	Object	Activity	Line Item	Calculation	Amount
203/02	(1) salaries	1.1.1	Stipends (3 teachers)	3 teachers x 15 days x \$200/day for resource review and curriculum development	\$9,000
212	(4) other	1.1.1	Fixed charges	8.77% of total stipend amount	\$789
204/02	(3) supplies	1.1.1	Supplies/Materials	MOI: Resources for career literacy and GED preparation = \$2,000	\$2,000
209/02	(2) contracted	1.1.1	Transportation	Field trips to support the career pathways	\$3,500
		1.1.1 Total			\$15,289
203/02	(1) salaries	1.1.2	Stipends (2 facilitators)	2 facilitators x 12 sessions x 2 hrs per session x \$25/hr x 10 group	\$12,000
212	(4) other	1.1.2	Fixed charges	8.77% of total stipend amount	\$1,052
203/02	(1) salaries	1.1.2	Stipends (1 program coordinator)	1 program coordinator x 10 hrs per semester x 2 semesters x \$25/hr	\$500
212	(4) other	1.1.2	Fixed charges	8.77% of total stipend amount	\$44
204/02	(3) supplies	1.1.2	Supplies/Materials	MOI: craft materials, certificates, National Compadres Network bracelets, admission cost for field trips, Bridging Ceremony snacks	\$1,500
209/02	(2) contracted	1.1.2	Transportation	Field trips to local sites to encourage family and group cohesion	\$3,000
		1.1.2 Total			\$18,096
203/02	(1) salaries	1.1.3	Stipends (2 bilingual facilitators)	2 bilingual facil x 6 hrs x 22 days x \$25/hr	\$6,600
212	(4) other	1.1.3	Fixed charges	8.77% of total stipend amount	\$579
203/02	(1) salaries	1.1.3	Stipends (6 teachers)	6 @ \$25/hr for 6hr/day for 22 days	\$19,800
212	(4) other	1.1.3	Fixed charges	8.77% of total stipend amount	\$1,736
		1.1.3 Total			\$28,715
203/02	(1) salaries	1.1.4	Stipends (2 bilingual facilitators)	2 bilingual facil x 6 hrs x 22 days x \$25/hr	\$6,600
212	(4) other	1.1.4	Fixed charges	8.77% of total stipend amount	\$579
203/02	(1) salaries	1.1.4	Stipends (6 teachers)	6 @ \$25/hr for 6hr/day for 22 days	\$19,800
212	(4) other	1.1.4	Fixed charges	8.77% of total stipend amount	\$1,736
209/02	(2) contracted	1.1.4	Transportation	Transportation for one field trip per program x 4 programs @ \$600 per trip	\$2,400
209/02	(2) contracted	1.1.4	Transportation	Transportation to Summer School sites from satellite schools: 2 buses x 22 days @ \$250/day	\$11,000
203/02	(1) salaries	1.1.4	Stipends (content teachers)	23 days for 7.5 hours @ \$25 per day	\$4,313
212	(4) other	1.1.4	Fixed charges	8.77% of total stipend amount	\$378
204/02	(3) supplies	1.1.4	Supplies/Materials	Project materials, field trip admission costs	\$1,500
		1.1.4 Total			\$48,306
203/02	(1) salaries	1.1.5	Stipends (20 teachers)	20 x \$25/hr. x 50 hrs.	\$25,000
212	(4) other	1.1.5	Fixed charges	8.77% of total stipend amount	\$2,193
204/02	(3) supplies	1.1.5	Supplies/Materials	Teaching supplies, student school supplies, lending library books, project materials	\$4,000
209/02	(2) contracted	1.1.5	Transportation	5 trips @ \$350/trip Provide transportation for "extended day" field trips & Saturday School	\$1,750
		1.1.5 Total			\$32,943
207	(1) salaries	1.1.6	Salaries (1.0 FTE ISSO Social Worker)	1 FTE @ \$64,391	\$64,391
212	(4) other	1.1.6	Fixed Charges	25% of total salary	\$16,098
212	(4) other	1.1.6	Medical	Healthcare \$12,600 and Pension Admin fee \$155	\$12,755
		1.1.6 Total			\$93,244
203/02	(1) salaries	2.1.1	Salaries (1.0 FTE Resource Teacher)	1 FTE @ \$66,018	\$66,018

Title III, Part A - Budget FY 2018
English Language Acquisition, Language Enhancement, and Academic Achievement

Category/ Program	Object	Activity	Line Item	Calculation	Amount
212	(4) other	2.1.1	Fixed Charges	25% of total salary	\$16,505
212	(4) other	2.1.1	Medical	Healthcare \$12,600 and Pension Admin fee \$155	\$12,755
		2.1.1 Total			\$95,278
203/02	(1) salaries	2.1.2	Stipends (10 participants)	10 new teachers x \$25/hr. x 9 sessions x 2 hours	\$4,500
212	(4) other	2.1.2	Fixed Charges	8.77% of total stipend amount	\$395
204/02	(3) supplies	2.1.2	Supplies/Materials	WIDA Standards books, laminating and poster supplies	\$1,500
		2.1.2 Total			\$6,395
205/02	(4) other	2.2.1	Professional Development	Registration for 2 Unit V facilitators @ \$720 per person	\$1,440
203/02	(1) salaries	2.2.1	Stipends	17 facilitators x 2 sessions x 2 hrs x \$25/hr	\$1,700
212	(4) other	2.2.1	Fixed charges	8.77% of total stipend amount	\$149
205/02	(4) other	2.2.1	Registration for 30 (Unit I) teachers, 25 (Unit V bilingual facilitators and International Welcome Center staff, 10 Unit IV student services staff) to attend the MELLFIN Conference	55 x \$60 per request	\$3,300
205/02	(4) other	2.2.1	Registration, travel and/or lodging for 2 Unit V specialists (2 IWC registrar, IWC Parent Outreach, and/or two bilingual facilitators, interpreters	2 x \$650 per request	\$1,300
		2.2.1 Total			\$7,889
203/02	(1) salaries	2.2.2	Stipends (800 participants)	800 @ \$25/hr for 3 hour session	\$60,000
212	(4) other	2.2.2	Fixed charges	8.77% of total stipend amount	\$5,262
203/02	(1) salaries	2.2.2	Substitutes	150 days x \$90/day	\$13,500
212	(4) other	2.2.2	Fixed charges	8.77% of total stipend amount	\$1,184
204/02	(3) supplies	2.2.2	Supplies/Materials	Book study books (Enrique's Journey, Distance Between Us, Critical Vocabulary of the Common Core, Becoming Dr. Q, Spare Parts, etc.)	\$3,000
		2.2.2 Total			\$82,946
205/02	(4) other	2.2.3	Registration, travel and/or lodging for 5 Unit I teachers to the WIDA Conference and/or other training	5 x \$2,300 per request	\$11,500
202/16	(4) other	2.2.3	Registration, travel and/or lodging for 3 Unit 2 coordinators at the WIDA Conference and/or other training	3 x \$2,300 per request	\$6,900
205/02	(4) other	2.2.3	Registration for 25 teachers at MDTESOL @ \$105	25 x \$105 per request	\$2,625
		2.2.3 Total			\$21,025
205/02	(4) other	2.3.1	Registration for SIOP Trainer of Trainers	2 x \$1500	\$3,000
205/02	(4) other	2.3.1	Registration for online CAL courses on SIOP and Dual Language	25 x \$125	\$3,125
		2.3.1 Total			\$6,125
203/02	(1) salaries	3.1.1	Stipends	40 @ \$25/hr for 50 hours	\$50,000
212	(4) other	3.1.1	Fixed charges	8.77% of total stipend amount	\$4,385
209/02	(2) contracted	3.1.1	Transportation	Buses for parents & field trip buses	\$3,000
204/02	(3) supplies	3.1.1	Supplies/Materials	Snacks (no more than \$2.50/per person), craft materials, parent lending library books, book giveaways for Leamos Juntos, math manipulatives for take-home kits	\$8,000

Title III, Part A - Budget FY 2018
English Language Acquisition, Language Enhancement, and Academic Achievement

Category/ Program	Object	Activity	Line Item	Calculation	Amount
		3.1.1 Total			\$65,385
203/02	(1) salaries	3.2.5	Salaries (1 fulltime Parent Outreach)	1 FTE @ \$59,863	\$59,863
212	(4) other	3.2.5	Fixed Charges	25% of total salary	\$14,966
212	(4) other	3.2.5	Medical	Healthcare \$12,600 and Pension Admin fee \$155	\$12,755
		3.2.5 Total			\$87,584
203/02	(1) salaries	3.1.3	Stipends (20 educators)	20 x \$25/hr. x 6 x 2 hr. sessions	\$6,000
212	(4) other	3.1.3	Fixed charges	8.77% of total stipend amount	\$526
204/02	(3) supplies	3.1.3	Supplies/Materials	Snacks for parent nights, reference books, materials for trainer preparation, children's book giveaways	\$2,000
209/02	(2) contracted	3.1.3	Transportation	Bus Service	\$500
		3.1.3 Total			\$9,026
204/02	(3) supplies	4.2.1	Emerging Technologies & Supplies	Materials	\$9,560
		4.2.1 Total			\$9,560
203/02	(1) salaries	4.6.1	Stipends	Support teacher preparation for program support 2 teachers x 10 hrs @\$25	\$500
212	(4) other	4.6.1	Fixed charges	8.77% of total stipend amount	\$44
205/02	(2) contracted	4.6.1	Registration, tuition, and materials costs:	10 students @ \$300 each = \$3,000	\$3,000
		4.6.1 Total			\$3,544
203-205/07	(8) Transfers	4.2.1	Supplies for non-public students	Materials	\$500
		4.2.1 Total			\$500
201/22	(8) Transfers	Business Support	AACPS Indirect Fee - Title IIIA	2% of grant award. Total Grant \$644,487/1.02 = \$631,850; \$644,487 - \$631,850 = \$12,637	\$12,637
		Business Support Total			\$12,637
		Grand Total			\$644,487

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	10/06/17
GRANT NAME	Title III, Part A (ELLA)	GRANT RECIPIENT NAME	Anne Arundel County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2017	9/30/2019	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						12,637.00	12,637.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.				6,900.00			6,900.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	365,694.00	3,000.00	33,060.00	26,290.00			428,044.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						500.00	500.00
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 Personnel Serv.	64,391.00						64,391.00
208 Student Health Services							0.00
209 Student Transportation		25,150.00					25,150.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				106,865.00			106,865.00
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	430,085.00	28,150.00	33,060.00	140,055.00	0.00	13,137.00	644,487.00

Federal Tax Identification Number: 52-6000882

DUNS Number: 074926064

Finance Official Approval

M. Durholz
Name

M. Durholz
Signature

10/10/17 410-222-5204
Date Telephone #

Supt./Agency Head

Approval

George Arduini, Ed.D.
Name

George Arduini
Signature

10-12-17 410-222-5304
Date Telephone #

MSDE Grant Manager

Approval

Name

Signature

Date

Telephone #



March 16, 2017

«Name»

«Loc_Street»

«Loc_City», «Loc_State» «Loc_Zip»

Dear Principal:

Anne Arundel County Public Schools (AACPS) invites representatives from «Name» to an informational consultation meeting regarding your school's eligibility for potential state & federal FUNDING. Authorized by the Elementary and Secondary Education Act (ESSA), and reauthorized by the Every Student Succeeds Act of 2015 (ESSA), ESSA provides benefits to private school students, teachers and other education personnel, including those in religiously affiliated schools. ESSA requires the equitable participation of private school students, teachers and other education personnel in some of its major programs..

➤ **Title I, Part A: Improving Academic Achievement of Disadvantaged Students**

Title I, Part A grants provide all children a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Title I accomplishes this by providing effective, supplemental, high quality instruction for eligible students, professional development for their teachers, and parent and family engagement activities for the families of eligible children. *Please note that AACPS ONLY services K-5 students.*

➤ **Title II, Part A: Professional Development for Teachers, Principals, and Educational Personnel**

Title IIA provides funds for professional development activities designed to improve the knowledge of teachers and principals in the core academic subjects.

➤ **Title III: Language Instruction for English Learners and Immigrant Students**

Title III is to help ensure that English Learners (EL) including immigrants, attain English proficiency. Title III also assists teachers, principals, and other educational personnel to develop and enhance their capacity to deliver effective instructional programs and provide services to families of EL and immigrant students.

This initial non-public school consultation meeting for the 2018 school year is scheduled to be held on **March 24, 2017 at 1:30 p.m.** at Carver Staff Development Center ♦2671 Carver Road ♦ Gambrills, MD in the Conference Room.

Please review the list of programs above, then on the following page indicate if you are attending or not attending the meeting, which funding program you are interested in and sign and date the bottom. **Please return this form in the enclosed envelope no later than March 22, 2017.**

Sincerely,


Carol Ann McCurdy

ESSA
Non Public School

- Name of School _____
- Name of Attendee _____ Title: _____
- School Contact (if other than above) _____
- E-mail of Contact _____
- Phone number of Contact _____ FAX _____

Please check the appropriate response:

Title I

___ Yes, I am interested in my school's participation in Title I programs for the 2017-2018 school year and I will attend the informational meeting.

___ No, I am NOT interested in my school's participation in Title I programs for the 2017-2018 school year.

Title II

___ Yes, I am interested in my school's participation in Title II programs for the 2017-2018 school year and I will attend the informational meeting.

___ No, I am NOT interested in my school's participation in Title II programs for the 2017-2018 school year.

Title III

___ Yes, I am interested in my school's participation in Title III programs for the 2017-2018 school year and I will attend the informational meeting.

___ No, I am NOT interested in my school's participation in Title III programs for the 2017-2018 school year.

Competitive Grant Programs

___ Yes, I would like for my school to be notified to participate in competitive grant programs for the 2017-2018 school year.

___ No, I am NOT interested in my school's participation in competitive grant programs for the 2017-2018 school year.

☐ **I wish to participate but cannot attend the scheduled face-to-face meeting.**

☐ **Our private school is electing *NOT* to participate and is not pursuing federal grant opportunities with Anne Arundel County Public Schools.**

Principal's Signature:

Date:

****PLEASE COMPLETE AND RETURN NO LATER THAN March 22, 2017****

- **RETURN TO: Leathia Fletcher, Partnerships, Development & Marketing Office (PDM Office)**
- **Address: 2644 Riva Road, Annapolis, MD 21401**
- **E-Mail: (lfletcher@aacps.org) Phone: (410.266.3287) FAX: (410.222.5641)**

Partnerships, Development & Marketing Division












Anne Arundel County Public Schools

2644 Riva Road

Annapolis, MD 21401

313

Sign In Sheet
Informational Meeting
March 24, 2017

Name	Contact	email_addr	Signature
Annapolis Area Christian School	Ruth Hartcorn	rhartcorn@aacsonline.org	
Arnold Christian Academy	Kelly Hurd	khurd@arnoldchristianacademy.org	
Asbury Community Christian Preschool & Clubhouse	Vickie Whitley	v.whitley@asburychristianpreschool.org	
Friendship Adventist School	Michele Gavin	michelegavin43@gmail.com	
In Faith Christian School	Joselyn Cromwell	infaithchristian@aol.com	
Monsignor Slade Catholic School	Lisa Slaton	lslaton@msladeschool.com	
Montessori International Children's House	Elizabeth Whitaker	ewhitaker@montessoriinternational.org	
St. Mary's Elementary School	Laura Swerdzewski	lswerdzewski@stmarysannapolis.org	
St. Mary's High School	Sharon Witble	switble@stmarysannapolis.org	
St. Paul's Lutheran School	Cheryl Foster	cfoster@stpaulsgb.org	
Temple Beth Shalom Nursery School	Missy Levin	mlevin@annapolistemple.org	
<i>Kelly Reider - ESOL</i>			
<i>Tanisha Owens</i>	<i>School of the Incarnation</i>	<i>tanisha.owens@schooloftheincarnation.org</i>	
<i>Sydney Williams</i>		<i>swilliams@APPS.org</i>	
<i>Elizabeth Whitaker</i>	<i>M.V.</i>		

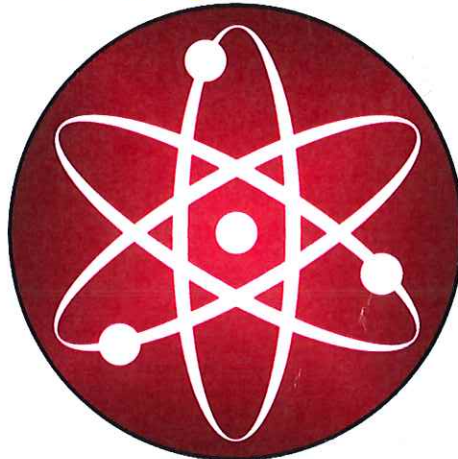
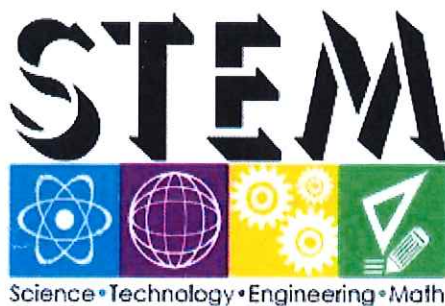
Sign In Sheet

Informational Meeting

March 24, 2017

[illegible]

Attachment 9



Title IV, Part A
Student Support and Academic Enrichment (SAES) Grants
Revised 8-8-17

ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Local Education Agency (LEA): Anne Arundel County Public Schools (AACPS)

FY: 17/18

Title IV-A Coordinator: Mary Tillar

Telephone: 410-222-5365

E-mail: mtillar@aacps.org

Title IV, Part A Application

- Data Profile (Data should be part of the needs assessment to identify local priorities.)
- Identified needs through a needs assessment

1.0: Consultation (Required)

2.0: Administrative Costs (Allowable)

3.0: Needs Assessment (Required)

4.0: Activities to Support Well-Rounded Educational Opportunities (Required)

5.0: Activities to Support Safe and Healthy Students (Required)

6.0: Activities to Support the Effective Use of Technology (Required)

7.0: Equitable Services (Required)

8.0: Assurances (Required)

9.0: Internet Safety (Required)

10.0: Budget Narrative

The purpose of Title IV, Part A Student Support and Academic Enrichment Grant (SSAE) is to provide funds to increase the capacity of State Educational Agencies, schools, and local communities to:

- 1) provide all students with access to a well-rounded education;
- 2) improve school conditions for student learning; and,
- 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

The State will receive an allocation based on the Title I funding formula. Using the same Title I formula, the State will then allocate funds to LEAs. LEAs are required to submit an application to the State to receive the Title IV, Part A allocation. An LEA, if it chooses, may apply for funds in consortium with one or more surrounding LEAs. Each LEA shall include a description of the following:

The stakeholder consultation activities that took place in the development of the plan, including:

- 1) How the required stakeholders were involved;
- 2) The process the LEA undertook to consult with private school officials to identify the needs of private school students and teachers;
- 3) A comprehensive needs assessment (For any LEA receiving at least \$30,000);
- 4) The programs and activities the LEA proposes to implement which must include as applicable, descriptions of any partnerships with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity;
- 5) How funds will be used for activities in the three content areas;
- 6) Program objectives and intended outcomes;
- 7) How the LEA will periodically evaluate the effectiveness of its SSAE programs based on the objectives and outcomes;
- 8) Proposed use of funds for the direct administrative costs of carrying out the LEA's program responsibilities; and
- 9) Completed set of assurances.

Consultation: In developing the application an LEA will:

- 1) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV, Part A;
- 2) Seek advice from the individuals and organizations described in subsection (A) in ESEA regarding how to best to improve LEA activities to meet the purpose of the title;
- 3) Coordinate activities with related strategies, programs, and activities being conducted in the community; and
- 4) Ensure that required consultation cannot interfere with the timely submission of the application.

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: Anne Arundel County Public Schools (AACPS)

Fiscal Year: 2017-2018

1.0 CONSULTATION - Required

Please provide a description of how the LEA, or consortium of such agencies, meaningfully consulted with parents, teachers, principals, and other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the Title IV, Part A. (ESEA section 4106 (c)(1)).

Title IV, Part A reinforces AACPS commitment of the provision of a holistic and well-rounded education for its approximate 84,000 students. In fact, it is through the guiding tenets of access and equity that we create opportunities that will establish educational excellence and a trajectory to college, and career readiness. ESSA is clear, LEAs must support an educational focus on the four C's or 21st Century Skill development (collaboration, communication, creativity, and critical thinking." As noted in consultation with community stakeholders, partnering businesses and Institutions of Higher Education, the AACPS community values students accessing opportunities provided thorough a variety of programs, clubs, and offerings. Instructional relevance and devotion to enrichment classes and activities expand student experiences and boost school engagement. Additionally, the "research has consistently demonstrated the value of spending time in enrichment activities and courses for developing these broader set of skills and interests." Thus, the grant focus on co-curriculars and elimination of opportunity gaps in AACo,

AACPS Strategic Planning – Strategic Plan consultation (public forum) results:

Identified Values -

- 1) teachers going above & beyond to help all students learn,**
- 2) students accessing opportunities provided through a variety of programs, clubs, and other offerings,**
- 3) all students, families, and staff feeling welcome,**
- 4) incorporation and celebration of cultural diversity, and**
- 5) preparing all students for college, career, and community.**

Please provide a description of how the LEA, or consortium of such agencies, will use ongoing consultation to continually improve the local activities in order to meet the purpose of this subpart. (ESEA section 4106 (c)(2)).

On-going consultation is planned with the completion of the Strategic Plan (governed by MD's ESSA Plan). Additionally, AACPS has established a Partnership, Development, and Marketing (PDM) Office works with the community to cultivate relationships that will benefit students, families, and employees. Throughout the year the PDM team ceates partnerships with businesses and individuals in the community, works with families, schools, and communities to facilitate meaningful communication between families and schools; and coordinates training and resources to support student success. They focus is on ensuring the voices of our constituents and clients in educational action.

Specific to this grant, students, educators, and parents will be asked to provide feedback on the role of co-curriculars in student connection, passion development, academic application, and happiness. With the focus on the whole child and a well-rounded education, consultation will further explore student outlook on learning and school membership.

Please provide a description of how the LEA or consortium of such agencies will coordinate the implementation of local activities with other programs, strategies, and activities being conducted in the community. (ESEA section 4106 (c)(2)).

AACPS will coordinate the implementation of the targeted grant activities with existing system structures. Specifically, as the focus of the Title IV grant is on the student accessibility to opportunities that extend, connect, and apply learning, community partner integration will be key. Our commitment to promote student achievement and preparation for global competitiveness must include addressing the experience gap of our students. Title IV will not only offer co-curricular and field engagement to our students; MS adolescents, it will also bring offerings into the school house, a safe environment for connections and risk taking which are critical skills for 21st century learners.

Thus, co-curricular plans, transporation alignment, and community investigations will include the collaboration of community businesses/partnerships in the development and implementation of site-specific offerings. This will include community contracts and/or guest artists/stemists/historians (etc.) as appropriate.

Additional implementation coordination will include consultation with all Title offerings. This is particularly important with Title I, as AACPS does not provide Title I funds to its middle schools. Thus, the fund alignment of the identified 6th-8th grade level.

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: Anne Arundel County Public Schools
Fiscal Year 2017-2018

LEAs must develop and maintain an accounting system for Title IV, Part A funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant, and are necessary to for the performance of the project. Position(s) may also monitor expenditures including the private school base.

Administrative Costs: Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 1%.

2.0 ADMINISTRATIVE COST - Allowable			
Item	Line Item	Description	Public School Costs
2.1	Administrative Oversight/Stipends	Grant development, progress monitoring/fiscal management, and report development/submission	\$3,120
2.2			
2.3			
2.4			
		Total for Section 2.0	\$3,120

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: Anne Arundel County Public Schools

Fiscal Year: 2017-2018

ESEA section 4106(d) requires that an LEA receiving an SSAE program allocation of at least \$30,000 must conduct a comprehensive needs assessment prior to receiving its allocation, and subsequent needs assessments at least once every three years, to examine its needs for improvement of:

- Access to, and opportunities for, a well-rounded education for all students;
- School conditions for student learning to create a healthy and safe school environment; and
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

3.0 NEEDS ASSESSMENT- Required				
Item	Access to, and opportunities for, a well-rounded education for all students	School conditions for student learning to create a healthy and safe school environment	Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology	
3.1	Which stakeholders can help identify local needs and/or root causes? How can they be engaged early and in a meaningful way throughout the process?	Meaningful consultation is valued with internal and external community members – Annually, a MDS3 survey is disseminated to the community to assess beliefs on the provision of healthy, safe, and support school environments for our educational clients, students.	- N/A	
	What data are needed to best understand local needs?	Summary Statements:		

Data Examined (Appendix A)	<p>Middle level education, as referenced in “This We Believe” should include curriculum that is challenging, exploratory, integrative, and relevant. This is possible with equitable access to co-curriculars.</p> <p>AACPS community strongly believes that student passions should be ignited with more club offerings with transportation. They also believe in the role of community in those opportunities. Further a top priority of our system continues to be closing the achievement and opportunity gaps.</p> <p>Data Sources:</p> <ul style="list-style-type: none"> - Forum Summaries - MS Workshop Meeting Summaries - Program - Access data (transportation summaries) - BTE – 2016 (https://www.aacps.org/Page/2278) 	<p>Middle level education, as referenced in “This We Believe” should include a school community that is inviting, safe, inclusive, and supportive of all. Additionally, it notes that health and wellness are supported in curricular, school-wide programs, and related policies. Building our students to be peer mediators and changemakers in bullying actions will support these tenets.</p> <p>AACPS community strongly believes that programs, clubs, and other offerings offer students a place to fit in and be socially acceptable among peers.</p> <p>MDS3 Secondary data reflects continued concern by students and adults around harassment (16-17: Students 47%/Staff 57%). Further results reflect student belief that the system does not have programs to address violence and/or conflict (43%)</p> <p>Data Sources:</p> <ul style="list-style-type: none"> - Forum Summaries - MDS3 Survey Summaries (16/17) - Program - Access data (transportation summaries) - BTE – 2016 (https://www.aacps.org/Page/2278)
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3.3 BTE Annual Update 2017	<p>Do our current systems fully capture the needs of our hardest to serve students- including those who might experience adversity that might not come-up in a survey or other data tools?</p>	<p>YES - All students and student groups are considered/captured in data tools</p> <p>Specifically, AACPS data assessment includes student ethnic and racial groups, disability status, and FARMs designation.</p> <p>Additionally, student voice in program interest, and access informs the school community equitable offerings are needed/should not be limited to Schools of Choice, especially with lottery impact of attendance in some areas.</p>	<p>YES- All students and student groups are considered/captured in data tools</p> <p>Specifically, AACPS data assessment includes student ethnic and racial groups, disability status, and FARMs designation</p> <p>MS Advisory lesson inclusion has informed the school community that school membership and value of differences (cultural responsiveness) continues to be an area of need. Bullying reports continued to be received and further concerning with technology and cyber-bullying potential.</p>	
3.4 327	<p>Are there inequities inherent in the system that are driving some of the local needs?</p>	<p>Lack of access to co-curriculars, clubs, and field experiences</p> <ul style="list-style-type: none"> - School offering - Transportation 	<p>Lack of access to co-curriculars, clubs, and field experiences</p> <ul style="list-style-type: none"> - School offering - Transportation 	
3.5 Anne Arundel County Public Schools	<p>How should the identified needs be prioritized when several significant needs are identified?</p>	<p>Equitable access to a holistic education is the focus of the grant.</p> <p>School prioritization will take into consideration:</p> <ul style="list-style-type: none"> - Current opportunities, - Community supported/sponsored events - Transportation accessibility - Current designation as a Program of Choice 	<p>Equitable access to a holistic education is the focus of the grant.</p> <p>School prioritization will take into consideration:</p> <ul style="list-style-type: none"> - Current opportunities, - Community supported/sponsored events - Transportation accessibility - Current designation as a Program of Choice - EOC Designation 	

		As noted in Section I, AACPS does not include MS in its Title I allocations. With this grant focusing on MS – enhancement activities will be possible with transportation	As noted in Section I, AACPS does not include MS in its Title I allocations. With this grant focusing on MS – enhancement activities will be possible with transportation
--	--	---	---

Note: An individual LEA receiving an allocation that is less than \$30,000 is not required to conduct a comprehensive needs assessment. (ESEA section 4106(d)(2)).

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: Anne Arundel County Public Schools	Fiscal Year: 2017-2018
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To ensure that every student has access to a well-rounded education, LEAs, or consortium of such agencies, must work to develop activities that foster connections amongst students' studies, curiosities, passions, and skills needed to become critical thinkers and productive members of society. In addition, funds should be used to promote a diverse set of learning experiences that engages students across a wide variety of courses, activities, and programs.

One goal of Title IV, Part A is to ensure that each LEA, or consortium of such agencies, that receive an allocation under section 4105 (a) will use a portion of the funds to develop and implement programs and activities that support access to a well-rounded education and educational experiences for all students. Additionally, consistent with section 4106(e)(2)(C) of the ESEA, any LEA, or consortium of such agencies, that have received a SSAE program grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support well-rounded educational opportunities under Section 4107. (ESEA sections 4105(a), 4106(e)(2)(C) and 4107(a)).

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are--	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
REQUIRED				
4.1	1. Coordinated with other schools and community-based services and programs; [Section 4107](a)(1)	Utilizing an afterschool platform, a Co-Curricular model will be developed in coordination with other school and community offerings. Recognizing the importance of student voice, a co-curricular menu in the area of ARTS and STEM (with Environmental integration) via modules will be developed that	Partnerships between schools and other community organizations and agencies are helping to create supports that enable children and youth to learn and succeed and	Creation and implementation of co-curriculars at 14 county MS in the areas of ART and STEM

		compliment instruction while inspiring interests that may lead to greater investigations.	help families and communities to thrive.	<ul style="list-style-type: none"> - Each school will offer one offering in each target area - 2nd Semester (17/18) offerings – 1x/week for both co-curriculars <p>2017-2018 Benchmark Calendar</p> <p>- February 2017: Submission of Co-Curricular offerings with details (content outline)</p> <p>- April: Mid-semester: progress reporting of activities/actions and student enrollment</p> <p>- June: Year-end report: Co-Curricular Data report</p>
4.2	2. Conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities [Section 4107](a)(2)	Co-Curriculars and experiential learning opportunities will include authentic explorations and applications. This includes working with professionals in the field and businesses/non-profits that support a whole approach to learning with a lens to passion and brains. Coordinated efforts may include: - Chesapeake Arts Center (CAC)	Learning happens everywhere, not just inside a classroom. Sustained learning happens when: -students are provided with many opportunities to experience learning in nontraditional ways.	Community (Internal and External partnerships will be

	<ul style="list-style-type: none"> - Maryland Hall - NSA/Northrup Gruman - Chesapeake Bay Foundation - County's PVA/STEM/IB Program – Internship Offerings 	<p>Especially, when provided with community engagement, programs, workshops, and leadership opportunities - students have an opportunity to integrate classroom and experiential learning in a seamless environment that will contribute to personal and professional growth.</p> <p>Co-Curriculars have been found to:</p> <ul style="list-style-type: none"> - Develop specialized skills - Improve academic performance - Exposure to new activities; igniting interests and further studies with self-motivation - Heighten leadership - Promote social navigation skills and peer connections
Co-Curricular Summary (referenced above)	<p><u>Program Objectives:</u></p> <ul style="list-style-type: none"> • Establishment of a System-Approach to MS Co-Curricular Design that • Implementation of assessable, weekly co-curricular experiences for all sites (recognizing offerings currently exist at MS Schools of Choice [STEM & PVA]) <p><u>Intended Outcomes:</u></p> <p>Co-curriculars are recognized as an integral part of our students' holistic education.</p> <ul style="list-style-type: none"> • Grant Outcomes: <ul style="list-style-type: none"> - Through engagement in co-curricular students will - Discover their interests and talents while developing values and competencies that will prepare them for a rapidly changing world. - Expand friendships among students from diverse backgrounds as they learn, play and grow together. 	

	<ul style="list-style-type: none"> - Deepen their sense of belonging, commitment and sense of responsibility to school, community and nation. - Report of an enhanced sense of safety /healthy being and choices <p><u>Timeline:</u></p> <ul style="list-style-type: none"> • 17/18 School Year – 2nd Semester (January-June 2018) • 4- 6 – 9 or 18 week module weekly afterschool opportunities <p><u>Implementation:</u></p> <ul style="list-style-type: none"> • Implementation of customized, site co-curriculars based on student voice at all county MS (19 recognizing existing offerings at 5 sites with STEM and PVA) • 18 weeks (module options) with transportation and field experiences as applicable <p><u>Evaluation Plan:</u></p> <ul style="list-style-type: none"> • Student focus groups on educational connection, capabilities, and contributions based on co-curricular experience • Academic and Behavior correlation study of co-curricular participants • Pre and post survey with key indicators on well-rounded education impact on safe and healthy students <p><u>Evidence/Co-Curricular Benefit Links:</u></p> <ul style="list-style-type: none"> - http://www.arjess.org/education-research/role-of-co-curricular-activities-in-social-development-of-students-a-study-of-selected-public-secondary-schools-in-suneka-kenya/ - http://oaktrust.library.tamu.edu/bitstream/handle/1969.1/2710/etd-tamu-2004B-SPSY-lewis.pdf - https://targetstudy.com/articles/role-of-co-curricular-activities-in-a-students-life.html - http://dc.cod.edu/cgi/viewcontent.cgi?article=1370&context=essai 		
May include programs and activities, such as – (complete all that are applicable)			
4.3	A. College and career guidance and counseling programs, such as: (I.) postsecondary education and career awareness and exploration activities; (II.) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning; and (III.) financial literacy and Federal financial aid awareness activities [Section 4107(a)(3)(A).	N/A	N/A

4.4	<p>B. programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution [Section 4107](a)(3)(B).</p>	<p>The participating MS (14) will offer a Arts & Humanities co-curricular weekly</p> <ul style="list-style-type: none"> • Theme-based co-curriculars, recognizing module time variation – aligned to Arts selection <p>Co-Curricular/Club Offerings -</p> <ul style="list-style-type: none"> • Writers' Guild: Students meet to discuss and promote personal creative writing, writing that includes poetry, fiction, nonfiction, playwriting, as well as screenwriting & movie making, song writing & music videos, cartooning & graphic stories, and other forms of digital audio and video production. • Arts Club: Arts Exploration with Community Action or Advocacy • Musical Prime Exploration: Students learn and performs fun and challenging music in a variety of styles, including pop, rock, jazz, traditional, and classical. • Other: School submitted proposal 	<p>AI Evidence/Links“Striking gains in student achievement (and teachers growth) via arts integration are the clear, independently analyzed outcomes of the Partnership for Arts Integration Research (PAIR) project.”</p> <p>http://www.pairresults.org/outcomes.html</p>	<p>Details specific to AI/Arts co-curricular cost alignments:</p> <p>School Sponsors-\$8,750 stipend; \$767.50 fixed charges</p> <p>Planning-\$1,050 stipend; \$92 fixed charges</p> <p>MOI- \$2,800</p> <p>Guest Artist – \$4,200</p> <p>Transportation - \$88,200</p>
4.5	<p>C. programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to as “STEM subjects”) such as- (I.) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields; (II.) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions); (III.) providing hands-on learning and exposure to science, technology, engineering, and mathematics</p>	<p>The participating MS (14) will offer a STEM-oriented co-curricular weekly</p> <ul style="list-style-type: none"> • Theme-based co-curriculars, recognizing module time variation – aligned to STEM pathway/selection <p>Co-Curricular/Club Offerings –</p> <ul style="list-style-type: none"> • Entrepreneur Club: Entrepreneur Club is for students who wish to design and develop their very own idea. Design Thinking is taught through authentic explorations. 	<p>STEM Evidence/Links: “All young people should be prepared to think deeply and to think well so that they have the chance to become the innovators, educators, researchers, and leaders who can solve the most pressing challenges facing our nation and our world, both today and tomorrow.”</p> <p>https://www.ed.gov/Stem</p>	<p>Details specific to STEM co-curricular/ cost alignments:</p> <p>School Sponsors-\$8,750 stipend; \$767.50 fixed charges</p> <p>Planning-\$1,050 stipend; \$92 fixed charges</p>

	<p>and supporting the use of field-based or service learning to enhance the students' understanding of the STEM subjects;</p> <p>(IV.) supporting the creation and enhancement of STEM-focused specialty schools;</p> <p>(V.) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects;</p> <p>(VI.) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education;</p> <p>[Section 4107](a)(3)(C)</p>	<ul style="list-style-type: none"> • Makerspace Revolution – Students tinker/explore curricular standards through a hands-on examination • Green Science: Students learn to be young conservationists! • Other: School submitted proposal 	<p>Environmental Impact Evidence/Links</p> <p>“Environmental education provides important opportunities for students to become engaged in real world issues that transcend classroom walls. They can see the relevance of their classroom studies to the complex environmental issues confronting our planet and they can acquire the skills they’ll need to be creative problem solvers and powerful advocates.”</p> <p>https://www.plt.org/about-us/why-environmental-education-is-important/</p>	<p>MOI- \$2,800</p> <p>Guest STEMist – \$4,200</p> <p>Transportation - \$88,200</p>
4.6	<p>D. efforts to raise student academic achievement through accelerated learning programs, such as:</p> <p>(I.) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations; or</p> <p>(II.) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses;</p> <p>[Section 4107](a)(3)(D) The MSDE recommends that LEAs consider this allowable use of Title IV funds to replace the grant that provided funds to pay for AP/IB exams that is no longer available.</p>	N/A		
4.7	<p>E. activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education;</p> <p>[Section 4107](a)(3)(E)</p>	N/A		

4.8	F. Foreign language instruction; [Section 4107](a)(3)(F)	N/A		
4.9	G. environmental education; [Section 4107](a)(3)(G) • Infused in STEM			
4.10	H. programs and activities that promote volunteerism and community involvement; [Section 4107](a)(3)(H) • Infused in Co-Curricular Modules			
4.11	I. Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics; [Section 4107](a)(3)(I) • A transdisciplinary approach will be visible in all modules written/experiences created.			
4.12	J. Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences. [Section 4107](a)(3)(J) • Co-Curriculars will infuse student discourse, social development, movement, the four Cs, and immersive experiences.			

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: Anne Arundel County Public Schools Fiscal Year: 2017-2018

To guarantee the safety and well-being of every student, LEA, or consortium of such agencies, must develop programs or activities that foster safe, healthy, supportive and drug-free environments, including direct student services and professional development and training for school staff. Consistent with section 4106(e)(2)(D) of the ESEA, any LEA, or consortium of such agencies, that have received a SSAE grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support safe and healthy initiatives for students under section 4108.

It is also important to note that any local educational agency receiving funds under the Student Support and Academic Enrichment program, generally must obtain prior written informed consent from the parent of each child who is under 18 years of age in order to participate in any mental health assessment or service that is funded with the Student Support and Academic Enrichment program funds. (ESEA sections 4106(e)(2)(D) and 4108(a)).

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation Plan • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
5.1	1. Coordinated with other schools and community-based services and programs; [Section 4108](1)]	Utilizing an afterschool platform, a Co-Curricular model will be developed in coordination with other school and community offerings. Aligned to co-curricular structures established in Section 4.0 but specific to harrasment	Partnerships between schools and other community organizations and agencies are helping to create supports that enable children and youth to learn and succeed and help families and communities to thrive. Co-Curriculars have been found to:	Creation and implementation of co-curriculars at 14 county MS in the area of leadership/school culture establishment

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
			<ul style="list-style-type: none"> - Heighten leadership - Promote social navigation skills and peer connections 	<ul style="list-style-type: none"> - See 5.11 - 2017-2018 Benchmark Calendar - February 2017: Submission of Co-Curricular offerings with details (content outline) - April: Mid-semester: progress reporting of activities/activities and student enrollment - June: Year-end report: Co-Curricular Data report
5.2	2. Foster safe, healthy, supportive, and drug-free environments that support student academic achievement;	School offerings support the development of programs to address perceived violence/harassment in a healthy and supportive, drug-free environments that support.	Evidence/Co-Curricular Benefit Links: <ul style="list-style-type: none"> - http://www.arjess.org/education-research/role-of-co-curricular- 	Co-Curricular will be offered weekly – Focus:

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	[Section 4108](2)]		<p>activities-in-social-development-of-students-a-study-of-selected-public-secondary-schools-in-suneka-kenya/ http://oaktrust.library.tamu.edu/bitstream/handle/1969.1/2710/etd-tamu-2004B-SPSY-lewis.pdf https://targetstudy.com/articles/role-of-co-curricular-activities-in-a-students-life.html http://dc.cod.edu/cgi/viewcontent.cgi?article=1370&context=essai</p> <p>Peer Mediation benefits include:</p> <ul style="list-style-type: none">Preventative actionsImproved School ClimateEngages all Student EngagementGreater Student InsightIncreased Self EsteemEmpowermentLife Skill Development – Collaborative Resolutions <p>(http://www.schoolmediation.com/books/resolvingconflict/chapter3.html)</p>	Building Peer Mediator and School Action See 5.11

BTE Annual Update 2017

338

Anne Arundel County Public Schools

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
		<ul style="list-style-type: none"> • 4- 6 – 9 or 18 week module weekly afterschool opportunities <p><u>Implementation:</u></p> <ul style="list-style-type: none"> • Implementation of customized, site co-curriculars based on student voice at all county MS (19 recognizing existing offerings at 5 sites with STEM and PVA) • 18 weeks (module options) with transportation and field experiences as applicable <p><u>Evaluation Plan:</u></p> <ul style="list-style-type: none"> • Student focus groups on educational connection, capabilities, and contributions based on co-curricular experience • Academic and Behavior correlation study of co-curricular participants • Pre and post survey with key indicators on well-rounded education impact on safe and healthy students 		
5.3	3. promote the involvement of parents and in the activity or program; [Section 4108](3)]	Parent Involvement as volunteers and co-curricular design plans will be encouraged.		
5.4	4. may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; [Section 4108](4)]	Co-Curricular Focus promotes community involvement through nonprofit and business partnerships		
May include, among other programs and activities—(complete all that are applicable)				

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
5.5	<p>A. drug and violence prevention activities and programs that are evidence-based (to the extent of the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available) including:</p> <p>(i.) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes; and</p> <p>(ii.) professional development and training for school and specialized instructional support personnel education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention;</p> <p>[Section 4108](5)(A)]</p>	N/A		
5.6	<p>B(i.) school-based mental health services, including early identification of mental health programs symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers;</p> <p>[Section 4108](5)(B)(i)]</p>	N/A		
5.7	<p>ii. school-based mental health services partnership programs that-</p> <p>(1.) are conducted in partnership with a public or private mental health entity or health care entity; and</p> <p>[Section 4108](5)(B)(ii)(I)]</p>	N/A		
5.8	<p>II. provide comprehensive school-based mental health services and supports and staff development</p>	N/A		

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	<p>for school and community personnel working in the school that are-</p> <p>(aa.) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available);</p> <p>(bb.) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act;</p> <p>(cc.) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise</p> <p>[Section 4108](5)(B)(ii)(II)]</p>			
5.9	<p>Ci. integrate health and safety practices into school or athletic programs</p> <p>[Section 4108](5)(C)(i)]</p>	N/A		
5.10	<p>ii. support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students;</p> <p>[Section 4108](5)(C)(ii)]</p>	N/A		
5.11	<p>iii. help prevent bullying and harassment;</p> <p>[Section 4108](5)(C)(iii)]</p>	Social skill development and student connectedness as evidenced through Co-Curriculars will assist in the prevention of bully and harassment	A key aspect of bullying prevention success is the establishment of peer friendships. The establishment of a club that is student-led and emphasizing of kindness and empathy	Details specific Harrassment/Bull ying prevention

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
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	<p>The participating MS (14) will offer a prevention co-curricular weekly</p> <p>Co-Curricular/Club Offerings –</p> <ul style="list-style-type: none"> • Peer Mediation • Student-Led Anti-Bullying/Kindness” Campaign • Other: School submitted proposal 	<p>The participating MS (14) will offer a prevention co-curricular weekly</p> <p>Co-Curricular/Club Offerings –</p> <ul style="list-style-type: none"> • Peer Mediation • Student-Led Anti-Bullying/Kindness” Campaign • Other: School submitted proposal 	<p>can be a strong buffer against victimization (pediatrics.aappublications.org)</p> <p>“... moving that marker from the bullying status elite and being nasty to other kids setting up a climate that’s more supportive of the most vulnerable, you see a huge impact.” (nationswell.com)</p> <p>Establish of peer mediators – “had significant impact on the strategies students used and the resulting resolutions.” (journals.sagepub.com)</p> <p>School-based anti-bullying programs are effective! - https://link.springer.com/article/10.1007%2Fs11292-010-9109-1</p> <p>Student involvement in conflict resolution program decisions important! https://krex.k-state.edu/dspace/bitstream/handle/2097/14941/AliceFrost2012.pdf?sequence=1</p> <p>http://osbha.org/files/School-Based%20Programs%20to%20Reduce%20Bullying%20and%20Victimization.%20Farlington%20et%20al..pdf</p>	<p>co-curricular/ cost alignments:</p> <p>School Sponsors- \$8,750 stipend; \$767 fixed charges</p> <p>Planning-\$1,050 stipend; \$92 fixed charges</p> <p>MOI- \$2,800</p> <p>Guest STEMist – \$4,200</p> <p>Transportation - \$88,200</p>

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none">• Program Objectives• Intended Outcomes• Timeline• Implementation• Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
5.12	iv. improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment; [Section 4108](5)(C)(iv)]	N/A		
5.13	v. provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse [Section 4108](5)(C)(v)]	N/A		
5.14	vi. Establish or improve school dropout and re-entry programs; [Section 4108](5)(C)(vi)]	N/A		
5.15	vii. Establish learning environments and enhance students’ effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports; [Section 4108](5)(C)(vii)] <ul style="list-style-type: none">• 21st Century Skill development will be evident in all Co-Curriculars			
5.16	D. high-quality training for school personnel, including specialized instructional support personnel, related to: <ul style="list-style-type: none">(i) suicide prevention;(ii) effective and trauma-informed practices in classroom management;	N/A		

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	(iii) crisis management and conflict resolution techniques; (iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (9) or (10) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102)); (v) school-based violence prevention strategies; (vi) drug abuse prevention, including educating children facing substance abuse at home; and (vii) bullying and harassment prevention; [Section 4108](5)(D)			
5.17	E. child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide: (i) age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse; and (ii) information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child; [Section 4108](5)(E)]	N/A		
5.18	F. designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that— (i) is consistent with best practices;	N/A		

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	(ii) includes strategies that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); and (iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a “youth PROMISE plan”; or [Section 4108](5)(F)]			
5.19	G. implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning; [Section 4108](5)(G)]	N/A		
5.20	H. designating a site resource coordinator at a school or local educational agency to provide a variety of services, such as: (i) establishing partnerships within the community to provide resources and support for schools; (ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and (iii) strengthening relationships between schools and communities; or [Section 4108](5)(H)]	Co-Curricular Plan integrates a site-based resource/co-curricular coordinator that enhances partnerships in the development of offerings that promote school success and student engagement	See Above	\$1,300 stipend; \$114 fixed charges
5.21	I. pay for success initiatives aligned with the purposes of this section.			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	[Section 4108](5)(1)]			

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: <u>Anne Arundel County Public Schools</u>	Fiscal Year: <u>2017-2018</u>
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To increase access to personalized, rigorous learning experiences supported by technology, local educational agencies, or consortium of such agencies, must develop programs or activities that improve the technology to improve the academic achievement, academic growth, and digital literacy of all students. Consistent with section 4106(e)(2)(E) of the ESEA, any local educational agency, or consortium of such agencies, that have received a SSAE grant of at least \$30,000 must use at a portion of the SSAE program funds for activities that support the effective use of technology for students under section 4109.

It is also important to note that any LEA, or consortium of such agencies, receiving funds under the Student Support and Academic Enrichment program, shall not use more than 15 percent of funds for purchasing technology infrastructure which shall include technology infrastructure purchased for carrying out blended learning projects. (ESEA sections 4106(e)(2)(E) and 4109(b)).

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY – Required – N/A				
Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
6.1	1. providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to— (A) personalize learning to improve student academic achievement; (B) discover, adapt, and share relevant high-quality educational resources;			

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY – Required – N/A				
Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	(C) use technology effectively in the classroom, including by administering computer-based assessment and blending learning strategies; and (D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning. [Section 4109](1)]			
6.2	2. building technological capacity and infrastructure, which may include: (A) procuring content and ensuring content quality; and (B) purchasing devices, equipment, and software applications in order to address readiness shortfalls. [Section 4109](2)]			
6.3	3. developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology. [Section 4109](3)]			
6.4	4. carrying out blended learning projects which shall include: (A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases,			

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY – Required – N/A				
Item	<p>Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -</p> <p>except that such expenditures may not include expenditures related to significant construction or renovation of facilities; or</p> <p>(B) ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project.</p> <p>[Section 4109](4)]</p>	<p>Brief Description of Specific Services including:</p> <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	<p>Cite the evidence based study or studies that support this strategy/activity if applicable.</p>	<p>Explanation of how funds will be used</p>
	<p>(5) providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science; and</p> <p>[Section 4109](5)]</p>			
6.5	<p>providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators.</p> <p>[Section 4109](6)]</p>			
6.6				

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: Anne Arundel County Public Schools

Fiscal Year: 2017-2018

**7.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS
[ESEA, SECTION 8501]:**

Equitable Services: Services and other benefits to private school students must be secular, neutral, and non-ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).

Participating Private Schools and Services: Provide information regarding the names of participating private schools and number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services. (Include below or as an attachment)

See Attached documentation – Appendix B

Title IV Non-public submissions were received from:

Participating Non Public Schools	Enrollment	Per Pupil Allocation	Allocation per School
Archbishop Spalding High School	1,223	3.96153481	\$4,845
School of the Incarnation	800	3.96153481	\$3,169
St. John the Evangelist School	451	3.96153481	\$1,787
St. Philip Neri School	353	3.96153481	\$1,398
Total			\$11,199

Describe the school system's process for providing equitable participation to students in private schools. This should include evidence of a needs assessment and professional development action plan. (Include below or as an attachment)

See Attached Consultation Process for Title Monies; inclusion of Annual Meeting
Title IV will be integrated the spring of 2018

Total Amount for Transfers: \$11,199

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: Anne Arundel County Public Schools

Fiscal Year: 2017-2018

8.0 ASSURANCES [ESEA, SECTION 4106(e)(2)]:

Each application shall include assurances that the local educational agency, or consortium of such agencies, will—

- X (A) prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—
 - (i) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;
 - (ii) have the highest percentages or numbers of children counted under section 1124(c);
 - (iii) are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i);
 - (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or
 - (v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;

NOTE: AACPS Selection prioritized Non-MAGNET STEM and PVA MS (recognition of integrated opportunities) in recognition of the lack of Title I funding for those grade levels (grades 6-8)

- X (B) comply with section 8501 (regarding equitable participation by private school children and teachers);
 - X (C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;
 - X (D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;
 - X (E) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b); and
 - X (F) annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).
- (f) SPECIAL RULE.—Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2)

ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Local Education Agency: Anne Arundel County Public Schools

Fiscal Year: 2017-2018

9.0 INTERNET SAFETY [ESEA, SECTION 4121]:

No funds made available under this part to a local educational agency for an elementary school or secondary school that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) may be used to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school both—

(1)(A) has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

- (i) obscene;
- (ii) child pornography; or
- (iii) harmful to minors; and

(B) is enforcing the operation of such technology protection measure during any use of such computers by minors; and

(2)(A) has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

- (i) obscene; or
- (ii) child pornography; and

(B) is enforcing the operation of such technology protection measure during any use of such computers.

(A) SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.—A local educational agency with responsibility for a school covered by subsection (a) that has in place an Internet safety policy meeting the requirements of subsection (a) shall certify its compliance with subsection (a) during each annual program application cycle under this Act.

X By checking this box the LEA certifies that it is in compliance with the internet safety policies and technology protection measures.

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Local Education Agency: Anne Arundel County Public Schools

Fiscal Year: 2017-2018

10.0 BUDGET NARRATIVE: ENCLOSED

Guidance for Completion of the Budget Narrative for Individual Grants

The budget narrative is an explanation of your budget and must be able to stand on its own without having to refer to the proposal for information. Although information to justify a line item (such as job descriptions for personnel) might be contained within the grant application, a separate and complete justification for each line item must be provided in the budget narrative. It should include the following information:

- Description of the specific item (What is it?)
- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)
- Arithmetical explanation of how you estimated the requested amount (What formula did you use to arrive at your estimate? Show the detail.)

Set up your Budget Narrative in the same order and with the same headings as the Budget, i.e., MSDE Category, Program and Object. Without the Narrative, the Budget is just a collection of numbers. You will also want to tie Budget items in the Narrative to the allowable activities discussed in the plan so the reviewer clearly sees their necessity. Make absolutely sure your numbers add up.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. It is important to be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable and within current market prices.

Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.

Personnel Costs:

- **For Salaries:** List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should

take into account time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.

- **For Employee Benefits:** Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance and other benefits and multiply by the total salary costs to determine the total Fixed Charges. **Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.**

Contracted Services

- For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.

Supplies and Materials

- All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).

Other Charges

- Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

Equipment

- Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

Transfers

- Transfers are payments to other LEAs, Non-Public Schools or indirect costs that are shown as grant expenses but are not direct expenses of the LEA to the project.

- To calculate the indirect cost, please refer to the Financial Reporting Manual for Maryland Public Schools (section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific Activity.

You should use the format as shown in one of the two following samples:

Category/ Object	Line Item	Calculation	Amount	In- Kind	Total
Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #	300 participants x \$120	\$36,000		\$36,000
Fixed Charges	FICA	7.65% x \$36,000	\$2,754		2,754
Instructional Staff Development Contracted Services	Consultants to provide professional development training Strategy #	6 days x \$500	\$3,000		3,000
Instructional Staff Development Contracted Services	Facility Rental for Staff Development Strategy #	6 days x \$1,000	\$4,000	2,000 (AAPS)	6,000
Instructional Staff Development Supplies	Training materials for professional development Strategy #	300 participants x \$40	\$12,000		\$12,000
Student Transportation Contracted Services	Buses for 2 field trips to art museums Strategy #	2 x \$450	900		900
Administration Business Support Services/Transfers	Indirect Costs	2.5% x direct costs (\$58,654)	1,466		1,466
	TOTAL		\$60,120	\$2,000	\$62,120

Sample Title III Budget

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Activity 1.1					
203-205 – 02 / 01	Stipends for summer workshop for ESOL teacher	1 teacher x 20 days x 175/day	3,500		3,500
212 / 04	FICA	7.65% of \$3,500	268		268
			Total:		\$3,768
Activity 1.2					
203-205 – 02 / 03	Supplemental materials to support instruction	\$314/site x 5 sites	1,570		1,570
			Total:		\$1,570
Activity 2.1					
203-205 – 09 / 04	Membership/registration fees for conf. & workshops for ESOL staff	11 ESOL staff members x \$342.64	3,769		3,769
			Total:		\$3,769
Activity 2.2					
203-205 – 02 / 02	Delivery of workshop: “Best Practices for Teachers of ELL/RELL Students”	\$600/school x 4 schools x 2 days at each school + \$600/school x 3 schools x 1 day	6,600		6,600
			Total:		\$6,600
Activity 3.2					
203-205 – 02 / 01	Parent outreach programs	4 schools x \$1,500	6,000		6,000
212 / 04	FICA	7.65% of \$6,000	459		459
			Total:		\$6,459
Activity 6.1					
202 – 16 / 08	Transfers	2% Admin costs	443		443
			Total:		\$443

Title III Grand Total: \$22,609

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Activity 2.0 Administrative Costs					
Instructional Salaries & Wages	Administrative Oversight: Grant development, progress monitoring/fiscal management and report development/submission	195 hours X \$16 per hour (Within 1% of total grant award of \$343,593: \$343,593/1.01 = \$340,191; \$343,593-\$340,191 = \$3,402	3,120		3,120
Fixed Charges	Administrative Oversight: Grant development, progress monitoring/fiscal management and report development/submission	\$3,120 x .0877	274		274
Indirect Costs	3% of direct costs	grant award of \$343,593/1.03 = \$333,585; \$343,593 - \$333,585 = \$10,008)	10,008		10,008
Total for Activity 2.0 Administrative Costs			13,402		13,402
Activity 4.0 Activities to Support Well-Rounded Educational Opportunities					
Instructional Salaries & Wages	Co-Curricular Leaders/Club Sponsors; Club Contract – outlined module target/club activities	\$625.00 for each club (2) for the semester x 14 schools	17,500		17,500
Fixed Charges	Site –based Co-Curricular Club/Resource Coordinator, Club Coordinator Contract	\$17,500 x .0877	1,535		1,535
Instructional Salaries & Wages	Co-Curricular Module Writing/Design Logistics	\$25 per hour x 3 hours x 14 schools x 2 clubs	2,100		2,100
Fixed Charges	Site –based Co-Curricular Club/Resource Coordinator, Club Coordinator Contract	\$2,100 x .0877	184		184
Supplies	Co-Curricular Materials; Engagement Items/Tinkering tools, resources	\$200 per club/co-curricular (\$200 per club x 2 clubs x 14 schools)	5,600		5,600
Student Transportation	Weekly co-curricular transportation – home routes from school (to hub destinations); 3 buses per school per week	Bus cost: \$350 x 2 clubs x 14 schools x 18 weeks	176,400		176,400
Contract	Guest/Community Artist and/or Professional Integration	\$300 per school per club (300 x 2 x 14)	8,400		8,400
Total for Activity 4.0 Activities to Support Well-Rounded Educational Opportunities			211,719		211,719
Activity 5.0 Activities to Support Safe and Healthy Students					
Instructional Salaries & Wages	Site –based Co-Curricular Club/Resource Coordinator, Club Coordinator Contract	\$1,300 x 1 club	1,300		1,300
Fixed Charges	Site –based Co-Curricular Club/Resource Coordinator, Club Coordinator Contract	\$1,300 x .0877	114		114
Instructional Salaries & Wages	Co-Curricular Leaders/Club Sponsors; Club Contract – outlined module target/club activities	\$625.00 for each club (1) for the semester x 14 schools	8,750		8,750
Fixed Charges	Site –based Co-Curricular Club/Resource Coordinator, Club Coordinator Contract	\$8,750 x .0877	767		767
Instructional Salaries & Wages	Co-Curricular Module Writing/Design Logistics	\$25 per hour x 3 hours x 14 schools x 1 club	1,050		1,050
Fixed Charges	Site –based Co-Curricular Club/Resource Coordinator, Club Coordinator Contract	\$1,050 x .0877	92		92
Supplies	Co-Curricular Materials; Engagement Items/Tinkering tools, resources	\$200 per club/co-curricular (\$200 per club x 1 clubs x 14 schools)	2,800		2,800
Contract	Guest/Community Artist and/or Professional Integration	\$300 per school per club (300 x 1 x 14)	4,200		4,200
Student Transportation	Weekly co-curricular transportation – home routes from school (to hub destinations); 3 buses per school per week	Bus cost: \$350 x 1 club x 14 schools x 18 weeks	88,200		88,200
Total for Activity 5.0 Activities to Support Safe and Healthy Students			107,273		107,273
Activity 7.0 Equitable Services to Students in Private (NonPublic) Schools					
Preliminary Allocation	Awaiting Responses from Nonpublic Schools		11,199		11,199
Total Grant			343,593	0	343,593

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$343,593	AMENDED BUDGET #		REQUEST DATE	0/10/17
GRANT NAME	Title IV	GRANT RECIPIENT NAME	Anne Arundel County Public Schools		
MSDE GRANT #		GRANT #			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	FROM _____ TO _____		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						10,008.00	10,008.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	3,120.00						3,120.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	30,700.00	12,600.00	8,400.00				51,700.00
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						11,199.00	11,199.00
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 Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation		264,600.00					264,600.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				2,966.00			2,966.00
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	33,820.00	277,200.00	8,400.00	2,966.00	0.00	80.00	343,593.00

Federal Tax Identification Number: 52-6000882 DUNS Number: 074926064

Finance Official Approval	Marlene Durholz	<i>M. Durholz</i>	10/12/17	410-222-5204
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. George Arlotto	<i>Dr. Arlotto</i>	10-12-17	410-222-5304
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

APPENDIX A

Anne Arundel County Public Schools Title IV Grant

Comprehensive Needs Assessment

2017-2018

Appendix A

Comprehensive Needs Assessment Input Members	Parents Community Members Interpreters/Bilingual Families AACPS Staff CRASC
Comprehensive Needs Assessment Process Documents	Forum Summary Forum PPT Forum Table Topics
Data Examined	Forum Summaries MS Workgroup PPT MDS3 Survey Summaries Program - Access data (transportation summaries) Bridge to Excellence (BTE Trend History – including Title Grants) PARCC/State Assessment Indicators/Reports Operational and Capital Budgets – 16/17
Identified Areas of Need/Improvement Documents – Historical Efforts	BTE Reports – See above 2012-2017 Strategic Plan
Needs Assessment Priorities – 2017 Strategic Plan Targeted Activity: Students accessing opportunities provided through a variety of programs, clubs, and other offerings,	Grant Provision – Enhanced Co-curricular offerings at the MS Level; recognizing the role of adolescence in transitional success; trajectory to CCR Equitable access to co-curriculars at all county MS As noted in the 2016 BTE Executive Summary: “To make our belief that AACPS should be the best school system in the state of Maryland and one of the best in the nation a reality, we are continuing to put a laser-like focus on every student, in every class, in every school in our county. We are – and must remain – committed not just to reducing achievement and opportunity gaps, but to eliminating them.”
Grant Consultation Evidence	Nonpublic Consultation Letter/Intent form and Nonpublic Response – Appendix B
Progress Meeting Schedule	2017-2018 Benchmark Calendar <ul style="list-style-type: none"> - February 2017: Submission of Co-Curricular offerings with details (content outline) - April: Mid-semester: progress reporting of activities/actions and student enrollment - June: Year-end report: Co-Curricular Data report

Data Examined

Anne Arundel County Public Schools

Annapolis, Maryland

www.aacps.org

Our Schools

- 17 National Blue Ribbons
- 21 Maryland Blue Ribbons
- Nationally-recognized Outdoor Education Program
- Award-winning Centers of Applied Technology
- 126 schools serving approximately 81,000 students
 - American Indian*..... 0.3%
 - Hispanic/Latino*..... 12.7%
 - HI/Pacific Islander*..... 0.2%
 - Asian*.....3.6%
 - African American*..... 20.5%
 - White*..... 56.7%
 - Two or more Races*.....6.0%
- 1 computer for every 1.4 students
- All classrooms have Internet access
- Active partnerships with Anne Arundel Community College, Johns Hopkins University, and University of Maryland among others

Our Students

- In the last 10 years, high school seniors have earned more than \$1 billion in scholarships
- 85% of seniors who graduated in 2016 pursued postsecondary education at a two-year or four-year institution
- Seniors who graduated in 2016 were offered \$169.2 million in scholarships

Our Teachers

- AACPS employs a staff of more than 6,600 teachers with an average salary of \$62,722
- 95.8% of teachers hold advanced or standard teaching certificates
- 92.1% of classes are taught by highly qualified teachers
- Teachers average 12.14 years of experience
- AACPS ranks 2nd in the state with 451 National Board Certified teachers.

Our Budget

- \$13,493 investment per pupil per year
- \$1,121,630,500 FY17 Operating Budget

Our Performance

2016 SAT Scores

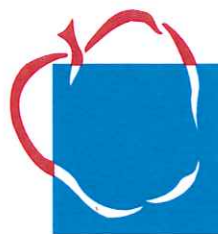
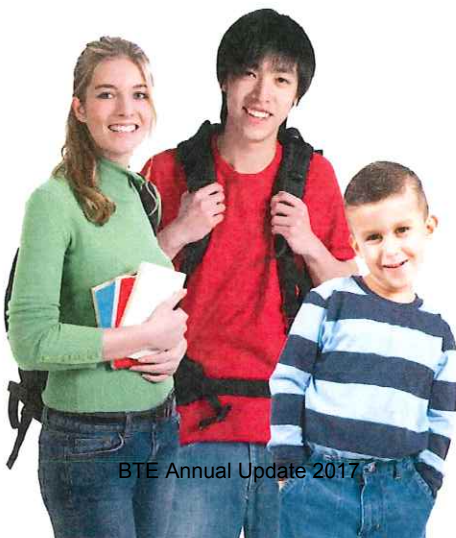
Reading.....502
Math.....504
Written.....479
Combined..... 1485

2016 ACT Scores

English.....22.4
Math.....23.0
Reading.....24.1
Science.....23.4
Composite.....23.3

Advanced Placement

In the 2015–2016 school year, AACPS gave over 14,000 Advanced Placement (AP) exams to almost 7,000 students in 31 different AP courses. More than half of our test-takers earned a passing score of 3, 4, or 5.



ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS



Our Programs

- Advanced Learner Programs implemented in all elementary schools.
- Advanced Placement courses are offered at all high schools and are popular college-preparatory options for students.
- Advancement Via Individual Determination (AVID) program serves over 6,000 students in our 19 middle schools and 12 high schools. The AVID elementary program is also being implemented in 14 schools.

Magnet & Signature Programs

Magnets

A magnet program offers specialized courses of study or an emphasis on instruction that is different from the traditional curriculum offered in Anne Arundel County Public Schools. Magnet programs attract qualified students from a designated geographic area who complete an admission process.



International Baccalaureate (IB) Middle Years and Diploma Programmes for students in grades 6 through 12 at Annapolis Middle — Annapolis High, Old Mill Middle North — Old Mill High, MacArthur Middle — Meade High



Science, Technology, Engineering and Mathematics (STEM) magnet programs at North County and South River high schools, and Old Mill Middle School South and Lindale and Central middle schools



BioMedical Allied Health magnet program at Glen Burnie High School



Performing and Visual Arts magnet programs at Bates and Brooklyn Park middle schools, and Annapolis and Broadneck high schools



Award-winning **Centers of Applied Technology** in Edgewater and Severn



Anne Arundel County Public Schools
2644 Riva Road, Annapolis, MD 21401
410-222-5000

Visit us online at: www.aacps.org or
Check us out on channels: 96/996 HD (Comcast)
1395/57 (Rev. 11/16) 96/496 HD (Broadstripe)
36 (Verizon)

Signatures

A signature program is chosen by a school and its surrounding community to connect classroom instruction with real-world situations and workforce-relevant skills. A signature brings together educators with local business and community leaders to make classroom instruction relevant, interesting, and challenging for students.

Annapolis High	Change Engineering
Arundel High	Community Development and Global Citizenship
Broadneck High	Environmental Literacy
Chesapeake High	Information Management
Glen Burnie High	Public Service
Meade High	Homeland Security
Northeast High	Human Performance
North County High	International Trade, Transportation and Tourism (IT3)
Old Mill High	International Economics and Finance
Severna Park High	Business, Innovation and Leadership
South River High	Global Communications and Public Affairs
Southern High	Design: Preservation and Innovation



Anne Arundel County Public Schools

Students can access opportunities provided through a variety of programs, clubs, and other offerings

Comment	Value	Total
Meet students passions; more offerings	2	35
Transportation home to allow more after school activities	2	34
Clubs need more advertising; build fun with information events	2	13
Use community members to support more club opportunities	2	11
Need a schedule to allow for multiple opportunities (ex: Wildcat Hour, Night Time, NEST)	2	11
More sports options (in middle school, intermurals)	2	10
A place for students to fit in and be socially acceptable among peers	2	6
More schools to offer programs of choice	2	6
Conselor's need to be able to steer students to programs that fit their interests	2	6
Promote career opportunities	2	5
More after school staff for activities	2	4
No limitations due to economic backgrounds	2	4
WCL in elementary school	2	4
Clubs to build self esteem	2	4
Academic clubs to support basic skills	2	4
Arts and music education	2	4
Need equality; grades make things exclusive	2	4
Every student should participate in some sort of club/activity	2	3
Clubs should carry over; ES-MS, MS-HS	2	3
Offer summer clubs	2	3
More money to support opportunities	2	3
One more thing for teachers to do; monetary compensation is not enough	2	3
Standard way clubs are offered; every school is different	2	3
Need other paths into special programs; not just a lottery system	2	3
Partner with AACC and Rec and Parks	2	3
Better job at parent communication	2	3
Internships	2	2
Clubs offered weekly, if not monthly	2	2
Before and after school programs	2	2
SACC should be more than childcare	2	2
Give consideration if continuing in a program; MYP 6-8 consideration for MYP 9-10 and then for DP	2	2
Learn about programs in different schools	2	1
Study abroad	2	1
Recess	2	1
CAT centers need to get word out earlier	2	1
AP classes need lower number of students	2	1

All students, families, & staff feel welcome.

Comment	Value	Total
More cheerful environments (better lighting; more cheerful colors; well maintained landscape; more student work displayed; not have 36 desks crammed into the classroom)	3	24
Professional; cheerful (not rude) staff - especially front office	3	18
Open door policy; community and parents should be invited in more	3	14
More parent and students events; family engagement is encouraged	3	10
More exposure to diversity	3	10
Reach out to parents; better communication	3	9
ALL means ALL	3	9
Easily accessible feedback form	3	6
"Family Meal" times either during breakfast or lunch	3	5
Home language access	3	4
Multi (diverse) backgrounds of teachers/staff	3	3
Parent workshops to educate on "new" math and curriculum in general	3	3
Ability to view school specific budgets and school goals	3	3
Programs for students with behavioral challenges and/or mental health issues to be more supported and integrated into school life	3	3
Parents should not feel intimidated to visit; too many hoops to get an appointment	3	3
New countywide language for front door/buzzer; current language is uninviting and different at each school	3	3
Student voice committee	3	3
Preview of the week; weekly newsletter or Sunday night robocall	3	3
Press releases in multiple languages	3	3
Do we teach the students how to welcome each other; guests	3	3
Non-English speaking parents do not feel they can attend events because of language barriers (PTA, open house)	3	3
Welcoming feeling when entering the school during the summer to register - 1st impression	3	3
More bilingual staff	3	2
Diversity in learning	3	2
Cultural sensitivity (empathy)	3	2
Things are not always publicized	3	2
Eliminate outdated traditions - dressing as pilgrims and native americans	3	2
School events are not at times that allow for ALL to participate	3	2
Mascot; needs to be made a big deal and celebrated	3	2
Accommodations for undocumented immigrants	3	1
Capital improvement list needs to move faster	3	1
Perception that the CAT centers are not accessible/inviting for students with disabilities; equal access	3	1

Cultural Diversity is incorporated & celebrated

Comment	Value	Total
Exposure/tolerance to a myriad of cultures...not just one race/religion. Students can share their experience	4	43
Assemblies to celebrate diversity; after school culture clubs; diversity fairs involving the community	4	23
Use cultural literature to introduce new cultures. Incorporate into course content.	4	18
More bilingual staff; more staff diversity	4	7
WCL in elementary school; more WCL options	4	7
Safety is not a concern if we discuss diversity	4	6
Teaching diversity should not be an addition	4	6
Devices/WIFI/School network access for ALL students	4	5
Students paired with other students from diverse cultures	4	5
Students have a group they can identify with ex: LGBT group	4	5
Celebrate Roshashana, etc. but do not take the day off	4	4
Hire teachers who believe that diversity is important	4	3
Adults are more worried about social issues than the students	4	3
Feedback forms need to be made more available	4	3
Conference and programs with parents in native language	4	3
Redistricting can impact diversity	4	3
Expand opportunities for international families	4	3
Civil rights panel	4	3
Pictorial representation of where students are from	4	3
Teachers taking their time to teach English vs students learning English	4	3
Do not tip-toe around controversial issues	4	2
More opportunities to explore cultures through field trips and not just in WCL	4	2
Eliminate activities that stereotype (muffins for moms; donuts with dad)	4	2
Apply policies to all students and not to student groups	4	2
Keep costs down (yearbook, fees, cap and gowns)	4	2
Study abroad programs	4	1
More male teachers in ES	4	1
Engagement in social activism	4	1
Inclusive - different colored graduation robes do not include ALL, makes a choice happen	4	1

All students are prepped for College, Career, and community

Comment	Value	Total
Teach core skills more rigorously; master basic skills; meet students at development level	5	13
Organization (AVID) skills	5	10
Students encourage to solve problems (PBL structure); PBL across the curriculum	5	10
More magnet opportunities	5	9
Globally competent	5	9
Classrooms are not conducive for learning; class sizes the root of all evil	5	9
Teach financial literacy, job seeking, life skills	5	6
Career and College centers	5	6
Latest technology needs to be available	5	6
Early planning; what needs to happen to make their plans reality	5	5
Exposure to all career options	5	4
Not every kids in expecting to go to college; instruction must reflect a robust CTE	5	4
"Fun Failure", learn from your mistakes	5	4
Internships	5	4
Don't make the decision about the next level anxious for students, make it exciting	5	4
Eliminate magnet lottery; offer opportunities to all	5	4
Parents need to see the curriculum and the roadmap so they know what to expect	5	3
Do not structure the environment; empower kids to push their own time	5	3
Partnerships with colleges; every college should adopt a school	5	3
Students need to see relativity	5	2
Career day events	5	2
More variety of encore classes; exploration level classes	5	2
Mock Interviews	5	2
Additional staff to support IEP/504	5	2
Bring back business education	5	1
Program of choice: language immersion	5	1
Make it possible to switch gears as students learn more about their passions	5	1
High school "load" expectations	5	1
Balanced learning; teaching students that they do not have to do it all	5	1

Teachers go above and beyond to help all students learn

Comment	Value	Total
Hire more teachers; smaller class sizes; ratio should be under 18:1	1	30
More parent nights; regular and constant communication from teachers	1	21
Teachers "know students"; build relationships; no one should feel alienated	1	17
Teachers are overloaded and micromanaged; too many constraints on teachers (time)	1	16
More hands on, authentic experiences; PBL	1	11
Show empathy and participate in community service	1	11
Flexible grouping; tesch to learning styles of students	1	10
Support emotional needs and social skills of children	1	10
Teach collaboration skills	1	8
Ability to ask questions and not feel pressure from peers in doing so	1	6
Children should feel special, welcomed, in a warm nurturing environment	1	5
Video lectures so kids can rewatch and parents can understand how students are being taught	1	5
Focus on student abilities	1	4
More access to the arts; open exploration	1	4
Organization and life skills need to be taught	1	4
Passionate teachers; show emotion not just teaching curriculum	1	4
Community partnerships; internships, job shadow, after school activities	1	3
Teaching needs to be more formal	1	3
Student driven instruction; flipped classroom	1	3
Activity busses	1	3
Compensate teachers, especially in challenge school	1	3
Can't spend all the time telling students what to do and expect them to be independent	1	3
After school small group	1	3
Staff recruitment based upon demographics of the school	1	3
Support of emotional wellness of teachers	1	2
More, and better, counseling and advising	1	2
Healthy start times	1	2
More learning, not just to pass a test	1	2
Less review at the beginning of the year, especially if they get it	1	2
Help students to self advocate	1	1
Need to teach test taking skills (especially for each specific subject)	1	1
Cross curricular collaboration	1	1
Teachers council on career choices	1	1
Celebrated work on the wall	1	1
Teachers should have beyond the classroom accessibility even when not paid	1	1
Up to date parent connect	1	1
Use more technology resources	1	1

Limited Access to Public Transportation

Anne Arundel County is located south of Baltimore City and covers 588 square miles. A mixture of suburban and rural settings, public transportation is aside from taxis or busses traveling along highway routes for commuters to Washington, DC or Baltimore is extremely limited to small areas within select cities. Even within the specific school regions, students may live 15 or more miles from their secondary schools. While the distance to elementary schools may be fewer than 15 miles from home, students rely on school busses or parents for transportation to and from school. Consequently, students whose parents work or are without personal vehicles, including significant numbers of students of poverty or and ESOL students, have traditionally been excluded from participating in extra or co-curricular activities that take place before or after the school day.

While all students will benefit from transportation provided through funding from this grant, without access to such transportation provided for those specific student groups, they will continue to miss the enrichment activities urgently needed to connect them to the academic, relationship, and engagement already lacking for them.

Back to Our Roots

Meeting the unique needs of our unique learners.



This We Believe

*How will This We Believe support our collective work around ensuring a middle school experience that is **developmentally responsive**?*

The Challenge

Dr. Arlotto has charged us with making substantive changes to middle school instruction that will improve student performance. In particular, he has challenged us to improve mathematics instruction and performance.

Why Revisit our Roots?

There is a strong belief among many within the workgroup that middle school structures that were designed to meet the unique needs of the young adolescents have been lost, changed, or marginalized in an era of high stakes testing.

Are We Still Middle Schools?

Two groups:

Group One: Bates, Brooklyn Park, CBMS, Crofton, CSP, George Fox, J. Albert Adams, Lindale, Marley, Monarch Academy, Monarch Global, Severn River

Group Two: Annapolis, Arundel, Central, Corkran, MacArthur, Magothy, Meade, OMMN, OMMS, Severna Park, Southern

Group Task

Both groups need to select a reporter for their question. (15 minutes)

Group One: What makes a middle school, a middle school?

Group Two: How would one recognize that you have a middle school vs. a junior high school?

So what is *This We Believe?*

The Association of Middle Level Educators (AMLE), formerly National Middle School Association (NMSA), believes that educational programs for young adolescents should reflect what research and vast experience have demonstrated to be best for 10 to 15 year olds.

Based on that belief, the association has set forth the tenets what will provide sound guidance for those responsible for designing programs committed to improving both learning and learners.

What does *This We Believe* say about middle level education?

Sixteen Tenets:

- Educators that *value* young adolescents and are *prepared to teach them*.
- Students and teachers are engaged in active, purposeful learning.
- Curriculum is challenging, *exploratory*, integrative, and relevant.
- Educators use multiple learning and teaching approaches.
- Varied and *on-going assessments* advance learning as well as measure it.

- A shared vision developed by all stakeholders guides every decision.
- Leaders are committed to and *knowledgeable about this age group*, educational research, and best practices.
- Leaders demonstrate courage and *collaboration*.
- Ongoing professional development reflects best practices.
- Organizational structures foster *purposeful learning* and *meaningful relationships*.

- The school community is inviting, safe, inclusive, and supportive of all.
- Every student's academic and personal development is guided by an *adult advocate*.
- *Comprehensive guidance* and support services meet the needs of young adolescents.
- Health and wellness are supported in curricula, school-wide programs, and related policies.
- The school actively involves families in the education of their children.
- The school includes community and business partners.

That's a lot! What's the plan?

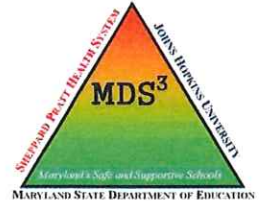
- Focus on structures –
 - Student-led Conferences
 - Advisory
 - IDTs
 - Scheduling options
 - Collaborative planning and CFAs
 - Transitioning from grades 5 to 6 and 8 to 9
 - Student services supports for academics and social-emotional needs
 - Clearer understanding of the middle school child



ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS

MDS3 Secondary Survey Summary 2016-2017

School: All Secondary Students and Staff



Survey background: The MDS3 survey results below capture students and staff perceptions of safety, student engagement, and the learning environment in your school. The results provide a summary of selected questions with comparisons to district data. At the district level secondary school survey participation rates were 77.6% for students, 65.3% for staff, and 4.4% for parents. Due to low and varied parent participation rates individual item data is not available. For details on parent item responses please see link below to full survey results. At the school level, All Secondary Students and Staff had survey participation of 28,396 students, 3,053 staff, and 1,852 parents.

Safety	Question	My District	
		Students	Staff
Physical Safety	I feel safe at school.	85%	92%
Bullying/Aggression	Harassment of students is a small problem/not a problem.	53%	43%
Bullying/Aggression	Adults try to stop bullying.	67%	95%
Substance Abuse	Students' use of alcohol is a small problem/not a problem.	69%	70%

Engagement	Question	My District	
		Students	Staff
Connectedness	I feel like I belong.	73%	89%
Academic Engagement	Teachers feel responsible for student success.	n/a	96%
Academic Engagement	Teachers set high expectations for students.	84%	93%
Academic Engagement	I do all my school work.	81%	n/a
Culture of Equity	Adults believe all students can do well if they try.	84%	94%
Parent Engagement	Parents are welcomed at the school.	83%	99%

Environment	Question	My District	
		Students	Staff
Physical Comfort	School has a bright and pleasant appearance.	57%	72%
Rules and Consequences	School rules are consistently enforced.	33%	53%
Rules and Consequences	Student discipline problems are handled effectively.	49%	61%
Disorder	There is an orderly atmosphere for learning.	46%	79%
Support Services	School has programs to address violence and conflict	57%	79%

For additional information about your school's results: More detailed results for all survey items, including parent results, can be found at the following link. Please use the following document as a guide for accessing the executive summary.

1. Direct a web browser to <http://survey.pagequest.net/Administration>
2. Log in with the username and password provided by the system administrator or Dr. Ginny Dolan at vdolan@aacps.org.

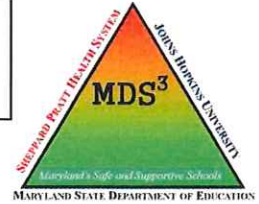
Executive Summary: The Executive Summary is a high level report consisting of key questions specially selected by the investigators to provide a high level summary of project results. The Executive Summary only includes student data and it is always a snapshot of your school. Special alerts (flags) may be inserted by the investigators to call your attention to any statistics that are unusual or require attention.



ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS

MDS3 Secondary Survey Summary 2016-2017

School: All Secondary Students and Staff



Below you will find three year trend data for the MDS3 survey results. School year 14-15, 15-16 and this school year results are shown for students and staff. Please look from year to year for changes in survey results.

Note: The results for each year is made up of different students and staff.

Safety	Question	Students 14-15	Students 15-16	Students 16-17	Staff 14-15	Staff 15-16	Staff 16-17
Physical Safety	I feel safe at school.	87%	84%	85%	92%	90%	92%
Bullying/Aggression	Harassment of students is a small problem/not a problem.	53%	51%	53%	46%	44%	43%
Bullying/Aggression	Adults try to stop bullying.	74%	66%	67%	93%	94%	95%
Substance Abuse	Students' use of alcohol is a small problem/not a problem.	69%	69%	69%	66%	70%	70%

Engagement	Question	Students 14-15	Students 15-16	Students 16-17	Staff 14-15	Staff 15-16	Staff 16-17
Connectedness	I feel like I belong.	76%	72%	73%	89%	87%	89%
Academic Engagement	Teachers feel responsible for student success.	n/a	n/a	n/a	96%	95%	96%
Academic Engagement	Teachers set high expectations for students.	85%	84%	84%	93%	93%	93%
Academic Engagement	I do all my school work.	81%	80%	81%	n/a	n/a	n/a
Culture of Equity	Adults believe all students can do well if they try.	85%	84%	84%	93%	93%	94%
Parent Engagement	Parents are welcomed at the school.	84%	81%	83%	99%	98%	99%

Environment	Question	Students 14-15	Students 15-16	Students 16-17	Staff 14-15	Staff 15-16	Staff 16-17
Physical Comfort	School has a bright and pleasant appearance.	57%	52%	57%	57%	67%	72%
Rules and Consequences	School rules are consistently enforced.	34%	32%	33%	57%	50%	53%
Rules and Consequences	Student discipline problems are handled effectively.	50%	48%	49%	63%	58%	61%
Disorder	There is an orderly atmosphere for learning.	49%	44%	46%	82%	78%	79%
Support Services	School has programs to address violence and conflict	65%	55%	57%	80%	77%	79%

MDS3 Elementary Survey Summary 2016-2017

School: All Elementary Staff & Students

Survey background: The MDS3 survey results below capture students and staff perceptions of safety, student engagement, and the learning environment in your school. The results provide a summary of selected questions with comparisons to cluster and district data. At the district level elementary school survey participation rates were 82.5% for students, 76% for staff, and 6.1% for parents. Due to low and varied parent participation rates individual item data is not available. For details on parent item responses please see link below to full survey results. At the school level, All Elementary Staff & Students had survey participation of 15,949 students, 3,451 staff, and 2,436 parents.

Safety	Question	My District	
		Students	Staff
Physical Safety	I feel safe at school.	93%	96%
Bullying/Aggression	Harassment of students is a small problem/not a problem.	63%	71%
Bullying/Aggression	Adults try to stop bullying.	n/a	97%
Substance Abuse	Students' use of alcohol is a small problem/not a problem.	86%	100%

Engagement	Question	My District	
		Students	Staff
Connectedness	I feel like I belong.	89%	93%
Academic Engagement	I like this school.	91%	98%
Academic Engagement	My teachers encourage me to work hard in my classes.	96%	97%
Culture of Equity	All students of all races are treated the same.	88%	n/a
Parent Engagement	Communication with parent/guardians when student misbehaves.	89%	93%

Environment	Question	My District	
		Students	Staff
Physical Comfort	School is clean and well-maintained.	84%	84%
Rules and Consequences	Students obey the rules.	53%	79%
Disorder	Misbehaving students don't get away with it.	n/a	73%

For additional information about your school's results: More detailed results for all survey items can be found at the following link. Please use the following document as a guide for accessing the executive summary.

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Executive Summary: The Executive Summary is a high level report consisting of key questions specially selected by the investigators to provide a high level summary of project results. The Executive Summary only includes student data and it is always a snapshot of your school. Special alerts (flags) may be inserted by the investigators to call your attention to any statistics that are unusual or require attention.

MDS3 Elementary Survey Summary 2016-2017

School: All Elementary Staff & Students

Below you will find three year trend data for the MDS3 survey results. School year 14-15, 15-16 and this school year results are shown for students and staff. Please look from year to year for changes in survey results.

Note: The results for each year is made up of different students and staff. Color coding is only an indicator of a school's score above or below 5% of the 2015-2016 school year.

Safety	Safety	Students 14-15	Students 15-16	Students 16-17	Staff 14-15	Staff 15-16	Staff 16-17
Physical Safety	I feel safe at school.	93%	93%	93%	97%	97%	96%
Bullying/Aggression	Harassment of students is a small problem/not a problem.	68%	64%	63%	74%	73%	71%
Bullying/Aggression	Adults try to stop bullying.	n/a	n/a	n/a	97%	97%	97%
Substance Abuse	Students' use of alcohol is a small problem/not a problem.	88%	88%	86%	99%	100%	100%

Safety	Safety	Students 14-15	Students 15-16	Students 16-17	Staff 14-15	Staff 15-16	Staff 16-17
Connectedness	I feel like I belong.	90%	89%	89%	93%	92%	93%
Academic Engagement	I like this school.	92%	91%	91%	98%	98%	98%
Academic Engagement	My teachers encourage me to work hard in my classes.	95%	95%	96%	97%	98%	97%
Culture of Equity	All students of all races are treated the same.	84%	87%	88%	n/a	n/a	n/a
Parent Engagement	Communication with parent/guardians when student misbehaves.	89%	89%	89%	94%	93%	93%

Safety	Safety	Students 14-15	Students 15-16	Students 16-17	Staff 14-15	Staff 15-16	Staff 16-17
Physical Comfort	School is clean and well-maintained.	85%	83%	84%	84%	85%	84%
Rules and Consequences	Students obey the rules.	57%	52%	53%	84%	80%	79%
Disorder	Misbehaving students don't get away with it.	n/a	n/a	n/a	79%	76%	73%

Maryland's Reform Plan Bridge to Excellence in Public Schools

2016 Annual Update

Executive Summary

Anne Arundel County Public Schools (AACPS) provides a challenging and rewarding educational experience for every child. Our school system is the fifth largest in Maryland and the 42nd largest in the United States. The approximately 81,000 AACPS students in prekindergarten through 12th grade are educated in 77 elementary schools, 19 middle schools, 12 high schools, six evening high school campuses, three special education centers, two centers for applied technology, two alternative education academies, two early education centers, two public charter schools, and one public contract school. Our Strategic Plan contains just one simply stated goal: "To ensure that every student meets or exceeds standards as achievement gaps are eliminated."

The vision for Anne Arundel County Public Schools (AACPS) is that every student will graduate from high school able to read critically, write coherently, think creatively, and solve complex mathematical problems. Students will be equipped to become contributing, compassionate citizens of the United States as it resides in an increasingly global community.

To accomplish this, we have increased opportunities for public school choice by providing – even in these difficult economic times – more programs of rigor and relevance that we believe will allow students to reach their full potential and to be outstanding citizens in the global economy in which they will live. Recognizing that such a course also provides a talented and committed workforce that is prepared to change and advance the world's landscape, an increasing number of regional employers have been integrally involved in the development of these programs.

In our Fiscal Year 2017 operating budget, we have been able to:

- Added \$3.3M to fund 43 classroom teachers to address continued enrolment growth.
- Added \$358,000 in critically needed teachers, aides, and other staff to address the burgeoning population of English Language Learners in our school system. This year, we were able to add four English Language Acquisition classroom teachers and an interpreter for the International Student Services Office, as well as three additional bilingual facilitators to provide critical assistance and support to non-English speaking families.
- Budgeted \$1.2M to expand the Enhancing Elementary Excellence (Triple E) initiative, which already provides fully integrated and thematic learning experiences in 23 schools in the Meade, North County, and Southern clusters, to nine more schools in the Chesapeake and Northeast clusters.

- Funding of \$654,000 was made available to expand our county's middle school Science, Technology, Engineering, and Math (STEM) magnet program by adding an eighth-grade component at Lindale Middle School and a seventh-grade component at Central Middle School.
- Appropriated \$1.5M to expand the Monarch Global Academy Public Contract School to include seventh-graders.

AACPS is home to eight magnet programs in 18 schools. This includes one high school BioMedical Allied Health (BMAH) program; two high school and three middle school STEM sites; two high school Centers of Applied Technology; one high school Performing and Visual Arts (PVA) program housed at two sites, as well as two middle school PVA sites; and the International Baccalaureate (IB) middle years programme offered at three middle schools and the (IB) diploma programme offered at three high schools. Our county is also home to two charter schools and one contract school, providing a network of robust school choice options for students at all levels.

Beyond these, as mentioned above, we are expanding the highly successful Triple E: Enhancing Elementary Excellence initiative, which offers rigorous, relevant instruction and thematic student-centered, project-based learning. Aimed at accelerating the pace at which the school system is elevating all students and eliminating all gaps, these 32 schools have selected from four themes (International Primary Years Programme, STEM in Society, Arts & Humanities, or Global Studies) to provide students exciting experiences to increase achievement.

This Bridge to Excellence Annual Update contains information regarding how we are using our resources to work toward attaining our vision, information to show where we are succeeding and where we still face challenges, and our plans to build on our successes and address those challenges.

Increases in federal, state, and local revenue resulted in the approval of a \$1.12 billion Fiscal Year 2017 operating budget. County funds approved to support the operating budget total \$643.2 million, an increase of \$22.6 million (this level includes a one-time payment of \$10 million to help rectify funding issues in our health-care fund). This increase in county funds exceeds the minimum level mandated by state law, also known as Maintenance of Effort (MOE), by nearly \$7 million. This is the second consecutive year that our school system has been funded over MOE after many years of flat-level MOE funding, and we are grateful for the efforts of the County Executive and County Council to recognize the ongoing needs of our school system.

AACPS remains concerned about the revenue for FY2018 and beyond. Even with additional gambling revenue streams dedicated to supporting the Thornton educational funding formula, the full assumption of teacher pension obligation and other factors poses significant challenges. While AACPS continues to experience enrollment growth (1.00%), county wealth is increasing and that may adversely impact relative available state funding in the future. The wealth increase has not translated to significant increases in County funding due to the property tax revenue cap in the County. Furthermore, increase in LEP students (3.22%) and Special Education students (1.15%) has required AACPS to invest more resources to serve those populations. Still, there is no question that economic constraints must not deter us from our goals of achievement for all students.

We are continuing to invest professional development to assist educators to effectively utilize online resources, use data to drive instructional decision-making, and implement the College and Career Readiness State Standards.

To address growth and continue our efforts to set forth a clear and consistent approach to upgrading our educational facilities, AACPS – in partnership with Anne Arundel County government – commissioned and the updated Strategic Facilities Utilization Master Plan, delivered to the Board of Education in August 2015. The plan replaced one created in 2006 and designed to have a lifespan of 10 years. It provides our school system and our county with a clear and transparent plan. While addressing the renovation and replacement needs for existing schools, the plan also recommends options for new schools to address rising enrollments. Assuming the continuation of planned funding, we will open our county's first new high school since 1982 in 2020.

The top priority across our system continues to be closing the achievement and opportunity gaps. Our Intentional Focus at the elementary level on ensuring that every student is able to read at or above grade level by the end of second grade, thus greatly enhancing their chances for future success, had tremendous results in the 2015-16 school year. Countywide, 950 students – 47 percent of second-graders who tested below grade level in reading in the fall – had reached or exceeded grade level by the spring, the data shows. Of the county's 77 elementary schools, 33 moved at least 50 percent of their second-graders from reading below grade level to reading at or above that mark.

At the middle school level, our Intentional Focus is to increase students' knowledge and skill in mathematics as indicated by their performance on the new PARCC tests. Historically, students have struggled with mathematics in middle school since the complexity of the content increases with each grade. Our new emphasis last year yielded a small increase in students demonstrating success, up from 34.7 percent passing in the 2014-15 school year to 36.5 percent passing in 2015-16. We also began our work around re-centering our middle school practices around the developmental needs of the middle level learner. We are renewing our Advisory period schedules and lessons, improving the Parent-Teacher conference procedure, and re-examining course taking habits.

At our high schools, we recognized the importance of making our ninth-graders successful as the first step to ensuring their eventual graduation from high school. Our trend data illustrates the importance of investing early in ninth-graders since it is singularly the most critical year to prevent retention and/or dropping out. Each high school is targeting its students in the achievement and opportunity gaps with tiered strategies to enhance their students' successful completion of the ninth grade. Seven of our 12 high schools were able to promote greater than 95 percent of their students in the 2015-16 school year.

To make our belief that AACPS should be the best school system in the state of Maryland and one of the best in the nation a reality, we are continuing to put a laser-like focus on every student, in every class, in every school in our county. We are – and must remain – committed not just to reducing achievement and opportunity gaps, but to eliminating them.

Executive Summary

Anne Arundel County Public Schools (AACPS) provides a challenging and rewarding educational experience for every child. Our school system is the fifth largest in Maryland and among the 50 largest in the United States. The approximately 80,000 AACPS students in prekindergarten through 12th grade are educated in 77 elementary schools, 19 middle schools, 12 high schools, six evening high school campuses, three special education centers, two centers for applied technology, two alternative education academies, two early education centers, two public charter schools, and one public contract school. Our Strategic Plan contains just one simply stated goal: “To ensure that every student meets or exceeds standards as achievement gaps are eliminated.”

The student demographic makeup of our school system has changed greatly over the last decade. From 2005-2006 to 2004-2015, our school system grew by 5,941 students. During that same time, the number of Hispanic students grew by 6,003, and the number of English Language Learners more than tripled. The number of African-American students remained relatively flat, but the number of white students fell by nearly 1,200 students.

The need among our students also grew markedly in this time. In 2005-2006, AACPS had 15,110 students who received free and reduced-price meals. In 2014-2015, our school system had 26,535 such students, a 75 percent increase. Today, more than one-third of our students receive free and reduce-priced meals.

The vision for Anne Arundel County Public Schools (AACPS) is that every student will graduate from high school able to read critically, write coherently, think creatively, and solve complex mathematical problems. Students will be equipped to become contributing, compassionate citizens of the United States as it resides in an increasingly global community.

To accomplish this, we have increased opportunities for public school choice by providing – even in these difficult economic times – more programs of rigor and relevance that we believe will allow students to reach their full potential and to be outstanding citizens in the global economy in which they will live. Recognizing that such a course also provides a talented and committed workforce that is prepared to change and advance the world’s landscape, an increasing number of regional employers have been integrally involved in the development of these programs.

Even with a modest increase in revenue (2.19%) in our Fiscal Year 2016 operating budget and mandatory costs increasing by over \$15 million, we have been able to:

- Allocate \$447,000 to expand early learning and literacy programs, including the opening of prekindergarten programs at four additional schools, to help ensure all children are achieving at high levels and are fully ready to advance to middle school.
- Add \$269,000 to increase critically needed teachers and aides to address the burgeoning population of English Language Learners in our school system.

- Appropriate \$1.5 million to launch the Enhancing Elementary Excellence (Triple E) initiative, which provides fully integrated and thematic learning experiences and was highly successful in the North County cluster last year, in the 14 elementary schools and early education center in the Meade and Southern clusters.
- Create our county's third middle school Science, Technology, Engineering, and Math (STEM) magnet program, at Central Middle School. In addition, we are expanding the middle school STEM programs at Old Mill Middle School North and Lindale Middle School, as well as the BioMedical Allied Health magnet program at Glen Burnie High School at a cost of \$443,000.
- Repurpose one of the county's oldest educational facilities, the former Phoenix Center, to create much-needed studio art space for our high school Performing and Visual Arts (PVA) magnet program and add an additional two FTE to help the program.
- Allocate \$3.7 million to expand the Monarch Global Academy Public Contract School to include sixth-graders.
- Purchase automated bus routing software and hire an analyst to create more efficient bus routes and allow us to examine additional options with regard to school start times at a cost of \$739,000.

AACPS is home to eight magnet programs in 18 schools. This includes one high school BioMedical Allied Health (BMAH) program; two high and three middle school STEM sites; two high school Centers of Applied Technology; one high school PVA program housed at two sites, as well as two middle school PVA sites; and the International Baccalaureate (IB) middle years programme (MYP) offered at three middle schools and the MYP and IB diploma programmes offered at three high schools. Our county is also home two charter schools and one contract school, providing a network of robust school choice options for students at all levels.

In addition, the three MYP middle schools and three IB high schools also offer MYP as whole school programs. Project Lead the Way (PTLW) is offered at four high schools as programs of choice with PTLW Engineering at three schools and PTLW Biomedical and Sciences at one.

Beyond these, as mentioned above, we are expanding the highly successful Triple E: Enhancing Elementary Excellence initiative, which offers rigorous, relevant instruction, and thematic student centered project-based learning. Aimed at accelerating the pace at which the school system is elevating all students and eliminating all gaps, these 23 schools have selected from four themes (International Primary Years Programme, STEM in Society, Arts & Humanities, or Global Studies) to provide students exciting experiences to increase achievement.

This Bridge to Excellence Annual Update contains information regarding how we are using our resources to work toward attaining our vision, information to show where we are succeeding and where we still face challenges, and our plans to build on our successes and address those challenges.

Anne Arundel County Public Schools, like schools across the nation, finds itself in an economic climate that is difficult at best. While our rigorous and relevant programs are bringing more students to our classrooms from private schools and homeschooled situations, the economic

reality is that our county funding has been at the minimum legally allowable level for the last several years.

Increases in federal, state, and local revenue resulted in the approval of a \$1.08 billion Fiscal Year 2016 operating budget. County funds approved to support the operating budget total \$620.6 million, an increase of \$17 million. This increase in county funds exceeds the minimum level mandated by state law, also known as Maintenance of Effort (MOE), by \$5.1 million. This is the first significant increase in MOE in several years, and we are grateful for the County Council's efforts to recognize the ongoing needs of our school system.

AACPS remains concerned about the state projections for FY2017 and beyond. Even with additional gambling revenue streams dedicated to supporting the Thornton educational funding formula, the full assumption of teacher pension obligation and other factors pose significant challenges. While AACPS continues to experience enrollment growth, county wealth is increasing and that may adversely impact relative available state funding in the future. Still, there is no question that economic constraints must not deter us from our goals of achievement for all students.

Federal support from stimulus funds has ended, the impact of federal sequestration has been offset through reallocation from other programs in order to minimize the impact to programs and services at schools, and no new federal support appears on the horizon. Race to the Top restricted grant funds continue to support two important projects. We are in a multi-year process of building technology infrastructures to enable educators to have access to online data and instructional tools to support rigorous instruction and acquiring hardware to support teachers' access to online information and increasing online testing for students. Additionally, we are investing in professional development to assist educators to effectively utilize online resources, use data to drive instructional decision-making, and implement the College and Career Readiness State Standards.

To address growth and continue our efforts to set forth a clear and consistent approach to upgrading our educational facilities, AACPS – in partnership with Anne Arundel County government – commissioned and updated Strategic Facilities Utilization Master Plan, delivered to the Board of Education in August 2015. The plan replaces a 2006 plan designed to have a lifespan of 10 years and provides our school system and our county with a clear and transparent plan. While addressing the renovation and replacement needs for existing schools, the plan also recommends options for new schools to address rising enrollments.

The top priority across our system continues to be closing the achievement gap. During the 2010-1011 school year, a cross-functional group of AACPS employees, including department heads, teachers, principals, administrators, parents, Board Members, and community partners, made up the *Eliminating The Achievement Gap* committee that examined cultures, structures, and processes that exist and put in place new initiatives to eliminate disparities among student groups. We implemented these initiatives in the 2011-2012 school year, and have continued our work to attack this stubborn issue. While we have made progress in this regard, it has not been at the pace either we or our community partners would like. The Office of Equity and Accelerated Student Achievement, now in its second year, continues to work closely with school

and offices to address issues related to achievement and discipline gaps. Our Blue Ribbon Commission on Equity and Achievement continues to offer recommendations to the Superintendent, and the Executive Oversight Committee provides focused assistance to schools with specific identified needs.

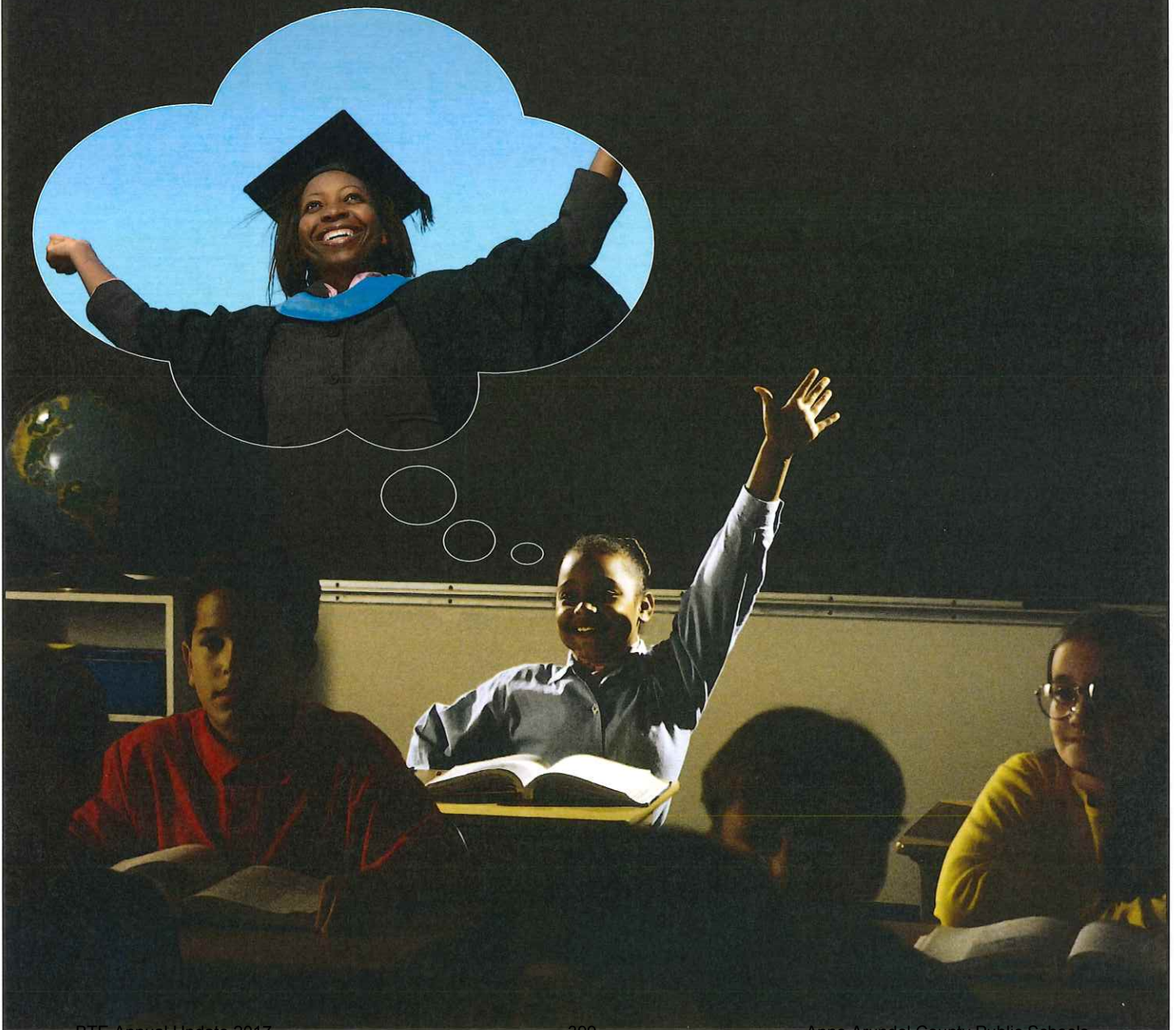
To make our belief that AACPS should be the best school system in the state of Maryland and one of the best in the nation a reality, we are continuing to put a laser-like focus on every student, in every class, in every school in our county. We are – and must remain – committed not to reducing achievement gaps, but to eliminating them.

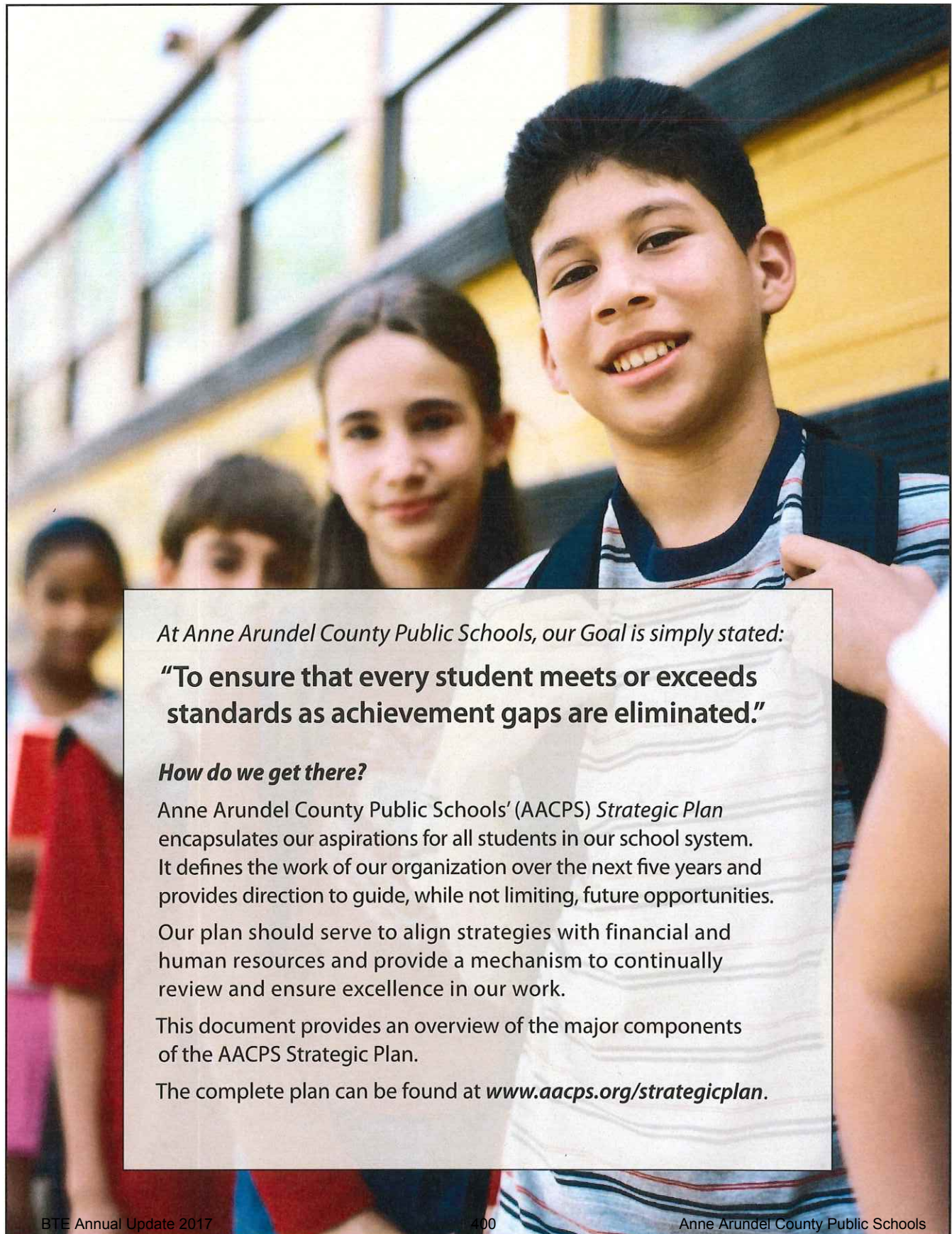
2012–2017

THE JOURNEY TO GREATNESS

Preparing leaders who help shape the future of a rapidly changing world

**An Overview of the Strategic Plan
for Anne Arundel County Public Schools**





At Anne Arundel County Public Schools, our Goal is simply stated:

“To ensure that every student meets or exceeds standards as achievement gaps are eliminated.”

How do we get there?

Anne Arundel County Public Schools’ (AACPS) *Strategic Plan* encapsulates our aspirations for all students in our school system. It defines the work of our organization over the next five years and provides direction to guide, while not limiting, future opportunities. Our plan should serve to align strategies with financial and human resources and provide a mechanism to continually review and ensure excellence in our work.

This document provides an overview of the major components of the AACPS Strategic Plan.

The complete plan can be found at www.aacps.org/strategicplan.

A Message to Students, Parents, Employees, and Community Members

In 2007, we launched our Strategic Plan known as *The Journey to Greatness*. In the ensuing five years, we made great progress on our journey. This Strategic Plan represents the next phase in our continuing journey.

A Changing World

The world has changed in the past five years and Anne Arundel County has changed accordingly. We now serve a larger, more diverse student population. Demographic changes, economic challenges, and globalization have had a profound impact on our county and its citizens. Federal and state priorities for education continue to unfold and, as technology advances, the very nature of teaching and learning continues to evolve. Our plan reflects our need for future-oriented, collaborative and innovative approaches to help our students excel in this rapidly changing world.

Our Strategic Plan provides a foundation and focus for the efforts of all AACPS employees as we strive to meet the needs of all students and the expectations of all of our stakeholders. Among these expectations is that we will provide, for every student, college and career readiness skills. Our graduates need to be independent, knowledgeable, persistent, evaluative, reflective, and technologically literate. In order to achieve these characteristics, all students must have the opportunity to pursue rigorous pathways as they progress through our schools. Our *Great 8*:

Our Mission (Why we are here)

It is the mission of Anne Arundel County Public Schools to educate all of our students to be well-prepared for college and the workforce and to empower them to create a better quality of life for themselves, their communities, and the next generation.

Our Vision (How we see the future)

Our students will graduate with the skills necessary to read, write, compute, and communicate effectively; think critically and creatively; work independently and collaboratively with others from diverse backgrounds; and engage in innovative interdisciplinary analysis and complex problem solving.

Our Values (What's important to us)

We value:

- Leadership
- Innovation
- Compassion and social responsibility
- Environmental stewardship

Essential Guideposts for the Journey to Greatness parents, students, and educators with information about the skills and knowledge that will ensure college and career readiness from the childhood years through Grade 12.

Working Together

In any large organization, it is imperative to align *all* initiatives. Our plan ensures that AACPS' organizational elements — our resources, our structures and systems, our culture, our environment — are managed in a way that is coherent with our vision, mission, values and goal. In order to improve teaching and learning in every classroom, in every school, and for every student, each stakeholder must understand and act upon the strategies set forth in our Strategic Plan.

Next Steps

The goal, indicators, and strategic initiatives set forth in our plan have been carefully designed to take the *next steps* on our *Journey to Greatness*. We hope you take the opportunity to review them, to celebrate the accomplishments of our students and to embrace the challenges that we face. While we have made great strides, the road ahead is arduous. We believe to our core that through the hard work of our students, employees, and community and business partners, we can move into the future confident that we have the tools, skills, knowledge, and motivation to live our mission and achieve our vision.


Patricia R. Nalley
President, Board of Education


Kevin M. Maxwell, Ph.D.
Superintendent of Schools

Indicators of Success

All indicators of student success will be monitored for all students and by student group.



Anne Arundel County Public Schools' ultimate goal is to ensure that every student meets or exceeds standards as achievement gaps are eliminated. The indicators of success are measures that we use to determine our progress toward our goal. Since we are focused on eliminat-

ing achievement gaps, it is vital that, while attending to the achievement of all students, we tenaciously monitor the progress of our student groups whose performance is farthest away from our standards. To that end, all indicators of student success will be monitored for all students and by student group.

By the end of the 2016–2017 school year:

1. 80% of kindergarten and first grade students will reach Core as indicated by their spring **DIBELS** composite score.
2. 50% of all students in each student group in grades 3–8 will be **performing at the Advanced level on the Maryland standardized tests** in Reading and Math.
3. 80% of all students in each student group will have **completed at least one World and Classical Language course** by the end of their eighth grade year.
4. 80% of all diploma-bound high school seniors in each student group **will have completed at least one AP/IB or Honors course**.
5. 100% of all diploma-bound high school seniors in each student group who have been enrolled in at least one AP/IB course **will have taken an AP/IB examination**.
6. 75% of all diploma-bound high school seniors in each student group who have taken an AP or IB examination **will have earned 3 or better on an AP examination or 4 or better on an IB examination**.
7. 75% of all diploma-bound high school seniors in each student group, in each high school, **will take the SAT, ACT, or a Maryland Industry Certification.***
8. 80% of all secondary students in each student group **will receive fewer than two referrals**.
9. 95% of all secondary students in each student group **will receive fewer than six referrals**.
10. 90% of all secondary students in each student group **will not be suspended** from school.
11. 85% of new teachers hired **will be retained for the next school year**.
12. Each school will have **at least one teacher who is Nationally Board Certified**.

Beginning in 2012–2013 and continuing every year through the life of this Strategic Plan:

13. 100% of schools will host a **minimum of two activities, meetings, parent-teacher conferences, etc.** in their communities.

After the third year of this Strategic Plan:

14. 85% of parents will indicate that they are satisfied with the academic preparation of their child(ren), and by the final year of this Strategic Plan, 90% of parents will indicate **that they are satisfied with the academic preparation of their child(ren)**.

Everything in this plan was created with a singular effort in mind—to help every one of our students meet or exceed our standards, and fulfill their individual potential.

“Be a yardstick of quality. Some people aren’t used to an environment where excellence is expected.” —Steve Jobs

Highlighted Strategic Initiatives

For a full list of Strategic Initiatives, see the complete AACPS Strategic Plan at www.aacps.org/strategicplan

Strategy is the pattern of organizational moves used to achieve an organization's vision, mission and goals. To that end, AACPS has identified core Strategic Initiatives, which describe the long-range activities we have chosen to pursue. These strategic initiatives are described in our Strategic Plan. Equity is infused throughout.

Our Strategies are in the areas of:

- *Academic Achievement;*
- *Safe and Supportive Learning Environment;*
- *Diverse, Highly Qualified Workforce;*
- *Community Engagements; and*
- *Sound, Efficient, and Effective Business Practices*

Academic Achievement

Teaching & Learning Cycle

Our Teaching and Learning Cycle provides: clarity of district expectations for teaching and learning; a common language and vocabulary for teaching and learning; a definition of the components of 21st century learning; identified strategies to ensure equity in the classroom; frameworks for lesson planning, observation and rating instruments; and professional development. Our Teaching and Learning Cycle has become the vehicle through which all instructional decisions are made.

Programs of Choice

Programs of Choice are focused on opening doors to rigorous and relevant study for students. Students and their families are able to make choices regarding individual educational pathways based on opportunities offered through the Advanced Studies and Programs Office. Magnet and Signature programs, Arts Integration, Advancement Via Individual Determination (AVID), and advanced co-curricular programs and clubs are all housed within our Programs of Choice. Programs of Choice have been a key factor in AACPS' efforts to eliminate the achievement gap.

Early Literacy

It is recognized that the foundations for reading proficiency and literacy success are formed long before a child reaches first grade. It is our belief that parents, guardians, and other care givers can give

children, starting at infancy, a strong base of language concepts, cognitive skills related to print, and a love of books.

Partnerships to Support Academic Achievement

AACPS has been making concerted efforts to develop partnerships to support our students as they engage in real-world learning experiences, and our businesses and community members have been more than generous in contributing time, talent, and resources to our schools. Building on our solid foundation, we will continue to strengthen existing partnerships and develop new ones, so that as many students as possible are able to learn from practitioners who are actively engaged in the kind of career in which they are interested. We see these business and community partnerships as an essential part of our instructional program.

Support for English Learners

English for Speakers of Other Languages (ESOL) is focused on providing the instruction and support necessary to ensure: full proficiency in English for all English learners; academic achievement for all English learners; active participation of English learner families and their communities in their children's education; and professional development for ESOL and other AACPS staff focused on achievement for English learners.

Support for Students Receiving Special Education Services

Recognizing that special education is a journey with no true finish line, but

with continuous opportunities to grow, AACPS has embraced the concept of responsibility, independence, and contribution in its delivery of specialized instruction for students with disabilities. Our goal is that our students acquire the academic, vocational, and social/emotional skills needed to transition to adulthood with self-confidence and competence.

AACPS provides a continuum of services ranging from consultation and general education programming to specialty classes, regional programs, and separate public and private school placements. Each elementary, middle, and high school in Anne Arundel County provides special education and related services for students who are identified as eligible for services.

Environmental Literacy

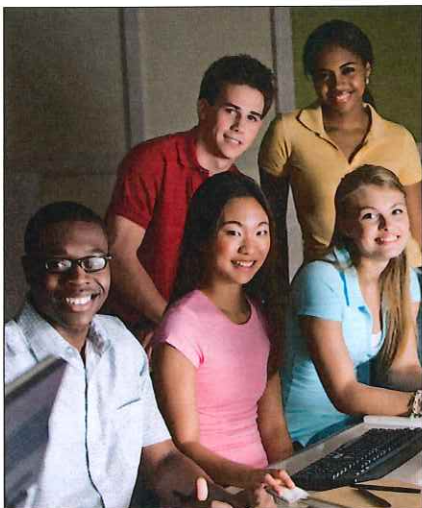
AACPS strives to graduate environmentally literate students who possess the knowledge, intellectual skills, attitudes, experiences, and motivation to make and act upon responsible environmental decisions. In order to accomplish this, a system-wide program is being implemented at each grade level to provide outdoor and environmental experiences. Through these experiences, students will apply knowledge and skills from all content areas to investigate and analyze local environmental issues, and develop and implement a local action project that protects, sustains, or enhances the natural environment.

Continuous Learning

It is important that students understand that learning is continuous and does not end when they finish high school. Every student needs to develop skills for effective academic and career planning, beginning in elementary school and continuing through post-secondary education and into the world of work.

Monitoring Student Performance

Our vision is that our students will graduate with the skills necessary to read, write, compute, and communicate effectively; think critically and creatively; work independently and collaboratively; and engage in innovative interdisciplinary analysis and complex problem solving. In order to achieve this vision, it is critical that we have in place a systematic set of procedures to monitor the performance of every student in every school with an eye to ensuring that we are increasing achievement for all students and eliminating gaps (to high academic standards) among all of our student groups. Classroom teachers, Leadership Teams, administrators, and district leaders monitor student performance on benchmark assessments by examining data by these groups: all students, each of nine racial/ethnic groups, and students receiving special education, Limited English Proficient, and Free and Reduced-price Meals (FARMS) services.



Safe & Supportive Learning Environment

Wellness

The physical, emotional, and mental health of our students and staff is essential for the academic success of our students. The AACPS Wellness Committee's mission is to affect the culture of our school system and to change lives in the process. We have done much work in the area of wellness, yet there is still much to be accomplished. To meet our challenges, partnerships groomed within our county and outside the county have become essential for the work to get done.

Social Climate

Social and Emotional Supports

When students' social and emotional needs are supported in schools, a sense of belonging creates higher engagement in learning, responsible choices, and the freedom to take healthy academic risks. It is important to have systematic structures in place to teach resilience as students navigate social, emotional, and academic challenges.

Equity and Culture

AACPS is committed to Cultural Proficiency and culturally responsive teaching. Cultural proficiency is "a way of being" that allows individuals and organizations to interact effectively with people who differ from them. It is an approach that can be applied to organizational practices and individual behaviors.¹ It is a model for shifting the culture of the classroom and for individual transformation. When school leaders, teachers, and support staff are committed to creating an inclusive community, classrooms and schools are transformed.

Safe Learning Environments

We believe that all students deserve a safe, supportive, and orderly environment in which to learn. We encourage appropriate behaviors by teaching, guiding, directing, and providing opportunities for new

learning to occur. We create opportunities for students to practice and succeed in making responsible choices in order to reach their academic potential and contribute to their community.

Prevention

In order to provide our teachers with the tools they need to work effectively with students from a variety of backgrounds, we will provide extensive professional development. Many factors need to be in place in order for students to succeed, not the least of which is a set of positive relationships among administrators, teachers, and students in order to ensure an environment free from the kind of behaviors that interfere with learning.

Monitoring Discipline Data

In addition to providing administrators and teachers with the strategies and skills they need to build positive relationships with all students, it is important that we know where remaining disciplinary challenges reside and which students continue to be removed from the learning environment for disciplinary reasons.

Alternative Education

Fundamental to the work of providing safe, supportive, and orderly learning environments for all students is a shared agenda in the development and implementation of Alternative Education programs. Families, schools, mental health systems, and other youth serving community agencies are working together to build a continuum of programs which supports students in both the comprehensive schools and in alternative programs preK–12. Such programs reflect strategies to promote student academic and behavioral outcomes, while reducing barriers to learning.

Security

A primary focus for AACPS is that all students and staff will work and be educated in an environment that is free from fear and harm. Steps are delineated and broadly communicated to ensure staff and student safety while in the school or work setting.

Anne Arundel County Public Schools

1. *BTE Annual Update 2017* Cultural Proficiency. Thousand Oaks, California. Corwin Press. and Lindsey, R., Kikanza, N., Terrell, R. (2001) *Culturally Proficient Instruction*. Thousand Oaks, California. Corwin Press.



Diverse, Highly Qualified Workforce

AACPS is committed to recruiting, retaining, and promoting a diverse, highly-qualified workforce. To that end, we employ a variety of strategies to increase our diversity.

Recruitment

AACPS makes a concerted effort to include diversity language in all new job descriptions, which underscores our desire to hire employees who can work with diverse groups and managers who can foster environments where diversity is encouraged.

Leadership Succession

For AACPS to achieve its goals and meet the needs of its stakeholders, it is important to create leadership capacity within the existing employee ranks. The AACPS Leadership Succession Plan provides a comprehensive model for defining, developing, and supporting leaders for the future of Anne Arundel County Public Schools. In accordance with this plan, interested employees have opportunities to participate in activities to develop their skills which may better prepare them for future leadership roles.

National Board Certification

National Board Certification continues to grow in importance across the country. National Board Certification raises the standards for the profession and provides an opportunity for teachers to take greater responsibility for their own learning.

Community Engagement

The responsibility for student achievement, school preparation, social skill development, and readiness for colleges and careers lies with the school system, families, and the larger community. The community engagement strategies ensure deliberate actions that involve schools with the entire school community to support student success. It takes educators reaching out into the community and parents and community members coming to schools to create structures and cultures that assist students in achieving in school and in preparing for life.

Community Partnerships

AACPS builds strong, sustainable, and effective partnerships with community partners to support and celebrate the academic achievement and social skill development of all students. This is accomplished by engaging key community stakeholders in collaboration with the schools to create, implement, and measure solutions that address improved student achievement.

Parent Involvement

AACPS engages and sustains partnerships with parents at all levels to support and improve academic and social skill development for all students. Schools will be guided in developing and conducting parent empowerment training to assist parents in overseeing their children's education.

Community Collaboration

While we can meet the needs of many parents through traditional outreach efforts, there are some parents who, for a variety of reasons, are uncomfortable in the school environment and uncertain of their rights as parents. To address the needs of these parents, AACPS will partner with community organizations to examine promising practices in providing traditionally-underserved parents with the assistance they need to become advocates for their children.

Sound, Efficient, & Effective Business Practices

Stewardship Management

AACPS strives to provide a safe and supportive learning environment for all students and staff. Facilities must be conducive to furthering the educational mission of the school district. The Educational Facilities Master Plan comprehensively governs the activities that support this endeavor.

Public Communication

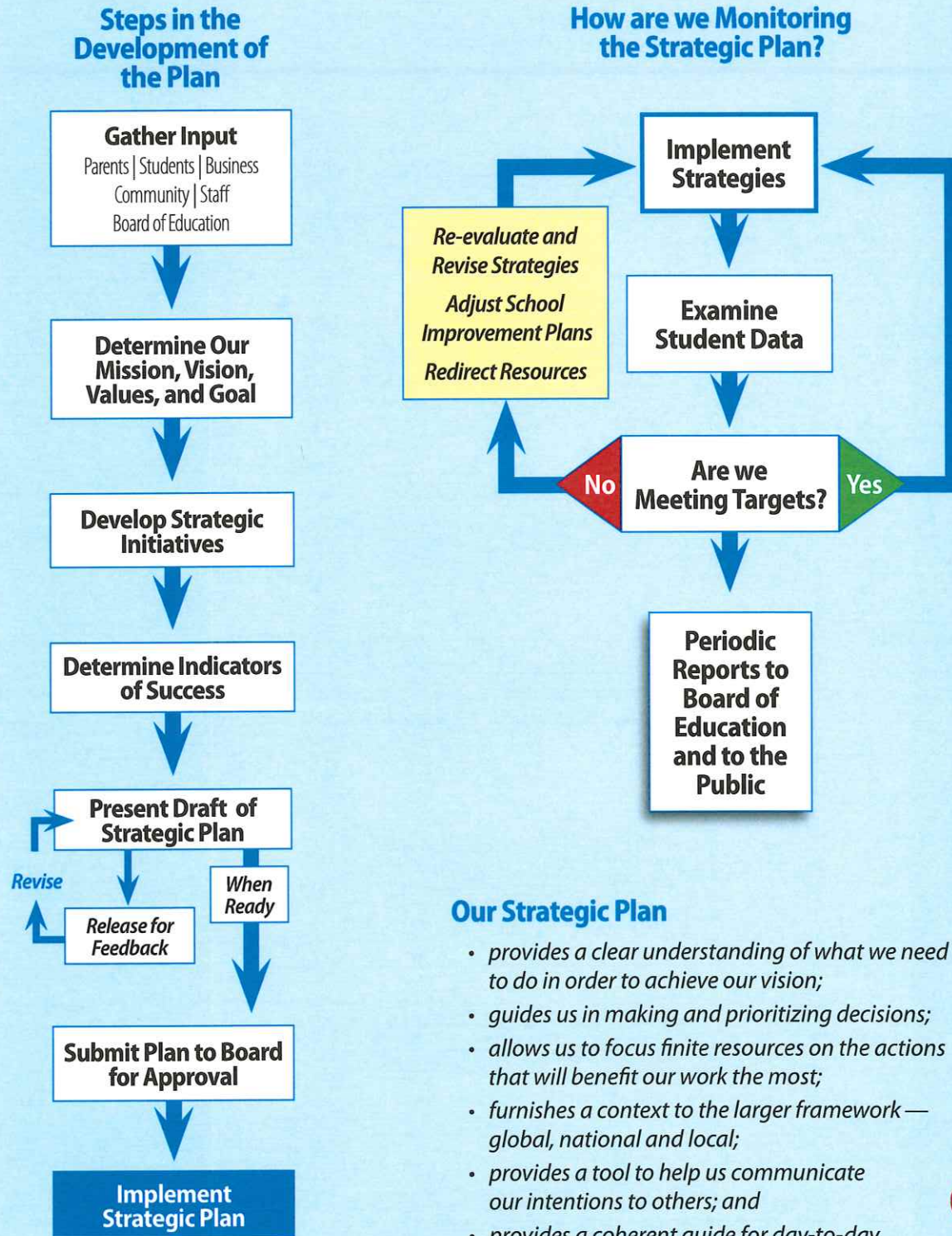
Community engagement remains a primary objective of AACPS as we strive to fulfill our mission and vision. Proactive outreach efforts and a thorough public communication plan are key elements of our strategy to inform, educate, and engage various stakeholder groups and the community at large. Such outreach and communication activities span across every level of the school system.

“ Our job is to...provide children with the support and the opportunities that are necessary to take them from their different starting places and get them to the same finish line. ”

—Kevin M. Maxwell, Superintendent



An Overview of the Process



Our Strategic Plan

- provides a clear understanding of what we need to do in order to achieve our vision;
- guides us in making and prioritizing decisions;
- allows us to focus finite resources on the actions that will benefit our work the most;
- furnishes a context to the larger framework — global, national and local;
- provides a tool to help us communicate our intentions to others; and
- provides a coherent guide for day-to-day implementation.



ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS

Kevin M. Maxwell, Ph.D.
Superintendent of Schools

Table 2.1: PARCC Results - ELA Elementary

Student Group	2016			2017		
	# Tested	# Level 4/5	% Level 4/5	# Tested	# Level 4/5	% Level 4/5
All Students	18484	9445	51.1	19000	9844	51.8
Hispanic/Latino of any race	2483	857	34.5	2767	967	34.9
American Indian or Alaska Native	52	25	48.1	64	32	50.0
Asian	660	432	65.5	661	441	66.7
Black or African American	3731	1175	31.5	3947	1368	34.7
Native Hawaiian or Other Pacific Islander	43	21	48.8	46	16	34.8
White	10312	6280	60.9	10309	6361	61.7
Two or more races	1203	658	54.7	1206	659	54.6
Special Education	1763	272	15.4	1772	257	14.5
Limited English Proficient (LEP)	1695	355	20.9	1780	377	21.2
Free/Reduced Meals (FARMS)	6596	1966	29.8	6657	1995	30.0
Male	9466	4212	44.5	9744	4463	45.8
Female	9018	5230	58.0	9256	5387	58.2

Table 2.2: PARCC Results - ELA Middle

Student Group	2016			2017		
	# Tested	# Level 4/5	% Level 4/5	# Tested	# Level 4/5	% Level 4/5
All Students	17401	7291	41.9	17539	7822	44.6
Hispanic/Latino of any race	1934	576	29.8	2178	662	30.4
American Indian or Alaska Native	47	12	25.5	30	8	26.7
Asian	629	393	62.5	650	404	62.2
Black or African American	3639	859	23.6	3702	911	24.6
Native Hawaiian or Other Pacific Islander	40	15	37.5	52	23	44.2
White	10096	5008	49.6	9857	5333	54.1
Two or more races	1016	433	42.6	1070	477	44.6
Special Education	1682	110	6.5	1601	105	6.6
Limited English Proficient (LEP)	579	30	5.2	579	42	7.2
Free/Reduced Meals (FARMS)	5584	1189	21.3	5321	2900	54.5
Male	8807	2906	33.0	8875	3133	35.3
Female	8594	4392	51.1	8664	4687	54.1

Table 2.3: PARCC English 10 Results - ELA High

Student Group	2016			2017		
	# Tested	# Level 4/5	% Level 4/5	# Tested	# Level 4/5	% Level 4/5
All Students	5568	2533	45.5	5553	3137	56.5
Hispanic/Latino of any race	590	199	33.7	703	258	36.7
American Indian or Alaska Native	16	7	43.8	17	8	47.1
Asian	214	125	58.4	227	163	71.8
Black or African American	1210	344	28.4	1198	458	38.2
Native Hawaiian or Other Pacific Islander	13	3	23.1	13	4	30.8
White	3238	1729	53.4	3095	2064	66.7
Two or more races	287	126	43.9	300	183	61.0
Special Education	472	29	6.1	457	49	10.7
Limited English Proficient (LEP)	210	20	9.5	288	21	7.3
Free/Reduced Meals(FARMS)	1550	398	25.7	1620	492	30.4
Male	2835	1046	36.9	2775	1324	47.7
Female	2733	1487	54.4	2778	1814	65.3

Student Group	2016			2017		
	# Tested	# Level 4/5	% Level 4/5	# Tested	# Level 4/5	% Level 4/5
All Students	18497	8361	45.2	19116	7876	41.2
Hispanic/Latino of any race	2496	764	30.6	2864	742	26.1
American Indian or Alaska Native	52	18	34.6	64	25	39.1
Asian	664	433	65.2	680	414	60.9
Black or African American	3794	911	24.4	3960	840	21.2
Native Hawaiian or Other Pacific Islander	43	18	41.9	46	18	39.1
White	10306	5679	55.1	10315	5333	51.7
Two or more races	1202	545	45.3	1207	513	42.5
Special Education	1760	263	14.9	1778	238	13.4
Limited English Proficient (LEP)	1707	388	22.7	1895	321	16.9
Free/Reduced Meals (FARMS)	6591	1608	24.4	6743	1389	20.6
Male	9481	4210	44.4	9811	4081	41.6
Female	9016	4156	46.1	9305	3806	40.9

Student Group	2016			2017		
	# Tested	# Level 4/5	% Level 4/5	# Tested	# Level 4/5	% Level 4/5
All Students	14776	4329	29.3	14969	4745	31.7
Hispanic/Latino of any race	1785	328	18.4	2060	346	16.8
American Indian or Alaska Native	42	7	16.7	23	4	17.4
Asian	459	217	47.3	508	249	49.0
Black or African American	3942	361	9.2	3373	412	12.2
Native Hawaiian or Other Pacific Islander	39	10	25.6	43	11	25.6
White	8249	3176	38.5	8052	3430	42.6
Two or more races	860	239	27.8	910	295	32.4
Special Education	1658	92	5.5	1577	111	7.0
Limited English Proficient (LEP)	597	22	3.7	685	35	5.1
Free/Reduced Meals (FARMS)	5203	645	12.4	5015	637	12.7
Male	7530	2146	28.5	7628	2342	30.7
Female	7246	2188	30.2	7341	2408	32.8

Student Group	2016			2017		
	# Tested	# Level 4/5	% Level 4/5	# Tested	# Level 4/5	% Level 4/5
All Students	2576	2014	78.2	2569	2035	79.2
Hispanic/Latino of any race	179	126	70.4	213	154	72.3
American Indian or Alaska Native	5	3	60.0	6	5	83.3
Asian	152	126	82.9	120	106	88.3
Black or African American	282	166	58.9	299	165	55.2
Native Hawaiian or Other Pacific Islander	2	2	100.0	10	7	70.0
White	1806	1477	81.8	1766	1483	83.9
Two or more races	150	113	75.3	153	114	74.5
Special Education	30	17	56.7	20	13	65.0
Limited English Proficient (LEP)	13	6	46.2	11	7	63.6
Free/Reduced Meals (FARMS)	395	249	63.0	369	235	63.7
Male	1257	970	77.2	1244	973	78.2
Female	1319	1045	79.2	1325	1061	80.1

Student Group	2016			2017		
	# Tested	# Level 4/5	% Level 4/5	# Tested	# Level 4/5	% Level 4/5
All Students	3650	737	20.2	3505	631	18.0
Hispanic/Latino of any race	570	57	10.0	563	54	9.6
American Indian or Alaska Native	8	1	12.5	21	5	23.8
Asian	101	43	42.6	83	25	30.1
Black or African American	984	110	11.2	997	77	7.7
Native Hawaiian or Other Pacific Islander	9	2	22.2	7	1	14.3
White	1790	490	27.4	1653	435	26.3
Two or more races	188	33	17.6	181	34	18.8
Special Education	547	33	6.0	520	34	6.5
Limited English Proficient (LEP)	311	20	6.4	242	12	5.0
Free/Reduced Meals (FARMS)	1458	157	10.8	1480	152	10.3
Male	1954	346	17.7	1806	316	17.5
Female	1696	392	23.1	1699	314	18.5

Table 3.7: HSA Test Results - Biology First Time Test Takers						
Student Group	2016			2017		
	# Tested	# Passed	% Passed	# Tested	# Passed	% Passed
All Students	5428	4494	82.8	5693	4682	82.2
Hispanic/Latino of any race	654	470	71.9	675	463	68.6
American Indian or Alaska Native	21	15	71.4	19	15	78.9
Asian	212	185	87.3	221	200	90.5
Black or African American	1165	811	69.6	1271	835	65.7
Native Hawaiian or Other Pacific Islander	15	10	66.7	6	5	83.3
White	3066	2762	90.1	3191	2896	90.8
Two or more races	295	241	81.7	310	268	86.5
Special Education	421	198	47.0	446	196	43.9
Limited English Proficient (LEP)	247	107	43.3	230	86	37.4
Free/Reduced Meals (FARMS)	1674	1125	67.2	1696	1117	65.9
Male	2640	2137	80.9	2832	2272	80.2
Female	2788	2357	84.5	2861	2410	84.2

Table 3.7: HSA Test Results - Government First Time Test Takers						
Student Group	2016			2017		
	# Tested	# Passed	% Passed	# Tested	# Passed	% Passed
All Students	5335	4508	84.5	5364	4507	84.0
Hispanic/Latino of any race	543	400	73.7	608	430	70.7
American Indian or Alaska Native	16	15	93.8	17	16	94.1
Asian	208	183	88.0	227	207	91.2
Black or African American	1172	818	69.8	1137	805	70.8
Native Hawaiian or Other Pacific Islander	12	9	75.0	12	9	75.0
White	3108	2842	91.4	3081	2793	90.7
Two or more races	276	241	87.3	282	247	87.6
Special Education	383	164	42.8	420	197	46.9
Limited English Proficient (LEP)	164	71	43.3	238	88	37.0
Free/Reduced Meals (FARMS)	1539	1037	67.4	1508	1018	67.5
Male	2686	2233	83.1	2629	2164	82.3
Female	2649	2275	85.9	2735	2343	85.7

APPENDIX B

Equitable Distribution – Nonpublic Outreach



September 14, 2017

«Name»
«Street»
«City», «State» «Zip»

Dear Principal:

In addition to the Title options shared in March of 2017, Anne Arundel County Public Schools (AACPS), has been informed of a new Title opportunity that is available for the county with equitable opportunities to nonpublic partners interested in the grant monies. As shared previously, the Elementary and Secondary Education Act (ESSA), reauthorized by the Every Student Succeeds Act of 2015 (ESSA), ESSA provides benefits to private school students, teachers and other education personnel, including those in religiously affiliated schools. This communication further extends ESSA opportunities to private school students, teachers and other education personnel in some of its major programs.

➤ **Title IV**

- Newly authorized funding under Subpart I of Title IV, Part A of the ESSA is the Student Support Academic and Enrichment Grant (SSAE) program
- **Goal:**
 - Provide all students with access to well-rounded education
 - Improve school conditions for student learning; and,
 - Improve the use of technology in order to improve the academic achievement and digital literacy of all students

The estimate funding per school will be calculated using \$3.65 per pupil (this rate can change based upon the number of participating schools). This allocation is based on past federal Title grants.

Please review the Title IV summary above (and grant information enclosed). If you are interested in applying for the funding, please notify us of your interest by September 22, 2017. All nonpublic funding plans must be submitted by September 29, 2017.

Sincerely,

Mary Tillar
Assistant Superintendent of Advanced Studies and Programs
Anne Arundel County Public Schools

ESSA – Title IV
Non Public School

- Name of School _____
- School Contact _____
- E-mail of Contact _____
- Phone number of Contact _____ FAX _____

Please check the appropriate response:

Title IV

___ **Yes**, I am interested in my school's participation in Title IV programs for the 2017-2018 school year.

Number of students in each grade (as of October, 2016)

K___ 1___ 2___ 3___ 4___ 5___ 6___ 7___ 8___ 9___ 10___ 11___ 12___

___ **No**, I am NOT interested in my school's participation in Title IV programs for the 2017-2018 school year.

☐ Our private school is electing **NOT** to participate and is not pursuing federal grant opportunities with Anne Arundel County Public Schools.

Principal's Signature:	Date:
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*****PLEASE COMPLETE AND RETURN NO LATER THAN September 22, 2017*****

- **RETURN TO:** Leathia Fletcher, Partnerships, Development & Marketing Office (PDM Office)
- **ADDRESS:** 2644 Riva Road, Annapolis, MD 21401
- **E-MAIL:** lfletcher@aacps.org Phone: (410.266.3287) FAX: (410.222.5641)

EQUITABLE SERVICES UNDER TITLE IV, PART A Student Support and Academic Enrichment (SSAE) Grants

Background

- New federal funding stream authorized under ESSA
- Funding was authorized at \$1.65 billion for FFY17 but was funded at only \$400 million
- Not sure of the Title IV's future beyond FFY17

Purpose of SSAE Grants

Intended to improve students' academic achievement by increasing the capacity of SEAs, LEAs and local communities to:

- Provide all students with a well-rounded education
- Improve school conditions for student learning
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students

Well-Rounded Educational Opportunities

- Well-rounded education means courses, activities and programming in subjects such as English, reading or language arts, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local education agency, with the purpose of providing all students access to an enriched curriculum and educational experience.
- Programs and activities that support a well-rounded education may include:
 - ✓ STEM, including computer science
 - ✓ Music and the arts
 - ✓ Foreign language instruction
 - ✓ High school redesign with dual or concurrent enrollment and early college high schools
 - ✓ Civics instruction
 - ✓ Environmental education
 - ✓ College and career counseling
 - ✓ Social and emotional learning
 - ✓ Accelerated learning programs
 - ✓ Volunteerism and community involvement

Safe and Healthy Students

- Must be coordinated with other schools and community-based services and programs
- Foster safe, healthy, support and drug-free environments that support student academic achievement
- Promote the involvement of parents in the activity or program
- May be conducted in partnership with an IHE, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing authorized activities
- Programs and activities that support safe and healthy students may include:
 - ✓ Bullying and harassment prevention
 - ✓ Suicide prevention
 - ✓ Relationship-building skills
 - ✓ Drug and violence prevention
 - ✓ School dropout prevention
 - ✓ Re-entry programs and transition services for justice-involved youth
 - ✓ Physical activities
 - ✓ Health & safety practices in school athletic programs
 - ✓ School-based health and mental health services
 - ✓ Chronic disease management
 - ✓ Mentoring and school counseling
 - ✓ Pay for Success Initiatives
 - ✓ Child sexual abuse awareness and prevention
 - ✓ School readiness and academic success
 - ✓ Reducing use of exclusionary discipline practices and promoting supportive school discipline
 - ✓ Trauma-informed classroom management
 - ✓ Preventing use of alcohol, tobacco, smokeless tobacco, electronic cigarettes
 - ✓ PBIS

Effective Use of Technology

- No more than 15% of funds in this content area may be spent on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases
- SSAE funds may be used to provide educators, school leaders and administrators with the professional learning tools, devices, content and resources to –
 - Provide personalized learning
 - Discover, adapt and share high quality resources
 - Implement blended learning strategies
 - Implement school- and district-wide approaches to inform instruction, support teacher collaboration and personalize learning
- Funds can also be used to –
 - Help educators learn how to use technology to increase EL student engagement
 - Develop or implement specialized or rigorous academic courses using technology, including assistive technology
 - Support professional learning for STEM, including computer science

General Information

- Requires equitable services of private school students, teachers and other educational personnel
- Supplement and not supplant non-Federal funds, i.e., private schools may not use SSAE funds for activities that would have been paid for with state or local funds in the absence of SSAE
- Funds cannot be used for medical services or drug treatment or rehabilitation
- Funds cannot be used for transportation
- Will require an application from private schools to the LEA that will include a comprehensive needs assessment
- All activities must be evidence-based with citations included in private school application



Anne Arundel County Public Schools
2644 Riva Road
Annapolis, MD 21401

Title IV - FY 18
Non-Public Grant Planning
"Every Student Succeeds"

Please complete the following pages of this form to indicate how you intend to use the Title IV funds to support well-rounded educational opportunities, support safe and healthy students, and the effective use of technology per Attachment 9 guidelines.

Initial draft of this form must be sent to Mary Tillar @ mtillar@aacps.org by **September 29, 2017**. **FINAL** approval must be signed and returned to Leathia Fletcher, Anne Arundel County Public Schools 2644 Riva Road Annapolis, MD 21401 **no later than October 6, 2017**.

Part I - School Information

Nonpublic School Name:		
Name of School Administrator		Telephone Number
Email Address		
Address of Nonpublic School		
City	State	Zip

I _____ (Non-Public School Official) will assure that the funding
please print
provided by AACPS through Title IV, Attachment 9 will be used on programs, services, or activities that are described in the following pages. If modification or amendment to the original plan needs to be adjusted, I will contact Mary Tillar at 410.222.5365 or mtillar@aacps.org

Non-Public School Official Signature

Date

Needs Assessment:

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES - Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
REQUIRED				
4.1	1. Coordinated with other schools and community-based services and programs; [Section 4107](a)(1)			
4.2	2. Conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities [Section 4107](a)(2)			
May include programs and activities, such as - (complete all that are applicable)				
4.3	A. College and career guidance and counseling programs, such as: (I.) postsecondary education and career awareness and exploration activities; (II.) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning; and			

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES - Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
BTE Annual Update 2017	(III.) financial literacy and Federal financial aid awareness activities [Section 4107](a)(3)(A).			
4.4	B. programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution [Section 4107](a)(3)(B).			
422	C. programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to as "STEM subjects") such as- (I.) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields; (II.) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions); (III.) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students' understanding of the STEM subjects;			
4.5				
Anne Arundel County Public Schools				

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES - Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	<p>(IV.) supporting the creation and enhancement of STEM-focused specialty schools;</p> <p>(V.) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects;</p> <p>(VI.) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education;</p> <p>[Section 4107](a)(3)(C)</p>			
4.6	<p>D. efforts to raise student academic achievement through accelerated learning programs, such as:</p> <p>(I.) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations;</p> <p>or</p> <p>(II.) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or</p>			

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES - Required					
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used	
BTE Annual Update 2017	concurrent enrollment programs, and early college high school courses; [Section 4107](a)(3)(D) The MSDE recommends that LEAs consider this allowable use of Title IV funds to replace the grant that provided funds to pay for AP/IB exams that is no longer available.				
4.7	E. activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education; [Section 4107](a)(3)(E)				
4.8	F. Foreign language instruction; [Section 4107](a)(3)(F)				
4.9	G. environmental education; [Section 4107](a)(3)(G)				
4.10	H. programs and activities that promote volunteerism and community involvement; [Section 4107](a)(3)(H)				
4.11	I. Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics;				

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
BTE Annual Update 2017	[Section 4107](a)(3)(I)			
4.12	J. Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences. [Section 4107](a)(3)(I)			

ATTACHMENT 9 TITLE IV, PART A

BTE Annual Update 2017

A.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS - Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
5.1	1.Coordinated with other schools and community-based services and programs; [Section 4108](1)]			
5.2	2. Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)]			
5.3	3. promote the involvement of parents and in the activity or program; [Section 4108](3)]			
5.4	4. may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; [Section 4108](4)]			
May include, among other programs and activities— (complete all that are applicable)				
5.5	A. drug and violence prevention activities and programs that are evidence-based (to the extent of the State, in consultation with local educational agencies in the State, determines			

Anne Arundel County Public Schools

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
BTE Annual Update 2017	<p>that such evidence is reasonably available) including:</p> <p>(i.) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes; and</p> <p>(ii.) professional development and training for school and specialized instructional support personnel education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention;</p> <p>[Section 4108](5)(A)]</p>			
5.6 Anne Arundel County	<p>B(i.) school-based mental health services, including early identification of mental health programs symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers;</p> <p>[Section 4108](5)(B)(i)]</p>			
5.7 Public Schools	<p>ii. school-based mental health services partnership programs that-</p> <p>(I.) are conducted in partnership with a public or private mental health entity or health care entity; and</p>			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
BTE Annual Update 2017	[Section 4108](5)(B)(ii)(I)]			
428 5.8	<p>II. provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are-</p> <p>(aa.) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available);</p> <p>(bb.) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act;</p> <p>(cc.) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise</p> <p>[Section 4108](5)(B)(ii)(II)]</p>			
5.9	<p>(i) integrate health and safety practices into school or athletic programs</p> <p>[Section 4108](5)(C)(i)]</p>			
5.10	<p>(ii) support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses nurse</p>			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS - Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
BTE Annual Update 2017	practitioners, or other appropriate specialists or professionals to help maintain the well-being of students; [Section 4108](5)(C)(ii)]			
5.11	(iii) help prevent bullying and harassment; [Section 4108](5)(C)(iii)]			
429 5.12	(iv) improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment; [Section 4108](5)(C)(iv)]			
5.13 Anne Arundel County Public Schools	(v) provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse [Section 4108](5)(C)(v)]			
5.14	(vi) Establish or improve school dropout and re-entry programs; [Section 4108](5)(C)(vi)]			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS - Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
BTE Annual Update 2017	(vii) Establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports; [Section 4108](5)(C)(vii)]			
5.15	D. high-quality training for school personnel, including specialized instructional support personnel, related to: <ul style="list-style-type: none"> (i) suicide prevention; (ii) effective and trauma-informed practices in classroom management; (iii) crisis management and conflict resolution techniques; (iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (9) or (10) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102)); (v) school-based violence prevention strategies; (vi) drug abuse prevention, including educating children facing substance abuse at home; and (vii) bullying and harassment prevention; [Section 4108](5)(D)] 			
430				
5.16				
Anne Arundel County Public Schools				

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS - Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
5.17 BTE Annual Update 2017	<p>E. child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide:</p> <p>(i) age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse; and</p> <p>(ii) information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child; [Section 4108](5)(E)]</p>			
431				
5.18 Anne Arundel County Public Schools	<p>F. designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that—</p> <p>(i) is consistent with best practices;</p> <p>(ii) includes strategies that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); and</p> <p>(iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education</p>			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS - Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	services, referred to as a "youth PROMISE plan"; or [Section 4108](5)(F)]			
5.19	G. implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning; [Section 4108](5)(G)]			
5.20	H. designating a site resource coordinator at a school or local educational agency to provide a variety of services, such as: (i) establishing partnerships within the community to provide resources and support for schools; (ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and (iii) strengthening relationships between schools and communities; or [Section 4108](5)(H)]			
5.21	I. pay for success initiatives aligned with the purposes of this section.			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS - Required				
BTE Annual Update 2017	Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.
		[Section 4108](5)(f)]		Explanation of how funds will be used

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY - Required				
Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation Plan • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
434	1.providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to— (A) personalize learning to improve student academic achievement; (B) discover, adapt, and share relevant high-quality educational resources; (C) use technology effectively in the classroom, including by administering computer-based assessment and blending learning strategies; and (D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning. [Section 4109](1)]			
6.1				
6.2	2.building technological capacity and infrastructure, which may include: (A) procuring content and ensuring content quality; and			

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY - Required				
	<p>Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -</p> <p>(B) purchasing devices, equipment, and software applications in order to address readiness shortfalls.</p> <p>[Section 4109](2)]</p>	<p>Brief Description of Specific Services including:</p> <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	<p>Cite the evidence based study or studies that support this strategy/activity if applicable.</p>	<p>Explanation of how funds will be used</p>
<p>Item 6.3</p> <p>BTE Annual Update 2017</p>				
<p>6.3</p> <p>435</p>	<p>3. developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology.</p> <p>[Section 4109](3)]</p>			
<p>6.4</p> <p>Anne Arundel County Public Schools</p>	<p>4. carrying out blended learning projects which shall include:</p> <p>(A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities; or</p> <p>(B) ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is</p>			

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY - Required

Item BTE Annual Update 2017	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	designed to support the implementation and academic success of the project. [Section 4109](4)]			
6.5 436	(5) providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science; and [Section 4109](5)]			
6.6 Anne Arundel	providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators. [Section 4109](6)]			



Anne Arundel County Public Schools
2644 Riva Road
Annapolis, MD 21401

Title IV - FY 18
Non-Public Grant Planning
"Every Student Succeeds"

Please complete the following pages of this form to indicate how you intend to use the Title IV funds to support well-rounded educational opportunities, support safe and healthy students, and the effective use of technology per Attachment 9 guidelines.

Initial draft of this form must be sent to Mary Tillar @ mtillar@aacps.org by **September 29, 2017**. **FINAL** approval must be signed and returned to Leathia Fletcher, Anne Arundel County Public Schools 2644 Riva Road Annapolis, MD 21401 **no later than October 6, 2017**.

Part I - School Information

Nonpublic School Name: Archbishop Spalding High School		
Name of School Administrator Lew Van Wambeke	Telephone Number 410-969-9105	
Email Address vanwambekel@spaldinghs.org		
Address of Nonpublic School 8080 New Cut Rd.		
City Severn	State MD	Zip 21144

I Lewis Van Wambeke (Non-Public School Official) will assure that the funding
please print
provided by AACPS through Title IV, Attachment 9 will be used on programs, services, or activities that are described in the following pages. If modification or amendment to the original plan needs to be adjusted, I will contact Mary Tillar at 410.222.5365 or mtillar@aacps.org


Non-Public School Official Signature

9/29/2017
Date

Needs Assessment:

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES - Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
REQUIRED				
4.1	1. Coordinated with other schools and community-based services and programs;[Section 4107](a)(1)	<ul style="list-style-type: none"> • Objectives: Local Students Against Destructive Decisions (SADD) chapter. The program works with community based services i.e., police, state delegates, fire, to educate students on making good decisions. • Outcomes: better choices by students in regards to drug and alcohol use as well as other dangerous behaviors. • Timeline: ongoing • Implementation: student led activities include Prom Promise, safe driving demonstrations, Red Ribbon Week, etc. • Evaluation plan: monitoring student behavior, interaction and data driven feedback, student participation measurement 	Integrating a structured ethical reflection curriculum into high school community service experiences: Impact on students' socio-moral development. Leming, J. S. (2001). Adolescence, 36 (141), 33-45.	The funds will be used to supplement the money we already spend on the Drunk Driving simulator coming to school, our Red Ribbon Week speaker, t-shirts and bracelets to provide to students for participating and making pledges. APPROX: \$800
4.2	2. Conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a			

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none">• Program Objectives• Intended Outcomes• Timeline• Implementation• Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	demonstrated record of success in implementing activities [Section 4107](a)(2)			
May include programs and activities, such as – (complete all that are applicable)				
4.3	<p>A. College and career guidance and counseling programs, such as:</p> <p>(I.) postsecondary education and career awareness and exploration activities;</p> <p>(II.) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning; and</p> <p>(III.) financial literacy and Federal financial aid awareness activities [Section 4107](a)(3)(A).</p>	<p>College Counseling Office</p> <ul style="list-style-type: none"> • Program Objectives: works with students on selecting classes and preparing applications as well as selecting schools that meet the student's and parent's needs and wants in regards to college opportunities, particularly first generation college students and students and students with disabilities and learning differences. • Intended Outcomes: more students accepted into schools of their choice • Timeline: ongoing • Implementation: the school has two full time employees in the office dedicated to working with students of all grade levels • Evaluation Plan: recording the percentage of students that are accepted into one of the colleges they listed as 1st, 2nd, and 3rd choice. 	<p>Dropout prevention for youth with disabilities: efficacy of a sustained school engagement procedure.</p> <p>Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). Exceptional Children, 65(1), 7-21.</p>	<p>Funds will be used to provide opportunities for students to visit colleges and universities as part of field trips to be exposed to opportunities and campuses they would otherwise not know of.</p> <p>APPROX: \$900</p>

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none">• Program Objectives• Intended Outcomes• Timeline• Implementation• Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
4.4	B. programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution [Section 4107](a)(3)(B).			
4.5	C. programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to as “STEM subjects”) such as- (I.) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields; (II.) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions); (III.) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students’ understanding of the STEM subjects; (IV.) supporting the creation and enhancement of STEM-focused specialty schools;	Robotics Team <ul style="list-style-type: none">• Program Objectives: to create a team that utilized STEM education to motivate and attract students to the field in a complete way• Intended Outcomes: more students involved in the fields of Science, Technology, Engineering, and Math, and to win competitions• Timeline: ongoing• Implementation: the school already has a team in place and the program would like to expand it’s offerings and participation rate• Evaluation Plan: student participation rate and increase in class enrollment in the STEM classes		Funds will be used to purchase equipment and supplement travel costs for competitions and practice. APPROX: \$900

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES - Required					
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used	
	<p>(V.) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects;</p> <p>(VI.) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education; [Section 4107](a)(3)(C)</p>				
4.6	<p>D. efforts to raise student academic achievement through accelerated learning programs, such as:</p> <p>(I.) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations; or</p> <p>(II.) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses;</p> <p>[Section 4107](a)(3)(D) The MSDE recommends that LEAs consider this</p>	<p>SAT/AP/IB Exam payment</p> <ul style="list-style-type: none"> • Program Objectives: to pay the course fees and exam fees for students in AP and IB courses and SAT exams • Intended Outcomes: drop the monetary obstacle to enrollment in these courses • Timeline: ongoing • Implementation: identifying students that have the ability to do well in these courses with their grades and stated interest and cross referencing with the students who receive financial aid • Evaluation Plan: enrollment numbers and passing percentages 	<p>A study of the effect of the Talent Search program on secondary and postsecondary outcomes in Florida, Indiana, and Texas: Final report from phase II of the national evaluation [Texas].</p> <p>Constantine, J. M., Sefor, N. S., Martin, E. S., Silva, T., & Myers, D. (2006).</p>	<p>Helping students pay for SAT, IB, and AP exams.</p> <p>APPROX: \$700</p>	

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES - Required					
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used	
	allowable use of Title IV funds to replace the grant that provided funds to pay for AP/IB exams that is no longer available.				
4.7	E. activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education; [Section 4107](a)(3)(E)				
4.8	F. Foreign language instruction; [Section 4107](a)(3)(F)				
4.9	G. environmental education; [Section 4107](a)(3)(G)				
4.10	H. programs and activities that promote volunteerism and community involvement; [Section 4107](a)(3)(H)				
4.11	I. Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics; [Section 4107](a)(3)(I)				

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
4.12	<p>J. Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences.</p> <p>[Section 4107](a)(3)(f)]</p>			

ATTACHMENT 9 TITLE IV, PART A

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
5.1	1.Coordinated with other schools and community-based services and programs; [Section 4108](1)]			
5.2	2. Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)]			
5.3	3. promote the involvement of parents and in the activity or program; [Section 4108](3)]			
5.4	4. may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; [Section 4108](4)]			
May include, among other programs and activities— (complete all that are applicable)				
5.5	A. drug and violence prevention activities and programs that are evidence-based (to the extent of the State, in consultation with local educational agencies in the State, determines			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	that such evidence is reasonably available) including: (i.) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes; and (ii.) professional development and training for school and specialized instructional support personnel education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention; [Section 4108](5)(A)]			
5.6	B(i.) school-based mental health services, including early identification of mental health programs symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers; [Section 4108](5)(B)(i)]	Children's Mental Health Week <ul style="list-style-type: none"> • Objectives: raise awareness of and options for the treatment of mental health issues amongst children • Outcomes: increased awareness and treatment • Timeline: May 7th through 11th • Implementation: student driven presentations and booths in the café and library detailing specific issues and treatment resources • Evaluation plan: monitoring student behavior, interaction and data driven 		Funds will be used to pay for materials and documentation to stock booths and tables. APPROX: \$500

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS - Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan feedback, student participation measurement	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
5.7	ii. school-based mental health services partnership programs that- (I.) are conducted in partnership with a public or private mental health entity or health care entity; and [Section 4108](5)(B)(ii)(I)]			
5.8	II. provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are- (aa.) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); (bb.) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act; (cc.) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	[Section 4108](5)(B)(ii)(II)]			
5.9	(i) integrate health and safety practices into school or athletic programs [Section 4108](5)(C)(i)]			
5.10	(ii) support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students; [Section 4108](5)(C)(ii)]			
5.11	(iii) help prevent bullying and harassment; [Section 4108](5)(C)(iii)]			
5.12	(iv) improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment; [Section 4108](5)(C)(iv)]			
5.13	(v) provide mentoring and school counseling to all students, including children who are at risk			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS - Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none">• Program Objectives• Intended Outcomes• Timeline• Implementation• Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse [Section 4108]((5)(C)(v))			
5.14	(vi) Establish or improve school dropout and re-entry programs; [Section 4108]((5)(C)(vi))			
5.15	(vii) Establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports; [Section 4108]((5)(C)(vii))			
5.16	D. high-quality training for school personnel, including specialized instructional support personnel, related to: (i) suicide prevention; (ii) effective and trauma-informed practices in classroom management; (iii) crisis management and conflict resolution techniques; (iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (9) or (10) of section	QPR Training <ul style="list-style-type: none">• Objectives: the Question Persuade Refer training helps students to deal with situations that arise where they can help individuals with suicidal thoughts or ideation• Outcomes: enable students to engage in conversations that save lives• Timeline: ongoing• Implementation: training sessions are led by in house educators and given to each class and faculty as well.	QPR Theory Cross, W.F., Seaburn, D., Gibbs, D., Schmeelk-Cone, K. et al. (2011);	Funds will be used to pay for training materials. APPROX: \$800

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required					
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including:	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used	
	103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102)); (v) school-based violence prevention strategies; (vi) drug abuse prevention, including educating children facing substance abuse at home; and (vii) bullying and harassment prevention; [Section 4108](5)(D)]	<ul style="list-style-type: none"> Program Objectives Intended Outcomes Timeline Implementation Evaluation Plan <ul style="list-style-type: none"> Evaluation plan: evaluations and feedback from students and staff 			
5.17	E. child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide: (i) age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse; and (ii) information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child; [Section 4108](5)(E)]	Shield the Vulnerable <ul style="list-style-type: none"> Objectives: all staff including student volunteers must complete Shield the Vulnerable training. Outcomes: all individuals that work with students are trained to recognize and address the abuse of minors Timeline: ongoing Implementation: training sessions are required by the Archdiocese run online Evaluation plan: checking for adherence 		Publicizing necessary requirements and notification of student volunteers through mailings. APPROX: \$245	
5.18	F. designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that—				

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	<p>Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:</p>	<p>Brief Description of Specific Services including:</p> <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	<p>Cite the evidence based study or studies that support this strategy/activity if applicable.</p>	<p>Explanation of how funds will be used</p>
	<p>(i) is consistent with best practices;</p> <p>(ii) includes strategies that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); and</p> <p>(iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a “youth PROMISE plan”; or [Section 4108](5)(F)]</p>			
5.19	<p>G. implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning; [Section 4108](5)(G)]</p>			
5.20	<p>H. designating a site resource coordinator at a school or local educational agency to provide a variety of services, such as:</p> <p>(i) establishing partnerships within the community to provide resources and support for schools;</p>			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	(ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and (iii) strengthening relationships between schools and communities; or [Section 4108]([5](H))			
5.21	I. pay for success initiatives aligned with the purposes of this section. [Section 4108]([5](I))			

ATTACHMENT 9 TITLE IV, PART A

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY – Required				
Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
6.1	<p>1.providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—</p> <p>(A) personalize learning to improve student academic achievement;</p> <p>(B) discover, adapt, and share relevant high-quality educational resources;</p> <p>(C) use technology effectively in the classroom, including by administering computer-based assessment and blending learning strategies; and</p> <p>(D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning.</p> <p>[Section 4109](1)]</p>			
6.2	<p>2.building technological capacity and infrastructure, which may include:</p> <p>(A) procuring content and ensuring content quality;</p> <p>and</p>			

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY - Required				
Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	(B) purchasing devices, equipment, and software applications in order to address readiness shortfalls. [Section 4109](2)]			
6.3	3. developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology. [Section 4109](3)]			
6.4	4. carrying out blended learning projects which shall include: (A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities; or (B) ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is			

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY - Required					
Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation Plan • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used	
	designed to support the implementation and academic success of the project. [Section 4109](4)]				
6.5	(5) providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science; and [Section 4109](5)]				
6.6	providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators. [Section 4109](6)]				



Anne Arundel County Public Schools
2644 Riva Road
Annapolis, MD 21401

Title IV - FY 18
Non-Public Grant Planning
"Every Student Succeeds"

Please complete the following pages of this form to indicate how you intend to use the Title IV funds to support well-rounded educational opportunities, support safe and healthy students, and the effective use of technology per Attachment 9 guidelines.

Initial draft of this form must be sent to Mary Tillar @ mtillar@aacps.org **by September 29, 2017**. **FINAL** approval must be signed and returned to Leathia Fletcher, Anne Arundel County Public Schools 2644 Riva Road Annapolis, MD 21401 **no later than October 6, 2017**.

Part I - School Information

Nonpublic School Name: School of the Incarnation		
Name of School Administrator Lisa Shipley	Telephone Number 410-519-2285	
Email Address Lshipley@schooloftheincarnation.org		
Address of Nonpublic School 2601 Symphony Lane		
City Gambrills	State MD	Zip 21054

I Lisa Shipley (Non-Public School Official) will assure that the funding
please print
provided by AACPS through Title IV, Attachment 9 will be used on programs, services, or activities that are described in the following pages. If modification or amendment to the original plan needs to be adjusted, I will contact Mary Tillar at 410.222.5365 or mtillar@aacps.org


Non-Public School Official Signature

9-28-2017
Date

School of the Incarnation

Title IV - 5.0 Activities to support safe and healthy students

5.11 Help prevent bullying and harassment

Objectives -

1. To increase protective factors against bullying and relational aggression
2. To increase awareness of bullying and relational aggression, and how to effectively prevent it from occurring, and intervene when necessary
3. To increase awareness of options for how to support students at risk of bullying (either being bullied or bullying others) through bystander action

Intended Outcomes -

Faculty, students, and parents will be trained in what bullying and relational aggression is, signs to look for, and how to intervene.

Timeline -

Acquire resources Fall 2017; train faculty/staff winter 1017/1018, student and parent training Spring 2018

Implementation -

1. Faculty and staff will be trained in signs and symptoms of bullying and relational aggression, as well as how to foster a positive classroom climate and intervene effectively when needed.
2. Students in grades K to 8 will receive training emphasizing protective factors and bystander action against bullying.
3. Small groups of students who at risk for relational aggression or bullying will participate in targeted interventions to improve social problem solving skills
4. Parents will be given the opportunity to attend an informational session about protective factors against bullying, resiliency, and growth mindset.

Evaluation Plan -

1. Pre and post surveys of faculty, students, and parents to determine increase in knowledge about bullying and relational aggression.
2. Comparison of disciplinary data to determine a decrease in office referrals for bullying behavior or relational aggression.

Evidence -

Research has shown that by improving bystander action, awareness, protective factors, bullying and relational aggression can be decreased.

A Review of Existing Relational Aggression Programs: Strengths, Limitations, and Future Directions by Stephen S. Leff, Tracy Evian Waasdorp, and Nicki R. Crick

Evaluation Plan -

1. Pre and post surveys of faculty, students, and parents to determine increase in knowledge of teen depression and suicide and how to help

Evidence -

1. *Lifelines* content is grounded in several areas of research related to adolescent suicide prevention. It reflects research that has determined that most suicidal youths confide their concerns more often to peers than to adults, and that some adolescents, particularly males, do not respond to troubled peers in empathic or helpful ways. It also addresses the fact that as few as 25 percent of peer confidants tell an adult about a troubled or suicidal peer, and that school-based adults are often adolescents' last choice as confidants for personal concerns.
2. The Lifelines program has been identified as a promising program by the Suicide Prevention Resource Center (SPRC) and is included in the National Registry of Evidence-based Programs and Practices (NREPP).
3. The Lifelines program was studied in 12 schools in Maine in 2005 and has been adapted based on program evaluations, and increase based knowledge.

Explanation of how funds will be used -

Lifelines planning \$275.00

Lifelines prevention \$236.00

Lifelines Intervention \$158.00

Lifelines postvention - responding to a crisis \$120.00

Total \$789.00

Title IV - 6.0 Activities to support the effective use of technology**6.5 Providing professional development in the use of technology to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science****Objectives -**

4. To increase teachers' comfort and proficiency with technology use in the classroom
5. To increase student achievement in the areas of science, technology, engineering, and mathematics

Intended Outcomes -

Through observations by administration and the school's technology expert, use of technology integration throughout the school is inconsistent. There is a need for professional development in technology integration in order to improve teachers' skills and knowledge so that student learning within the classroom is enhanced. The intended outcome is that student achievement will increase in the areas of science, technology, engineering, and mathematics as measured by the IOWA test scores in math and science and STEM activity work samples.

Source: Journal of Educational Technology & Society, Vol. 19, No. 3 (July 2016), pp. 58-71

Published by: International Forum of Educational Technology & Society

Stable URL: <http://www.jstor.org/stable/jeductechsoci.19.3.58>

4. Now we have an app for that

Author(s): Richard J. Schaen, Garry Hayden and Janet M. Zydney

Source: Teaching Children Mathematics, Vol. 22, No. 8 (April 2016), pp. 506-509

Published by: National Council of Teachers of Mathematics

Stable URL: <http://www.jstor.org/stable/10.5951/teacchilmath.22.8.0506>

Explanation of how funds will be used -

Professional Workshop Fees for 7 teachers at \$340/workshop fee

Total - \$2,380

**ESSA – Title IV
Non Public School**

- Name of School School of the Incarnation
- School Contact Lisa Shipley
- E-mail of Contact lshipley@schooloftheincarnation.org
- Phone number of Contact 410-519-2285 FAX 410-519-2286

Please check the appropriate response:

Title IV

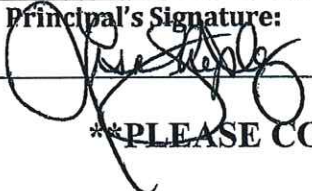
☒ **Yes**, I am interested in my school's participation in Title IV programs for the 2017-2018 school year.

Number of students in each grade (as of October, 2016)

K 78 1 64 2 69 3 91 4 89 5 83 6 90 7 89 8 89 9 0 10 0 11 0 12 0

☐ **No**, I am NOT interested in my school's participation in Title IV programs for the 2017-2018 school year.

☐ Our private school is electing **NOT** to participate and is not pursuing federal grant opportunities with Anne Arundel County Public Schools.

Principal's Signature: 	Date: <u>9.18.17</u>
--	--------------------------------

****PLEASE COMPLETE AND RETURN NO LATER THAN September 22, 2017****

- **RETURN TO:** Leathia Fletcher, Partnerships, Development & Marketing Office (PDM Office)
- **ADDRESS:** 2644 Riva Road, Annapolis, MD 21401
- **E-MAIL:** lfletcher@aacps.org Phone: (410.266.3287) FAX: (410.222.5641)



Anne Arundel County Public Schools
2644 Riva Road
Annapolis, MD 21401

Title IV - FY 18
Non-Public Grant Planning
"Every Student Succeeds"

Please complete the following pages of this form to indicate how you intend to use the Title IV funds to support well-rounded educational opportunities, support safe and healthy students, and the effective use of technology per Attachment 9 guidelines.

Initial draft of this form must be sent to Mary Tillar @ mtillar@aacps.org **by September 29, 2017**. **FINAL** approval must be signed and returned to Leathia Fletcher, Anne Arundel County Public Schools 2644 Riva Road Annapolis, MD 21401 **no later than October 6, 2017**.

Part I - School Information

Nonpublic School Name: <u>St. John the Evangelist School</u>		
Name of School Administrator <u>J. Casey Buckstaff</u>		Telephone Number <u>410-647-2283</u>
Email Address <u>cbuckstaff@stjohnsp.org</u>		
Address of Nonpublic School <u>669 Ritchie Highway</u>		
City <u>Severna Park</u>	State <u>MD</u>	Zip <u>21146</u>

I Juliet C Buckstaff (Non-Public School Official) will assure that the funding provided by AACPS through Title IV, Attachment 9 will be used on programs, services, or activities that are described in the following pages. If modification or amendment to the original plan needs to be adjusted, I will contact Mary Tillar at 410.222.5365 or mtillar@aacps.org

Juliet C Buckstaff
Non-Public School Official Signature

9/29/17
Date

Saint John the Evangelist School, Severna Park

Title IV – FY 18

Non- Public School Grant Planning

4.0 Activities to Support Well-Rounded Educational Opportunities

4.9 G. Environmental Education

Program Outcomes:

To provide the students and community of Saint John with the hands on, inquiry based experiences that will empower our students to be environmentally literate.

Intended Outcomes:

Students will learn to reduce pollution, decrease waste, increase habitats, limit carbon emissions and create healthy learning and living environments.

Timeline:

2017-2020

Implementation:

Under the direction of the Department of Natural Resources the following plan has been put together:

- Phase one (2017-2018) – repair, clean and widen the trail for hiking, access for soil sampling, and studying of animals and plants in the area.
- Phase two (2018 – 2019) –build an environmentally safe walkway to the water that will allow for observation, and sampling of the water areas along with the required equipment to complete the observation and sampling.

Evidence:

North American Association for Environmental Education, Rock Spring, GA. & North American Association for Environmental Education, Rock Spring, GA. & National Environmental Education and Training Foundation, Washington, DC. (2001). *Using Environment-Based Education To Advance Learning Skills and Character Development A Report, Annotated Bibliography and Research Guide*. [Washington, D.C.]

Explanation of funds:

Funding: \$1,787.00

\$600.00 – Phase one

\$1,187.00 – Phase two



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Title IV - FY 18
Non-Public Grant Planning
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Initial draft of this form must be sent to Mary Tillar @ mtillar@aacps.org by **September 29, 2017**. **FINAL** approval must be signed and returned to Leathia Fletcher, Anne Arundel County Public Schools 2644 Riva Road Annapolis, MD 21401 **no later than October 6, 2017**.

Part I - School Information

Nonpublic School Name: <i>St. Philip Neri School</i>		
Name of School Administrator <i>Kate Daley</i>	Telephone Number <i>410-859-1212</i>	
Email Address <i>cdaley@st.philip-neri.org</i>		
Address of Nonpublic School <i>6401 S. Orchard Road</i>		
City <i>Linthicum</i>	State <i>Maryland</i>	Zip <i>21090</i>

I *Kate Daley* (Non-Public School Official) will assure that the funding provided by AACPS through Title IV, Attachment 9 will be used on programs, services, or activities that are described in the following pages. If modification or amendment to the original plan needs to be adjusted, I will contact Mary Tillar at 410.222.5365 or mtillar@aacps.org

Kate Daley
Non-Public School Official Signature

9/28/17
Date

Needs Assessment:

BTE Annual Update 2017

4. ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES - Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
REQUIRED				
4.1	1. Coordinated with other schools and community-based services and programs; [Section 4107](a)(1)			
4.2	2. Conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities [Section 4107](a)(2)			
May include programs and activities, such as - (complete all that are applicable)				
4.3	A. College and career guidance and counseling programs, such as: (I.) postsecondary education and career awareness and exploration activities; (II.) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning; and			

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES - Required

Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
BTE Annual Update 2017	(III.) financial literacy and Federal financial aid awareness activities [Section 4107](a)(3)(A).			
4.4	B. programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution [Section 4107](a)(3)(B).			
470	C. programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to as "STEM subjects") such as- (I.) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields; (II.) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions); (III.) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students' understanding of the STEM subjects;			
4.5	Anne Arundel County Public Schools			

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES - Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
BTE Annual Update 2017	<p>(IV.) supporting the creation and enhancement of STEM-focused specialty schools;</p> <p>(V.) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects;</p> <p>(VI.) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education;</p> <p>[Section 4107](a)(3)(C)</p>			
471	<p>D. efforts to raise student academic achievement through accelerated learning programs, such as:</p> <p>(I.) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations; or</p> <p>(II.) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or</p>			
4.0	Anne Arundel County Public Schools			

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES - Required

Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
BTE Annual Update 2017	concurrent enrollment programs, and early college high school courses; [Section 4107](a)(3)(D) The MSDE recommends that LEAs consider this allowable use of Title IV funds to replace the grant that provided funds to pay for AP/IB exams that is no longer available.			
472 4.7	E. activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education; [Section 4107](a)(3)(E)			
4.8	F. Foreign language instruction; [Section 4107](a)(3)(F)			
4.9 Anne Arundel County Public Schools	G. environmental education; [Section 4107](a)(3)(G)			
4.10	H. programs and activities that promote volunteerism and community involvement; [Section 4107](a)(3)(H)			
4.11	I. Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics;			

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES - Required				
BTE Annual Update 2017	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
	[Section 4107](a)(3)(I)			
4.12	J. Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences. [Section 4107](a)(3)(J)			

ATTACHMENT 9 TITLE IV, PART A

BTE Annual Update 2017

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS - Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
5.1	1.Coordinated with other schools and community-based services and programs; [Section 4108](1)]			
5.2 ⁴⁷⁴	2. Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)]			
5.3	3. promote the involvement of parents and in the activity or program; [Section 4108](3)]			
5.4	4. may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; [Section 4108](4)]			
May include, among other programs and activities—(complete all that are applicable)				
5.5	A. drug and violence prevention activities and programs that are evidence-based (to the extent of the State, in consultation with local educational agencies in the State, determines			

Anne Arundel County Public Schools

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS - Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
BTE Annual Update 2017	<p>that such evidence is reasonably available) including:</p> <p>(i.) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes; and</p> <p>(ii.) professional development and training for school and specialized instructional support personnel education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention;</p> <p>[Section 4108](5)(A)]</p>			
56 Anne Arundel County	<p>B(i.) school-based mental health services, including early identification of mental health programs symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers;</p> <p>[Section 4108](5)(B)(i)]</p>			
57 Public Schools	<p>ii. school-based mental health services partnership programs that-</p> <p>(i.) are conducted in partnership with a public or private mental health entity or health care entity; and</p>			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS - Required

Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
BTE Annual Update 2017	[Section 4108](5)(B)(ii)(I)]			
476 5.8	II. provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are- (aa.) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); (bb.) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act; (cc.) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise			
Anne Arundel County Public School	[Section 4108](5)(B)(ii)(II)] (i) integrate health and safety practices into school or athletic programs [Section 4108](5)(C)(i)]			
5.10	(ii) support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses nurse			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS - Required					
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used	
BTE Annual Update 2017	practitioners, or other appropriate specialists or professionals to help maintain the well-being of students; [Section 4108](5)(C)(ii)]				
5.11	(iii) help prevent bullying and harassment; [Section 4108](5)(C)(iii)]	See attachment	See attachment	See attachment	
477 5.12	(iv) improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment; [Section 4108](5)(C)(iv)]				
5.13 Anne Arundel County Public Schools	(v) provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse [Section 4108](5)(C)(v)]				
5.14	(vi) Establish or improve school dropout and re-entry programs; [Section 4108](5)(C)(vi)]				

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required				
	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
BTE Annual Update 2017	(vii) Establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports; [Section 4108](5)(C)(vii)]			
5.15	D. high-quality training for school personnel, including specialized instructional support personnel, related to: (i) suicide prevention; (ii) effective and trauma-informed practices in classroom management; (iii) crisis management and conflict resolution techniques; (iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (9) or (10) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102)); (v) school-based violence prevention strategies; (vi) drug abuse prevention, including educating children facing substance abuse at home; and (vii) bullying and harassment prevention; [Section 4108](5)(D)]			
478				
5.16				
Anne Arundel County Public Schools				

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS - Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
BTE Annual Update 2017	E. child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide: (i) age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse; and (ii) information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child; [Section 4108](5)(E)]			
5.17				
479				
Anne Arundel County Public Schools	F. designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that— (i) is consistent with best practices; (ii) includes strategies that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); and (iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education			
5.68				

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS - Required				
Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or strategy/activity if applicable.	Explanation of how funds will be used
BTE Annual Update 2017	services, referred to as a "youth PROMISE plan"; or [Section 4108](5)(F)]			
5.19	G. implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning; [Section 4108](5)(G)]			
480	H. designating a site resource coordinator at a school or local educational agency to provide a variety of services, such as: (i) establishing partnerships within the community to provide resources and support for schools; (ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and (iii) strengthening relationships between schools and communities; or [Section 4108](5)(H)]			
5.20	And Arundel County Public Schools			
5.21	I. pay for success initiatives aligned with the purposes of this section.			

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS - Required				
Item	BTE Annual Update 2017	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	Cite the evidence based study or studies that support this strategy/activity if applicable.
		[Section 4108](5)(f)]		Explanation of how funds will be used

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY - Required				
Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used
6.1	<p>1. providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—</p> <p>(A) personalize learning to improve student academic achievement;</p> <p>(B) discover, adapt, and share relevant high-quality educational resources;</p> <p>(C) use technology effectively in the classroom, including by administering computer-based assessment and blending learning strategies; and</p> <p>(D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning.</p> <p>[Section 4109](1)]</p>			
6.2	<p>2. building technological capacity and infrastructure, which may include:</p> <p>(A) procuring content and ensuring content quality; and</p>			

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY - Required

<p>Item</p> <p>BTE Annual Update 2017</p>	<p>Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -</p>	<p>Brief Description of Specific Services including:</p> <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	<p>Cite the evidence based study or studies that support this strategy/activity if applicable.</p>	<p>Explanation of how funds will be used</p>
	<p>(B) purchasing devices, equipment, and software applications in order to address readiness shortfalls.</p> <p>[Section 4109](2)]</p>			
<p>6.3</p> <p>483</p>	<p>3. developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology.</p> <p>[Section 4109](3)]</p>			
<p>6.4</p> <p>Anne Arundel County Public Schools</p>	<p>4. carrying out blended learning projects which shall include:</p> <p>(A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities; or</p> <p>(B) ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is</p>			

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY - Required

<p>Item</p> <p>BTE Annual Update 2017</p>	<p>Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -</p>	<p>Brief Description of Specific Services including:</p> <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan 	<p>Cite the evidence based study or studies that support this strategy/activity if applicable.</p>	<p>Explanation of how funds will be used</p>
	<p>designed to support the implementation and academic success of the project.</p> <p>[Section 4109](4)]</p>			
<p>6.5</p>	<p>(5) providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science; and</p> <p>[Section 4109](5)]</p>			
<p>6.6</p>	<p>providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators.</p> <p>[Section 4109](6)]</p>			

Equitable Services Under Title IV, Part A
Student Support and Academic Enrichment (SSAE) Grant

Saint Philip Neri School

5.0 Activities to Support Safe and Healthy Students

5.11 iii Help prevent bullying and harassment.

5.16 D. high-quality training for school personnel, including specialized instructional support personnel, related to:

5.16 D vii bullying and harassment prevention {Section 4108}(5) (D) }

Project: Implementation of Second Step Program Bullying Prevention Unit (Grades k-5)

Program Objectives:

1. Teachers and staff will learn how to recognize, report, and refuse bullying.
2. To equip teachers and staff with the skills to **recognize and respond appropriately** when they observe bullying or receive a bullying report.
3. To create an emotionally and physically safe school environment.
4. To identify leaders within the student body and develop a mentoring program that will connect these student leaders with socially vulnerable students.
5. To educate students how to identify bullying situations and give them tools for responding.
6. To foster empathy and good citizenship within the student.

Intended Outcomes:

1. Students will become aware of different forms of bullying and actively try to prevent it from occurring.
2. Students will be able to manage themselves in stressful and conflict situations.
3. Clear routes will be available for students in the event of a bullying incident.

Timeline

Fall 2017-Spring 2018

Implementation

1. Teacher/staff training: Accessing the online training, school staff will learn to work with all students involved in bullying, including bystanders, for an improved school climate.

2. The program will be implemented over the course of five weeks. The school counselor will conduct follow up sessions throughout the school year.
3. The program will be aligned with the school PBIS goals and concepts learned will be reinforced with PBIS program.

Evaluation

1. Teachers and staff will use the school's online tracking program to report positive and negative student behavior. This data will be reviewed by the PBIS team and shared with the faculty at monthly faculty meetings. Team levels will develop strategies to address the behavior.

Evidence Based Research

Low, S., Cook, C. R., Smolkowski, K., & Buntain-Ricklefs, J. (2015). Promoting social-emotional competence: An evaluation of the elementary version of Second Step. *Journal of School Psychology, 53*, 463–477.

Jones, D. E., Greenberg, M., and Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health*. Advance online publication. doi:10.2105/AJPH.2015.302630

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432.

Cost: \$1099.00 +s/h (Grades k-5)

Explanation of how funds will be used.

1. Purchase of Second Step Anti-Bullying Prevention Unit for grades K-5 at the cost of \$1099.00. The program includes teacher and staff training and all materials for the implementation of the program.

Attachment 13



Fine Arts

Bridge to Excellence – Programs in Fine Arts Theatre – 2017

1. Describe the **progress** that was made in 2016-2017 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.

Strategy 1: *Provide training for school-based administrators and guidance counselors who observe instruction based on the ELOs for the Fine Arts.*

Communication with administrators and guidance counselors about the secondary theatre courses is ongoing.

Strategy 2: *Align curriculum and assessments with Essential Learner Outcomes for Fine Arts and the Voluntary State Curriculum.*

Curriculum for all theatre courses, Theatre Arts I, II, and III, is aligned with the ELOs for Theatre and the Voluntary State Curriculum.

Strategy 3: *Provide staff development that supports the ELOs in essential Fine Arts Courses.*

During the annual Theatre Festival, teachers participated in half-day workshops that included opportunities for collaboration and our professional partners/consultants provided instruction on various aspects of theatre such as acting, auditioning, stage combat, comedic timing, improvisation, and technical theatre. Additionally, professional consultants from Compass Rose Theatre Company provide indirect professional development for theatre teachers through the workshops that they facilitate for students in their theatre classes.

Strategy 4: *Revise facility plans, basic equipment lists, and materials of instruction and provide appropriate changes to create a favorable instructional climate.*

The effort continues to provide each high school with an auditorium equipped to meet MSDE facility standards. In 2016, we were able to provide new equipment for several schools that included microphones (hanging and body-pack), high quality speakers and a speaker stand, makeup, gaffer, sound equipment and specialty props.

The Office of High School English has collaborated with the Office of Advanced Studies to create new courses in general theatre, acting, and technical theatre for the Performing and Visual Arts high school magnet program that will enter its seventh year in 2017-18.

Strategy 5: *Establish and develop mutually supportive connections with regional arts and educational organizations and institutions that will assist students in meeting or exceeding the Maryland ELOs.*

AACPS maintains ongoing partnerships with Compass Rose Theatre Company, The Shakespeare Theatre Company of Washington DC, the Renaissance Festival players, and various actors, performers, choreographers, and technicians from the local area and from out of state. These professionals

presented workshops and coached groups of teachers and students during the annual theatre festival.. More students continue to become involved with outside community theatre groups, especially those students in the Performing and Visual Arts magnet program.

Strategy 6: *Ensure that all Fine Arts stakeholders maintain current levels of knowledge to keep pace with state and local changes.*

The Coordinator of High School English, the English Specialists, and the resource teacher met with high school English department chairs to provide updates regarding the theatre program and the courses that support the program. Department Chairs were encouraged to promote the courses and increase enrollment in order to maintain the district's initiative to endorse the Arts and provide opportunities for all students.

2. Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.

Strategies 1 and 6:

Through frequent contact between the Coordinator and theatre teachers throughout the district strengths, opportunities, and challenges that face the Theatre Arts Program have been identified.

Strategy 3:

The grant funded opportunities for master teachers, professionals, and adjudicators to provide instruction and coaching to teachers and students. AACPS is currently in its 47th year of hosting an Annual Theatre Festival. Instruction addressed stage combat, clowning and physical comedy, preparing for and performing auditions, creating an ensemble, selecting and performing monologues, using improvisation to create scenes, and using a variety of techniques to reveal degrees of emotion.

Strategy 4:

There is a continuing need to upgrade facilities and provide a learning environment comparable to industry-standard. Grant funds and contributions from school funds pay for the lighting and sound equipment. Each year, facility and equipment needs are submitted by schools, ranked, and systematically addressed as funding allows. The monies have been spent supplying lighting and sound equipment, set design materials, and theatre supplies. (\$1444.)

Strategy 5:

The majority of theatre funding is spent on equipment and supplies to support theatre programs in the schools. Funds were also spent to provide opportunities for teachers and students to collaborate and learn from professionals. Because many theatre teachers lack the academic or experiential background in theatre, opportunities to work with professionals are essential. In response to letters of request, several colleges and members of our professional network provided materials and opportunities for students to gain information about college majors and careers in theatre and encouragement to pursue

further education and/or employment in theatre. Using these partnerships, AACPS hosted its 46th Annual Theatre Festival showcasing various performances and techniques. (\$ 4900.)

We plan to continue our professional partnership with Compass Rose Theatre or another professional company to enable teachers and students to work with professional actors, interpret classical dramatic texts, and collaborate with one another to build a stronger theatre 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.

Strategies 1 and 6:

Ongoing, increased communication is needed especially with principals, assistant principals, and guidance counselors. The overwhelming demand on schedules makes it very difficult to plan meetings with these groups. Collaboration with the Performing and Visual Arts magnet high school program, which enters its sixth year in 2017-18, further increases these demands. A High School English Resource Teacher was hired in the summer of 2015 and she has become the fine arts liaison for the office who supports and coordinates county-wide theatre events in order to facilitate the continued expansion and improvement of the program in all high schools.

Strategy 3:

Theatre Arts teachers are reluctant to leave their classrooms and rehearsal schedules for additional professional development. Job-embedded professional development at the school site and the focused day of workshops appears to be more favorable. Additional funds to contract more diverse professionals for school-based programs would allow us to expand these opportunities to reach a greater number of students and teachers.

Strategy 4:

Remodeling facilities on more than a piecemeal basis requires substantial funding. In addition, some of our theatre teachers lack technology experience and training which has additional financial implications. Further, equipment is in constant use by students; and since many groups such as extracurricular clubs, churches, and community organizations use school facilities, equipment is at high risk for breakage and theft. Schools need to charge a responsible designee for the theatre space who is also familiar with instruction, much the same way that athletics has done, so that facilities are secure and primarily reserved for student learning.

Strategy 5:

This curricular area continues to be successful. A minor challenge has been staff turnover within the various partner organizations.

4. Describe the goals, objectives, and strategies that will be implemented during 2017-2018 and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting goals. Please include timelines where appropriate.

Strategies 1 and 6:

The theatre program in Anne Arundel County Public Schools requires consultants with diverse experience. Money has been allotted through the grant to provide workshop opportunities facilitated by consultants.

Strategy 2:

Although the Theatre Arts curricula and its course assessments are aligned with the ELOs, curriculum still needs to be revised to incorporate the College and Career Readiness Standards where applicable. We will continue to collaborate with the Office of Advanced Studies to revise and refine curricula for the Performing and Visual Arts Magnet High School in its seventh year of implementation.

Strategy 3:

The grant-funded consultants will continue to provide job-embedded coaching, modeling, and mentoring to raise teachers' levels of knowledge and skills ensuring that the ELOs are supported and classroom instruction is appropriate and effective.

Strategy 4:

Annual review of facilities and equipment needs establishes priorities for purchase. As funding permits, the Coordinator of High School English and the High School English Resource Teacher will continue to support modifications to theatre spaces and upgrades to equipment, as well as additional materials of instruction. Grant funds are critical to the continuation of our theatre program.

Strategy 5:

AACPS will continue its partnerships with professional theater organizations, university theatre companies, as well as individual consultants, replacing and adding partners as needs and staffing changes.

BRIDGE TO EXCELLENCE – PROGRAMS IN FINE ARTS

MUSIC – SEPTEMBER 2018

1. Describe the progress that was made in 2016-2017 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Bridge to Excellence (BTE) Master Plan.

Strategy 1: Participate in and contribute to the discussions pertaining to the current AACPS efforts to comprehensively re-evaluate the middle school experience.

The Music Coordinator was invited to participate in the Middle School Work Group, comprised of Middle School Principals, Central Office Senior Staff, and numerous Regional Superintendents. The group met following the monthly meetings of the Middle School Principals. The workgroup discussed a number of topics, including the current implementation of advisory, the middle school schedule, and current demands and expectations of middle school students, teachers, and administrators. The Music Office, through the coordinator's participation, has effectively engaged in these meetings and discussions to ensure that discussions regarding an improvement in the middle school schedule, a change central to improving the scheduling access for students, occurs. Current projections call for a proposed schedule change for the 2019-2020 school year.

Strategy 2: Provide teachers with intentional professional learning sessions geared towards promoting the music department vision of cultivating lifelong learners, creators, and consumers of music.

Throughout the year, the Music Office delivered numerous professional learning sessions that aligned with the department's vision of Cultivating Lifelong Learners, Creators, & Consumers of Music. Quarterly training sessions for elementary teachers were offered that enhanced teacher understanding of the developing curriculum in elementary school, and included activities geared towards teacher reflection on establishing content relevance for their students (#makingmusicrelevant). Additionally, new teachers were provided targeted training that focused on developing their skills and knowledge of current curricular efforts towards placing context for their students.

Strategy 3: Allocate and augment available resources to facilitate connecting music educators with meaningful regional and national professional learning opportunities. (\$6,224)

The Music Office focused allocated all of its 2016-17 BTE Funds towards supporting teacher participation at the Fall & Spring Maryland Music Educators Association Conferences, as well as supporting teacher costs associated with attendance at the National Association for Music Education (NAfME) National Conference in Dallas, and the Mid-West Conference in Chicago in December. Additionally, the Music Office utilized Title II resources and allocated budgeted funds to support the costs of substitutes and registration for teachers to attend the NAfME Eastern Conference, the American String Teachers Association Conference, and the Organization of Kodaly Educators Conference in Philadelphia.

Strategy 4: Explore and expand upon innovative and creative curriculum development efforts that promote student connections to music while maximizing available resources.

During the past year, curriculum revisions to Grade 3 Elementary Music, Middle School Chorus, Middle School Band, High School Chorus, and Music Goes Global received resources from the system to undertake curriculum re-writes or updates. In the case of each course, the work was directed through the lens of promoting student connections to music. The Music Office received approval to conduct a Single Textbook Adoption (STA) review for our Music Goes Global course. In addition to receiving approval to update the primary text for the course, the Music Office lobbied for and successfully received funding to support the to ensure the inclusion of SMART Boards, Sound System updates, projectors, and classroom sets of Chromebooks with carts for each class teaching Music Goes Global in the Anne Arundel County Public Schools.

Strategy 5: Provide focused instructional and programmatic support to schools located in the Glen Burnie feeder system.

The Glen Burnie feeder was the target for support throughout the 2016-17 Academic year. Numerous classroom and concert visits were scheduled by the Music Office to increase the lines of communication between teachers, their programs, and the school system. Elementary professional learning sessions were conducted in the Glen Burnie Feeder in an attempt to provide focused and targeted support for these teachers. Funding from budgeted sources were targeted to address needs in this feeder to ensure that identified gaps in access to resource could be minimized. Finally, the receipt of an undesignated influx of capital from a generous estate was directed by the music office to support the purchase of \$40,000 of new string instruments for Title I schools in the Glen Burnie Feeder.

Strategy 6: Review current course offerings, available resources, and conduct needs assessments to support the system's stated goal of developing a world class music program. (\$114)

The Music Office had numerous meetings internally, and among teachers to discuss the current course offerings, available resources and addressing the assessment of needs relative to this stated goal. Teachers proposed additional courses that they felt could enhance the delivery of instruction of music in our schools. While the addition of financial support was indicated as a significant need, the challenges associated with scheduling students into our classes was highlighted as a significant obstacle. Branding efforts were instituted to support and streamline the department vision of Cultivating Lifelong Learners, Creators, and Consumers of Music.

#2: Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.

Strategy 1: Participate in and contribute to the discussions pertaining to the current AACPS efforts to comprehensively re-evaluate the middle school experience.

The primary venue for this activity has been through the meetings of the Middle School Work Group, of which the Music Coordinator is a member. Additional research has occurred by members of the workgroup to determine scheduling models which are in place in other school systems to serve as the basis for a conversation about scheduling possibilities moving forward. Finally, a meeting of music teachers took place in June to brainstorm possible solutions to the current scheduling challenges faced

by middle School students attempting to enroll in music.

Strategy 2: Provide teachers with intentional professional learning sessions geared towards promoting the music department vision of cultivating lifelong learners, creators, and consumers of music.

Utilization of the two hour early dismissal time was made to deliver these sessions. Additionally, the Music Office "Counterpoint" program (New-Teacher Training) was also used as a mechanism towards developing skills and supporting the music department vision.

Strategy 3: Allocate and augment available resources to facilitate connecting music educators with meaningful regional and national professional learning opportunities. (\$6,224)

Local monies were leveraged with Title II and BTE funds to support the attendance of AACPS Music Educators at numerous and varied regional and national professional learning opportunities.

Strategy 4: Explore and expand upon innovative and creative curriculum development efforts that promote student connections to music while maximizing available resources.

The Music Office has taken a visible lead in promoting and developing cross-county collaborations among Maryland jurisdictions with regards to curriculum writing. To date, we have collaborated with three other systems (Calvert, Charles, and Howard Counties), and anticipate including St. Mary's and Montgomery Counties in the coming school year. Additionally, we leveraged our STA adoption process to augment the available resources for our Music Goes Global Course.

Strategy 5: Provide focused instructional and programmatic support to schools located in the Glen Burnie feeder system.

Utilization of the two hour early dismissal time was made to deliver training sessions in the feeder. Additionally, local monies and community resources were leveraged and targeted towards providing instructional support and new equipment towards meeting this objective.

Strategy 6: Review current course offerings, available resources, and conduct needs assessments to support the system's stated goal of developing a world class music program. (\$114)

The Music Office conducted numerous surveys and meetings to receive a maximum level of input from teachers to ensure that we were considering as many real world, actual school level implications with regards to needs and resource allocations. School supplies were acquired that included the department's use of the vision statement and logo, developed to promote the new vision.

#3 Describe which goals, objectives, and strategies included in the BTE Master Plan Annual Update were not attained and where challenges in making progress toward meeting Programs in Fine Arts goals and objectives are evident.

Strategy 1: Participate in and contribute to the discussions pertaining to the current AACPS efforts to comprehensively re-evaluate the middle school experience.

A targeted implementation of a new schedule model for the 2018-19 School year will not occur, due in part to a change in makeup of the committee. Additionally, the group is focused on 'getting it right' rather than simply 'getting it done', to ensure that we consider all of the potential impacts on a schedule change.

Strategy 2: Provide teachers with intentional professional learning sessions geared towards promoting the music department vision of cultivating lifelong learners, creators, and consumers of music.

Financial limitations prevent us from reaching all of the 220 music teachers in the school system. Additionally, finding mutually agreeable time slots where music teachers can convene to engage in locally sponsored sessions is a challenge.

Strategy 5: Provide focused instructional and programmatic support to schools located in the Glen Burnie feeder system.

Available resources of time and money are limited in this regard. The decay in many of our school's programs was sustained over many years, so it was unlikely that a single year focus would have addressed all of the needs within the feeder.

#4 Describe the goals, objectives, and strategies that will be implemented during 2017-2018 and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.

Strategy 1: Participate in and contribute to the discussions pertaining to the current AACPS efforts to comprehensively re-evaluate the middle school experience. In addition to proposing a new schedule model for middle school, it will be imperative to discuss a review of current offerings (in conjunction with Strategy 6) to respond to the evolving focus of music education.

Strategy 2: Provide teachers with intentional professional learning sessions geared towards promoting the music department vision of cultivating lifelong learners, creators, and consumers of music. This effort will be expanded to the entire school system throughout the year.

Strategy 3: Allocate and augment available resources to facilitate connecting music educators with meaningful regional and national professional learning opportunities. Identifying teachers who did not attend last year (with the exception of MMEA events) is a priority to expand the reach of this initiative.

Strategy 4: Explore and expand upon innovative and creative curriculum development efforts that promote student connections to music while maximizing available resources. Emphasis here will be in expanding the function of the cross-county initiative to promote team leaders from other counties.

Strategy 5: Provide focused instructional and programmatic support to schools located in the Meade feeder system.

Strategy 6: Review current course offerings, available resources, and conduct needs assessments to support the system's stated goal of developing a world class music program. Efforts here need to include the application of recommendations into course proposals.

**Bridge to Excellence – Programs in Fine Arts
Dance – August 2017**

1. Describe the **progress** that was made in 2016-2017 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system’s Bridge to Excellence (BTE) Master Plan.

Strategy 1: Provide training for school-based administrators and guidance counselors who observe instruction based on the ELOs for the Fine Arts.

Communication with administrators and guidance counselors about the high school and middle school fine arts dance courses is on-going. The *Principal’s Guide to Dance* is on our Blackboard site to assist those observing dance instruction.

Strategy 2: Align curriculum and assessments with Essential Learner Outcomes for the Fine Arts and the Voluntary State Curriculum.

Curriculum for the Grade 6 (Dare to Dance), Grade 7 (DanceDanceDance), and Grade 8 (So You Think You Can Dance) is aligned with the ELOs – Dance, the STATE CURRICULUM – Dance, and the National Dance Standards. High school dance curriculum (Dance I-IV, Dance for Athletes I-IV, and Dance Company I-IV) is also aligned with National and State standards. Alignment with new Core Arts Standards is completed for both high school and middle school dance curricula. The Middle School Dance for Athletes curriculum was refined to focus on a new scope and sequence and aligned to all national and state standards.

Strategy 3: Provide staff development that supports the ELOs in essential Fine Arts Courses.

Elementary staff development took place in August, December and March emphasizing using the “Elements of Dance” to elicit exploration of creativity and choreography for Elementary students. High school and middle school staff development took place in December and May emphasizing Common Core. The Dance Teacher Specialist and four teachers attended the NDEO Conference in October. Sessions from all conferences were presented in a three-day workshop, Dance and the Common Core in June. Two teachers attended a “Men/Boys in Dance” Conference (sponsored by NDEO) in June, the Dance Teacher Specialist and 2 other teachers attended the “Functional Awareness – Anatomy in Action” conference in July, and 2 teachers attended the Dance Educators Training Institute in August. Information for the summer conferences were presented at our Professional learning conference in August. High school dance teachers were provided master classes and adjudication feedback at the all-day high school Dance Festival, the Maryland Public High School Dance Showcase, and the National High School Dance Festival. Middle school dance teachers were provided master class and adjudication feedback at the all-day middle school Dance Festival. New Teacher Orientation for four new dance teachers was provided in August.

Strategy 4: Revise facility plans, basic equipment lists, and materials of instruction and provide appropriate changes to create a favorable instructional climate.

Repairs and enhancements were done to studios. Both middle school and high school dance teachers were provided with the book *Dance Psychology, Artistic and Performance Excellence*, Debriefing Kits to engage student inquiry and artful thinking, and “A Ballet Education Posters”. Elements of Dance Posters to support learning from Professional Development workshops were purchased for all Elementary schools. The process for refurbishing auditorium seating and lighting is in progress.

Strategy 5: *Establish and develop mutually supportive connections with regional arts and educational organizations and institutions which will assist students in meeting or exceeding the Maryland ELOs.*

The guest choreography project (partnering with Goucher College, Towson University, UMBC and Anne Arundel Community College, local professionals and alumni) continued, providing guest choreographers for all schools requesting them. As a result, participation in the county dance festivals continues to increase at the middle school and elementary school levels. There were nine 2017 Dance Festivals.

Through our partnership with Ballet Theatre of Maryland (BTM), classes in ballet, modern, jazz, and tap were made available on a walk-in basis for AACPS dance teachers. This was a professional enrichment courtesy extended by BTM because the teachers have extensive rehearsal and performance schedules and often cannot attend a full semester of classes.

Ballet Theatre of Maryland (BTM) provided 7 dance assemblies to seven elementary schools. The programs were linked to studies at the schools and included *An American Journey through Dance*, *Alice in Wonderland*, *Pirates of the Chesapeake*. Funds were provided from the Arts Council of Anne Arundel County, Young Audiences, and local funds.

The partnership with local dance studios and parents continues. Gently used dance shoes, clothing and costumes are donated and recycled to students who would not otherwise be able to dance and perform.

The Summer Dance Intensive, two weeks of intense dance training, lunchtime academic learning experiences, and culminating concerts was put in place for July, 2017. Parents, dancers and teachers were very pleased with the results. Registration was at capacity. Students were provided the opportunity for a professional dancer from the Royal Ballet of London, Fernando Montano, to guest teach and perform for our students along with a group of musicians from Columbia, South America called Sericato. This opportunity was provided by a partnership with World Artist Experiences of Anne Arundel County.

An elementary ballroom program with Bearfoot Dance and an additional consultant occurred. Sixteen schools were able to participate based on local funding. The program involves 4 days of instruction and a 5th day of performance that includes the community.

American Barn Dance residencies were in place at 5 elementary schools. The residencies conclude with a community barn dance with live musicians.

An Arts Integration Partnership Project with Ballet Theatre of Maryland and five underserved schools continued, funded by various offices at AACPS and the Arts Council of Anne Arundel County. Based on a BTM performance, “The Legend of Sleepy Hollow”, language arts classes were given basic characters and wrote a story to reflect “The Legend of Sleepy Hollow”. A BTM master teacher conducted a 10-day residency and choreographed the story for a group of dancers. The visual arts classes made costumes and sets for their story. On performance day, the dancers experienced stage rehearsal with BTM and performed with BTM dancers in the evening. The performance was open to the public. There was no cost to the school for this project. BTM dancers mentored the elementary dancers. Local funds provided this opportunity for students.

Strategy 6: *Ensure that all Fine Arts stakeholders maintain current levels of knowledge to keep pace with state and local changes.*

On-going communication with assistant superintendents, directors and principals continues. Middle school principals have become more familiar with dance flooring and its care, the State Curriculum – Dance, how to observe dance classes, and concert procedures. The *Principal, Guidance Counselor and Business Manager Guide to Dance* is on Blackboard.

Teachers report that principals have increased the understanding and ability to discuss dance instruction in post-observation conferences. Enrollment in middle and high school dance continues to increase. Performance Directors and principals recognize the value of dance for students.

Concert and Dance Festival attendance by principals, assistant principals, and executive level personnel continues to increase. Principals’ communication with the Dance Teacher Specialist at concerts and following concerts indicates that knowledge of dance being performed on stage, appreciation for artistic choreography, and understanding of and support of audience etiquette have improved.

Positive feedback from parents indicates investment in the dance program. Concerts are well attended and many are sold out.

2. Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.

Strategy 1:

There is continued commitment to communicate and work with administrators, guidance counselors and business managers to up-date them about our dance curriculum and assessments, and to improve dance observations, class placements, care of facilities and scheduling. Middle school principals are regularly communicating with the Dance Office asking questions about classes, concerts, dance travel and more.

Strategy 2:

Regular evaluation of curriculum occurs each year in preparation for the next curriculum review. Curriculum enhancements will continued to be proposed for supportive funding from the district in order to transfer curriculum to an electronic format.

Strategy 3:

Several practices contribute to the success of teacher staff development programs. Evaluation by participants guides the next professional development. Professional development and in-service occurs at the high school and middle school levels annually as well as annual in-service for Dance Festival participants. Local funds were used to contract master teachers and adjudicators to provide high quality experiences. Local funds paid stipends to teachers who attended professional development workshops.

Regular mentoring of dance instruction at all levels is mandated by AACPS procedures for principal observations and coordinator visitations. Evaluations indicate that teachers feel supported with staff development. High school teachers use the adjudication feedback from Dance Festival and the Maryland Public High School Dance Showcase to guide student choreography and performance.

Strategy 4:

Every year, facility, equipment and resource needs are submitted by teachers, prioritized and systematically provided as funds allow. The increase in election of middle school dance courses continues to require investment in floors, ballet barres, mirrors, Smartboards and sound equipment. Additional progress was made in 2016-2017. Progress will continue as funds are available. Local funding provided four studios with Smartboards 2016-2017.

Strategy 5:

The guest choreographer project began five years ago and will continue, as teachers report this is wonderful experience for students. Local funds pay choreographers. The BTM program providing classes for teachers began in the 2005-2006 and will continue at no cost. The Ballet Theatre of Maryland mini-performances will be scheduled. PTA's and parents absorb the cost for the mini-performances. Assemblies are provided through grants and local funds. Continued communication and involvement with our established college and professional partners is the key to our mutual support. Thirteen high schools and four middle schools now have Dance Honor Societies through the National Dance Education Organization. The remaining middle schools are working on establishing honor societies.

Strategy 6:

Continued face-to-face communication with administrators, teachers, and parents enhances our program. The Anne Arundel County Public Schools web site provides up-to-date information on

program and county, state and regional dance events. This year all of the grant funds (\$6,345.00) were used to provide resource materials for middle and high school dance teachers.

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.

Strategies 1:

Continued education is needed for principals, assistant principals, guidance counselors, and business managers, particularly about taking care of dance studios and equipment. The overwhelming demand on schedules makes it very difficult to schedule meetings with these groups of people. The Dance Teacher Specialist communicates during school visits and at concerts. Further professional development on observing dance classes is needed.

Strategy 2:

Our system of regularly revisiting and up-dating curriculum is effective. Teachers are satisfied with the curriculum and the up-dates and feel it meets the needs of increasing enrollment (high school and middle school teachers report an increase in students from all demographics electing dance) while addressing the state and national dance standards.

Strategy 3:

Challenges to provide staff development were greatly ameliorated again this year with our three-day Dance and the Common Core Workshop in June. Teacher evaluations described an appreciation of information presented on reaching our ELL students, strategies for students with special needs, backwards planning, project based learning and literacy driven instruction.

Constraints on Dance Teacher Specialist and Coordinator time continue to make it difficult to visit as many schools as we would like each year. We work with the time allocated for teacher in-service and training; however, teachers at all levels indicate they need additional time.

Strategy 4:

Local funds are now replacing marley and helping with installation of new studios. The real challenge is the auditoriums. Seating, lighting and sound are systematically being replaced and updated. Local funds have begun to tackle this challenge, but it is slow, and the lack of stage lighting is critical for dance concerts. The new lighting is not adequate for dance concerts. Maintenance of lighting and auditorium security continues to be challenging.

Strategy 5:

Funding for all desired projects with our partners continues to be a challenge, although having a dance budget and generosity from various offices is helpful.

Strategy 6:

Providing an adequate amount of professional development continue to be a challenge. Funding to pay teachers and/or substitutes is required for any meetings, and the dance budget has been able to accommodate most of what is needed. Even though funding might be available to pay teachers for in-service, it cannot be mandatory, which limits attendance.

4. Describe the goals, objectives, and strategies that will be implemented during 2017-2018 and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting goals. Please include timelines where appropriate.

Strategy 1:

Reorganization of personnel in our system is continuing into the 2017-2018 year. One-on-one communication with executive personnel and with administrators at various dance events and meetings will continue. This has proven to be effective in keeping the lines of communication open, creating support for the academic aspects of dance, garnering funds for improving facilities, and making principals aware of exceptional student and teacher achievements (e.g. All-County, All-State, scholarships, teacher awards). The lines of communication between Dance Teacher Specialist, HPED Coordinator, and Directors are open, and issues facing dance will be discussed to find positive solutions.

Strategy 2:

Our goal is to continue to revisit dance curriculum at all levels to make sure any changes and improvements are aligned with the ELOs, State Curriculum – Dance, and National Core Arts Dance Standards. Our curriculum aligns with the new Core Arts Standards, and an official match is completed. Increased use of technology is occurring, for example, Google Classroom/Drive, Office 365/One Note, ticketing for events, on-line registrations for Summer Dance Intensive.

Strategy 3:

The Dance Specialist and Coordinator will continue to visit schools as often as possible to provide support for our dance educators. Veteran teachers volunteer to mentor new teachers and those new to the Dance Festival. Dance teachers will attend the MDEA conference in October. The Dance Specialist and three teachers will attend the NDEO conference in November and plan our June Professional Development from information from attended sessions. Teachers attending other events will share what they learned at the August in-service. Four new dance teachers were hired for 2017-2018. They were provided mentoring at New Teacher Orientation in August. Teachers will also have the opportunity to attend four Professional Learning opportunities throughout the 2017-2018 school year specific to dance education content.

The Dance Specialist will continue to present at Professional Development for the elementary physical educators in order to influence the curricular presentation of dance.

Dance Festival professional development will occur in December. All-County professional development will occur in May.

Three days of Professional Learning is planned for summer 2018. Teachers indicated that additional policies for dance are needed now that the program has grown. Continued professional development on the new Core Arts Standards, state standards, Common Core and Best Practices will occur.

Strategy 4:

Replacement of stage floors and studio floors will continue based on need and funding. One new studio is planned for installation. Continued local funds are critical to this aspect of our program.

The Dance Specialist will continue to educate the Business Managers in the middle and high schools who are responsible for facilities about the care of dance facilities.

Based on the needs lists submitted by teachers, sound systems, iPods, iPads, books, costume storage and Smart Boards will be purchased for middle and high school studios as funds permit.

Progress will be continue in repairing/replacing and up-dating auditorium lighting and sound.

Grant funds (\$6,334.00) will be used to provide teacher resources.

Strategy 5:

The guest choreography project will continue in 2017-2018 to encourage more elementary schools to participate in the dance festivals. To help with funding, high school dance company students will choreograph for feeder schools as part of a Dance Company class project. Middle and high schools will receive guest choreographers to provide their dancers with experiences working with different choreographers.

Teachers will again be able to take classes at Ballet Theatre of Maryland on a walk-in basis. This requires annual renewal based on BTM's ability to provide the service.

Dance assemblies for schools in 2017-2018 will occur through support of the AAC Arts Council and support from the Dance Office. Our Ballroom and Barn Dance Residency Projects (full days with a dance clinician for elementary schools) will continue and service more schools than in previous years.

Master clinicians and adjudicators will teach dance festival master classes for high school students and teachers, and adjudicate the dance festival concerts. Festival ticket sales will cover these costs.

The Summer Dance Intensive will continue in 2018.

Strategy 6:

The August in-service will be used to share information from the NDEO Conference and MDEA Conference. Ongoing communication with principals about needs for middles and high school dance will occur. The AACPS dance website will continue to provide dance information to parents and other visitors. June 2018 professional development will continue.

Bridge to Excellence – Programs in Fine Arts

Visual Arts – September 2017

- 1. Describe the progress that was made in 2016 -2017 toward meeting Programs in Fine Arts goals, strategies, and objectives in the system’s Bridge to Excellence (BTE) Master Plan.**

Strategy 1: Provide training for school based administrators and guidance counselors who observe instruction based on the ELOs for the Fine Arts.

The Visual Arts Office continues to create opportunities in person, or by email, to discuss with administrators ongoing implementation of recent courses such as Elementary Third Grade, and Advanced Placement Art History and Studio II: 3D Art for high school students. The coordinator continues to suggest student course sequence schedules, and discuss successes and challenges of the magnet course overlays for Middle and High School STEM, IB Digital Palette, IB Digital Palette Advanced, and PVA. One credit of visual arts courses is required by those programs.

Strategy 2: Align curriculum and assessments with Essential Learner Outcomes for the Fine Arts and the Voluntary State Curriculum.

Curriculum for all grade levels is aligned with the MSDE ELOs – Visual Arts, the MSDE State Curriculum-Visual Arts and the National Visual Arts Standards. Elementary Grade 3, Advanced Placement Art History, and Studio II: 3D Art were rewritten and reformatted to an e curriculum template during the spring and summer of 2017 to align with the new AACPS Curriculum.

Strategy 3: Provide Staff Development that supports the ELOs in essential Fine arts Courses.

The Visual Arts Office coordinated and facilitated staff development opportunities for visual arts teachers - the Arts and Common Core professional development for all art teachers, Visual Arts Department and Lead Teacher meetings, and Early Dismissal Professional Learning Days, which provided updates to staff on art education information, support for common core standards, hands on studio, lesson design, information on student and teacher exhibit opportunities, museum workshops and field trip offerings, best practices, and updates on art materials.

Especially important is the New Teacher Orientation sessions that give our new teachers the right start to launch their art education career. AACPS also supports the annual AP summit in February which brings HS teachers, instructors, and AP consultants in the Studio Arts and Art History to provide ideas and ways to increase participation by all student groups, support to eliminate the achievement gap, and raise student AP scores by aligning to the AP criteria.

A theme based professional development, “Expectations of Greatness”, offered by the Visual Arts Office, was introduced to engage teachers in meeting the expectations of collaboration, communication, and connections.

Teachers are encouraged to attend professional development and conferences offered by the MAEA. Forty-seven AACPS teachers attended sessions at the 2016 MAEA annual conference,

and registration was supported by the Visual Arts Office. Nineteen visual arts teachers attended and/or presented at the NAEA Convention in New York City, NY in March 2017. All returned with materials, ideas for assessment, and network connections to enhance their programs. Some will provide a PD session in the future for other art teachers to share innovative and creative ideas from the convention.

Strategy 4: Revise facility plans, basic equipment lists, and materials of instruction and provide appropriate changes to create a favorable environment.

The Visual Arts Office was included in meetings regarding planning with administrators and architects on renovation and new construction of visual arts facilities in schools. The Visual Arts Office also advised regarding equipment and art materials, and provided input into the architectural plans of the renovations/reconstruction of four elementary schools and one high school. Input from the Visual Arts Office is provided in an effort to have studio classrooms designed and equipped to meet MSDE standards. Recently updated lists of recommended equipment and materials are available for all three levels of schools.

The Visual Arts Office supports needs in existing schools when equipment is deemed not repairable and/or unsafe. The office provides materials of instruction to schools of need.

Strategy 5: Establish and develop mutually supportive connections with regional and educational organizations and institutions which will assist students in meeting and exceeding the Maryland ELOs.

The Visual Arts Office continues to maintain partnerships with many organizations and community venues to provide competitions, events, and exhibits to highlight the artistic achievements of students at all levels, and from all areas of the county. They include: Walters Art Museum, Banneker Douglass Museum, MSDE Storefront Gallery, MD State Treasury Building, Maryland Art Education Association, Mid Atlantic Plein Air Painters Association, Maryland Hall for the Creative Arts, Anne Arundel Community College, Chesapeake Arts Center, Women's Clubs of Anne Arundel County, and Westfield Annapolis.

AACPS partners with Maryland Hall for the Creative Arts and Chesapeake Arts Center, who offer visual arts classes for students with opportunities to apply for scholarships.

Strategy 6: Ensure that all Fine Arts stakeholders maintain current levels of knowledge to keep pace with state and local changes.

The Visual Arts Office supports arts integration at Bates and Brooklyn Park Middle Schools, and six AACPS elementary schools. Ninety teachers attended the 21st Century Arts Integration Institute sponsored by Young Audiences of Maryland and AACPS. Administrators, visual arts educators, and interested parents are invited to attend and visit these programs in action.

2. Identify the programs, practices, or strategies, and related resource allocations that are related to the progress reported in prompt #1.

Strategy 1:

There is a continued commitment to inform administrators and guidance counselors regarding school programs as well as those that provide enrichment opportunities to raise student artistic achievements. Principals inform and support teachers in assuring that students are provided the guidance and encouragement to submit applications to attend the Visual Arts Gifted and Talented Visual Arts Program during the school year, and in the summer session in July. Grant funding supported adjudicators for the application process for the Gifted and Talented Program. (\$450.00)

Strategy 2:

Continued support is needed for updated courses. High school teachers met to discuss, network, and implement AP Art History and Studio 1: 3D Art. One teacher also contributed to the AP Art History course by creating an image base to be used with students (\$125). The grant provided funds to support teacher preparations and supplies to deliver valuable professional learning sessions for teachers throughout the 2016-17 school year. (\$562)

The Grant also provided stipend funding as an added incentive for new teachers to attend the New Teacher Mid-Year meeting. (\$650.00)

Strategy 3:

Visual Arts staff development is guided by teacher evaluations from previous in-services, and supports new initiatives as per the school system. Exemplary teacher, artist, and consultant led sessions highlight curriculum assessment, critical thinking strategies, and opportunities for quality hands on experiences with art materials and lessons. The Visual Arts Office supported the registration fees for nineteen visual arts teachers to attend the NAEA Convention in 2017. (\$3,828) The Grant also supported the registration and travel costs for the Coordinator of Visual Arts to attend the MASSP conference. (\$880).

A theme based professional development, "Expectations of Greatness", offered by the Visual Arts Office, was introduced to engage teachers in the expectations of collaboration. The grant supported 2 days of workshops for teachers, which included presenter stipends and supplies for 190 Visual art teachers – elementary 1 day & secondary 1 day (\$2875).

Strategy 4:

The Visual Arts Office continues to support art classrooms by evaluating needs. Materials of instruction funds do not cover above and beyond the basic needs. In an effort to support schools with sketchbooks and other materials, assessments are made and it is determined where support can be offered. (\$547.80)

Strategy 5:

Continued connections with our many partners are a vital part of our support to our varied programs. Involvement in aligning sequencing, and aligning curriculum and skills development, has been ongoing with Anne Arundel Community College. The Visual Arts Office also coordinates the Post Baccalaureate Art Integration Certificate Program cohort through Towson University. AACPS has graduated three cohorts. A fourth cohort class is currently completing year three. A fifth cohort will be offered starting in the Spring of 2018.

Strategy 6:

The Visual Arts Office and teachers are included as facilitators and participants in the Middle and High School Performing and Visual Arts Magnet Schools advisory boards. The board brings together visual arts educators, arts organizations, and business partners for ideas and support, and disseminates information for them to share with the community.

- 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.**

Strategy 1:

One on one time with school leadership is needed to discuss and advocate for more staffing at the high school and middle school levels. As of June 2017, staffing in visual arts classes suffered some losses at the high school and middle school levels.

The Visual Arts Office is still concerned regarding the large size of classes at the high school and middle school levels, sometimes 38-40 students, as some staffing in middle and high school was decreased.

Strategy 2:

Curriculum is a work in progress. The Visual Arts Office continues to review and re-edit curriculum documents as needed. The Visual Arts Office continues monitoring new courses and programs for effectiveness in raising student artistic achievements.

The Visual Arts Office continues to work to meet the following challenge of providing immediate access to curriculum and state standards materials for teachers to have in many forms. Increases in costs of materials and aging technical equipment continues to challenge the Visual Arts Office in finding funding to help provide needed items for implementation of curriculum and updated media. Funding is provided for the purchase of visual journals as motivation for each art teacher to continue to document their ideas and meetings. The teachers use the visual journal as an on-going creation of observations and reflections designed to draw attention to sensory details in order to build elaboration skills.

Strategy 3:

Constraints on the Coordinator's time makes it difficult to visit all schools each year to assist with the implementation of the Visual Arts ELOs, VSC, and assessments. In schools that are visited, the Coordinator of Visual Arts continues to monitor the application of the Visual Arts ELOs and VSC to provide immediate feedback to teachers. Opportunities for staff development time, as scheduled by the AACPS professional development calendar, makes staff development very limited and makes scheduling a difficult task.

Strategy 4:

The Visual Arts Office continues to work to meet the challenge of updating technology, and keeping up with increasing enrollment in High School Photography/Digital Imaging courses, which brings about equipment and facility issues. Increases in costs of materials and technical equipment, and the need to continually update continues to challenge the Visual Arts Office in finding funding to help provide needed items for implementation of curriculum. AACPS has been very supportive by providing support for Creative Cloud for all secondary schools.

The Visual Arts Office will continue to help to organize consultants, artists in residence, school visitations, and staff development opportunities to provide information and awareness of the arts integration at schools in AACPS. AACPS has recognized the need for support for teachers in order to implement AI by continuing to provide an Arts Integration Teacher Specialist to the Division of Curriculum and Instruction.

Strategy 5:

Time to meet with partners and plan their support of the Visual Arts program is a challenge, as well as funding to bring programs that they provide, such as artists in residence and other enrichment programs. Also, scheduling events, assemblies, and guest artists in the school day is limited.

Strategy 6:

It is difficult to reach all stakeholders due to limited staff development time. More thought for development in hybrid and online courses is a consideration. Teachers indicate the need for more time for training and work sessions. Some Saturday and after school classes have been offered, and while well received and appreciated by participants, attendance is often small. Limited or no funding to pay stipends to teachers is problematic.

- 4. Describe the goals, objectives, and strategies that will be implemented during 2017-2018, and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals objectives and strategies. Where appropriate include timelines.**

Strategy 1:

The Visual Arts Office will continue to work with administrators towards improving scheduling challenges, facility issues, and providing opportunities for administrators, counselors and schedulers to learn more about best visual arts education practices in schools. Most importantly, the Visual Arts Office created an electronic document for administrators to provide information at all levels regarding what they should expect to see in the delivery of instruction in an art lesson, and other components of an exemplary art program in the “Visual Arts Program Look Fors”.

Principals and other administrators will continue to be invited to attend the student art exhibits, and events sponsored by the Visual Arts Office, in order to see the performance side of visual arts. E-vites and AXIS are the form of invitation used by the Visual Arts Office. Continued direct communication between schools and the Visual Arts Office via email and telephone is encouraged by the Visual Arts Office.

Strategy 2:

The Visual Arts Office will continue to update curriculum to address the need of assessments and portfolio development as a measure of growth and support of common core standards as implementation of Student Learning Objectives needed for student growth evaluation moves forward. As National Standards are published, we are awaiting the decision of the State of Maryland to adopt or adapt these standards.

Strategy 3:

Commitment by the Visual Arts Office will continue to provide needed staff development for teachers at all levels whenever professional development time is available on the school system schedule.

The Coordinator of Visual Arts will continue to visit schools as often as possible, and provide support with/through the Visual Arts Teacher Specialist visits to each new teacher and other teachers as requested by the Principal. The Visual Arts Office will set a goal that by January 2018, the Coordinator of Visual Arts or Visual Arts Teacher Specialist will have visited and/or observed all new art teachers “in action” with their students. The Visual Arts Office plans on continuing this important connection to the art teachers in their classrooms.

Strategy 4:

Replacement of large equipment, such as kilns, and technology needs will continue based on needs, funding, and growth of the program. Additional elementary and middle school art studio class needs will be supported by Grant funds.

Strategy 5:

The Visual Arts Office and Anne Arundel Community College will continue to work in partnership to provide high school and AACC college students the opportunity to meet college

representatives at a Portfolio Evening in November 2017. Goals continue to be set for more student attendance, and for more colleges to be represented at the event.

An extensive exhibit schedule of over 18 student art exhibits and competitions is again planned for the 2017-18 year, and community partners will be contributing greatly by providing venues as well as help with reception supplies.

Strategy 6:

Continued communication via email, and face to face meetings with teachers and administrators will be used to share information regarding new programs, courses, and initiatives. The Visual Arts Office will continue to maintain and improve the Visual Arts website, and Visual Arts and Arts Integration Blackboard sites.

**Budget FY 2018
Fine Arts Program**

Category/ Program	Line Item	Calculation	Amount
Salaries & Wages			
Goal 1, Objective 6, Strategy 3			
203-205/01	Stipends, Art Teacher Training, Strategy #3	83 stipend hours @ \$25/hr	\$ 2,075.00
Total Salaries & Wages			\$ 2,075.00
Goal 1, Objective 6, Strategy 1 and 4			
Contracted Services			
203-205/01	Consultant, Art, Strategy #3	1 consultant @ \$500	\$500
Goal 1, Objective 6, Strategy 3			
203-205/01	Consultant, Theatre, Strategy #3	Compass Rose consultants to facilitate school-based workshops in theatre classes 5 schools x \$500 = \$2500 Consultants to facilitate student workshops during annual Theatre Festival 12 consultants x \$200 = \$2400	\$4,900.00
203-205/01	Consultant, Music		
Total Contracted Services			\$5,400
Supplies & Materials			
203-205/01	Supplies, Dance, Strategy #4	Resource materials for K-12 to enhance dance education instruction and performance. Supplies include but not limited to: Classroom equipment and resources, literature and music.	\$ 6,345.00
Goal 1, Objective 6, Strategy 4			
203-205/01	Supplies, Theatre, Strategy #4	Theatre supplies and equipment to enhance theatre instruction and performance quality. Supplies include, but are not limited to, makeup, lighting, microphones and other sound equipment, and props.	\$ 1,444.00
Goal 1, Objective 6, Strategy 4			
203-205/01	Supplies, Music, Strategy #4		
Goal 1, Objective 6, Strategy 2			
203-205/01	Supplies, Art, Strategy #4	Professional development supplies & classroom supplies for students such as sketchbooks, paints, scissors, etc.	\$ 2,087.00
Goal 1, Objective 6, Strategy 4			
Total Supplies & Materials			\$ 9,876.00
Other Charges			
203-205/01	Conference Fees, Dance		
Goal 1, Objective 6, Strategy 3			
203-205/01	Conference Fees, Music, Strategy #6	MMEA registration - Support 57 teacher MMEA registrations; registration cost for each teacher varies between \$40 and \$115 = \$4,700; Mid-West (Chicago) - 3 registrations \$255, lodging \$1389	\$ 6,344.00
Goal 1, Objective 6, Strategy 3			
203-205/01	Conference Fees, Art, Strategy #6	Conference attendance costs	\$ 1,500.00
Goal 1, Objective 6, Strategy 3			
212	Fixed Charges	8.77% of stipends/subs	\$ 182.00
Goal 1, Objective 6, Strategy 1-5			
Total Other Charges			\$ 8,026.00
Subtotal:			\$ 25,377.00
201/22	Subtotal, less equipment		
AACPS Indirect fee 2%			\$ 508.00
Total Fine Arts Program			\$ 25,885.00

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$25,885	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Fine Arts	GRANT RECIPIENT NAME	Anne Arundel County Public Schools		
M SDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	State	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2017	9/30/2019	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						508.00	508.00
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.	2,075.00	5,400.00	9,876.00				17,351.00
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.				7,844.00			7,844.00
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				182.00			182.00
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	2,075.00	5,400.00	9,876.00	8,026.00	0.00	508.00	25,885.00

Federal Tax Identification Number: 52-6000882

DUNS Number: 074926064

Finance Official Approval	<u>M. Durholz</u>	<u>M. Durholz</u>	10/12/17	410-222-5209
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>George Arbolio Ed.D.</u>	<u>[Signature]</u>	10-12-17	410-222-5304
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Additional Federal and State Reporting Requirements



Victims of Violent Criminal Offenses (VVCOs) in Schools - SY 2016-17

Local education agency (LSS: Anne Arundel County Public Schools

LSS Point of Contact: Alice L. Swift, Director of Safe & Orderly Schools

Telephone: 410-222-5288 Email: aswift@aacps.org

Violent Criminal Offenses	VVCOs (Note 1)	VVCOs Requesting Transfers (Note 2)	VVCOs Transferred Prior to Final Case Disposition (Note 3)	Total # of VVCOs Transferred to Other Schools (Note 4)
Abduction & attempted abduction	0	0	0	0
Arson & attempted arson in the first degree	0	0	0	0
Kidnapping & attempted kidnapping	0	0	0	0
Manslaughter & attempted manslaughter, except involuntary manslaughter	0	0	0	
Mayhem & attempted mayhem	0	0	0	0
Murder & attempted murder	0	0	0	0
Rape & attempted rape	0	0	0	0
Robbery & attempted robbery	4	0	0	0
Carjacking & attempted carjacking	0	0	0	0
Armed carjacking & attempted armed carjacking	0	0	0	0
Sexual offense & attempted sexual offense in the first degree	0	0	0	0
Sexual offense & attempted sexual offense in the second degree	3	1	1	1
Use of a handgun in the commission or attempted commission of a felony or other crime of violence	0	0	0	0
Assault in the first degree	66	0	0	0
Assault with intent to murder	0	0	0	0
Assault with intent to rape	0	0	0	0
Assault with intent to rob	0	0	0	0
Assault with intent to commit a sexual offense in the first degree	0	0	0	0
Assault with intent to commit a sexual offense in the second degree	0	0	0	0
TOTAL	73	0	0	1

NOTE: Please read the attached guidance before completing the VVCOs in Schools Report